

کد کنترل

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

اگر دانشگاه اصلاح شود عملکرد اصلاح می شود.
امام خمینی (ره)

صبح شنبه

۱۴۰۱/۰۴/۱۱

دفترچه شماره ۲

آزمون سراسری ورودی دانشگاه‌ها و مؤسسات
آموزش عالی کشور سال ۱۴۰۱

گروه آزمایشی زبان‌های خارجی
آزمون اختصاصی

ردیف	عنوان امتحانی	تعداد سؤال	از شماره	تا شماره	زمان 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 برای مقررات رفتار می‌شود.

• داوطلب گرامی، عدم درج مشخصات و امضاء در مندرجات جدول ذیل، به منزله عدم حضور شما در جلسه آزمون است.

اینجانب.....با شماره داوطلبی.....با آگاهی کامل، یکسان بودن شماره سندلی خود را با شماره داوطلبی مندرج در بالای کارت ورود به جلسه، بالای پاسخنامه و دفترچه سوالات، نوع و کد کنترل درج شده بر روی دفترچه سوالات و هائین پاسخنامه ام را تأیید می‌نمایم.

امضاء:

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-** My sister is watching several episodes of her favorite comedy in a row. She them all afternoon without a break.
- 1) watches 2) used to watch
3) is watching 4) has been watching
- 102-** While Mary was in the library doing research, she a book which contained letters the author had written to his son.
- 1) found 2) had found
3) had been finding 4) was finding
- 103-** Two different types of boats have been developed by the Eskimos, to meet specific needs.
- 1) both constructing 2) each constructed
3) which is constructed 4) who construct
- 104-** I've gained a lot of valuable experience in the classroom this year. I now feel I'm a much better teacher than qualified a year ago.
- 1) I was 2) me when 3) when was I 4) I was when I
- 105-** We apologize for the delay to you, and for any inconvenience this may have caused.
- 1) your luggage got 2) that got your luggage
3) in getting your luggage 4) of your getting luggage
- 106-** Not the last bus, I yelled for it to wait as I ran along the sidewalk.
- 1) only I missed 2) wanting to miss
3) to want to miss 4) only was I missing
- 107-** Smart consumers like yourself are concerned about your family's nutrition. Health is a top priority, is value.
- 1) and so 2) then it 3) but neither 4) no matter
- 108-** I was lucky my noisy guests finally quieted down. Otherwise, the neighbors the police.
- 1) had called 2) had to call 3) would call 4) would have called
- 109-** Whatever happened that day was our secret. We didn't even tell our parents what
- 1) we do 2) did we do 3) we had done 4) had we done
- 110-** Instead of tooth, the blue whale has a row of bony plates in its mouth that
- 1) functions as a food-collecting device
2) are a food-collecting device function
3) has the function of food-collecting device
4) food-collecting is the function of that device

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- After hours of discussion, we had got nowhere, so we all went home.
 1) total 2) instant 3) heated 4) well-known
- 112- Conceived as a community which would be safe for children, the city of Redburn was intentionally designed so that the would not require automobiles.
 1) authorities 2) navigators 3) pedestrians 4) residents
- 113- The company has decided not to join the growing for dominance in the real estate market.
 1) appointment 2) advertisement 3) competition 4) satisfaction
- 114- You should not immediately your teenage son of doing something when you are not completely sure that he did it.
 1) accuse 2) excuse 3) justify 4) trap
- 115- When Rod told us he had booked a table at that fancy Restaurant, we were so excited, but it really didn't our expectations.
 1) cling to 2) come up to 3) hold out 4) fail to meet
- 116- The police are sifting through the available data in an effort to find the person.
 1) passive 2) primary 3) identical 4) guilty
- 117- Even though the salesperson showed me a product I had never heard of, I bought it because of the good of the manufacturer.
 1) currency 2) promise 3) reputation 4) interference
- 118- While hunter-gatherers always had the option of moving elsewhere when the resources were, this became more difficult with farming.
 1) exhausted 2) impressed 3) incorporated 4) occurred
- 119- In return for free and food, I tidy up the house and look after the two kids while the parents are at work.
 1) supper 2) expense 3) confirmation 4) accommodation
- 120- The declining standards for modern journalism are by newscaster Bedford's disregard for facts.
 1) surmounted 2) undertaken 3) overestimated 4) exemplified
- 121- The coast guard is not separate from the armed forces, as many believe.
 1) gladly 2) scarcely 3) mistakenly 4) haphazardly
- 122- It is not an easy book to read, but it is extremely interesting. It's well worth putting in the effort to understand it.
 1) futile 2) extra 3) dramatic 4) increasing
- 123- I am not going to what my seven-year plan is, but I will tell you this much, if it works out, the next seven years will be very interesting.
 1) reveal 2) decline 3) derive 4) generate
- 124- The 17th century metaphysical poets, such as Donne and Marvell, rose to new after Eliot's 1921 critical essay.
 1) praise 2) prominence 3) sustenance 4) compliment
- 125- The lawyer asked whether the CEO thought his firm's investment practices were, in their current form, with the new banking laws.
 1) separate 2) consistent 3) cohesive 4) challenging

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) He had made no comment on whether a decision reached them.
- 2) He had made no comment on whether a decision was reached.
- 3) He made no comment on whether a decision had been reached.
- 4) He made no comment on whether a decision reached them or not.

127-

- 1) After doing 25 years of research in the field, the doctor's hunch of the new medicine being successful.
- 2) Based on 25 years of research in the field, the doctor had a hunch that the new medicine would be successful.
- 3) Depending on 25 years of research in the field, the doctor's hunch was that the new medicine would be successful.
- 4) According on 25 years of doing research in the field, the doctor had a hunch that the new medicine is successful.

128-

- 1) The "Evening Star" is not a star but the planet Venus.
- 2) The "Evening Star" is not a star, but is the planet Venus.
- 3) The "Evening Star" is not a star but also the planet Venus.
- 4) The "Evening Star" is not a star but it also is the planet Venus.

129-

- 1) If eggs rest against the wooden bottom in extremely cold weather conditions, they can become chilled to a point that the embryo can no longer surviving.
- 2) If eggs would rest against the wooden bottom in extremely cold weather conditions, they became chilled to a point where the embryo could no longer survive.
- 3) If eggs rest against the wooden bottom in extremely cold weather conditions, they can become chilled to a point where the embryo can no longer survive.
- 4) If eggs would rest against the wooden bottom in extremely cold weather conditions, they became chilled to a point that the embryo could no longer be surviving.

130-

- 1) The environmentalist showed his slides of the retreat of Arctic glaciers, he expressed his fear for polar bears that are losing a large percentage of their natural habitat.
- 2) The environmentalist showed his slides of the retreat of Arctic glaciers expressing his fear of polar bears who are losing a large percentage of their natural habitat.
- 3) The environmentalist showed his slides of the retreat of Arctic glaciers and expressed his fear of polar bears, losing a large percentage of their natural habitat.
- 4) After the environmentalist showed his slides of the retreat of Arctic glaciers, he expressed his fear for polar bears, which are losing a large percentage of their natural habitat.

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: Do you think I could use your computer to type my research paper?

B: If you don't (131) waiting a couple of hours.

- 131- 1) try 2) mind 3) go easy on 4) take part in

A: After dinner, do you want to catch a movie?

B: Sure. I'm always (132) a good movie.

- 132- 1) up for 2) up to 3) down on 4) down at

A: Excuse me, I just arrived on the flight from Atlanta and my suitcase is missing.

B: Well, we'll do our best to (133) your bag as quickly as possible.

A: What if my suitcase is lost (134)?

B: Baggage usually turns up, so let's (135).

A: I'm really up the creek now. It (136) my mind how you can just lose someone's luggage!

- 133- 1) call down 2) drop in 3) back up 4) track down
 134- 1) for good 2) on thin ice 3) in the wind 4) out of the blue
 135- 1) take a rain check 2) add insult to injury
 3) take it with a grain of salt 4) cross that bridge when we come to it
 136- 1) hovers 2) shames 3) boggles 4) shoots

A: Your name (137). Do you work at Herco Insurance?

B: I used to be in sales there. I left about a year ago.

A: I used to work at Comtak International. You sold us our insurance plan.

B: Yes, that's right. It's (138)!

A: It sure is. I'm glad we've crossed paths again.

- 137- 1) rings a bell 2) spills the beans
 3) misses the boat 4) leaves no stone unturned
 138- 1) fit as fiddle 2) a small world
 3) on cloud nine 4) a rule of thumb

A: Jen, have you set a date for the wedding yet?

B: Not exactly, things are up in the (139) and we're not sure if our families can (140) on the day we wanted. Hopefully we'll know soon and we'll let you know as soon as possible.

- 139- 1) air 2) sky 3) cliff 4) windmill
 140- 1) show it 2) turn in 3) make it 4) tag along

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.

ASBOs, or Anti-Social Behavior Orders, were first implemented in England and Wales. They are civil orders (141) to individuals by courts for a number of reasons. They were introduced (142) improve the general quality of life and (143) behaviors not normally considered criminal offences. Actions such as (144), disturbing the peace, racial intimidation or begging make one eligible for an ASBO. If the court approves the order, they can then (145) various restrictions on the individual's actions or (146) their movement in certain places and neighborhoods.

While the creation of ASBOs was for the greater goal of social harmony, (147) criticism about their open-ended nature. ASBOs are (148) for at least two years, but can be imposed indefinitely, depending on the magistrate. A (149) of any of the restrictions listed in an ASBO can result in (150). In their current form, ASBOs may be too blunt of a tool (151) totally effective. ASBOs often target people who would be better served by mental health services or counseling, (152) hard jail time. There have been a few neighborhoods in England where the ASBO system may have helped with (153) of life issues.

Others wonder whether or (154) there are other ways to reduce antisocial behavior among youth. (155) incentives to complete education as well as hope for a more prosperous life, the tide of rude and bad behavior will be stemmed.

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|------------------------------|-------------------------|-------------------------|---------------------|
| 141- 1) given | 2) giving | 3) that give | 4) are giving |
| 142- 1) efforts as | 2) by effort that | 3) as an effort to | 4) efforts so as to |
| 143- 1) which target | 2) were targeted | 3) by targeting | 4) targeted |
| 144- 1) demeanor | 2) vandalism | 3) chaos | 4) modification |
| 145- 1) endorse | 2) populate | 3) impose | 4) resolve |
| 146- 1) at | 2) by | 3) in | 4) on |
| 147- 1) it is | 2) this has | 3) but there is | 4) there has been |
| 148- 1) in a pickle | 2) inside out | 3) in effect | 4) out of sorts |
| 149- 1) mission | 2) violation | 3) supervision | 4) intervention |
| 150- 1) years of prison time | | 2) prison years of time | |
| | 3) years of time prison | 4) time of prison years | |
| 151- 1) so | 2) to be | 3) can be | 4) by being |
| 152- 1) instead | 2) by means of | 3) however | 4) rather than |
| 153- 1) error | 2) truth | 3) quality | 4) insult |
| 154- 1) if | 2) not | 3) what | 4) maybe |
| 155- 1) If there are | 2) Were there any | 3) Even if | 4) If they offered |

Part F: Reading Comprehension

Directions: In this part of the test, you will read two passages. Each passage is followed by some 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:

Unclear, overly complex, or specialized language use can impede communication in a variety of societal contexts. It can limit accessibility to critically important government programs through cumbersome, confusing applications for public benefits. It can hinder the public's comprehension of healthcare communications and legally binding agreements. Within public school systems, dense or difficult to parse language can prevent stakeholders, including parents and caregivers, from understanding services they are entitled to, regulations affecting them or their children, and other types of important information. In those contexts, unduly complex language can be intimidating and unwelcoming and thus can operate as a gatekeeping measure.

Complex and specialized language is often seen as an immutable discourse feature of a particular register or discipline. Believing this leads to user-deficient thinking—if a user cannot understand the communication, that indicates a deficiency in the user, not the communication. The burden is on the user to find a way to understanding, which sometimes requires hiring someone with specialized knowledge to interpret the communication and guide the user through the process. The assumption that certain registers of language are inherently confusing is easily exploited when language is used to intentionally obfuscate meaning. This is particularly true of language used in ballot measures and consumer disclosures regarding cancellation and renewal policies.

Within the educational context there are policies and regulations that schools are required to communicate to stakeholders. Often, these informational disclosures contain specialized language and structures common in legal writing that can be difficult to understand without specialized knowledge. Considering the number of stakeholders within the school system who speak languages other than English, these communications can be even less comprehensible. While many schools translate these documents into multiple languages, they typically remain as complex and specialized. Communication can be clear and accessible regardless of the register or genre. It should be intelligible, relevant, and usable without requiring specialized knowledge or training. In this sense, plain language is a civil right.

156- Which of the following would be the best title for the passage?

- 1) Plain Language is a Civil Right
- 2) On the Benefits of Specialized Language
- 3) What Type of Language is Difficult to Parse?
- 4) In What Social Contexts is Complex Language Appropriate?

157- According to paragraph 1, cumbersome and confusing applications for public benefits

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- 1) are critically important to the government
 - 2) are essential screening tools for the government
 - 3) make it difficult for people to use important government programs
 - 4) can limit access of people who do not actually need them

158- The word "intimidating" in paragraph 1 is closest in meaning to

- 1) inspiring
- 2) intolerable
- 3) frightening
- 4) unattainable

159- According to paragraph 2, what leads to user-deficient thinking?

- 1) Believing that users can learn the specialized language of any discipline
- 2) The failure to see the immutable discourse of a particular register or discipline
- 3) The idea that complex or specialized language should be avoided in any register or discipline
- 4) Thinking that complex and specialized language is an essential part of a specific register or discipline

160- Which of the following best describes the attitude of the author toward the burden being on the user to find a way to understanding?

- 1) Neutral
- 2) Critical
- 3) Approving
- 4) Sympathetic

161- Why does the author mention "language used in ballot measures and consumer disclosures" in paragraph 2?

- 1) To prepare readers for the next paragraph
- 2) To mention situations in which language must be precise
- 3) To exemplify where language may be deliberately confusing
- 4) To argue that most cancellation and renewal policies are flawed

162- According to paragraph 3, translation of school documents into multiple languages

- 1) has been one of the few positive changes in recent years
- 2) has not been very effective in making them more comprehensible
- 3) should not be considered as part of the stakeholders' responsibility
- 4) was necessary as many stakeholders within the school system were foreigners

163- The author of the passage is primarily

- 1) providing arguments in favor of more linguistic diversity
- 2) providing solutions for the language barriers mentioned in the passage
- 3) analyzing the social contexts that require complex and specialized language
- 4) expressing criticism about the specialized language used in public-facing communication

Passage 2 :

Ask bacteria where they'd like to live, and they'll answer: a kitchen sponge, please. Sponges are microbe paradises, capable of housing 54 billion bacteria per cubic centimeter. In addition to being damp, airy and loaded with food scraps, sponges provide an optimal physical environment for bacteria, researchers report February 10 in *Nature Chemical Biology*.

Just like humans, bacteria prefer different levels of interactions with their peers. Some bacteria are more social, while others prefer solitude. Lingchong You, a synthetic biologist at Duke University, and colleagues wondered how separating different types of microbes would affect their community interactions. They found that intermediate levels of separation, similar to that found in a sponge, maximize the diversity of the community.

The researchers distributed different strains of *E. coli* onto plates with anywhere from six to 1,536 wells, which functioned as isolated compartments. After 30 hours, the team examined the number and types of bacterial strains on each plate. Each compartment is like a party to which the bacteria were randomly assigned, You says. With only six compartments, each party probably has a similar mix of characters, and only the social bacteria survive. With 1,536 compartments, each microbe is probably alone, and the social bacteria die. But an intermediate number of compartments maximizes the odds that a microbe attends the party it prefers. An antisocial microbe might die at a party that's dominated by socializers, but another antisocial microbe might wind up at a chill gathering and survive. Biodiversity is preserved. "In retrospect, it's very, very intuitive," You says. "What we have identified is a principle that's universally applicable for any microbial communities."

Fortunately, the bacteria partying in your sponge are mostly nonpathogenic. But if dangerous bacteria — like *Salmonella* from raw chicken — do show up, the sponge's optimal structure will probably help them survive. The good news is that it's easy to solve the problem. Brushes are a much safer alternative. And if you love your sponge, don't use it for meat juices. No need to invite bad bacteria to the party.

- 164- All of the following are mentioned in paragraph 1 as why sponges are microbe paradises EXCEPT that they
- 1) provide a great physical environment for bacteria
 - 2) can each host a maximum of 54 billion bacteria
 - 3) have remnants of food
 - 4) are wet
- 165- The word "their" in paragraph 2 refers to
- 1) bacteria
 - 2) levels
 - 3) humans
 - 4) interactions
- 166- According to Lingchong You, the highest diversity of bacterial community exists where microbes
- 1) are kept in solitude
 - 2) have a lot of space for interaction
 - 3) are separated according to their types
 - 4) have intermediate levels of separation
- 167- What is the primary function of paragraph 3?
- 1) Illustrating different strains of *E. coli*
 - 2) Proving an example of a sponge that houses bacteria
 - 3) Explaining how research is conducted on bacterial strains
 - 4) Describing the study carried out by You and colleagues
- 168- According to paragraph 3, on the plates that contain just a few compartments,
- 1) the largest gatherings take place
 - 2) only the social bacteria stay alive
 - 3) the social bacteria cannot survive
 - 4) antisocial microbes have a better chance of survival
- 169- According to paragraph 4, sponge bacteria mostly
- 1) do not lead to disease
 - 2) die in a couple of minutes
 - 3) do not reproduce themselves
 - 4) contain bacteria like *Salmonella*
- 170- It can be inferred from paragraph 4 that meat juices
- 1) should not be consumed at parties
 - 2) remain in the little holes of sponges
 - 3) are more likely to have pathogenic bacteria
 - 4) are not effectively cleaned by sponges