

کد کنترل

561

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خارج از کشور



561A

دفترچه شماره ۲



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 دانشگاه‌ها و مؤسسات آموزش عالی کشور سال ۱۴۰۱

گروه آزمایشی زبان‌های خارجی آزمون اختصاصی

ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره	زمان پاسخ‌گویی
۱	زبان انگلیسی (اختصاصی)	۷۰	۱۰۱	۱۷۰	۷۰ دقیقه ۱۰۵ دقیقه

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- The amazing success of our team this year has exceeded our expectations.
1) wildest 2) subtlest 3) clearest 4) brightest
- 112- In his lecture, the professor made a strong for the value of a good business plan.
1) excuse 2) argument 3) principle 4) capital
- 113- I have to there is a slight risk of failure with this type of operation. It's only about 5%, but it's still a risk.
1) admit 2) distort 3) identify 4) encourage
- 114- Following the stock market crash of 1929, there was great demand for both housing and employment for workers who had lost their jobs.
1) successive 2) prohibitive 3) empirical 4) affordable
- 115- A medium-sized avocado can contain up to 35 grams of fat, though the majority of that fat is of the healthier monounsaturated kind.
1) astute 2) vast 3) worthy 4) countless
- 116- In parts of the world that lack modern treatment plants, water carrying human waste can flow into drinking water supplies.
1) bias 2) motion 3) sewage 4) shelter
- 117- Despite the common notion that dolphins enjoy playing in the wakes created by boats, there is plenty of that dolphins actually avoid them.
1) assistance 2) equipment 3) evidence 4) inclination
- 118- Production at the factory was as a result of the fire.
1) baffled 2) devoted 3) predicted 4) terminated
- 119- I hear the bank is recruiting staff at the moment. I believe they are about 100 people.
1) taking on 2) putting off 3) taking up 4) putting out
- 120- If a region receives less than 50 centimeters of rainfall, it is difficult to grow food without the help of irrigation.
1) annually 2) ultimately 3) intrinsically 4) relentlessly
- 121- The plan was designed to help women and minorities discrimination and promote equality in the workplace.
1) succeed 2) overcome 3) assert 4) evolve
- 122- Many science fiction films made since then have taken from *Blade Runner's* visual representations of a future world.
1) cues 2) critics 3) scores 4) imitations
- 123- When the young boy was playing with matches, he accidentally his bed on fire.
1) had 2) got 3) set 4) took
- 124- Just down the road from here is a of great historical interest. It was where one of the biggest battles between England and Scotland took place.
1) homeland 2) resource 3) scheme 4) site
- 125- Not wanting to make my views known yet, I preferred to follow the crowd for a while.
1) appealing 2) controversial 3) informed 4) remarkable

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) If it happens again, we'll have no choice but to dismiss him.
- 2) If it happens again, we won't have a choice than to dismiss him.
- 3) Were this to happen again, the only choice we have is to dismiss him.
- 4) Were this to happen again, the choice would be nothing rather dismiss him.

127-

- 1) I wouldn't fly with so poor safety record of a plane.
- 2) I wouldn't fly an airline that its safety record is so poor.
- 3) I wouldn't fly a plane who's airline safety record is so poor.
- 4) I wouldn't fly with an airline whose safety record is so poor.

128-

- 1) While Philadelphia grew from a small town into a city in the 18th century, it became increasingly important marketing center for a vast and growing agricultural hinterland.
- 2) As Philadelphia grew from a small town into a city in the 18th century, it became an increasingly important marketing center for a vast and growing agricultural hinterland.
- 3) Before Philadelphia was growing from a small town into a city in the 18th century, it had become an important marketing center for increasingly vast and growing agricultural hinterland.
- 4) When Philadelphia was growing from a small town into a city in the 18th century, it became important and increasingly marketing center for vast and growing agricultural hinterland.

129-

- 1) Ethics is the branch of philosophy dealing the values of life in a coherent, systematic, and scientific manner.
- 2) Ethics is the branch of philosophy dealing the values of life such as coherent, systematic, and scientific manners.
- 3) Ethics is the branch of philosophy that deals with the values of life in a coherent, systematic, and scientific manner.
- 4) Ethics is the branch of philosophy which deals with such values of life as coherence, system, and science manner.

130-

- 1) The difficulty was that how Allen was to find we were in the crowd.
- 2) The difficulty that how Allen was to find if we were in the crowd.
- 3) The difficulty was how Allen was going to find us in the crowd.
- 4) The difficulty of how Allen was going to find us in the crowd.

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: Now that you've finished writing your thesis, do you think you will have time to sit back and (131)? Maybe take a little bit vacation?

B:, (132) that's exactly what I intend to do.

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|------|------------------|-----------------|-------------------|----------------------|
| 131- | 1) stress out | 2) take it easy | 3) have the blues | 4) pick up the slack |
| 132- | 1) Hang in there | 2) By the way | 3) Never mind | 4) Believe me |

A: Have you tried golf?

B: Don't start with that. My dad always (133) me to play, but no matter how much he tried, I never got (134) it.

- 133- 1) ran over 2) nagged at 3) talked down to 4) came down to
134- 1) to 2) on 3) into 4) at

A: Robert asked me to marry him. We're getting married.

B: Congratulations. I'm so happy for you. So when is the (135) day?

- 135- 1) big 2) ritual 3) married 4) particular

A: Hey, Joe. How are things?

B: Going well, Mark. What've you (136) lately?

A: Oh, not much. Work's been busy. Oh, by the way, did you get (137) Jeff about that real estate deal we were talking about?

B: I haven't been able to reach him yet. But it is not really his decision anyway. Let me know if you still want it. If you don't, now is the time to (138). If you're still interested, I'll tell the real estate agent to (139) and buy that office building. He'll (140) through with it right away. He should have all the paperwork filled out by Friday.

- 136- 1) taken in 2) involved in 3) been up to 4) been related to
137- 1) a hold of 2) a touch to 3) to do with 4) to know
138- 1) get up 2) tell apart 3) think up 4) back out
139- 1) space out 2) go ahead 3) wind up 4) sneak out
140- 1) follow 2) learn 3) talk 4) buy

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 more you learn, use and practice the language, (141) accurate and fluent you become. Repetition and practice are essential to many skills, and (142) especially true when learning a language. In order to (143) classroom learning, you must repeat and revisit grammar, vocabulary and pronunciation work (144) with your students. Activities such as singing songs, filling in the (145) and memory games where they are asked to match words and pictures (146) helpful. Use repetition to practice the language, (147) students need to hear it to practice pronunciation.

As language learning is (148), it must be practiced outside the classroom. This can be done as homework by setting regular vocabulary tests that require revision outside of school time, and also in school clubs. Give your students some language to practice (149) take something away from each lesson. Lots of students (150) teaching their parents what they have learned in their language lessons. (151) English as a second language and now teaching French in a UK school, I have become more aware of the need to repeat and revisit grammar and vocabulary tasks.

As (152) game, I play 'Throwing Words' as a good starter or end-of-lesson activity for repetition of vocabulary. To play it in your class, say a word or write it on the board and throw a soft ball to one of your students. The word they say must begin with the last (153) of your word. They throw the ball to someone else, and so on. The (154) for this game are endless. Have a competition, set a time limit, have teams, (155) and so on.

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|------|--------------------------|-------------------|-------------------------|-------------------|
| 141- | 1) it is | 2) the more | 3) then | 4) as a result |
| 142- | 1) this is | 2) they are | 3) there is | 4) there are |
| 143- | 1) evoke | 2) moderate | 3) innovate | 4) consolidate |
| 144- | 1) commonly | 2) eventually | 3) regularly | 4) visually |
| 145- | 1) missed word | | 2) missing words | |
| | 3) word that missed | | 4) words are missing | |
| 146- | 1) can be | 2) which is | 3) to be | 4) that are |
| 147- | 1) as | 2) therefore | 3) even if | 4) it is because |
| 148- | 1) permissive | 2) receptive | 3) cumulative | 4) argumentative |
| 149- | 1) when home to | | 2) so at home they | |
| | 3) home in order to | | 4) at home so they | |
| 150- | 1) intend | 2) enjoy | 3) respect | 4) rehearse |
| 151- | 1) I taught | | 2) Because teaching | |
| | 3) Having taught | | 4) As have taught | |
| 152- | 1) revising a | 2) if to revise a | 3) to revise | 4) a revision |
| 153- | 1) letter | 2) check | 3) skill | 4) service |
| 154- | 1) narrations | 2) possibilities | 3) qualifications | 4) entertainments |
| 155- | 1) categories to include | | 2) including categories | |
| | 3) categories included | | 4) include categories | |

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:

Over the past decade, an abundance of psychology research has shown that experiences bring people more happiness than do possessions. The idea that experiential purchases are more satisfying than material purchases has long been the domain of Cornell psychology professor Thomas Gilovich. Since 2003, he has been trying to figure out exactly how and why experiential purchases are so much better than material purchases. In the journal *Psychological Science* last month, Gilovich and Killingsworth, along with Cornell doctoral candidate Amit Kumar, expanded on the current understanding that spending money on experiences "provides more enduring happiness." They looked specifically at anticipation as a driver of that happiness; whether the benefit of spending money on an experience accrues before the purchase has been made, in addition to after. And, yes, it does.

Gilovich's prior work has shown that experiences tend to make people happier because they are less likely to measure the value of their experiences by comparing them to those of others. For example, Gilbert and company note in their new paper, many people are unsure if they would rather have a high salary that is lower than that of their peers, or a lower salary that is higher than that of their peers. With an experiential good like vacation, that dilemma doesn't hold. Would you rather have two weeks of vacation when your peers only get one? Or four weeks when your peers get eight? People choose four weeks with little hesitation.

Experiential purchases are also more associated with identity, connection, and social behavior. Looking back on purchases made, experiences make people happier than do possessions. It's kind of counter to the logic that if you pay for an experience, like a vacation, it will be over and gone; but if you buy a tangible thing, a couch, at least you'll have it for a long time. Actually most of us have a pretty intense capacity for tolerance, or hedonic adaptation, where we stop appreciating things to which we're constantly exposed. iPhones, clothes, couches, et cetera, just become background. They deteriorate or become obsolete. It's the fleetingness of experiential purchases that endears us to them. Either they're not around long enough to become imperfect, or they are imperfect, but our memories and stories of them get sweet with time. Even a bad experience becomes a good story.

- 156- What is the primary purpose of the passage?
- 1) To introduce a psychologist and his areas of research
 - 2) To discuss research on the factors that affect people's happiness
 - 3) To explain why people tend to derive more joy from experiences than from possessions
 - 4) To elaborate on how to adopt an innovative approach to achieve happiness through experience
- 157- According to paragraph 1, all of the following are true about Thomas Gilovich EXCEPT that he
- 1) is a professor at Cornell University
 - 2) is a published author in the journal of Psychological Science
 - 3) has been counseling people on how to spend money on experiences
 - 4) believes that experiential purchases provide more long-lasting happiness
- 158- The word "company" in paragraph 2 can be best replaced by
- 1) firm
 - 2) colleagues
 - 3) organization
 - 4) psychologists
- 159- It can be inferred from paragraph 2 that salary satisfaction
- 1) can be affected by peers' salaries
 - 2) is not the most important factor in the workplace
 - 3) plays a major role in one's overall job satisfaction
 - 4) is higher when one can get a minimum of four weeks of vacation
- 160- Which of the following best describes the author's attitude toward "the logic that if you pay for an experience, like a vacation, it will be over and gone"?
- 1) Skepticism
 - 2) Endorsement
 - 3) Mocking disdain
 - 4) Deliberate neutrality
- 161- According to paragraph 3, not appreciating possessions which we are constantly exposed to
- 1) significantly reduces the satisfaction derived from experiential purchases
 - 2) is a reason why we should put an end to consumerism
 - 3) is a mistake that we should acknowledge and avoid
 - 4) is a common tendency among most people
- 162- The word "them" in paragraph 3 refers to
- 1) stories
 - 2) experiential purchases
 - 3) memories
 - 4) iPhones, clothes, couches, et cetera

Passage 2 :

Walk into any school classroom and you will likely see a flat, rectangular map of the world sprawled across the wall. Generations of children have grown up learning that this projection is what Earth looks like. But does this flat map really reflect what our planet is like? Though designed with the best of intentions — to provide a detailed and coherent projection of Earth — flat maps are far from accurate; some areas look far bigger than they really are, others appear much smaller, and distances between various land masses are misrepresented.

"Every world map is distorted in some respect," Matthew Edney, a professor of geography and the history of cartography at the University of Southern Maine, told Live Science in an email. "It's a question of what you want," he said. "Do you want the regions to be shaped as they are on a globe, or sized as they are on a globe?"

The Mercator projection, created by Flemish geographer and cartographer Gerardus Mercator in 1569, was a revelation half a millennium ago and remains the most widely used flat depiction of Earth. This map was favored by navigators for centuries because it enabled them to plot courses in a straight line. In terms of precision, however, it leaves a lot to be desired. "On the globe, meridians converge as they approach a pole, and the lengths of parallels of latitude grow shorter until the pole. But, when mapping the Earth into a rectangle, the poles are stretched from points into lines the length of the equator. Every parallel is stretched to the length of the equator, so on the map, there is horizontal stretching as one moves poleward." The result of this is that some regions look far bigger on the map than they are in reality, while others are drawn much smaller. "This distortion is usually described in terms of the relative sizes of Greenland, Europe, Africa and India — the former two shown 'larger' than they should be, the latter pair much smaller. Again, all is relative."

To put this in context, Greenland and Africa appear to be similar in size on the Mercator projection, when in reality Africa is nearly 14 times larger, according to Scientific American. Similarly, Alaska is represented as being around three times bigger than Mexico, when in fact Mexico is around 1.3 times bigger.

163- What does the passage mainly discuss?

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|--------------------------------------|---|
| 1) The history of cartography | 2) The advantages of flat maps |
| 3) The distortion in flat world maps | 4) The best map projection of the world |

164- According to paragraph 1, which of the following is highly inaccurate in a rectangular world map?

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|-------------------------------|---------------------------|
| 1) Information of some places | 2) Location of some areas |
| 3) Shape of some areas | 4) Size of some places |

165- According to Matthew Edney, misrepresentation in a world map

- 1) can be avoided if necessary
- 2) is not a matter of if, but how
- 3) depends on the regions that we consider important
- 4) is not as problematic as the distortion found in globes

166- All of the following are true about the Mercator projection EXCEPT that

- 1) it was created centuries ago
- 2) it is still the most popular flat map of the world
- 3) precision is one of its most desirable features
- 4) it was a great aid in plotting navigation courses

167- In the Mercator map, areas are shown relatively smaller than they should be especially

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|---------------------------------------|--|
| 1) around the equator | 2) as one moves toward the North Pole |
| 3) as one moves toward the South Pole | 4) around the Arctic and Antarctic circles |

168- Why does the author mention "Greenland, Europe, Africa and India" in paragraph 3?

- 1) To prevent a misunderstanding
- 2) To compare them in terms of their size and shape
- 3) To further illustrate the problem with the Mercator map
- 4) To point out that although they seem to be of the same size on the map, they are actually quite different in size

169- Why does the author mention "Scientific American" in paragraph 4?

- 1) To refer to the most prestigious scientific authority in cartography
- 2) To cite the source of the information given
- 3) To criticize the map that it uses
- 4) To question its data

170- Where would the following sentence best fit in the passage?

"For most purposes, the latter is much more appropriate, but the aesthetic of the former is still culturally hegemonic."

- | | |
|------------------------------|------------------------------------|
| 1) At the end of paragraph 4 | 2) At the beginning of paragraph 4 |
| 3) At the end of paragraph 3 | 4) At the end of paragraph 2 |