

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

دفتر چه شماره ۲

عصر جمعه  
۸۸/۴/۵

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

**آزمون سراسری  
ورودی دانشگاه‌های کشور  
سال ۱۳۸۸**

**آزمون اختصاصی  
گروه آزمایشی زبان  
(زبان انگلیسی)**

نام و نام خانوادگی:

شماره داوطلبی:

تعداد سؤال: ۷۰

مدت پاسخگویی: ۱۰۵ دقیقه

عنوان مواد امتحانی، تعداد شماره سوالات و مدت پاسخگویی

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

جن جاب و تکثیر سوالات آزمون تا ۴۸ ساعت پس از برگزاری امتحان برای تمامی انجمن‌های علمی و حرفه‌ای ممنوع می‌باشد و با متخلفین برابر مقررات رفتار می‌شود.



- 112- You can use an anonymous e-mail service that ----- your messages but removes the address.  
1) forwards                      2) outlines                      3) concerns                      4) concentrates
- 113- My uncle told me the story when I was little, and it's always ----- in my mind.  
1) laid                              2) upset                              3) held                              4) stuck
- 114- It's our wedding anniversary next month, and we're having a party to celebrate the -----.  
1) emotion                      2) surprise                      3) occasion                      4) excitement
- 115- Classes are arranged in a way that each one will focus on one ----- aspect of African culture.  
1) efficient                      2) continuous                      3) particular                      4) economical
- 116- Are there any special ----- about the way Ireland trains its teachers?  
1) features                      2) devices                      3) samples                      4) endeavors
- 117- He has some electronic equipment originally intended for the language laboratory, which ----- the sound quality.  
1) insists on                      2) enhances                      3) composes                      4) consists of
- 118- We need a ----- management system, able to meet the changing needs of our customers.  
1) sufficient                      2) various                      3) voluntary                      4) flexible
- 119- It was ----- that she should reach her friend before the villain did.  
1) anxious                      2) previous                      3) arbitrary                      4) imperative
- 120- When the prime minister was asked by journalists to ----- the crisis lingering on, he refused to do so.  
1) devote to                      2) depend on                      3) comment on                      4) prevent from
- 121- Nothing could be done to save the lives of the drivers; both cars burst into flames on -----.  
1) impact                      2) extinction                      3) incident                      4) involvement
- 122- The two newspaper reports totally ----- each other; hence, one does not know which report to rely on.  
1) disclose                      2) prohibit                      3) contradict                      4) convert
- 123- Although a few of her contemporaries ----- her book, most either ignored it or mocked it.  
1) predicted                      2) distracted                      3) appreciated                      4) underestimated
- 124- A major outbreak of food poisoning in 1993 underlined the serious ----- in the then-current system of food inspection.  
1) refusals                      2) deficiencies                      3) expectations                      4) innovations
- 125- However, leaving ----- the intolerable heat, there was no doubt that the city was a really amazing place.  
1) aside                      2) apart                      3) alone                      4) afar

### 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) The topic was difficult so that the student forced to stop reading.  
2) The topic was too difficult to stop the student to be forced to read.  
3) The topic was so difficult that the student was forced to stop reading.  
4) The topic was enough difficult for the student to be forced to stop reading.
- 127-  
1) I put my bike down and ran to the river, thinking what I should do then.  
2) I put my bike down and ran to the river, thinking what should I do then.  
3) I put my bike down running to the river, thinking what I should do then.  
4) I put my bike down to run to the river, and thinking what I should do then.

128-

- 1) Three hundred dollars was a good purchase I bought the used car for.
- 2) I bought the used car for three hundred dollars was a good purchase.
- 3) A good purchase I bought for three hundred dollars was the used car.
- 4) The used car I bought for three hundred dollars was a good purchase.

129-

- 1) Sally's Sweet shop, one of the oldest businesses in town, is located on one of the main streets of Millersville.
- 2) One of the oldest businesses, Sally's Sweet shop in town, located on one of the main streets of Millersville.
- 3) One of the oldest businesses in town, Sally's Sweet shop, on one of the main streets of Millersville is located.
- 4) Sally's Sweet shop is one of the oldest businesses in town to be located on one of the main streets of Millersville.

130-

- 1) The police officer was waiting for her whom she met ten years ago by the same bridge.
- 2) Ten years ago he was a police officer waiting for who had met her by the same bridge.
- 3) Waiting for her was a police officer to be meeting her by the same bridge ten years ago.
- 4) Waiting for her was a police officer who had met her by the same bridge ten years ago.

#### 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: Hi Bob. I was just in the neighborhood so I thought I'd (131) -----.

B: Come on in. Take a cookie.

A: Thanks. I'm glad to see you're not (132) ----- a grudge against me for firing you.

B: Not at all. At first, it (133) -----, But I feel better now.

A: Good. I'm glad you have no (134) -----, How would you like your old job back?

- |                      |                    |                         |                          |
|----------------------|--------------------|-------------------------|--------------------------|
| 131- 1) hold on      | 2) stop by         | 3) show up              | 4) keep company          |
| 132- 1) pushing      | 2) holding         | 3) picking              | 4) taking                |
| 133- 1) burned me up | 2) played the fool | 3) gave me a fair shake | 4) built a fire under me |
| 134- 1) point in it  | 2) end of it       | 3) harm done            | 4) hard feelings         |

A: May I go to the basketball game tonight?

B: No, you may not. (135) -----, you haven't done your homework, and you haven't cleaned up your room.

A: (136) -----, I finished my composition for my English class, made my bed, and put my clothes in the closet.

- |                        |                  |                      |                        |
|------------------------|------------------|----------------------|------------------------|
| 135- 1) For a start    | 2) By the way    | 3) Above all         | 4) Not at all          |
| 136- 1) On top of that | 2) At the latest | 3) On the other hand | 4) As a matter of fact |

A: Hello?

B: Hey Dad! How are you?

A: Maya! Glad you called.

A: Just checking in ... How are things (137) -----.

B: Well, (138) -----, we're having a/an (139) ----- time of it.

A: What's happening?

B: Well, your mother is a bit (140) -----.

A: Oh, no ...

B: Don't worry. She's has caught a cold. That's all.

A: I hope she gets over it soon.

- |                      |                   |                      |                           |
|----------------------|-------------------|----------------------|---------------------------|
| 137- 1) doing        | 2) going          | 3) happening         | 4) getting along          |
| 138- 1) the truth is | 2) truth all told | 3) to tell the truth | 4) telling the truth      |
| 139- 1) wrong        | 2) rough          | 3) harsh             | 4) edgy                   |
| 140- 1) on the loose | 2) in the gutter  | 3) under the weather | 4) at the end of her rope |

### PART E: Cloze Test

**Direction:** 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.

In the early days of sea travel, seamen on long voyages lived exclusively on salted meat and biscuits. Many of them died of scurvy, a disease of the blood which harms the teeth (141) ----- white spots on the skin and general exhaustion. In 1535, an English ship arrived in Newfoundland with its sailors (142) ----- ill. The men were saved by Iroquois Indians who gave them vegetable leaves to eat. Gradually it was realized that scurvy was caused by some lack in the sailors' diet (143) ----- nothing was known about vitamins at that time and Captain Cook, on his long (144) ----- of discovery to Australia and New Zealand, (145) ----- the fact that scurvy could be warded off by (146) ----- the sailors eat fresh fruit and vegetables.

Nowadays, it is understood that a diet which contains nothing harmful may (147) ----- serious diseases if certain important elements (148) ----- . These elements are called 'vitamins'. Quite a number of such substances are known and they are given (149) ----- to identify them: A, B, C, D, and so on. Different diseases are associated with lack of particular vitamins. Even a slight lack of vitamin C, for example, the vitamin most (150) ----- in fresh fruit and vegetables, is thought to increase significantly the possibility of catching cold easily.

- |                      |                  |                     |                   |
|----------------------|------------------|---------------------|-------------------|
| 141- 1) to cause     | 2) causing       | 3) and caused       | 4) and causes     |
| 142- 1) desperately  | 2) immediately   | 3) previously       | 4) destructively  |
| 143- 1) as if        | 2) since         | 3) although         | 4) nevertheless   |
| 144- 1) trials       | 2) voyages       | 3) efforts          | 4) expeditions    |
| 145- 1) estimated    | 2) created       | 3) summarized       | 4) established    |
| 146- 1) making       | 2) forcing       | 3) getting          | 4) encouraging    |
| 147- 1) result in    | 2) deprive us of | 3) prevent from     | 4) penetrate into |
| 148- 1) being missed | 2) are missing   | 3) that are missing | 4) are missed     |
| 149- 1) types        | 2) letters       | 3) names            | 4) formulas       |
| 150- 1) developed    | 2) essential     | 3) useful           | 4) plentiful      |

**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:**

There are several key technologies which will, without doubt, affect the nature of work in the twenty-first century, one of which is virtual reality. Appealing to several of your senses at once, this marvel of science presents images that respond instantaneously to your movements. It allows people to behave as if they were somewhere completely different; this could be a place which existed hundreds of years ago, or a completely fictional one. At present, you need to wear bizarre-looking goggles to receive the images. However, as computers become smarter these will be replaced by more lightweight ones, which will be able to superimpose synthesized images onto the real world.

Complex tasks are already being performed using multimedia applications, some of them in hazardous environments such as space, or inside nuclear reactors. Pilots now train in virtual reality cockpits; these merge three-dimensional graphics with the view out of the window and contain sound systems that provide prompts to tell them about their surroundings. In the not-so-distant future, surgeons will be conducting delicate operations on patients, the latter possibly being thousands of miles away, while architects will stroll through buildings and environments still in the first stage of design.

**151- Which of the following statements best represents the organization of the information in the passage?**

- 1) A hypothesis is stated and examples to prove it presented.
- 2) An innovation is introduced and its applications are cited.
- 3) A technology is stated and its present limitations are discussed.
- 4) A key technology that would change the appearance of today's life is introduced.

**152- The word "them" in paragraph 2 refers to -----.**

- 1) cockpits
- 2) graphics
- 3) trainee pilots
- 4) surroundings

**153- The word "ones" in paragraph 1 refers to -----.**

- 1) goggles
- 2) images
- 3) smarter computers
- 4) present-day computers

**154- The word "fictional" in paragraph 1 is closest in meaning to -----.**

- 1) known
- 2) unreal
- 3) complex
- 4) contemporary

**155- Which of the following best restates the information contained in the highlighted portion of the passage?**

----- *architects will stroll through buildings and environments still in the first stage of design.*

- 1) Architects would be able to design a building while being completely assured that nothing will ever go wrong during the building phase.
- 2) The new technology will enable architects to have the opportunity to view from afar buildings similar to the ones they intend to have designed and built.
- 3) Architects, who have not yet finished the construction of a building, can have an experience similar to the one which they have after they are through with the construction work.
- 4) Strolling through buildings and environments still in the first stage of design is a must if architects want to have the new technology to visually create what they have not yet even designed.

**156- The phrase "the latter" in paragraph 2 refers to -----.**

- 1) patients
- 2) surgeons
- 3) not-so-distant future
- 4) conducting delicate operations on patients

**157- Which one of the following best represents the author's attitude toward the subject of the passage?**

- 1) Simplistic
- 2) Cynical
- 3) Skeptical
- 4) Optimistic

## Passage 2:

Chewing gum, until now considered the ultimate junk food and the national dish of the gormless, turns out to have a positive effect on cognitive performance. In the first intellectual victory for supporters of progressive education in many years, it seems that the teacher telling the child at the back of the class to 'spit it out' has got it all wrong. The Human Cognitive Neuro-Science Unit at the University of Northumbria has tested the thinking and memory of those who chew gum. The results show that gum-chewers perform far better in cognitive tests than those who did not partake.

This new information makes many things clear that were previously shrouded in mystery. It was said of Gerald Ford that he could not walk and chew gum at the same time. That he proved so bad at walking and was constantly falling over was seen as a sign that he was not up to the job. Now it is apparent that faced with the choice between walking and masticating he picked wisely. Even though he fell down the steps of many aircraft, his performance when he reached the ground was greatly enhanced.

Certain mysteries of literature and language are cleared up, too. Shakespeare has Brutus tell Cassius to 'chew on this' when he wants him to think about something. Chew on what? Now all is clear. Difficult problems which require cogitation are confusingly called 'sticky'. Be confused no longer.

The beneficial effects of gum may come as a surprise to some, but chewers themselves, being intellectually superior to everyone else, of course, have been aware of gum's advantages for years.

Sadly, some politicians want to tax gum to pay for the price of scraping discarded pieces from the street. It can confidently be predicted that such small-mindedness among non-chewers will leave the mouths of gum consumers everywhere gaping open.

158- What does the passage mainly discuss?

- 1) History of gum-chewing
- 2) Distractions caused by chewing gum
- 3) Why chewing gum is considered the worst junk food
- 4) Contribution of chewing gum to cognitive performance

159- The author mentions "the teacher" in paragraph 1 to -----.

- 1) refer to a false idea
- 2) insist on the need for reform in education
- 3) show why scientists became interested in studying gum-chewing
- 4) support the positive effect of gum-chewing on cognitive performance

160- The information in paragraph 2 -----.

- 1) casts doubts on the beneficial effects of chewing gum
- 2) supports the research findings reported in paragraph 1
- 3) proves that chewing gum is effective if one is not engaged in any other activity
- 4) shows that chewing gum negatively influences chew-gummers' ordinary physical activities

161- The word "him" in paragraph 3 refers to -----.

- 1) Brutus
- 2) Cassius
- 3) Shakespeare
- 4) the author

162- If politicians raise a tax on gum, gum-chewers will probably -----.

- 1) become small-minded
- 2) be completely astonished
- 3) find something else to fill the gap
- 4) be unable to continue with their habit

163- Which of the following best represents the author's attitude towards the politicians referred to in the last paragraph?

- 1) Supportive
- 2) Humorous
- 3) Sorrowful
- 4) Unfavorable

### Passage 3: Reading Comprehension

To reconstruct what early humans ate, researchers have traditionally studied features on their fossilized teeth and skulls, archaeological remains of food-related activities, and the diets of living humans and apes. Increasingly, however, investigators have been tapping another source of data: the chemical composition of fossil bones. This approach has yielded some especially intriguing findings with regard to the Neanderthals.

Michael Richards, now at the University of Bradford in England, and his colleagues recently examined isotopes of carbon ( $^{13}\text{C}$ ) and nitrogen ( $^{15}\text{N}$ ) in 29,000-year-old Neanderthal bones from Vindija Cave in Croatia. The relative proportions of these isotopes in the protein part of human bone, known as collagen, directly reflect their proportions in the protein of the individual's diet. Thus, by comparing the isotopic "signatures" of the Neanderthal bones to those of other animals living in the same environments, the authors were able to determine whether the Neanderthals were deriving the bulk of their protein from plants or from animals.

The analyses show that the Vindija Neanderthals had  $^{15}\text{N}$  levels comparable to those seen in northern carnivores such as foxes and wolves, indicating that they obtained almost all their dietary protein from animal foods. Earlier work hinted that inefficient foraging might have been a factor in the subsequent demise of the Neanderthals. But Richards and his collaborators argue that in order to consume as much animal food as they apparently did, the Neanderthals had to have been skilled hunters. These findings are part of a growing body of literature that suggests Neanderthal subsistence behavior was more complex than previously thought.

- 164- The information presented in the passage mainly serves to -----.
- 1) confirm the fact that the Neanderthals relied on foxes and wolves as their food
  - 2) reveal about the Neanderthals something other than what was previously thought
  - 3) introduce a new approach to studies related to eating habits of living plants and animals
  - 4) describe the important role of protein in helping the Neanderthals to have strong bones
- 165- To find out what early humans ate, all of the following have been studied in traditional research EXCEPT -----.
- 1) what apes ate
  - 2) the activities they did to obtain food
  - 3) characteristics of their teeth and skulls
  - 4) how they lived along with other animals
- 166- All of the following rhetorical techniques are used to support the subject of paragraph 2 EXCEPT -----.
- 1) cause and effect
  - 2) appeal to authority
  - 3) chronological time order
  - 4) comparison and contrast
- 167- The word "bulk" in paragraph 2 is closest in meaning to -----.
- 1) portion
  - 2) mixture
  - 3) origin
  - 4) majority
- 168- The word "those" in paragraph 3 refers to -----.
- 1) carnivores
  - 2) analyses
  - 3)  $^{15}\text{N}$  levels
  - 4) Neanderthals
- 169- From the information included in paragraph 3, it can be inferred that the author would agree with all of the following statements about the Neanderthals EXCEPT that -----.
- 1) their foraging for food was inefficient
  - 2) they must have been adept at hunting
  - 3) for one reason or another they failed to live on
  - 4) their subsistence behavior was more complex than previously thought
- 170- What is the tone of the passage?
- 1) Indifferent
  - 2) Exaggerated
  - 3) Emotional
  - 4) Explanatory