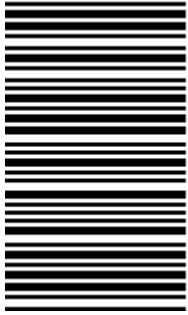


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نام  
نام خانوادگی  
محل امضاء



دفترچه شماره ۲

عصر جمعه  
۹۲/۴/۷

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 دانشگاه‌های کشور - سال ۱۳۹۲**

**آزمون اختصاصی  
گروه آزمایشی زبان**

شماره داوطلبی:

نام و نام خانوادگی:

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
۱	زبان انگلیسی اختصاصی	۷۰	۱۰۱	۱۷۰	۱۰۵ دقیقه

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حق چاپ و تکثیر سؤالات پس از برگزاری آزمون برای تمامی اشخاص حقیقی و حقوقی تنها با مجوز این سازمان مجاز می‌باشد و با متخلفین برابر مقررات رفتار می‌شود.

دانلود از سایت سوال سرا



- 117- Ali, who has come late to every meeting we have held, surprised us today by being -----.
- 1) punctual                      2) coherent                      3) proactive                      4) compatible
- 118- My Physician thought I had broken my wrist, and an X-ray later ----- his opinion.
- 1) conformed                      2) confirmed                      3) resolved                      4) sustained
- 119- She was able to cope with some of her -----, but her early childhood was filled with frustration.
- 1) variables                      2) deviations                      3) limitations                      4) diversities
- 120- In Iran, school closes for Iranian new year at the end of Esfand and ----- on Farvardin 14th.
- 1) enters                      2) arises                      3) concurs                      4) resumes
- 121- At Western weddings, people perform some ----- that prove their unconscious belief in superstitions.
- 1) rituals                      2) components                      3) conventions                      4) approaches
- 122- The art department is ----- the outstanding posters produced in its classes.
- 1) repressing                      2) appending                      3) exhibiting                      4) forecasting
- 123- The school's main goal is making the students ----- so that they can read and write.
- 1) intrinsic                      2) literate                      3) accurate                      4) faithful
- 124- A common marketing technique is to hand out free ----- of new products at international fairs.
- 1) issues                      2) devices                      3) versions                      4) samples
- 125- Our library's strict regulations ----- the borrowing of more than four books at a time.
- 1) censure                      2) criticize                      3) prohibit                      4) disclaim

### 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) If John had booked a table, we wouldn't be standing here in line.  
2) If John had booked a table, we wouldn't be standing here at a line.  
3) Had John booked a table, we might not have stood here in a line.  
4) Had John booked a table, we might not be standing here at line.
- 127- 1) I wish you wouldn't do rude remarks at me no more.  
2) I wish you didn't make rude remarks about me no more.  
3) I wish you wouldn't make rude remarks about me anymore.  
4) I wish you wouldn't do any rude remarks about me anymore.
- 128- 1) Laura wants to fly despite of feeling afraid.  
2) Laura wants to fly in spite of feeling afraid.  
3) Laura wants to fly despite being felt afraid.  
4) Laura wants to fly in spite having been afraid.
- 129- 1) The staff are working on weekends in order for completing the project on time.  
2) The staff are working in weekends so to complete the project in time.  
3) The staff is working in weekends so they complete the project on time.  
4) The staff are working on weekends so as to complete the project in time.
- 130- 1) I took a piece of bread from freezer because I want to defrost it.  
2) I took the bread out of the freezer so that it would defrost.  
3) I took a bread out of the freezer therefore it defrosted.  
4) I took the bread from freezer in order to defrost it.

**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: Mary is going to (131) ----- to the party.**

**B: (132) ----- she doesn't have her license yet.**

- 131- 1) give me a ride            2) drop me off            3) do me a favor            4) give me a hand  
132- 1) Wow!                      2) So what?                3) How could she?            4) God only knows.

**A: I have to go to class because I have a test, but if I could, I'd go with you to the movies.**

**B: (133) ----- I wish that you could come along.**

- 133- 1) No kidding                      2) That's too bad  
3) You are most welcome            4) Don't mention it

**A: (134) -----?**

**B: I still haven't received my score on the test. Maybe I should call to check on it.**

**A: (135) ----- It takes at least six weeks to receive your score.**

- 134- 1) How come?                      2) What's that?            3) How is it going?            4) What's wrong?  
135- 1) That's OK.                      2) What a pity!              3) Shame on you!            4) Don't worry so much.

**A: I can't take it anymore. The job is really (136) ----- me.**

**B: Hey, sounds like you could use a break.**

**A: Are you kidding? I'm (137) ----- in paperwork.**

**B: When was the last time you took some time off?**

**A: (138) -----, it's been over a year. I was supposed to take off a few weeks in January, but it just got too busy around here.**

**B: Then it sounds like a little rest would do you some good.**

**A: You're right. And anyway, I can always bring my laptop along and (139) ----- my work.**

**B: Listen, leave the laptop at home! You need to just (140) ----- for a while.**

- 136- 1) getting to                      2) counting on              3) sticking with              4) running into  
137- 1) in the red                      2) out of the blue            3) up to my ears              4) beyond my head  
138- 1) If you ask me                2) On second thought      3) Come to think of it      4) You've got me there  
139- 1) make up for                    2) catch up on                3) put up with                4) come down with  
140- 1) take it easy                    2) go for it                    3) take it for granted        4) keep an eye on it

**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.

Stress is part of everyday life. We (141) ----- it in good times and bad. (142) ----- events such as serious illness, death, or wars all cause stress. (143) -----, positive changes in life can also be stressful. New relationships, new jobs, or a new baby can make someone (144) ----- stressed out. Stress only becomes a problem when it is (145) -----, when people can't control it.

(146) ----- too much stress isn't healthy, reactions to stress can be helpful. (147) -----, in prehistoric times, stress helped people (148) ----- . When our ancestors were in danger, certain changes in their bodies prepared them either to fight (149) ----- to flee. Today, this fight or flight (150) ----- is still a part of us. We deal with stress in the 21<sup>st</sup> century (151) -----.

Stress causes powerful hormones (152) ----- quickly through the body. The hormones cause an increase (153) ----- heart rate, blood pressure, blood sugar, and the need for oxygen. These are the changes that help people (154) ----- stressful situations successfully. However, when stress is out of control, (155) ----- immune system suffers. This is a problem for many people.

- |             |                         |                                     |                                       |                                   |
|-------------|-------------------------|-------------------------------------|---------------------------------------|-----------------------------------|
| <b>141-</b> | 1) manage               | 2) distinguish                      | 3) undertake                          | 4) experience                     |
| <b>142-</b> | 1) Traumatic            | 2) Persistent                       | 3) Ambiguous                          | 4) Reluctant                      |
| <b>143-</b> | 1) for instance         | 2) However                          | 3) Therefore                          | 4) On the contrary                |
| <b>144-</b> | 1) feel                 | 2) feeling                          | 3) to feel                            | 4) that they feel                 |
| <b>145-</b> | 1) irrelevant           | 2) forthcoming                      | 3) unavoidable                        | 4) unmanageable                   |
| <b>146-</b> | 1) Since                | 2) While                            | 3) Unless                             | 4) Despite                        |
| <b>147-</b> | 1) In fact              | 2) In case                          | 3) Furthermore                        | 4) As a result                    |
| <b>148-</b> | 1) that they survive    | 2) to be survived                   | 3) to survive                         | 4) surviving                      |
| <b>149-</b> | 1) also                 | 2) but                              | 3) and                                | 4) or                             |
| <b>150-</b> | 1) pattern              | 2) reaction                         | 3) insight                            | 4) gesture                        |
| <b>151-</b> | 1) as did our ancestors | 2) similar to that of our ancestors | 3) in a way the same as our ancestors | 4) the same way our ancestors did |
| <b>152-</b> | 1) move                 | 2) moving                           | 3) to move                            | 4) they move                      |
| <b>153-</b> | 1) in                   | 2) of                               | 3) for                                | 4) with                           |
| <b>154-</b> | 1) pass on              | 2) turn into                        | 3) get through                        | 4) make for                       |
| <b>155-</b> | 1) the bodily           | 2) the body's                       | 3) bodies'                            | 4) body                           |



**Reading 2:**

In the 1860s American business started to change. Before that time most businesses were small; they made products by hand and sold them to local customers. Beginning in the 1860s, inventors created new machines that could produce clothing, canned foods, tools, and other items quickly and cheaply. By making large quantities of items in less time, companies could spend less money on production. This made it possible to charge lower prices. In addition, a new national railroad allowed businesses to sell their products to people all across the country. The combination of fast production, low production costs, inexpensive products, and a whole nation of consumers helped small businesses grow into big businesses. This time in history was called The Age of Big Business.

Big Business continued to grow because of three things: more products, more customers, and more money. The typewriter, the light bulb, and the telephone were important inventions that became very popular products. Thanks to the 25 million immigrants that came to the United States between 1870 and 1916, there were many new customers to buy these products. Businesses made huge profits from the sales of their products to large numbers of people. They used these profits to build more factories, which in turn, produced more items to sell.

The owners of these businesses became very rich. In 1850 there were 20 millionaires in the United States; by 1900 there were more than 3,000. However, the workers who made the new products were very poor. They had little money for housing, food, clothing, and medical care. These workers usually worked at least 60 hours a week for an average pay of about 20 cents an hour. Not only were their wages low, but their workplaces were very dangerous.

In the early 1900s reformers helped workers organize labor unions to improve working conditions and wages. Reformers also asked the government to protect both workers and consumers with safety regulations. They wanted every business to guarantee the safety of its workplace and its products. The reformers were successful—by the 1960s, there were hundreds of government regulations that businesses had to follow.

**161- What is the passage mainly about?**

- |                                     |  |
|-------------------------------------|--|
| 1) The Age of Big Business          | 2) The business reforms of the 1860s       |
| 3) The history of American business | 4) The owners of big businesses in America |

**162- The word "this" in line 5 refers to -----.**

- |                              |                              |
|------------------------------|------------------------------|
| 1) inexpensive products      | 2) low production costs      |
| 3) large quantities of items | 4) an increase in production |

**163- Which of the following questions does the passage answer?**

- 1) What led to the development of Big Business?
- 2) How many millionaires were there in the 1900s?
- 3) What was the average worker's yearly income during the Age of Big Business?
- 4) How many hours long was the average workweek before the Age of Big Business?

**164- According to the passage, between 1870 and 1916 -----.**

- 1) the typewriter, the light bulb, and the telephone became popular
- 2) businesses attracted the most customers
- 3) factories produced the most items
- 4) immigration increased

**165- According to the passage, the importance of safety -----.**

- 1) negatively impacted American business between 1900 and 1960
- 2) made companies think about not only profits but also people
- 3) brought workers the right to join labor unions and strike
- 4) was ignored by the U.S. government until the beginning of Big Business era

**Reading 3:**

Recently, psychologists at some leading universities have looked at what "luck" really means. They found there are three types of situations that people usually associate with luck. The first is circumstance, such as being born in a wealthy family or inheriting athletic genes. Obviously, this type of situation is beyond anyone's control—people can't change the circumstances of their birth. The second is random chance events, such as rolling dice, which are also beyond our control. Your chances of getting a seven when rolling two dice or of being hit by a falling meteor are based on statistics. The third type of situation includes events such as getting your dream job or meeting your ideal spouse. It is in this third area that researchers say we may be able to have more control over our luck.

A professor from England, Robert Wiseman, believes that people can influence their own luck in good or bad ways. Wiseman did a series of experiments with people who believed they were naturally lucky or unlucky. He found a clear connection between the attitude of the participants and the amount of "luck" they had. He found four important attitudes and actions of "lucky" people. First, they are open to opportunities and make the most of situations that arise. Second, they trust their intuitions and often make decisions based on them. Many meditate or do yoga to help keep in touch with their intuitive senses. Third, they think positively and expect good things to happen. Having a positive attitude means they smile and laugh more, which attracts others and may create opportunities. Fourth, lucky people tend to focus on the good in each situation, whereas negative people tend to focus on the bad side. Finally, lucky people typically don't give up easily.

Professor Wiseman also trained people to make themselves luckier. He asked them to keep a journal and write down only the good things that happened each day. After several days, people who used to feel unlucky began to see themselves as lucky, and those who originally felt lucky thought they were even luckier.

**166- Why did the author write this passage?**

- 1) To entertain readers
- 2) To persuade readers to try positive thinking
- 3) To advise readers how to be lucky in games of chance
- 4) To inform readers about the connection between attitude and luck

**167- The word "them" in line 15 refers to -----.**

- 1) opportunities
- 2) situations
- 3) intuitions
- 4) decisions

**168- According to the passage, Robert Wiseman -----.**

- 1) claims negative people can never feel lucky
- 2) studied the behavior of lucky and unlucky people
- 3) found that most people are unaware of how lucky they are
- 4) believes there is no way to change people's attitudes toward luck

**169- According to the passage, all of the following are characteristics of lucky people EXCEPT that they -----.**

- 1) look on the bright side
- 2) trust their gut feelings
- 3) try not to miss opportunities
- 4) do yoga to lose their sense of reality

**170- It can be understood from the passage that the writer is likely to -----.**

- 1) consider himself a lucky person
- 2) believe people can create their own luck
- 3) doubt that we can have control over factors affecting our luck
- 4) believe there's always the same amount of good luck and bad luck in the world