

کتاب شگفت انگیز لغات زبان انگلیسی کنکورهای ارشد و دکتری

تالیف استاد مهرداد زنگیه وندی

شما باید زبان عمومی را ۱۰۰ بزنید!

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برای دانلود رایگان یک فصل از کتاب کلیک کنید

نام:
نام خانوادگی:
محل امضا:

عصر جمعه ۹۵/۳/۱۷	 <p>جمهوری اسلامی ایران وزارت علوم، تحقیقات و فناوری سازمان سنجش آموزش کشور</p>	«اگر دانشگاه اصلاح شود، مملکت اصلاح می‌شود» امام خمینی (ره)		
آزمون ورودی دوره‌های کارشناسی ارشد ناپیوسته داخل – سال ۱۳۹۵				
مجموعه زبان انگلیسی – کد ۱۱۲۱				
تعداد سؤال: ۲۴۰		مدت پاسخگویی: ۱۵۰ دقیقه		
عنوان مواد امتحانی، تعداد و شماره سؤال‌ها				
ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره
۱	زبان عمومی	۶۰	۱	۶۰
۲	زبان تخصصی (آموزش زبان انگلیسی)	۶۰	۶۱	۱۲۰
۳	زبان تخصصی (زبان و ادبیات انگلیسی)	۶۰	۱۲۱	۱۸۰
۴	زبان تخصصی (مترجمی زبان انگلیسی)	۶۰	۱۸۱	۲۴۰
این آزمون نمره منفی دارد. استفاده از ماشین حساب مجاز نمی‌باشد.				
اردیبهشت‌ماه – سال ۱۳۹۵				
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 متغییرن برای مقدرات رفتار می‌شود.				

عناوین و ضرایب دروس امتحانی مجموعه زبان انگلیسی – کد ۱۱۲۱

زبان تخصصی (مترجمی زبان انگلیسی)	زبان تخصصی (زبان و ادبیات انگلیسی)	زبان تخصصی (آموزش زبان انگلیسی)	زبان عمومی	ضرایب و مواد امتحانی
				رشته
۰	۰	۳	۲	(۱) آموزش زبان انگلیسی
۰	۳	۰	۲	(۲) زبان و ادبیات انگلیسی
۳	۰	۰	۲	(۳) مترجمی زبان انگلیسی

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- 1) which allowed the sociocultural worlds of girls by becoming
- 2) and allowing the sociocultural worlds of the girls to become
- 3) allowing the girls the sociocultural worlds that become
- 4) allowed the sociocultural worlds of the girls to become

- 7- A computer equipped with signature-recognition software, which restricts access to a computer to those people whose signatures are on file, identifies a person's signature by analyzing not only the form of the signature
 1) but also by characterizing such things as pen pressure and signing speed
 2) but also such characteristics as pen pressure and signing speed
 3) characterized but also by pen pressure and signing speed
 4) characterized by also pen pressure and signing speed
- 8-, the language of James Merrill is chatty, arch, and conversational—given to complex syntactic flights as well as to prosaic free-verse strolls.
 1) Like Auden's
 2) As was Auden
 3) As well as Auden
 4) Likewise, the language by Auden
- 9- In his study of television advertising, Geis found that, although proper nouns are generally thought to have strictly a referring function, the choice of lexical items used to construct the names of products advertised could result in the name itself impact.
 1) to persuasively have an
 2) of a persuasive
 3) having a persuasive
 4) and having as persuasive as an
- 10- In a certain population, there are 3 times twenty-one or under as there are people over twenty-one.
 1) older than those of
 2) as many people aged
 3) of people with the age of
 4) as much as those whose age is

PART B: Vocabulary

Directions: Choose the word or phrase (1), (2), (3), or (4) that best completes the blank. Then mark the correct choice on your answer sheet.

- 11- The chairperson was not noted for being; on the contrary, the members praised her flexibility.
 1) ductile
 2) recalcitrant
 3) exhilarated
 4) frivolous
- 12- Though Socrates was by his students who found truth in his teachings, his philosophy constituted a menace to the existent government.
 1) revered
 2) mandated
 3) elicited
 4) discerned
- 13- Much to the of her parents, Stephanie, who was only eighteen, announced her engagement to a man twice her age.
 1) reservations
 2) contrition
 3) aspersions
 4) consternation
- 14- The sale of books and related items increased dramatically as the popularity of television cooking shows rose.
 1) gourmet
 2) didactic
 3) culinary
 4) savory
- 15- The Williams' basement was even before the rainy winter season.
 1) dank
 2) crass
 3) vernal
 4) moot

- 16- More than that, they had left him physically exhausted and mentally
by all these stupid lessons, besieged by boredom and mediocrity.
1) edified 2) flayed
3) meted 4) addled
- 17- The award-winning actress is known for her snobby attitude and would never
..... to appear in a low-budget film.
1) disdain 2) deign
3) canter 4) toady
- 18- In the film, the wife did everything she could to make sure her about
her husband's death did not come true.
1) premonition 2) anachronism
3) figment 4) recrimination
- 19- With the close of the semester rapidly approaching, and the philosophy of
slacktivism threatening to leave us with, empty calls-to-action, we
must continue to actively engage within our community to seek the change we need
most.
1) sententious 2) sedulous
3) perspicuous 4) virile
- 20- His remarks were certainly not necessary, as the crowd was already
emotionally charged.
1) ribald 2) specious
3) incendiary 4) culpable
- 21- Police use "scared straight" strategies with at-risk youth, inculcating them with
lessons related to the negative consequences of their actions, and instilling the fear
of
1) concatenation 2) perfidy
3) clemency 4) incarceration
- 22- The changing of the seasons is an event because there is nothing you
can do to stop one season from leading into another.
1) adamant 2) inexorable
3) incorrigible 4) appreciable
- 23- The thriller is about a young man who himself into a millionaire's
empire by assuming different identities.
1) rarefies 2) crumbles
3) patronizes 4) insinuates
- 24- The increase in the he gets in the new job is adequate to help him
further his education, which is expensive these days.
1) virtuosity 2) retribution
3) remuneration 4) grandstanding
- 25- Ted finally managed to get over his initial at Susan's refusal to accept
the job.
1) sleaze 2) qualm
3) pique 4) temerity
- 26- Tourists were shocked and saddened to see the huts where the poorer
residents of the island lived.
1) ramshackle 2) salient
3) inscrutable 4) irreverent

- ### PART C: Cloze Test

33- 1) restored 2) secured 3) jolted 4) settled

- 34- 1) and quickly deteriorating the road quality
 2) where the quality of the road quickly deteriorated
 3) with the quality of the road quickly deteriorated
 4) thereby quickly deteriorating the road quality
- 35- 1) negotiated 2) precipitated 3) rambled 4) appraised
- 36- 1) passing the focused scenery 2) at focusing on the passing scenery
 3) focused on the passing scenery 4) of focus on the scenery passing
- 37- 1) involving 2) bustling 3) fleeting 4) propagating
- 38- 1) tarry 2) dally 3) tumble 4) sully
- 39- 1) an indigent young mother sitting on a street corner
 2) an indigent young mother's sitting on a street corner
 3) a street corner with an indigent young mother sitting
 4) on a street corner was sitting an indigent young mother
- 40- 1) which made their progress as fast as a crawl
 2) making to a crawl the progress being made
 3) slowing their progress to a crawl
 4) and their progress slowed to a crawl

PART D: Reading Comprehension

Directions: Read the following three passages and decide which choice (1), (2), (3), or (4) best answers each question. Then mark the correct choice on your answer sheet.

PASSAGE 1:

As the previous two sections have demonstrated, the comparative method relies quite heavily on linguistic evidence to establish genetic relationships among languages.

However, non-linguistic evidence, such as historical information and archeological evidence, can supplement linguistic evidence to help in the classification of languages, especially to help date the origins of proto-languages for which no linguistic evidence exists. The farther back in time one goes, the more sketchy historical information about languages and their speakers becomes. This explains why we know so little about either Proto-Indo-European or Proto-Germanic. In the case of Proto-Indo-European, while the reconstruction of this language has, as Olson (2003:142) comments, provided considerable information concerning how speakers of PIE lived, we currently have no hard evidence about "when and where these people lived." For this reason, we can only guess when this language might have initially been spoken, who spoke it, and how migrations of PIE speakers led to the development of sub-families of PIE (e.g. Proto-Germanic). Dixon (1997:48) states that although the common consensus is that PIE began around 6,000 years ago, he notes that others have provided evidence that the language could have originated up to 10,500 years ago.

We can also only speculate about where PIE was initially spoken. The most widely accepted view of the origins of PIE is the Kurgan Hypothesis, which was originally

proposed by the archeologist Marija Gimbutas (1956). This hypothesis places the original speakers of PIE just north of the Black Sea c. 6,000 years ago. Through a series of migrations, these speakers spread their language all the way to Europe, spawning over time the various sibling languages of PIE, including Proto-Germanic. Archeological and linguistic evidence suggests that original speakers of PIE were warriors who rode horses as they made their way to Europe. An alternative but much less widely accepted hypothesis is Renfrew's (1987) farming-dispersal hypothesis.

41- Which of following is most probably the topic of the paragraph immediately following this passage?

- 1) Further evidence to solidify the Kurgan Hypothesis
- 2) More information about how the original PIE speakers lived
- 3) Another speculation concerning where PIE was initially spoken
- 4) Scientific ways to use to verify the claims made about the origin of PIE

42- Which of the following does the passage suggest as the primary source of evidence to establish genetic relationships?

- 1) Historical information and archeological evidence
- 2) Investigation of languages with no linguistic evidence
- 3) Reconstruction of an ancient language based on present-day linguistic models
- 4) A comparative study of different languages in terms of the available linguistic evidence

43- It can be understood from the passage that the view according to which PIE began up to 10,500 years ago is a view which

- 1) not all the concerned scientific community members accede to
- 2) gives the most credence to the tenets of the so-called the Kurgan Hypothesis
- 3) is the most significant view challenging the common consensus that PIE began around 6,000 years ago
- 4) is founded on more recent evidence and hence is more reliable than previous related conjectures in this regard

44- According to the passage, Proto-Germanic is

- 1) a language that started at the same time as PIE
- 2) actually an offshoot of what we refer to as PIE
- 3) a language whose time and place of origin is already well established
- 4) a sub-family of PIE about whose time and place we are more certain than we are about PIE itself

45- According to the passage, it is NOT true that

- 1) PIE may have been taken to Europe by some warriors
- 2) Dixon was the first to contend that Proto-Germanic is a sibling language of PIE
- 3) Renfrew's farming-dispersal hypothesis is less widely accepted than the Kurgan Hypothesis
- 4) the comparative method mentioned in the passage is a method mostly drawing on linguistic evidence as its source of evidence

46- Which of the following best reveals the author's attitude about the controversy regarding the origin of PIE and its sibling languages?

- 1) Calculated indifference
- 2) Perfunctory dismissal
- 3) Disapproval
- 4) Impartiality

PASSAGE 2:

Intelligence has always been tricky to quantify, not least because it seems to involve most of the brain and so is almost certainly not one "thing". Even so, scores across different kinds of IQ tests have long shown that people who do particularly well—or badly—on one seem to do similarly on all. This can be crunched into a single general intelligence factor, or "g", which correlates pretty well with academic success, income, health and lifespan.

So more intelligence is clearly a good thing, but where does it come from? A large part of the answer seems to be genetics. In 1990, the first twin studies showed that the IQ scores of identical twins raised apart are more similar to each other than those of non-identical twins raised together. Since then a few genes have been linked to IQ, but all of them seem to have a tiny effect and there are probably thousands of genes involved.

That doesn't mean the environment plays no part, at least in childhood. While the brain is developing, everything from diet to education and stimulation plays a huge part in developing the brain structures needed for intelligent thought. Children with a bad diet never fulfill their genetic potential.

But even for educated and well-fed children, the effects of environment wear off over time. By adulthood genes account for 60 to 80 per cent of the variance in intelligence scores, compared with less than 30 per cent in young children. Whether we like it or not, we get more like our close family members the older we get.

So if genes play such a big part, is there anything adults can do to improve IQ? The good news is that one type of intelligence keeps on improving throughout life. Most researchers distinguish between fluid intelligence, which measures the ability to reason, learn and spot patterns, and crystallized intelligence, the sum of all our knowledge so far. Fluid intelligence slows down with age, but crystallized intelligence doesn't. So while we all get a little slower to the party as we get older, we can rest assured that we are still getting cleverer.

- 47- What is the best title for the passage?
- 1) Intelligence: Nature and Improvement
 - 2) Intelligence: An Unknown Quantity
 - 3) "G" Factor: A Myth or A Reality?
 - 4) Ways to Enhance Intelligence
- 48- What does the word "all" in paragraph 1 refer to?
- 1) people
 - 2) scores
 - 3) tests
 - 4) intelligence components
- 49- The author mentions the twin studies in paragraph 2 mostly in order to
- 1) uncover the complexity of understanding the nature of intelligence
 - 2) support an earlier assertion about the genesis of intelligence
 - 3) cast doubt on the validity of such things as IQ test scores
 - 4) prove that factors other than genetics contribute to intelligence
- 50- The word "those" in paragraph 2 refers to
- 1) twins
 - 2) studies
 - 3) genes
 - 4) IQ scores

- 51- Which of the following is TRUE about the effect of genetics on intelligence, according to the passage?
- 1) Genetics exerts its influence on children's intelligence, with the environment playing no role.
 - 2) The level of intelligence is more determined by genes in children than it is in adults.
 - 3) The impact of the environment on the level of intelligence tends to diminish as one ages.
 - 4) The variance in intelligence scores that genes account for in adulthood does not vary from person to person.
- 52- Which of the following best describes the author's attitude towards the attempts an adult can make to improve their intelligence?
- 1) Conditional sanguinity
 - 2) Unjustified hope
 - 3) Unguarded optimism
 - 4) Total frustration
- 53- The passage provides sufficient information to answer which of the following questions?
- 1) Why does the ability to reason, learn and spot patterns wear off over time?
 - 2) Why does the author state, "We get more like our close family members the older we get,"?
 - 3) What is the correlation coefficient between intelligence and academic success, income, health and lifespan?
 - 4) What are some of the efficacious strategies one can employ in order to ameliorate crystallized intelligence?

PASSAGE 3:

Learning is what your brain does naturally. In fact, it has been doing it every waking minute since about a month before you were born. It is the process by which you acquire and store useful (and useless) information and skills. Can you make it more efficient?

The answer lies in what happens physically as we learn. As it processes information, the brain makes and breaks connections, growing and strengthening the synapses that connect neurons to their neighbors, or shrinking them back. When we are actively learning, the making of new connections outweighs the breaking of old ones. Studies in rats have shown that this rewiring process can happen very quickly—within hours of learning a skill such as reaching through a hole to get a food reward. And in some parts of the brain, notably the hippocampus, the brain grows new brain cells as it learns.

But once a circuit is in place, it needs to be used if it is going to stick. This largely comes down to myelination—the process whereby a circuit that is stimulated enough times grows a coat of fatty membrane. This membrane increases conduction speed, making the circuit work more efficiently.

What, then, is the best way to learn things and retain them? The answer won't come as a huge surprise to anyone who has been to school: focus attention, engage working memory and then, a bit later, actively try to recall it.

Alan Baddeley of the University of York, UK, says it is a good idea to test yourself in this way as it causes your brain to strengthen the new connection. He also suggests consciously trying to link new bits of information to what you already know. That makes the connection more stable in the brain and less likely to waste away through underuse.

The learning process carries on for life, so why is it so much harder to learn when we reach adulthood? The good news is that there seems to be no physiological reason for the slowdown. Instead, it seems to be a lot to do with the fact that we simply spend less

time learning new stuff, and when we do, we don't do it with the same potent mix of enthusiasm and attention as the average child.

Part of the problem seems to be that adults know too much. Research by Gabriele Wulf at the University of Nevada, Las Vegas, has shown that adults tend to learn a physical skill, like hitting a golf ball, by focusing on the details of the movement. Children, however, don't sweat the details, but experiment in getting the ball to go where they want. When Wulf taught adults to learn more like kids, they picked up skills much faster.

This also seems to be true for learning information. As adults we have a vast store of mental shortcuts that allow us to skip over details. But we still have the capacity to learn new things in the same way as children, which suggests that if we could resist the temptation to cut corners, we would probably learn a lot more.

A more tried-and-tested method is to keep active. Ageing leads to the loss of brain tissue, but this may have a lot to do with how little we hare about compared to youngsters. With a little exercise, the brain can spring back to life. In one study, 40 minutes of exercise three times a week for a year increased the size of the hippocampus—which is crucial for learning and memory. It also improved connectivity across the brain, making it easier for new things to stick.

- 54- The main purpose of the passage is to
- 1) portray what we can do in order to streamline the act of learning
 - 2) explain the relationship between age and learning strategies
 - 3) compare children and adults with regard to learning
 - 4) delineate the steps involved in the learning process
- 55- The word "them" in paragraph 2 refers to
- 1) old connections
 - 2) neurons and their neighbors
 - 3) neurons
 - 4) synapses
- 56- Which of the following is TRUE about the rewiring process mentioned in the passage?
- 1) It is a process that solely takes place in the hippocampus.
 - 2) It is triggered when one attempts to learn something new.
 - 3) It is a process that automatically starts, making us learn unconsciously.
 - 4) It is the result of the brain's growing new brain cells as it learns new skills .
- 57- Which of the following best describes Alan Gabriele Wulf's attitude towards a person's endeavor to begin learning a new skill late in life?
- 1) Ambivalent but deferential
 - 2) Uncertain but interested
 - 3) Interested and favorable
 - 4) Profound skepticism
- 58- Which of the following contentions is best supported by the information contained in the passage?
- 1) Learning is a life-long process that commences right after we are born.
 - 2) Adult's already acquired knowledge almost always facilitates the speed at which they learn new things.
 - 3) Children in schools are unduly required to focus on memory skills, which is a deterrent to active learning.
 - 4) It is interesting to note that physical exercise can give adults a helping hand in the act of learning new skills.

صفحه ۱۲

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- 59- Which of the following words is the word "hare" in the last paragraph most related to?
- | | |
|----------------|------------|
| 1) Move | 2) Think |
| 3) Concentrate | 4) Improve |
- 60- Which of the following best represents the main rhetorical function of the passage?
- | | |
|-----------------------|----------------------------|
| 1) Process time order | 2) Comparison and contrast |
| 3) Instruction | 4) Classification |

شماره سوال	گزینه صحیح	شماره سوال	گزینه صحیح	شماره سوال	گزینه صحیح	شماره سوال	گزینه صحیح	شماره سوال	گزینه صحیح	شماره سوال	گزینه صحیح
1	4	31	3	61	1	91	2	121	2	151	2
2	2	32	4	62	3	92	3	122	3	152	3
3	3	33	4	63	2	93	1	123	1	153	3
4	1	34	2	64	4	94	2	124	2	154	1
5	2	35	1	65	3	95	4	125	4	155	4
6	4	36	3	66	4	96	1	126	3	156	1
7	2	37	2	67	1	97	3	127	4	157	3
8	1	38	3	68	2	98	3	128	1	158	4
9	3	39	1	69	4	99	4	129	3	159	2
10	2	40	4	70	2	100	2	130	2	160	1
11	2	41	3	71	3	101	1	131	2	161	2
12	1	42	4	72	1	102	4	132	1	162	4
13	4	43	1	73	3	103	2	133	2	163	3
14	3	44	2	74	2	104	3	134	1	164	1
15	1	45	2	75	4	105	1	135	3	165	4
16	4	46	4	76	1	106	2	136	4	166	2
17	2	47	1	77	4	107	2	137	2	167	3
18	1	48	3	78	3	108	4	138	3	168	3
19	1	49	2	79	1	109	1	139	4	169	2
20	3	50	4	80	2	110	3	140	1	170	4
21	4	51	3	81	2	111	2	141	1	171	1
22	2	52	1	82	3	112	3	142	3	172	2
23	4	53	2	83	4	113	1	143	2	173	1
24	3	54	1	84	1	114	4	144	4	174	4
25	3	55	4	85	1	115	2	145	3	175	3
26	1	56	2	86	4	116	4	146	1	176	3
27	4	57	3	87	2	117	3	147	2	177	1
28	2	58	4	88	4	118	1	148	4	178	2
29	3	59	1	89	1	119	3	149	1	179	4
30	1	60	3	90	3	120	4	150	4	180	2