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نام:
نام خانوادگی:
محل امضاء:



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صبح جمعه
۹۲/۱۲/۱۶
دفترچه شماره (۲)

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



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

آزمون ورودی
دوره های دکتری (نیمه متمرکز) داخل
سال ۱۳۹۳

گروه آزمایشی زبان - کد رشته های ۲۸۰۷ - ۲۸۰۸ - ۲۸۰۹ - ۲۸۱۰

مدت پاسخگویی: ۹۰ دقیقه

تعداد سوال: ۶۰

عنوان مواد امتحانی، تعداد و شماره سوال ها

ردیف	مواد امتحانی	تعداد سوال	از شماره	تا شماره
۱	استعداد تحصیلی	۳۰	۱۰۱	۱۳۰
۲	زبان انگلیسی - عمومی (خاص)	۳۰	۱۳۱	۱۶۰

اسفندماه - سال ۱۳۹۲

این آزمون نمره منفی دارد.
استفاده از ماشین حساب مجاز نمی باشد.

حق چاپ، تکثیر و انتشار سوالات به هر روش (الکترونیکی و ...) پس از برگزاری آزمون، برای تمامی اشخاص حقیقی و حقوقی تنها با مجوز این سازمان مجاز می باشد و با متخلفین برابر مقررات رفتار می شود.

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بخش پنجم

راهنمایی:

این بخش، مربوط به سوالات آزمون زبان انگلیسی - عمومی (خاص) است.

Part A. Grammar

Directions: Select the answer choice (1), (2), (3), or (4) that could best complete the blank in the following questions. Then mark your answer on your answer sheet.

- 131- If you know little about the ocean and oceanography, MacLeish's (1989) book *The Gulf Stream: Encounters With the Blue God*, especially his Chapter 4 on "Reading the Ocean."
 1) you are suggested begin by reading 2) a beginning to suggest reading
 3) I suggest you begin by reading 4) suggested for reading by
- 132- But Condillac maintained that though the combination of smell, hearing, taste and sight multiplies the objects of a man's attention, desires and pleasures,
 1) and that a judgment of externality is to be produced
 2) it does not produce a judgment of externality
 3) and then to produce a judgment of externality
 4) as well as a judgment of externality
- 133- We have seen that all three thinkers whom we have considered in this chapter not only opposed the rationalism of the Enlightenment criticism the new critical philosophy of Kant.
 1) but also subjected to 2) but were the subject of
 3) subjected not only to 4) they but also subjected to
- 134-, physicists realized that it still needed to be modified for the same reason that Einstein had to restate Newton's laws in his theory of relativity.
 1) It seemed as successful so to be
 2) As successful the theory seemed it was
 3) Seeming to be a successful theory as well
 4) As successful as the theory seemed to be
- 135- The researchers speculated that the lack of student involvement was due to many factors including a lack of computer availability, a preference for oral communications versus written prose, and rewarding student participation on the board with sufficient academic credit.
 1) perceived that instructors not being
 2) that the instructors did not perceive
 3) the perception that instructors were not
 4) perceived that the instructors' not

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- 136- Under the auspices of the Commonwealth Association of Architects, in the emergent independent African states once under British rule partake in academic exchange and scrutiny of their teaching programs by accreditation boards.
- 1) those schools of architecture established
 - 2) architecture established by those schools
 - 3) established by those schools of architecture
 - 4) those schools of architecture were established
- 137- By contrast to necrosis, which is a nonphysiologic accidental cell death resulting from irreversible cell injury, and is an active process initiated by external signals or intrinsic events, such as DNA-damage or irreparable stress at cellular organelles.
- 1) genetic cell-suicide program, being apoptosis, takes place
 - 2) apoptosis takes place according to a genetic cell-suicide program
 - 3) according to whose genetic cell-suicide program, apoptosis, takes place
 - 4) in which takes place apoptosis according to a genetic cell-suicide program
- 138- Only when total production expands faster than the rate of labor force growth plus the rate of productivity increase and minus the rate at which average annual hours fall,
- 1) does the unemployment rate fall
 - 2) so does the unemployment fall
 - 3) the unemployment rate does fall
 - 4) the unemployment does too

Part B. Vocabulary

Directions: Select the answer choice (1), (2), (3), or (4) that could best complete the blank in the following questions. Then mark your answer on your answer sheet.

- 139- The lacrosse player's attitude toward school may someday interfere with his dream of playing the sport in college.
- 1) ineffable
 - 2) corporeal
 - 3) demonstrative
 - 4) disparaging
- 140- This project was off on us because everyone believed it was impossible and because we were considered the worst department in the organization.
- 1) deluged
 - 2) exuded
 - 3) foisted
 - 4) intruded
- 141- Jayson's attire was always a welcome sight, especially in comparison to those of his friends who didn't seem to care about their appearance.
- 1) natty
 - 2) jaded
 - 3) inviolate
 - 4) garish
- 142- When caught doing wrong, some teens their explanation of events, hoping parents won't quite understand.
- 1) expiate
 - 2) obfuscate
 - 3) purport
 - 4) remonstrate with
- 143- Overcoming overeating may be a powerful way for some women to break a long habit of eating.
- 1) fortuitous
 - 2) puerile
 - 3) miserly
 - 4) compulsive
- 144- Have there been no enemies that loomed large at one point, but now have they been tamed and even completely ?
- 1) flabbergasted
 - 2) vanquished
 - 3) intimated
 - 4) implored
- 145- The salesmen in that clothing store are so that it is impossible to even look at a garment without being harassed by their efforts to convince you to purchase.
- 1) assiduous
 - 2) amiable
 - 3) aggressive
 - 4) adventitious

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- 146- Leslie Lemke is a musical At the age of 14 he played, flawlessly and without hesitation, Tchaikovsky's Piano Concerto No. 1 after hearing it for the first time while listening to a television movie several hours earlier.
 1) virtuoso 2) visionary 3) zenith 4) maverick
- 147- On another night Niko would probably have laughed at the stand-up comedian's jokes, but he was not in a very mood the day he learned about his low grade in physics.
 1) fickle 2) risible 3) execrable 4) arrant
- 148- "Those boys are so !" Julianne whispered to Maggie. "All they do is sit around, scratching their bellies and eating peanuts with their fingers. They're like a bunch of apes."
 1) tawdry 2) impartial 3) bumptious 4) atavistic
- 149- Every evening after a light supper, Mr. Bartleby takes a constitutional, during which he the streets along the waterfront and watches the ships unload their cargo.
 1) haunts 2) prattles 3) perambulates 4) veers
- 150- While the locals are reassured by international aid and the presence of specialists, they also look to other sources of
 1) succor 2) trepidation 3) reservation 4) concord

Part C. Reading Comprehension

Directions: Read the following two passages and select the best choice (1), (2), (3), or (4) that best answers each question. Then mark your answer on your answer sheet.

Passage 1:

There is a further reason why thinking philosophically can be a valuable exercise. The activity of philosophizing can help to foster important thinking skills, skills we all need if we are to remain sensitive to the truth. They are often highly transferable skills that never go out of date. The ability to spot a logical howler, cut through waffle, be relevant, make a point clearly and precisely, and so on are all abilities that always come in handy, whatever your walk of life. Certainly these skills are often of use to professionals, which is why many businesses place great value on an academic qualification in philosophy.

The critical skills developed by philosophy are of practical benefit in other ways, too. They help to immunize us against the wiles of politicians, medical quacks, second-hand car salesmen, lifestyle gurus, and the many other purveyors of snake oil. There are certain basic mistakes we are all prone to make when it comes to weighing up probabilities and drawing conclusions, and even a little exposure to philosophical and critical thinking can contribute toward making us less vulnerable.

Indeed, there is growing evidence that encouraging collective philosophical debate in the classroom can have measurable educational benefits for children, enhancing not just their intellectual intelligence, but their social and emotional intelligence, too. It seems that even a little exposure to philosophy early on can be a profoundly life enhancing thing.

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- 151- The passage most probably continues with a discussion of
- 1) why people need to know about the ways to enhance the quality of school performance
 - 2) a summary of methods philosophers deploy to reap the innumerable educational merits of their discipline
 - 3) why philosophy, if put to use in schools, can actually augment children's multi-faceted intelligence
 - 4) a number of case studies delineating the way a little exposure of preschool kids to philosophy can pave the way for a far better educational success
- 152- It can be understood from the passage that thinking skills
- 1) are a prerequisite to philosophizing
 - 2) can, when one is equipped with them, act like a shield against imposture
 - 3) become antediluvian if they are acquired but not applied
 - 4) are not of much utility to people from all walks of life
- 153- Which of the following best describes the function of paragraph 2 in relation to paragraph 1?
- 1) It further buttresses the claim made in paragraph 1 by enumerating a number of ways in which critical thinking may come handy.
 - 2) It qualifies the themes of paragraph 1 by pointing out that any useful skill can be abused.
 - 3) It raises doubts about the assertion made in paragraph 1 by citing some counter examples.
 - 4) It cautions against any exaggeration of the main point of paragraph 1.
- 154- All of the following can be inferred from the passage to be contributions of critical thinking EXCEPT that it
- 1) empowers people to present more focused and relevant arguments
 - 2) enables the possessor to detect specious reasoning in arguments
 - 3) acts as an immunization tool to counter hucksterism
 - 4) makes kids educational critics early on in life

Passage 2:

Sir Francis Galton made the first scientific attempt to measure intelligence. Between 1884 and 1890 Galton ran a service at the South Kensington Museum in London, where, for a small fee, people could have their intelligence checked. The only problem was that Galton's tests were ill chosen. For example, he contrived a whistle that would tell him the highest pitch a person could perceive. Another test used several cases of gun cartridges filled with layers of shot, wool or wadding. The cases were identical in appearance and differed only in weight. The test was to pick up the cartridges and then to discriminate the lighter from the heavier. Yet another test was of sensitivity to the smell of roses.

James McKeen Cattell, a psychologist at Columbia University, was so impressed with Galton's work that in 1890 he devised similar tests to be used in the U.S. Unfortunately for him, a student of his, Clark Wissler, decided to see whether scores on such tests were actually meaningful. In particular, he wanted to know if the scores were related either to one another or to college grades. The answer to both

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questions proved to be no—so if the tests didn't predict school performance or even each other, of what use were they? Understandably, interest in Galton's and Cattell's tests waned.

A Frenchman, Alfred Binet, got off to a better start. Commissioned to devise a means to predict school performance, he cast around for test items. Together with his colleague Theodore Simon, he developed a test of intelligence, published in 1905, that measured things such as vocabulary ("What does misanthrope mean?"), comprehension ("Why do people sometimes borrow money?") and verbal relations ("What do an orange, an apple and a pear have in common?"). Binet's tests of judgment were so successful at predicting school performance that a variant of them, called the Stanford-Binet Intelligence Scale (fourth edition), is still in use today. (Louis Terman of Stanford University popularized the test in the U.S.—hence the name.) A competing test series, the Wechsler Intelligence Scales, measures similar kinds of skills.

It is critical to keep in mind that Binet's mission was linked to school performance and, especially, to distinguishing children who were genuinely mentally retarded from those who had behavior problems but who were able to think just fine. The result was that the tests were designed, and continue to be designed, in ways that at their best predict school performance.

During World War I, intelligence testing really took off: psychologists were asked to develop a method to screen soldiers. That led to the Army Alpha (a verbal test) and Beta (a performance test with pantomimed directions instead of words), which were administered in groups. (Psychologists can now choose between group or individually administered tests, although the individual tests generally give more reliable scores.) In 1926 a new test was introduced, the forerunner to today's SAT. Devised by Carl C. Brigham of Princeton University, the test provided verbal and mathematical scores.

155- What is the best title for the passage?

- 1) Ways to Develop Tests of Intelligence
- 2) A Prelude to Intelligence Testing
- 3) Intelligence: A Human Construct
- 4) Intelligence Testing: Pitfalls

156- Which of the following best describes the author's attitude towards the examples cited in paragraph 1?

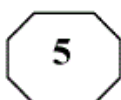
- | | |
|-------------------------|------------------------|
| 1) Irreverent dismissal | 2) Mildly positive |
| 3) Reluctant support | 4) Reasoned opposition |

157- The passage contains information that would answer which of the following questions?

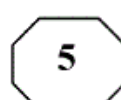
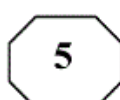
- I. Why has the test modeled based on the work done by Alfred Binet survived the panics of time and is still in use today?
- II. What triggered the decline in the interest in the tests developed by Galton and Cattell?
- III. In what profession were the people who developed the Army Alpha?

- | | | | |
|-------------------|--------------------|------------------|-----------|
| 1) I, II, and III | 2) II and III only | 3) I and II only | 4) I only |
|-------------------|--------------------|------------------|-----------|

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158- What is the tone of paragraph 4?

- | | |
|----------------|---------------------------|
| 1) Inquisitive | 2) Disparaging |
| 3) Cautionary | 4) Critical and demanding |

159- According to the passage, a test item intended to find out whether the test takers know what “gestation” means is likely to be found in

- 1) tests designed by psychologists as a method to screen soldiers
- 2) a test prepared by a student of James McKeen Cattell
- 3) tests designed some time during World War I
- 4) a test developed in the early 20th century

160- The information in the passage is primarily organized based on what rhetorical technique?

- | | |
|----------------------------|-----------------------------|
| 1) Comparison and contrast | 2) Chronological time order |
| 3) Order of importance | 4) Steps in a procedure |

This is the end of Section 5.

زبان	۱	F	گروه آزمایشی زبان - کد رشته های ۲۸۰۷ تا ۲۸۱۰
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گزینه صحیح	شماره سوال
۳	۱۳۱
۲	۱۳۲
۱	۱۳۳
۴	۱۳۴
۳	۱۳۵
۱	۱۳۶
۲	۱۳۷
۱	۱۳۸
۴	۱۳۹
۳	۱۴۰
۱	۱۴۱
۲	۱۴۲
۴	۱۴۳
۲	۱۴۴
۳	۱۴۵

گزینه صحیح	شماره سوال
۱	۱۴۶
۲	۱۴۷
۴	۱۴۸
۳	۱۴۹
۱	۱۵۰
۳	۱۵۱
۲	۱۵۲
۱	۱۵۳
۴	۱۵۴
۲	۱۵۵
۴	۱۵۶
۱	۱۵۷
۳	۱۵۸
۴	۱۵۹
۲	۱۶۰