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صبح جمعه

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«اگر دانشگاه اصلاح شود مملکت اصلاح می‌شود.»  
امام خمینی (ره)جمهوری اسلامی ایران  
وزارت علوم، تحقیقات و فناوری  
سازمان سنجش آموزش کشور

آزمون ورودی دوره‌های کارشناسی ارشد ناپیوسته داخل - سال ۱۳۹۷

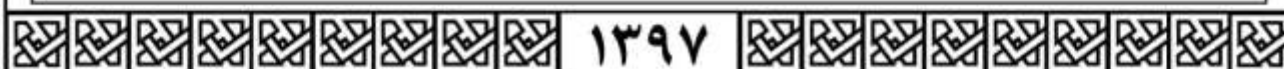
عنوان مواد امتحانی، تعداد و شماره سؤالات

ردیف	مواد امتحانی	تعداد سؤال	از شماره تا شماره
۱	زبان عمومی و تخصصی (انگلیسی، فرانسه و آلمانی)	۳۰	۱ - ۳۰

استفاده از ماشین حساب مجاز نیست.

این آزمون نمره منفی دارد.

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 یا متخلفین برابر مقررات رفتار می‌شود.



۱۳۹۷

\* داوطلب گرامی، عدم درج مشخصات و امضا در مندرجات جدول ذیل، به منزله عدم حضور شما در جلسه آزمون است.

اینجانب ..... با شماره داوطلبی ..... در جلسه این آزمون شرکت می‌نمایم.

امضا:

زبان عمومی و تخصصی (انگلیسی، فرانسه و آلمانی):

### PART A: Vocabulary

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

- 1- In the central highlands of New Guinea the sudden ----- from the society of the stone ax to the society of sailing ships (and now of airplanes) has not been easy to make.  
1) manifestation      2) deterioration      3) transition      4) sophistication
- 2- I want your help with my literature review. ----- to the e-mail are some questions. Please answer them.  
1) Raised      2) Posed      3) Inquired      4) Attached
- 3- There is no single or widely used definition of children's literature. It can be ----- defined as anything that children read or more specifically defined as fiction, non-fiction, poetry, or drama intended for and used by children and young people.  
1) broadly      2) optimistically      3) controversially      4) neutrally
- 4- When many of the spoken languages of the Native American Indians were ----- as a result of colonialism by English, French, Spanish or Portuguese, they became extinct.  
1) distributed      2) replicated      3) illustrated      4) replaced
- 5- During the winter storm, the road conditions were so ----- that schools were cancelled for a week.  
1) reckless      2) deplorable      3) superficial      4) erratic
- 6- Laying a bouquet of flowers and the gift-wrapped doll upon the bed, the young mother kissed the sleeping Soha and said this -----: "A happy birthday, and God bless you, my daughter!"  
1) beneficence      2) malediction      3) benediction      4) valediction
- 7- People who ----- their dreams do what they love and they go for greatness.  
1) chase      2) involve      3) gather      4) require
- 8- Attention is essential in achieving anything. If you can't pay attention, you can't get the job -----.  
1) taken      2) made      3) tried      4) done
- 9- Everything man-made around you was ----- a thought in someone's head.  
1) socially      2) originally      3) quickly      4) desirably
- 10- The strength of the United Nations is dependent upon the ----- of its member countries.  
1) encounter      2) assumption      3) cooperation      4) urgency

**PART B: Cloze Passage**

**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.

I can put my cash card into an ATM anywhere in the world and take out a fistful of local currency, while the corresponding amount (11) ----- from my bank account at home. I don't even think twice: (12) ----- the country, I trust that the system will work.

The whole world runs on trust. We trust that people on the street won't rob us, (13) ----- the bank we deposited money in last month returns it this month, that the justice system punishes the guilty (14) -----, We trust the food (15) ----- won't poison us, and the people we let in to fix our boiler won't murder us.

- 11- 1) to debit                      2) is debited                      3) debits                      4) debiting  
12- 1) in spite of                      2) in relation to                      3) no matter                      4) regardless of  
13- 1) that                      2) and                      3) for                      4) though  
14- 1) and the innocent exonerated                      2) and exonerates the innocent  
3) in order for innocent to exonerate                      4) which it exonerates the innocent  
15- 1) is bought                      2) which we buy it                      3) we buy                      4) to buy

**PART C: Reading Comprehension**

**Directions:** Read the following three passages and answer the questions by choosing the best choice (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

**PASSAGE 1:**

Self-selection on the part of students cannot be viewed as a totally rational and fully informed consideration of well-formulated alternatives. In fact, as John L. Holland concluded from a large-scale study of finalists in the 1957 National Merit Scholarship Program, even high-ability students apparently select a college with only limited information: "Students appear to make choices in the same way that consumers often, if not usually, buy household goods; they select colleges by means of vague notions which they seldom can document meaningfully." In part this stems from the fact that colleges do not do all they might in informing the public about themselves and in clearing up any mistaken aspects of their images that develop. In one study of two residential colleges of the New York State University, for example, Donald J. Donato and Gary C. Fox found that the admissions officers tended to exaggerate the positive attributes of their schools; these investigators suggest that in so doing the admissions officers were partially responsible for any unrealistic perceptions of the college environments held by high-school counselors and students. Moreover, students, parents, and high-school counselors do not fully avail themselves of the accurate information about colleges that does exist.

It is not surprising, then, to find that young men and women about to enter college typically are not very clear about college life in general nor about the particular

environment of the college of their matriculation. One review of several studies (done at a variety of colleges) concludes that students entering these schools typically anticipated more emphasis on various academic, intellectual, and aesthetic activities and experiences than were described by students at the colleges. As a rule the emphasis on self-understanding, personal involvement in the world's problems, and the search for personal identity would be lower than the entering freshmen expected. The entering students expected higher demands for various kinds of achievement and effort and, at the same time, a higher emphasis on play than were reported by students familiar with the environment.

- 16- **What is the main idea of the passage?**
- 1) Students do not usually have a clear image of the college they select to study in.
  - 2) Self-selection is not a fully rational behavior among senior college students.
  - 3) Studies indicate that students make haphazard choices about their college life.
  - 4) Parents and students should obtain their information about universities from more reliable sources.
- 17- **According to paragraph 1, how are consumers and students similar to each other?**
- 1) They tend to have a meaningful documentation of their choices.
  - 2) They seldom have limited information about their alternatives.
  - 3) They can hardly give rational justification for the choices they make.
  - 4) They select what they want based on the information they get from advertisements.
- 18- **Which of the following can be inferred from the study described in paragraph 1?**
- 1) Colleges do not try to improve their environments.
  - 2) The admissions officers are usually biased in favor of their schools.
  - 3) Students are usually unaware of the positive features of different colleges.
  - 4) High-school counselors are the main reasons for any unrealistic notions of college environments.
- 19- **The word "anticipated" in paragraph 2 is closest in meaning to -----.**
- 1) predicted
  - 2) detected
  - 3) requested
  - 4) recounted
- 20- **According to paragraph 2, all of the following were lower in colleges than the entering students' expectations EXCEPT -----.**
- 1) emphasis on engagement in the global issues
  - 2) emphasis on individual identity
  - 3) demands for group activities
  - 4) demands for attainment

**PASSAGE 2:**

To say that a subject has been "debunked" is imply that despite its pretensions toward fulfilling some grandiose standard, it has fallen so radically short that its claims are revealed as not merely false but in some sense fraudulent. When one speaks of debunking social science, the customary argument is between those who contend that social science is on par with natural science—in theory if not quite yet in practice—and those who assert that the social sciences are just too soft in their methodology and too shot through with ideology to be taken seriously as sciences.

The claim that social science should (and could) meet scientific standards goes back at least to the Enlightenment, when the fruits of the Scientific Revolution began

to shape our understanding of the natural world and held out the prospect that similar success might be enjoyed by those inquiries that emulated scientific methodology. If the foundation for social science is the desire to get to the truth about what causes human action, some have felt, what better way to get there than to embrace the empirical and experimental method that has given us the best basis for objective knowledge in human history?

Others have held, however, that this is a false ideal and that the problem is with the standard itself, since not even the natural sciences can live up to logic of science that has been limned by philosophers. The idea here is that one needs to debunk not only social science but natural science as well, given recent philosophical work that purport to show that rampant sexism and racism pervade the allegedly "objective" investigation of the natural world, as well as other speculations having to do with the relativity and social construction of human knowledge.

- 21- **The passage is mainly discussing -----.**
- 1) the history of debunking a scientific subject
  - 2) the unfair claims against the social sciences
  - 3) whether social science has taken scientific standards seriously
  - 4) whether social science should and could live up to scientific ideals
- 22- **A subject is debunked when it is realized that -----.**
- 1) its standards are too low to be considered serious
  - 2) its claims are unfounded and even somehow deceitful
  - 3) it is so radical that it cannot be objective in its investigations
  - 4) it fraudulently pretends to study something that does not actually exist
- 23- **All of the following are true of the claim described in paragraph 2 EXCEPT it -----.**
- 1) started before or during the Enlightenment
  - 2) considers objective knowledge desirable for social science
  - 3) holds that social science should emulate scientific methodology
  - 4) maintains that human action should accord with scientific standards
- 24- **The word "this" in paragraph 3 refers to -----.**
- 1) social science's meeting scientific standards
  - 2) Scientific Revolution's living up to its logic
  - 3) Scientific Revolution's embracing the empirical and experimental method
  - 4) social science's being able to obtain objective knowledge without the scientific method
- 25- **It can be inferred from the description in paragraph 3 that objective investigation -----.**
- 1) can only be conducted by the natural sciences
  - 2) is observed in the most recent philosophical work
  - 3) is a rare phenomenon in social and natural sciences
  - 4) results in solid construction of knowledge about human action

**PASSAGE 3:**

Equity theory was originally explained by a behavioral psychologist, John Stacy Adams, in 1963. This theory attempts to explain an individual's behavior within the context of striving toward equilibrium in a situation. Equity theory claims that individuals act according to inequities that they perceive in their environment. When

people observe an unequal situation, they experience distress. This compels them to act in a way to achieve equity within the situation.

Equity theory is applicable to a number of realms. It can be used to explain how individuals act in personal relationships: it also has been employed extensively in the realm of business management. For instance, employees that know they are being paid less than their coworkers for doing more work would feel under-compensated. In an effort to correct this inequity, they might attempt to fix the observed inequity in a number of ways. They might work less, talk to their managers, or attempt to motivate their coworkers to work harder. Equity theory can also be applied to employees that perceive an inequity that favors them. Employees who feel that they are getting too much in return for their input may attempt to remedy the situation. They may work harder, argue for better pay for others, or take other measures to make the situation equitable.

By applying equity theory to actual situations in a workplace, managers can gain valuable insight into factors motivating their employees. However, attempts to make practical sense of equity theory reveal its weaknesses. Critics point out that not all employees will seek to correct inequities in the workplace. Non-confrontational people who feel under-compensated may continue to work in the inequitable conditions simply because they fear conflict. Employees who are over-compensated, on the other hand, might be satisfied with the inequitable situation. They may do nothing to change it for fear of hurting their position. In short, equity theory unjustifiably presumes that individuals will value equity over all other factors. Moreover, it fails to account for quirks in someone's personality that might cause him or her to avoid addressing inequality.

- 26- According to the passage, equity theory states that -----,
- 1) equity is achieved when individuals feel acute distress
  - 2) individuals who observe inequalities attempt to correct them
  - 3) individuals attempt to remove inequalities when their interests are at stake
  - 4) individuals who fail to perceive inequalities within a situation experience distress
- 27- According to paragraph 2, an individual who works harder than others but receives a lower salary might do all of the following EXCEPT -----,
- 1) work less than before
  - 2) discuss the issue with his employers
  - 3) explain the situation to his coworkers
  - 4) stimulate his colleagues to work harder
- 28- In paragraph 2, why does the author mention employees who are over-compensated?
- 1) To describe how equity theory predicts their behavior
  - 2) To explain why an unequal situation may not be remedied
  - 3) To motivate readers to act in a specific way in similar situations
  - 4) To illustrate a situation which cannot be accounted for by equity theory
- 29- What is the main function of the third paragraph?
- 1) Illustrating the shortcomings of equity theory
  - 2) Discussing attempts to put equity theory into practice
  - 3) Providing practical examples about motivating employees
  - 4) Pointing out the contributions of equity theory to business management
- 30- The word "that" in paragraph 3 refers to -----,
- 1) personality
  - 2) factors
  - 3) someone
  - 4) quirks