

تست‌های کنکور کارشناسی ارشد ۱۴۰۵ - مجموعه زبان انگلیسی

PART A: Structure

1. A person's test score is, at best, simply his ability to use his knowledge to answer some questions and nothing more; so do your best and forget about the rest.

- 1) indicative of
- 2) indicated
- 3) indicating of
- 4) indicates

2. I know a girl who cries when she practices violin because each note sounds so pure it just cuts into her, out her eyes.

- 1) and the melody coming and pouring
- 2) then the melody comes and pouring
- 3) and then the melody comes pouring
- 4) the melody comes and pours

3. If advertising is not an official or pure art, it is clearly art.

- 1) despite
- 2) nonetheless
- 3) although
- 4) but for

4. Fewer than a third of those surveyed want any trial to be moved to Kenya, and 91% are opposed held elsewhere in Africa.

- 1) to hearings being
- 2) to hear it would be
- 3) hearings to be
- 4) to hear them

5. The prevailing wisdom seems to be that readers do not want to hear about ideas; they'd a good story about people who occasionally have ideas.

- 1) better to be hearing
- 2) rather to hear
- 3) better hearing
- 4) rather hear

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6. Although the recession may technically be over, the end result of this shift in wealth is a vicious circle in which, consumer demand, corporations are reluctant to hire, and demand continues to stagnate or decline.

- 1) a significant rise is absent in
- 2) if does not raise the
- 3) absent a significant rise in
- 4) when not raised the

7. She was not a theorist or a scholar but an essayist and a popularizer, and the desperate careerism that dominated the academy at the time.

- 1) as such a bad fit with
- 2) such as a bad fit from
- 3) such bad fits in
- 4) a such badly fit of

8. No man is so much a fool as not to have wit enough sometimes to be a knave; nor as not to have the weakness sometimes to play the fool.

- 1) do any so cunning knave
- 2) any so cunning a knave
- 3) do any knave so cunning
- 4) so any is cunning knave

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PART B: Vocabulary

9. Be patient; no matter how you are for the moon, you cannot make it rise any faster.

- 1) belated
- 2) eager
- 3) doubtful
- 4) reasonable

10. uncertainty requires a shift in mindset that acknowledges that life is ever-changing, and that certainty is an illusion.

- 1) Dwelling
- 2) Mistrusting
- 3) Interrogating
- 4) Embracing

11. The famous couple's live defamation trial was, from gavel to gavel, a singularly baffling, unedifying and sad

- 1) charisma
- 2) treaty
- 3) spectacle
- 4) confidentiality

12. No one knows for sure about the future, but if you feel to plan something about it, then someone else would define it for you.

- 1) resolute
- 2) deliberate
- 3) keen
- 4) reluctant

13. There is nothing more than the laughter of young children; it makes you smile and it does not really matter what that is.

- 1) contagious
- 2) presumptuous
- 3) vulnerable
- 4) servile

14. Sometimes, the greatest memories are made in the most unlikely of places, further proof that is more rewarding than a meticulously planned life.

- 1) spontaneity
- 2) diffidence
- 3) parsimony
- 4) impudence

15. Due to historical reasons, many Taiwanese despise Americans with the kind of enmity in blood and ripened by decades of antagonism.

- 1) alleviated
- 2) vanished
- 3) deprived
- 4) steeped

16. Prejudices are most difficult to from the heart whose soil has never been loosened or fertilized by education.

- 1) perpetuate
- 2) eradicate
- 3) instigate
- 4) reverberate

17. To deprive a man of his natural liberty and to deny him the ordinary of life is worse than starving the body; it is starvation of the soul, the dweller in the body.

- 1) remonstrations
- 2) drudgeries
- 3) amenities
- 4) invectives

18. If not for struggle, how then would school be a rite of, our very own bildungsroman that contributes to our growth?

- 1) transmission
- 2) passage
- 3) amendment
- 4) ceremony

19. Cigarette was a friend, he explained: it would either calm him down like nothing else could or make him more anxious than he had ever been.

- 1) cerebral
- 2) meager
- 3) ruminant
- 4) fickle

20. It is sad that you have to and debase yourself to earn the endorsement of a guy who cannot even remember your name.

- 1) imbibe
- 2) reincarnate
- 3) grovel
- 4) adumbrate

21. The fondness she displayed was what understandably drove the groom away.

- 1) mollifying
- 2) cloying
- 3) salubrious
- 4) genuine

22. He said in jest that becoming a polyglot requires two things: a little hard work to learn extra languages and the to dare to use them clumsily.

- 1) languor
- 2) compunction
- 3) vindication
- 4) insouciance

23. It is a work quite unlike any other—a travel book about an imaginary but thoroughly plausible city, and it will have its odd niche among the curiosities of literature.

- 1) nihil novi
- 2) lapsus calami
- 3) sui generis
- 4) petitio principia

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PART C: Cloze Test

Scholars say that the Romantic Period began with the publishing of Lyrical Ballads (1798) by William Wordsworth and Samuel Taylor Coleridge. This was one of the first collections of poems that(24).... from the more formal poetic diction of the Neoclassical Period. Poets of the period(25).... everyday words that the average person could understand, a fact which also aided in expressing human emotion. One of Wordsworth's well-known works is "The Solitary Reaper" (1807),(26).... the outpouring of expression and emotion that Wordsworth felt was necessary in poetry. His greatest piece is The Prelude (1850), a semi-autobiographical, conversational poem. Conversational poetry was the literary genre most commonly used by Wordsworth and Coleridge,(27).... a series of eight poems examining higher ideas of nature, man, and morality. Coleridge and Wordsworth were very good friends and(28).... Wordsworth was much more meditative and calm, Coleridge was the opposite and lived a more uncontrolled life. Succeeding Coleridge and Wordsworth was a new(29).... of poets, each following the pattern of Romanticism of those before them. John Keats is still one of the most(30).... of these poets, with his work continually read and analyzed today.

24.

- 1) reserved
- 2) directed
- 3) regained
- 4) strayed

25.

- 1) instead used
- 2) instead of using
- 3) were using instead of
- 4) who used instead

26.

- 1) a poem showing
- 2) a poem showed
- 3) it was a poem that showed
- 4) that was a poem showing

27.

- 1) which the latter writing
- 2) which the latter wrote
- 3) with the latter writing
- 4) as the latter written

28.

- 1) as for
- 2) meantime
- 3) while
- 4) due to

29.

- 1) generation
- 2) commodity
- 3) dynamic
- 4) proponent

30.

- 1) obscure
- 2) celebrated
- 3) initial
- 4) live

PART D: Reading Comprehension

Passage 1:

Often learners' only exposure to the target language is during their time in the language course. They tend to approach learning a language as if it were a course in biology or psychology. However, the objective of a language course is not only to acquire the content of the grammar book. In a course where the goal is to have learners acquire and use the language as a means of expression and a vehicle to explore other aspects of the language—culture, music, literature, film—the dynamics involved can often be quite destabilizing.

Mezirow (1991) notes that transformative learning is often a painful process. Language learning is no exception. Although Cranton (1994) indicates that, generally speaking, subject-oriented learning is not difficult or painful in the way emancipatory learning can be, this relative ease does not apply to language learning. Here, the learner is personally implicated in the acquisition of the subject matter, or the technical skills of the language. As soon as learners embark on acquiring the basics of a language, they are also required to communicate. They must engage in an overt demonstration of their skills in front of their peers. This process continues throughout the duration of a language course. The skills become more complex and difficult. However, learners do not necessarily have a proportional amount of time to synthesize, absorb, and master those skills. They continue to interact with new material and new concepts in the learning environment. This process can be a profoundly unsettling psychological proposition.

The immediate interaction with the language and culture can directly threaten an individual's self-concept and worldview (Guiora, 1983). Learners typically perceive themselves to be reasonably intelligent, socially adept individuals who are sensitive to different social mores. Such personal assumptions are rarely challenged when individuals are communicating in their native language, simply because it is not so difficult to make oneself understood or to understand others. Learning another language is markedly different.

31. The underlined verb “exposure to” in paragraph 1 is closest in meaning to

- 1) contact with
- 2) interest in
- 3) vulnerability to
- 4) fear of

32. The underlined word “their” in paragraph 2 refers to

- 1) basics
- 2) skills
- 3) peers
- 4) learners

33. According to paragraph 3, which of the following best expresses the writer’s opinion about the likelihood of change in one’s self-perception as a result of communicating in one’s native language?

- 1) Absolutely impossible
- 2) Highly probable
- 3) Remotely possible
- 4) Bound to happen

34. Which of the following is NOT mentioned in the passage?

- 1) The effect of self-confidence on language learning
- 2) A scholar working in a field related to language
- 3) One of the challenges facing language learners
- 4) One of the objectives in a language course

35. The passage provides sufficient information to answer which of the following questions?

I. Were Cranton’s studies inspired by those conducted by Mezirow?

II. In which country did Guiora publish his studies on languages?

III. What is a difference between learning a foreign language and native communication?

- 1) Only I
- 2) Only III
- 3) I and II
- 4) II and III

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36. According to the passage, person and opinion match in which of the following?

- 1) Cranton: Learning new theories fundamentally changes the way we perceive ourselves.
- 2) Guiora: People's view about the world could change as a result of language learning.
- 3) Mezirow: Emancipatory learning is almost as difficult as subject-oriented learning.
- 4) Writer of the passage: Learning a language is an easy and straightforward process.

Passage 2:

At about the same time as the plotlands, another source of holiday-making, the holiday camp, emerged to offer a new type of annual, low-budget excursion. Located almost exclusively around the British coast, the essence of the holiday camp was to offer people from the industrial cities a week away from the smoke and grime of everyday existence. In all its advertising literature, an emphasis was put on the simple delights of “sun, sand and sea,” an enticing lure for a population afflicted by a high incidence of respiratory diseases and accustomed to poor and overcrowded housing. [1]

Holiday camps were generally operated on a commercial basis, with places offered on a weekly rental basis. In this respect, as compared with the plotlands, where private ownership was the rule, the opportunities for users to mold their own experience in the holiday camps was less. [2] However, the reality in the so-called pioneer camps was rather different, with considerably more variation and scope for individual participation than in the larger camps introduced in the 1930s (catering for thousands rather than hundreds, and operated by managers rather than by owner hosts). The recollections of users bear testimony to a far more active role than the idea of a camp might suggest (Ward and Hardy 1986), and the campers’ own magazine *Holiday Camp Review* contributed to an impression of the camps as “happy families” and as communities rather than wholly commercial organizations. [3]

Although comparable sources of group holidaymaking can be found elsewhere, in socialist as well as capitalist countries, in many respects, the holiday camp evolved as a peculiarly British institution. Culturally, it has come to occupy a distinctive role as a largely twentieth-century creation, offering holiday opportunities to large numbers of working-class families. In a survey of holidaymaking in 1949, the British Tourist and Holidays Board estimated that holiday camps were able to accommodate 7% of the annual holiday trade; and the heyday of the camps came in the 1950s and early 1960s, prior to the impact of the growing trade in continental package holidays. [4]

37. Which of the following is NOT mentioned with reference to the holiday camp in paragraph 1?

- 1) It was not an expensive kind of holiday-making.
- 2) It was supported by using advertisements.
- 3) It offered an escape from the busy urban life.
- 4) It was equally available in all areas of Britain.

38. Why does the writer refer to Ward and Hardy in paragraph 2?

- 1) To emphasize the fact that spending time in camps was in practice completely different from that in plotlands.
- 2) To support the fact that the idea of the camp, in some cases, was different from that generally thought.
- 3) To indicate that the conception of the camp advertised in Holiday Camp Review was not quite accurate.
- 4) To suggest that research publications in the field of tourism were sometimes not completely accurate.

39. What does paragraph 3 mainly discuss?

- 1) The prominent role of the holiday camp as a form of holiday-making.
- 2) The different transformations of the holiday camp on the global scale.
- 3) The available counterparts to the holiday camp throughout the world.
- 4) The difference between holidays in socialist and capitalist countries.

40. Which of the following pairs of techniques is used in the passage?

- 1) Comparison and Rhetorical question
- 2) Personal anecdote and irony
- 3) Statistics and Comparison
- 4) Rhetorical question and Quotation

41. According to the passage, which of the following is NOT true?

- 1) In the so-called plotlands, private ownership prevailed, allowing individuals some autonomy to craft their own experiences.
- 2) Holiday camping, in a sense, attained its zenith as a result of the advent of the burgeoning trade in continental package holidays.
- 3) The Holiday Camp Review played a role in shaping a perception of the camp, seeking to present it as communities of "happy families".
- 4) Holiday camping was therapeutic in the sense that it offered city dwellers with respiratory issues an escape from the hustle and bustle of urban life.

42. The passage provides sufficient information to answer which of the following questions?

I. When was the British Tourist and Holidays Board established?

II. Who generally operated the large camps emerging in the 1930s?

III. When did the plotlands reach their highest point as a form of holiday-making?

1. Only I
2. I and III
3. Only II
4. II and III

43. In which position marked by [1], [2], [3] or [4], can the following sentence best be inserted in the passage?

Regulations were framed by the camp owners, and, within limits, users were bound to comply.

1. [4]
2. [3]
3. [2]
4. [1]

Passage 3:

Overall, data about laughter present several difficulties for a representational approach. For instance, if laughter occurs in a variety of contexts, there must be connections to diverse vocalizer emotional or motivational states, predicting a corresponding range of context-specific laugh variants. While direct evidence is not yet available on that point, Bachorowski et al.'s (2001) data show that laughter produced in a single positive context was in and of itself extremely variable. Furthermore, the voicing aspect of that diversity is functionally significant for listeners without having obvious connections to laughter emotion. Taken together, these outcomes are inconsistent with a view that laughs are producing affect. or motivation-specific sounds that in turn allow listeners to infer the nature of those states. [1]

The affect-induction approach proposes that vocalizers are using these vocalizations to induce affective responses in listeners, both directly by producing laughs whose acoustic features impact listener arousal, and indirectly by pairing their laughter with existing positive emotions. As a non-conscious strategy of social influence, these effects can give vocalizers leverage over listener state, which should be apparent in the way laughter is used. For instance, this approach predicts that laughs will tend to produce sounds with salient, arousal-inducing acoustic features when listeners are likely to already be experiencing positive affect, thereby accentuating that emotion. [2] This view also argues that when two individuals have previously experienced friendly interactions involving laughter and positive affect, both can take advantage of that history by using their laugh sounds to elicit learned positive responses in the other person. [3]

However, if there is neither a positive predisposition nor any history of shared positive experiences, laughing will be less effective. For example, a vocalizer is less likely to benefit from producing laughter with arousal-inducing features like abrupt onsets, high pitch, or dramatic pitch fluctuations if the listener is in a neutral or negative state. Patterson (1975) made similar arguments for intimate behaviors like sitting close, gazing, and touching. He noted that while each action produces arousal in the recipient, the overall effect depends on that person's predisposition or emotional state. [4] Although not discussed by Patterson, the idea of learned effects is also applicable. Specifically, a familiar partner's features or intimate gestures that have been associated with positive affect in the past will elicit similar learned responses in the present.

44. The underlined word “obvious” in paragraph 1 is closest in meaning to

..... .

- 1) evident
- 2) mutual
- 3) innate
- 4) prior

45. According to paragraph 2, which of the following is true about the proposition that laughter could influence other people?

- 1) Skepticism
- 2) Disapproval
- 3) Ambivalence
- 4) Approval

46. Which of the following best describes the function of paragraph 3?

- 1) It mentions a fact resolving the contradiction between the two approaches.
- 2) It introduces a third model that is superior to the previous two mentioned.
- 3) It further illustrates a point mentioned earlier in the previous paragraph.
- 4) It questions the validity of the argument made earlier in paragraph two.

47. What is the best title for the passage?

- 1) Culture and Representation of Individual Differences
- 2) Fundamentals of the Representational Component
- 3) Laughter as a Cultural Defense Mechanism
- 4) Laughter as a Strategy of Affect-Induction

48. Which of the following pairs of techniques is used in the passage?

- 1) Appeal to authority and Statistics
- 2) Explanation and Exemplification
- 3) Comparison and Anecdote
- 4) Definition and Rhetorical question

49. According to the passage, which of the following is true?

- 1) Patterson observed that while each individual action elicits arousal in the recipient, the overall impact is contingent upon that person’s predisposition or prevailing emotional condition.
- 2) The affect-induction and representational methodologies are two theories that are intrinsically congruent and mutually reinforcing, substantively corroborating each other.
- 3) Bachorowski himself single-handedly demonstrated in the early 21st century that laughter elicited within a singular positive context exhibits remarkable variability.
- 4) The affect-induction approach posits that people who laugh generate salient acoustic conditions even when listeners are subjected to negative emotional states.

50. In which position marked by [1], [2], [3] or [4], can the following sentence best be inserted in the passage? For positive states, arousal induced by intimacy can elicit approach and reciprocation. But for negative states, such actions are more likely to provoke negative responses.

- 1) [1]
- 2) [2]
- 3) [3]
- 4) [4]

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1. 1	18. 2	35. 2
2. 3	19. 4	36. 2
3. 2	20. 3	37. 4
4. 1	21. 2	38. 2
5. 4	22. 4	39. 1
6. 3	23. 3	40. 3
7. 1	24. 4	41. 2
8. 2	25. 1	42. 3
9. 2	26. 1	43. 3
10. 4	27. 3	44. 1
11. 3	28. 3	45. 4
12. 1	29. 1	46. 3
13. 1	30. 2	47. 4
14. 1	31. 1	48. 2
15. 4	32. 4	49. 1
16. 2	33. 3	50. 4
17. 3	34. 1	

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