



۸ آزمون مجموعه زبان انگلیسی

مولف: گروه مولفان موسسه آموزش عالی آزاد ماهان

۵ آزمون سراسری کنکور کارشناسی ارشد

+

۳ آزمون شبیه‌سازی کارشناسی ارشد

مجموعه سوالات به همراه پاسخنامه تشریحی و تحلیل کنکور ۳ سال اخیر



شناسنامه

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۸ آزمون

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عنوان

مشخصات نشر

مشخصات ظاهری

فروست

شابک

وضعیت فهرست‌نویسی

یادداشت

شماره کتابشناسی ملی

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برنامه‌ریزی محتوا و

نظارت بر تالیف

نوبت و تاریخ چاپ

تیراژ

قیمت

شابک

انتشارات مشاوران معهود ماهان:

تلفن:

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۸۸۱۰۰۱۱۳ - ۱۱۴

کلیه حقوق این اثر متعلق به موسسه ماهان است.

مقدمه

پروردگار متعال را شاکریم که فرصتی عنایت فرمود تا مجموعه کتاب‌هایی به نام ۸ آزمون را روانه بازار کتاب نماییم. ۸ آزمون نام مجموعه کتاب‌هایی است که در رشته گرایش‌های مختلف کارشناسی ارشد تدوین، تالیف و عرضه می‌گردد. سازمان سنجش آموزش کشور طبق رسالت سازمانی خود تلاش می‌کند با ایجاد تغییرات در تعداد سوالات، سرفصل‌ها، اهمیت موضوعات و سبک طراحی سوالات، سطح دانش و آموخته‌های داوطلبان متقاضی ورود به مقطع کارشناسی ارشد را بسنجد تا از بین صدها هزار متقاضی تنها نزدیک به ۸ درصد پذیرش شوند. از سوی دیگر داوطلبانی که برای ادامه تحصیلات تکمیلی، ثبت‌نام در دانشگاه‌های سراسری کشور را مدنظر دارند، برای دستیابی به این خواسته باید از فیلتر کنکور عبور نمایند. عبور از این گذرگاه بدون داشتن اطلاعات در خصوص منابع، سرفصل‌ها، سبک و سیاق طراحان سوالات و تغییرات چندساله کنکور بسیار سخت و دشوار می‌باشد. موسسه آموزش عالی آزاد ماهان با بیش از ۱۵ سال سابقه فعالیت در حوزه تحصیلات تکمیلی این افتخار را دارد که با ارائه مجموعه کتاب‌هایی با نام ۸ آزمون بخشی از دغدغه‌های داوطلبین محترم را کاهش دهد تا مسیر عبور از این گذرگاه ساده‌تر گردد.

۸ آزمون شامل سه بخش اصلی است.

در بخش اول، روند تغییرات و سرفصل‌های پراهمیت‌تر از نگاه طراحان کنکور تحلیل گردیده که با عنوان تحلیل کنکور کارشناسی ارشد در کتاب گنجانده شده است.

در بخش دوم، مجموعه سوالات آزمون‌های ورودی دوره‌های کارشناسی ارشد در ۵ ساله اخیر - از سال ۹۰ تا ۹۴ - به همراه پاسخنامه تشریحی اساتید و مولفین محترم ماهان به این سوالات تدوین گردیده است.

بخش سوم شامل ۳ دوره آزمون‌های شبیه‌سازی شده ماهان می‌باشد که براساس تغییرات سال ۹۴ کنکور تالیف شده است تا داوطلبین محترم نمونه سوالات بیشتری جهت آمادگی کنکور در اختیار داشته باشند.

ضمن تقدیر و تشکر از کلیه اساتید، مولفان و ویراستاران و پرسنل اجرایی تولید این مجموعه کتاب‌ها امید است این مجموعه نیز همچون سایر کتاب‌های ماهان مورد استقبال و استفاده داوطلبین قرار گیرد تا ماهان نیز سهم کوچکی در توسعه تحصیلات تکمیلی کشور عزیزمان داشته باشد.

امیدواریم شما ماهانی عزیز با ارائه نقطه‌نظرها، پیشنهادها و انتقادهای سازنده خود، ما را در ارائه خدمات بهتر یاری نمایید.

موسسه آموزش عالی آزاد ماهان

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تحليل كنكور ۳ سال اخير

◆ بودجه بندي كنكور ۳ سال اخير

◆ تحليل كنكور ارشد سال ۹۴

بودجه بندی کنکور سه سال اخیر

Functional testing	Cloze and dictation	Approaches to testing	Testing listening	Testing reading	Testing writing	Testing structure	Testing oral production	Test characteristics	Test construction	Statistics	Test form	Test function	Preliminaries	آزمون سازی
۴	۲	-	-	-	-	-	-	۴	۴	۱	-	-	-	۹۲
-	۳	۲	-	۱	۱	۱	-	۷	۳	-	-	۲	-	۹۳
-	۱	۱	۱	-	-	۱	۱	۸	۲	۳	-	۲	-	۹۴

Development of writing	Sociolinguistics	Language change	L1 acquisition	Semantics	Syntax	Brain and language	Word formation processes	Morphology	Phonology	Phonetics	Properties of language	Origins of language	Preliminaries	زبان شناسی
-	-	۱	۵	-	۳	-	۱	۱	۲	۲	-	-	-	۹۲
-	۱	-	-	۷	۸	-	۱	-	۲	۱	-	-	-	۹۳
۱	-	-	-	۶	۴	۲	۲	-	۱	۴	-	-	-	۹۴

Other various or unknown sources	Teaching Skills	Teaching Culture	Brain & Learning	Language Teaching Methods & Approaches	Theories of SLA	Communicative Competence	Cross-Linguistic Influence	Sociocultural Factors	Personality Factors	Styles & Strategies	Human Learning	Age & Acquisition	L1 Acquisition	Schools of Thought in SLA	روش تدریس
-	۴	-	۱	۱۸	-	-	۲	-	۱	۱	-	-	۱	۲	۹۲
۵	-	-	-	۵	۱	۲	۳	-	-	۲	۱	-	-	۱	۹۳
۱				۹	-	۳	۱	-	۱	۵	-	-	-	-	۹۴

Studying translation product and process	Equivalence and equivalent effect	ترجمه ناپذیرها در شعر فارسی	سیر تحولات مطالعات ترجمه	Lexical meaning	The analysis of a text	Introduction to Translation	Translation Strategies	What is Translation	Translation theories before the 20th century	Main issues in TS	اصول و مبانی نظری ترجمه
۵	۴	-	-	-	-	-	-	-	۲	۲	۹۲
۶	۱	-	-	۱	-	-	-	۱	۲	۲	۹۳
۳	۷	-	-	۱	-	-	-	-	۳	۴	۹۴



Text type in translation	Translation and Relevance	Discourse and register analysis approaches	Functional theories of translation	مطالعات ترجمه و موانع آن	Implicit meaning	The process of Translation	Textual pragmatics and equivalence	Dynamic Equivalence and the receptor of the meaning	The analysis of meaning	Translation Shifts	The Unit of translation	اصول و مبانی نظری ترجمه
-	-	۲	۲	-	-	-	-	--	-	-	-	۹۲
۱	-	۲	۱	-	-	-	۱	-	-	۱	-	۹۳
-	-	۲	۲	-	-	-	-	-	-	-	-	۹۴

Agents of power in translation	Philosophical theories of translation	The role of the translator	Cultural and Ideological turns	System theories	ترجمه، تعدیل مفاهیم	Figurative meaning	The unit of translation and Discourse analysis	Translation Methods	Language functions, Text-categories and Text-types	Text, genre and discourse shifts in translation	Text register in translation	اصول و مبانی نظری ترجمه
-	-	-	-	۱	-	-	-	-	-	-	-	۹۲
-	-	۱	-	۱	-	۱	-	-	-	۱	-	۹۳
۱	۱	-	-	-	-	-	-	-	-	-	-	۹۴

miscellaneous	Newmark	ترجمه ماشینی	Mollanazar's notes on translating	The Other Translation Procedures	Literal Translation	Translation in the information technology era	Ideology and translation	اصول و مبانی نظری ترجمه
۵	-	-	۱	-	-	-	۱	۹۲
-	-	-	-	-	-	۱	۱	۹۳
-	-	۱	-	-	-	-	-	۹۴

Classification of errors	Techniques and procedures for doing EA	Hypotheses about 2 nd -language learner's language	Linguistic and Psychological bases of EA	Comparing the vocabulary items	Comparing discourse patterns	Discourse Analysis	How to compare two syntactic structures	CA of some selected features of English and Persian	How to compare languages	Fundamental issues in CA	بررسی مقابله‌ای
-	-	-	-	-	-	-	-	-	-	-	۹۲
۱	-	۲	۱	-	۲	۱	-	-	-	۳	۹۳
-	-	-	-	-	۱	-	-	-	۵	۱	۹۴

miscellaneous	Contrastive Analysis	Inter language & Error Analysis	Pedagogical implications of EA	Communicative aspects of EA	Sources of errors	بررسی مقابله‌ای
۱	۴	۵	-	-	-	۹۲
-	-	-	-	-	-	۹۳
-	-	-	۱	-	۲	۹۴

Semantics	Syntax	Grammar: Phrases and sentences	Morphology	Words and word -formation processes	Phonology: The Sound patterns of language	Phonetics: The sounds of language	The development of writing	Animals and human language	The origins of language	زبان‌شناسی (مترجمی)
۲		۱	۱	۱	۱	۱	-	-	-	۹۲
۱		۲	۳	۳	-	-	-	-	-	۹۳
۴		-	۲	۲	۲	-	-	-	-	۹۴

miscellaneous	Language and culture	Language and social variation	Language and regional variation	Language history and change	Second language acquisition/learning	First language acquisition	Language and the brain	Discourse analysis	Pragmatics	زبان‌شناسی (مترجمی)
۱	-	-	۱	-	-	-	-	-	۱	۹۲
-	-	-	-	-	-	-	-	-	۱	۹۳
-	-	-	-	-	-	-	-	-	-	۹۴

مباحث نظری	بررسی ترجمه بوستان و گلستان سعدی	بررسی ترجمه قرآن و نهج البلاغه	مهارت ترجمه
-		۵	۹۲
۴		۱	۹۳
-		۵	۹۴

miscellaneous	Phonology	واژه و اصطلاح	ترکیب‌های نحوی واژگانی	وام‌گیری واژگانی	واژه در زبان فارسی	فرایندهای واژه‌سازی در فارسی	آشنایی با حوزه صرف و شمارش تکواژهای جمله	کلیات صرف، ساختمان واژه و تکواژ	اصطلاحات و تعاریف و ساختمان واژه در فارسی	Morphology	Words and word-formation processes	واژه‌شناسی
۱	۱	-	-	-	-	-	-	-	-	۷	۱	۹۲
-	-	-	-	-	-	-	-	-	-	۶	۴	۹۳
-	-	-	-	-	-	-	-	-	-	۷	۳	۹۴

اطلاعات عمومی

تعداد درس دفترچه: ۴
 مدت پاسخگویی دفترچه: ۱۵۰

تعداد دفترچه: ۱
 تعداد سوال دفترچه: ۲۴۰
 دقیقه

زمان برگزاری: عصر جمعه ۱۳۹۳/۱۱/۱۷

آموزش زبان

تعداد سوال: ۲۰

درس: آزمون سازی
 رویکرد کنکور امسال:

سوالات درس آزمون سازی به طور کلی متوسط و تقریباً از منابع مورد انتظار طراحی شده بودند به طوری که داوطلبان با مطالعه مناسب بخوبی می توانستند اقلاً به ۱۶ سوال پاسخ صحیح بدهند. نکته مثبت کنکور امسال نو آوری در ۵ سوال بود که اگرچه مطالب آنها جدید نبود اما نحوه مطرح کردن سوالات متفاوت بود.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
	Test function	۲	*				*
	Statistics	۳		*			*
	Test construction	۲		*			*
	Reliability/validity	۸		*			*
	Testing theories	۱	*				*
	Structure	۱	*				*
	Listening	۱		*		*	
	Speaking	۱		*		*	
	Cloze & dictation	۱	*				*

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری (در مقایسه با سال قبل)	تعداد سوالات تکراری (درمقایسه با سال قبل)
-	۲۰	۱۴	۶

مقایسه آزمون امسال با سال گذشته:

در کنکور امسال همچون سال قبل از کتاب های Heaton و Hughes در مجموع سه سوال طراحی شده بود. از نظر پراکندگی نیز همانند کنکور سال قبل سرفصل های زیادی پوشش داده شده بودند و بیشترین سوالات نیز از میحث Characteristics of a good test بود. یکی از تفاوت های این دو کنکور در تعداد سوالات طراحی شده از منابع بود به طوری که در کنکور امسال نسبت سال قبل سوالات کمتری از FJB طرح شده بود و در عوض از منبع J. D. Brown سوالات بیشتری به چشم می خوردند.

تعداد سوال: ۲۰

درس: روش تدریس
 رویکرد کنکور امسال:

سوالات درس آزمون سازی به طور کلی متوسط و تقریباً از منابع مورد انتظار طراحی شده بودند به طوری که داوطلبان با مطالعه مناسب به خوبی می توانستند اقلاً به ۱۹ سوال پاسخ صحیح بدهند. نکته دیگر اینکه سهم سوالات حفظی و پیش پا افتاده نسبت به سال های قبل افزایش یافته بود.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Schools of Thought in SLA	۰					
۲	L1 Acquisition	۰					
۳	Age & Acquisition	۰					
۴	Human Learning	۰					
۵	Styles & Strategies	۵	*				*
۶	Personality Factors	۱		*			*
۷	Sociocultural Factors	۰					-
۸	Cross-Linguistic Influence	۱			*		*
۹	Communicative Competence	۳	*				*

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱۰	Theories of SLA	۰					-
۱۱	Language Teaching Methods & Approaches	۹			*		*
۱۲	Brain & Learning	۰					-
۱۳	Teaching Culture	۰					-
۱۴	Teaching Skills	۰					-
۱۵	Other various or unknown sources	۱			*	*	-

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات تکراری (در مقایسه با سال قبل)	تعداد سوالات تکراری (درمقایسه با سال قبل)
۱	۱۹	۱۷	۳

مقایسه آزمون امسال با سال گذشته:

روش تدریس امسال تقریباً همانند پارسال بود. از روش تدریس، امسال، همانند سال گذشته، تنها ۲۰ سوال طرح شد. مهم‌ترین درس رشته‌ی آموزش زبان انگلیسی روش تدریس است و هدف نهایی آموزش زبان انگلیسی ارتقای مباحث تدریس عملی و تئوری‌های آموزش‌شیست (Applied Linguistics)، درحالی‌که باز هم در آزمون امسال سهم هر یک از دروس زبان‌شناسی و آزمون سازی به اندازه روش تدریس بود. در ضمن، همانند سال گذشته، سهم مهارت‌ها (Skills) تقریباً به صفر رسید و بیشتر به تئوری‌ها و روش‌ها پرداخته شد. سوالات مثل همیشه مفهومی بوده‌است و توزیع سوالات ناهمگون. البته سوالات صرفاً حفظی هم گهگاه به چشم می‌خورد. برخلاف سال قبل و همانند سال‌های گذشته تعداد سوالات بسیار زیادی از روش‌ها طرح شده بودند.

تعداد سوال: ۲۰

درس: زبان‌شناسی

رویکرد کنکور امسال:

امسال دومین سالیست که طراح سعی میکند از منابع اصلی (از جهت نوع سوالات در مقایسه با سال‌های قبل) فاصله بگیرد. هیچ‌یک از سوالات از متن منابع مورد انتظار نبودند. البته این به این معنی نیست که امکان پاسخگویی به سوالات وجود نداشت، بلکه منظور اینست بر خلاف سال‌های قبل که حتی مثال‌ها از متن انتخاب می‌شدند امسال هرگز چنین اتفاقی رخ نداد. تعداد زیادی از سوالات از اینترنت کپی شده بودند و از این‌رو می‌توان گفت نوع و تیپ سوالات در نگاه اول برای داوطلبان جدید بود. به‌واسطه این رویکرد جدید داوطلبانی که مطالعه مناسب داشتند به‌طور متوسط قادر به ارائه پاسخ صحیح به ۱۴ سوال بودند. در بین سوالات دو سوال ۶۲ و ۷۶ غلط بودند.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Phonetics	۴	*				*
۲	Phonology	۱			*		*
۳	Syntax	۴		*			*
۴	Word formation	۲	*				*
۵	Semantics	۶		*			*
۶	Brain	۲			*	*	*
۷	Writing	۱		*			*

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات تکراری (در مقایسه با سال قبل)	تعداد سوالات تکراری (درمقایسه با سال قبل)
۵	۱۵	۱۷	۳

مقایسه آزمون امسال با سال گذشته:

به‌طور کلی سوالات امسال در مقایسه با سال قبل از جهت میزان سختی و آسانی همگونی نداشتند؛ یعنی به سوالات متعددی میتوان اشاره کرد که یا خیلی راحت یا خیلی سخت بودند. بعنوان نمونه سوالات Phonetics و Word formation بسیار راحت بودند ولی در مقابل سوالات Brain و برخی سوالات Syntax و Semantics بسیار سخت بودند. نکته دیگر اینکه آمار سوالاتی که اینترنت کپی شده بودند از ۲ به ۸ رسیده بود. نکته آخر در مورد مقایسه کنکور دو سال اخیر اینست که اگرچه به لحاظ سرفصل با یکدیگر همپوشانی زیادی داشتند اما به لحاظ محتوایی، سوالات این سرفصلها باهم متفاوت بوده اند. به‌عنوان مثال اگرچه سهم Semantics در آزمون این دو سال تقریباً مساوی بوده اما مطالبی که طراح از Semantics در این دو سال مدنظر داشته بسیار متفاوت از یکدیگر بوده‌اند.

ادبیات انگلیسی

درس: نقد و اصطلاحات ادبی

رویکرد کنکور امسال:

عموما داوطلبان کتاب‌های "A Glossary of Literary Terms by M. H. Abrams" و "Literary Criticism: An Introduction to theory and practice" By Charles Bressler را برای آمادگی در این بخش مطالعه می‌کنند. اما امسال سوالات از منابع دیگری طراحی شده بود و این موجب دشواری سوالات شد. منابع امسال کتاب‌های:

"The Concise Oxford Dictionary of Literary Terms" و "A Reader's Guide to Contemporary Literary Theory ed. By Raman Selden et.al." بود.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Reader-oriented Criticism	۱		*		*	
۲	Feminism	۱			*	*	
۳	Marxism	۲				*	*
۴	Structuralism and Poststructuralism	۳				*	*
۵	Cultural Studies	۱		*		*	
۶	Historical and Biographical Approaches	۱		*			*
۷	Postcolonial Criticism	۱			*	*	
۸	History of Criticism	۱		*			*
۹	Literary Terms	۹			*	*	

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری	تعداد سوالات تکراری
-	۲۰	۲۰	-

مقایسه آزمون امسال با سال گذشته:

سوالات امسال نه تنها از منابعی جدید طراحی شده اند بلکه به موضوعات جزئی تر نیز می پردازند و از داوطلبان دقت بیشتری را می طلبند. موضوعات به صورت کلی مطرح نمی‌شوند و دانشجویان باید با تفصیل بیشتر به مطالعه مباحث بپردازند تا توانایی پاسخ دادن را داشته باشند. سوالات سال گذشته به مراتب آسان تر بود و کسی که دو کتاب رایج مذکور در این بخش را با دقت می‌خواند، می‌توانست بیشتر سوالات را پاسخ درست بدهد.

تعداد سوال: ۲۰

درس: تاریخ ادبیات انگلیسی

رویکرد کنکور امسال:

سوالات مثل گذشته جنبه حفظی داشت و دانشجو با خواندن دقیق کتاب Norton Anthology of English Literature (2 Vs) قادر بود به اکثریت قریب به اتفاق سوالات، پاسخ صحیح بدهد. البته این نکته را نیز باید در نظر داشت که امسال تعداد سوالاتی که از پاورقی مطرح شده بودند بیشتر شده بود؛ داوطلبان نباید هیچ نکته ای را به دید که مهم نیست، مغفول بگذارند.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Middle Ages	۲		*		*	
۲	16 th Century	۳		*		*	
۳	Early 17 th Century	۲		*		*	
۴	Restoration & 18 th Century	۵			*		*
۵	Romantic Period	۳		*		*	
۶	Victorian Period	۲		*		*	
۷	20 th Century & After	۳			*		*

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری	تعداد سوالات تکراری
۳	۱۷	۲۰	-

مقایسه آزمون امسال با سال گذشته:

در مجموع باید گفت سوالات تاریخ ادبیات در سال ۹۴ واضح تر بودند و کمتر غلط انداز بودند. صرف نظر از این موضوع، امسال از دوران قبل از رنسانس سوال بیشتری آمده و تاکید از ادبیات اوایل قرن هفدهم به قرن اواخر قرن و همچنین قرن هیجدهم شده است.

تعداد سوال: ۲۰

درس: انواع ادبی

رویکرد کنکور امسال:

سوالات کنکور در این قسمت چنانچه انتظار می رود بیش از پیش دشوار شده و به علت مشخص نبودن منبع - یا بهتر است بگوییم خیلی کلی بودنش - که عبارت از کل اشعار، نمایشنامه‌ها و رمان های ادبیات انگلیسی است، داوطلبان قادر به پاسخ‌گویی اکثر سوالات نیستند. طراحی سوالاتی از ویکیپدیا نیز موجب واژه‌های بیشتر دانشجویان از این بخش شده است. سوالات غالباً جزئی بوده و داوطلب را به شک می‌اندازد.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Poetry	۸			*	*	
۲	Drama	۴			*	*	
۳	Fiction	۸			*	*	

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری	تعداد سوالات تکراری
۱۰	۱۰	۲۰	-

مقایسه آزمون امسال با سال گذشته:

سوالات امسال تفاوتی از نظر قالب نداشت؛ اما این نکته که نیمی از سوالات از نویسندگانی مطرح شد که دانشجویان کمتر به سراغشان می‌روند و یا در طول دوره کارشناسی به آنها نمی‌پردازند، درست است. این را نیز باید افزود که همچون گذشته برخی سوالات از کتاب Oxford Companion to English Literature ed. By Margaret Drabble طراحی شده بود.

مترجمی زبان

تعداد سوال: ۲۵

درس: اصول و مبانی نظری ترجمه

رویکرد کنکور امسال: در درس اصول و مبانی نظری ترجمه ۱۱ سوال از کتاب حتمیم-ماندی، ۱۲ سوال از کتاب ماندی (۲۰۱۲)، ۱ سوال از کتاب دکتر ملا نظر و ۱ سوال از کتاب دکتر فرحزاد طرح شده بود. این امر نشان دهنده آن است که اولاً طراحان سوال نسبت به سال های قبل برای کتاب حتمیم - ماندی اهمیت بیشتری قابل شده اند و ثانیاً ویرایش سوم کتاب ماندی (۲۰۱۲) منبع سوالات است و نه ویرایش های قبلی آن. داوطلبان توجه داشته باشند که در کنکور امسال، ۶ فصل اول کتاب ماندی و ۱۰ فصل اول کتاب حتمیم ماندی بیشترین سوالات را به خود اختصاص دادند.

جمله نهایی نظر تحلیل کننده: کنکور امسال هم نشان داد که برای موفقیت در زدن تست های این درس، کفایت داوطلبان کتاب ماندی و حتمیم ماندی را بدقت بخوانند و بفهمند.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Equivalence and equivalent effect	۷		*		*	
۲	Main issues in Translation Studies	۴		*		*	
۳	Translation theories before the 20 th century	۳		*		*	
۴	Studying translation product and process	۳		*		*	
۵	Functional theories of translation	۲		*		*	
۶	Discourse and register analysis approaches	۲		*		*	
۷	Philosophical theories of translation	۱	*			*	
۸	Agents of power in translation	۱	*			*	
۹	Lexical meaning: saying things directly	۱	*			*	
۱۰	ترجمه ماشینی: از رویا تا واقعیت	۱		*		*	

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری	تعداد سوالات تکراری
-	۲۵	۱۷	۸

مقایسه آزمون امسال با سال گذشته:

سوالات درس اصول و مبانی نظری ترجمه در کنکور امسال، نسبت به سال پیش، استانداردتر و ساده تر بود.

درس: زیانشناسی

تعداد سوال: ۱۰

رویکرد کنکور امسال: سوالات درس آزمون سازی در حد متوسط طرح شده بودند و داوطلبان تنها با مطالعه کتاب Yule میتوانستند به تمامی سوالات پاسخ دهند.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Phonology	۲	*				*
۲	Word formation	۲		*			*
۳	Morphology	۲	*				*
۴	Semantics	۴		*			*

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری (در مقایسه با سال قبل)	تعداد سوالات تکراری (درمقایسه با سال قبل)
-	۱۰	۹	۱

مقایسه آزمون امسال با سال گذشته:

بر خلاف سوال گذشته که سه سوال داوطلبان را با چالش جدی روبرو کرده بود سوالات امسال داوطلبان را، به جز دو مورد که احتیاج به دقت بیشتر داشت، با مشکل جدی مواجه نکرد. این سه سوال هم عمدتاً از کتاب Fromkin طرح شده بودند و با توجه به اینکه امسال همه سوالات از کتاب Yule طرح شده بودند میزان دشواری به سطح متوسط رسیده بود.

درس: بررسی مقابله ای

تعداد سوال: ۱۰

رویکرد کنکور امسال:

سوالات این درس به لحاظ دشواری پایین تر از متوسط بودند و تمامی سوالات از دو کتاب کشاورز و ضیا حسینی طرح شده بودند. بنابراین داوطلبانی که مطالعه کافی از این دو کتاب داشتند به راحتی قادر بودند به همه سوالات پاسخ صحیح بدهند.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Fundamental Issues in CA	۱	*				*
۲	How to Compare Languages	۵	*				*
۳	EA	۱	*				*
۴	Sources of Error	۲		*			*
۵	Comparing Discourse Patterns	۱	*				*

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری (در مقایسه با سال قبل)	تعداد سوالات تکراری (درمقایسه با سال قبل)
-	۱۰	۹	۱

مقایسه آزمون امسال با سال گذشته:

سوالات کنکور سال قبل بیشتر از مباحثی بودند که کمتر در کنکورهای سالهای قبل شاهد آن بودیم. اما در کنکور امسال بیشتر از مباحث تکراری سالهای گذشته استفاده شده بود. بنابراین داوطلبانی که سوالات سالهای قبل را به خوبی مرور کرده بودند، راحت تر به سوالات پاسخ دادند.

تعداد سوال: ۱۰

درس: واژه‌شناسی

رویکرد کنکور امسال:

همان‌طور که از جدول زیر پیداست، عمدتاً تمرکز طراح بر روی Morphology بوده و از Word formation کمتر و از Phonology اصلاً سوالی طراحی نشده است. نکته دیگر غلط بودن سوالات ۲۲۸ و ۲۳۳ می باشد.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	Morphology	۷		*			*
۲	Word formation	۳		*			*

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری (در مقایسه با سال قبل)	تعداد سوالات تکراری (در مقایسه با سال قبل)
۱	۹	۷	۳

مقایسه آزمون امسال با سال گذشته:

سوالات این درس در مقایسه با سال قبل سخت‌تر بودند. دلیل این موضوع طرح دو سوال در رابطه با تجزیه دو واژه کاملاً جدید و همین‌طور طرح دو سوال در رابطه با تعداد Morpheme‌های یک عبارت است که کار را برای داوطلبان سخت می‌کرد.

تعداد سوال: ۵

درس: مهارت‌های ترجمه

رویکرد کنکور امسال:

در درس مهارت‌های ترجمه ۳ سوال از کتاب دکتر منافی ۱، و ۲ سوال از کتاب دکتر منافی ۲ طرح شده بود. امسال، برخلاف پارسال، از بحث‌های نظری ابتدای هر درس سوالی طرح نشده بود. این امر نشان‌دهنده آن است که طراحان سوال هنوز روند ثابتی را در طراحی سوالات این درس پیگیری نمی‌کنند. تنها پدیده تکرار شونده در سوالات سال‌های اخیر اهمیت زیاد بخش ترجمه نهج‌البلاغه، نسبت به سایر بخش‌ها، است.

جمله نهایی نظر تحلیل‌کننده:

با توجه به عدم رویکرد مشخص طراحان و همچنین تعداد سوالات کم، این درس همچنان کم‌اهمیت‌ترین درس میان دروس تخصصی است.

ردیف	سر فصل	تعداد تست آمده در کنکور	سطح دشواری			تغییرات منابع	
			آسان	متوسط	سخت	بله	خیر
۱	ترجمه نهج‌البلاغه	۳		*			*
۲	ترجمه شعر	۲		*			*

تحلیل سوم		تحلیل دوم	
تعداد سوالات غیر استاندارد	تعداد سوالات استاندارد	تعداد سوالات غیر تکراری	تعداد سوالات تکراری
-	۵	۳	۲

مقایسه آزمون امسال با سال گذشته:

سطح دشواری سوالات امسال تغییر چندانی نسبت به سوالات سال گذشته نداشته است.

بخش دوم

سوالات کنکور کارشناسی ارشد ۵ سال اخیر

- ◆ سوالات و پاسخنامه تشریحی کنکور کارشناسی ارشد سال ۹۰
- ◆ سوالات و پاسخنامه تشریحی کنکور کارشناسی ارشد سال ۹۱
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- ◆ سوالات و پاسخنامه تشریحی کنکور کارشناسی ارشد سال ۹۴

نام:

نام خانوادگی:

محل امضاء:



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 کارشناسی ارشد ناپیوسته داخل – سال ۱۳۹۰

مجموعه زبان انگلیسی – کد ۱۱۲۱

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تعداد سؤال: ۲۴۰

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 (ادبیات انگلیسی)	۶۰	۱۲۱	۱۸۰
۴	زبان تخصصی (مترجمی زبان)	۶۰	۱۸۱	۲۴۰

سال ۱۳۸۹

استفاده از ماشین حساب مجاز نمی باشد.

PART A: Grammar

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

- 1- Advertising firms understand our fears and desires at least, and they have at their disposal the expertise to exploit them.
- 1) so well to understand us ourselves.
 - 2) themselves to understand us ourselves.
 - 3) to understand us as well as ourselves.
 - 4) as well as we understand them ourselves.
- 2- People who are generally more safety conscious (.....) may choose to skate in safer areas such as parks or back yards.
- 1) are more likely to wear gear.
 - 2) and are more likely of wearing gear.
 - 3) therefore wear gear more likely.
 - 4) and therefore more likely to wear gear.
- 3- One must practice the things which produce happiness, since if that is present we have everything
- 1) with its being absent we do whatever to have it.
 - 2) then when absent we do those things to produce happiness.
 - 3) and if it is absent we do everything in order to have it.
 - 4) but when there is no happiness we simply do everything else.
- 4- Thoughts emerge from pure consciousness and are then reabsorbed in it, just as waves emerge from the ocean
- 1) and dissolve into it again.
 - 2) and again to be dissolved into it.
 - 3) being dissolved in it again.
 - 4) then dissolving in it once again.
- 5- Yet there are more than 30,000 plants, so it is baffling that we are so species.
- 1) the planet so known ... reliant on few
 - 2) known on the planet ... reliant on so few
 - 3) we know on the plant ... relying on a few
 - 4) on the planet as we know it ... relying on very few
- 6- We are only a few years from what has been called "personalized medicine", individual DNA sequences will be cheaply and readily available.
- 1) which is when
 - 2) that is the time when
 - 3) when it is a time
 - 4) based on which it is when
- 7- The humorous story may be spun out to great length, and may wander around as much as it pleases, the comic and witty stories must be brief and end with a point.
- 1) to arrive no particular point, yet.
 - 2) and arrive nowhere in particular, but
 - 3) and arrives nowhere compared to
 - 4) yet does not arrive anywhere in particular, while
- 8- Students who elect majors in the sciences,, can expect an average annual salary that is 50% higher than that of students majoring in the humanities.
- 1) like programming, biochemistry, and physics
 - 2) such as those in programming, biochemistry, and physics
 - 3) and majors in programming, biochemistry, and physics
 - 4) similar to students in programming, biochemistry, physics
- 9- Our firm is best suited to undertake the project because we have the financial wherewithal, vast experience undertaking similar projects, to complete the work on-time and under budget.
- 1) using a large employee base necessary
 - 2) with a large base of employee base necessary
 - 3) and a large employee base, all necessary
 - 4) and can use its large employee base, all necessary
- 10-, I began wondering whether to file for bankruptcy or to try to consolidate my debts by taking out a new loan.
- 1) To read through the stack of bills lying on my desk
 - 2) After I read through the stack of files, that were on my desk
 - 3) Having read through the stack of bills lying on my desk
 - 4) After having read through the stack of bills laying on my desk

- 25- Its meetings were fiercely argumentative; members seemed to love nothing better than to caston each other's intellect and class loyalty.
1) aspersion 2) repugnance 3) acrimony 4) restitution
- 26- Jim Leyland, typically one of the least managers in Major Leagues Baseball, surprised the crowd when he engaged in an explosive altercation with an umpire.
1) vicarious 2) contentious 3) vacuous 4) magnanimous
- 27- To them, his gracious manners only his lies; his amiable protestations and courtesies, new to the foolish and ignorant, too plainly showed their texture to and observing mind.
1) draped ... hackneyed 2) ameliorated ... gregarious
3) magnified ... fractious 4) distended ... grubby
- 28- The Chief Resident loathed the behavior of some medical students who would compliment her excessively in an effort to win her favor.
1) pompous 2) impertinent 3) recalcitrant 4) obsequious
- 29- The grade you got in your last English class doesn't mean to me. I'm only interested in the work you do in my class.
1) a hike 2) beans 3) the air 4) molehills
- 30- General Motors has been losing money for many years, but with the economy improving, they are finally operating again.
1) for a song 2) on the house 3) in the black 4) off the ground

PART C: Cloze Test

Directions: Read the following passage and decide which choice (1), (2), (3), or (4) best fits each space, and then mark the answer on your answer sheet.

Laughter appears to stand in need of an echo. Listen to it carefully: It is not a/an(31)....., clear, well-defined sound; it is something which would be prolonged by reverberating from one to another, something beginning with a crash, to continue in successive(32) like thunder in a mountain. Still, this reverberation cannot go on forever. It can travel within(33) you please: The circle remains, nonetheless, a closed one. Our laughter is always the laughter of a group. It may,(34) have happened to you, when seated in a railway carriage or table hotel, to hear travelers relating to one another's stories(35), for they laughed heartily. Had you been one of their company, you would have laughed like them; as you were not, you had no desire ... (36) A man who was once asked why he did not weep at a sermon, when everybody else was shedding tears, replied: " I don't belong to the parish!" What that man thought of tears would be still more true of laughter.(37), laughter always implies a kind of secret freemasonry, or even(38), with other laughs, real or imaginary. How often has it been said that the fuller the theater,(39)! On the other hand, how often has the remark been made that many comic effects are incapable of translation from one language to another, because they refer to the customs and ideas of a particular social group! It is through not understanding the importance of this double fact that comic has been looked upon as a mere curiosity in which the mind finds amusement, and laughter itself as a strange, isolated phenomenon, without any(40) on the rest of human activity.

- 31- 1) articulate 2) eloquent 3) succinct 4) grandiloquent
- 32- 1) squeaks 2) histrionics 3) rumblings 4) commotions
- 33- 1) a circle as widely as 2) a wide circle such as
3) as wide a circle as 4) such a wide circle that
- 34- 1) whereupon 2) perchance 3) verbatim 4) beforehand
- 35- 1) which must have been comic to them 2) being as comic to them as being to you
3) you found them as comic as they did 4) they found them comic for themselves
- 36- 1) if any, to do it so 2) whatsoever to do so
3) to do so, if any at all 4) in order to do so at all
- 37- 1) However, it seems spontaneous 2) It seems, however spontaneously,
3) Spontaneous, however, it seems 4) However spontaneous it seems
- 38- 1) penchant 2) rapport 3) complicity 4) compunction
- 39- 1) the laughter of the audience cannot be controlled
2) the happier the uncontrolled audience would laugh then
3) the more uncontrolled the laughter of the audience
4) the laughter of the audience would become more uncontrolled
- 40- 1) grievance 2) requisite 3) imposition 4) bearing

PART D: Reading Comprehension

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

PASSAGE 1**Scientist 1**

Based on perturbations in Neptune's orbit, the search for a ninth planet was conducted, and Pluto was discovered in 1930. Pluto orbits the Sun just as the other eight planets do, and it has a moon, Charon, and a stable orbit. Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants. In addition, Pluto like the planet Mercury, has little or no atmosphere. Pluto is definitely not a comet because it does not have a tail like a comet when it is near the Sun. Pluto is also not an asteroid, although its density is closer to an asteroid than to any of the other planets. Pluto is a planet because it has been classified as one for more than sixty years since its discovery.

Scientist 2

Pluto should no longer be classified as a planet based on new evidence that has come to light in the last few years. When Pluto was first discovered, nothing was known about its orbit or its composition. Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet's orbit. Pluto orbits the Sun in the outer solar system, and so should be similar in size and composition to the gas giants, but it is not. Pluto lacks rings that all other gas giants possess. Also, Pluto's moon is larger than any other moon relative to its parent planet. In recent years, new objects have been found which belong to the Kuiper Belt, a region of small solid icy bodies that orbit the Sun beyond the orbit of Neptune and Pluto. A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton. Based on these facts, I conclude that Pluto is a Kuiper Belt object.

41- Scientist 1 states that "Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants." Which of the following statements made by Scientist 2 opposes Scientist 1's belief that Pluto is a gas planet?

- 1) Pluto lacks rings that all other gas giants possess.
- 2) A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton.
- 3) Pluto's moon is larger than any other moon relative to its parent planet.
- 4) Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet's orbit.

42- What do both scientists agree upon?

- 1) Charon is a planet.
- 2) Pluto orbits the Sun.
- 3) Pluto is like Mercury.
- 4) Pluto is a Kuper Belt object.

43- Which of the following are reasons why Scientist 2 believes Pluto should NOT be classified as a planet?

I. Pluto has no atmosphere.

II. Pluto is similar in composition to Quaoar.

III. Pluto has the most eccentric orbit of all the planets.

IV. Pluto's orbit is not in the same plane as the orbits of the other planets.

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

44- Based on composition and density, Pluto is a / an

- 1) comet
- 2) gas giant planet
- 3) Earth-like planet
- 4) Kuiper Belt object

45- Based on the information presented by Scientist 2, what is a possible origin for Neptune's moon, Triton?

- 1) Triton is a captured comet.
- 2) Triton is a natural moon of Neptune.
- 3) Triton is a captured asteroid.
- 4) Triton is a captured Kuiper Belt object.

PASSAGE 2

The joys of parents are secret, and so are their grieves and fears. They cannot utter the one, nor they will not utter the other. Children sweeten labors, but they make misfortunes more bitter; they increase the cares of life, but they mitigate the remembrance of death. The perpetuity by generation is common to beasts, but

memory, merit, and noble works are proper to men. And surely a man shall see the noblest works and foundations have proceeded from childless men, which have sought to express the images of their minds, where those of their bodies have failed. So the care of posterity is most in them that have no posterity. They that are the first raisers of their houses are most indulgent towards their children, beholding them as the continuance, not only of their kind, but of their work; and so both children and creatures.

The difference in affection of parents towards their several children is many times unequal, and sometimes unworthy, especially in the mother; as Solomon said, "A wise son rejoices the father; but an ungracious son shames the mother". A man shall see, where there is a house full of children, one or two of the eldest respected, and the youngest made wantons; but it the midst some that are as it were forgotten, who many times, nevertheless, prove the best.

The illiberality of parents, in allowance towards their children, is a harmful error, makes them base, acquaints them with shifts, makes them sort with mean company, and make them surfeit more when they come to plenty. And therefore the proof is best when men keep their authority towards their children, but not their purse. Men have a foolish manner (both parents, and schoolmasters, and servants), in creating and breeding an emulation between brothers during childhood; which many times forties to discord when they are men, and disturbs families.

46- The passage suggests that parents feelings towards their children are

- 1) ones that they do not reveal.
- 2) not an unknown territory of human relations.
- 3) too interwoven to be distinguished.
- 4) deliberately kept secret.

47- What does the author mean when he states (in paragraph 1), "they make misfortunes more bitter"?

- 1) Life becomes more troublesome in that parents have to care about their children's future.
- 2) Not being able to utter the sadness and fears adds to the chores of taking care of children.
- 3) Parents feel more bitter when they see misfortunes adversely affect their children.
- 4) Having children, in addition to sweetening life, makes it harder due to the troubles involved in child upbringing.

48- Which of the following is TRUE according to paragraph 2?

- 1) The discrimination made between children by their parents makes parents' efforts become worthless.
- 2) The father and the mother often have their own preferences among their several children.
- 3) Children are different in affection and worth, making parents valuing them differently.
- 4) The difference the father and the mother show in their affection toward their children puts the children at a disadvantage.

49- In a family where there are several children

- 1) the oldest hold their parents in more esteem.
- 2) sons bring honor to the father and discredit to the mother.
- 3) the younger ones are more likely to be spoiled.
- 4) the middle children are regarded to be the bane of the other children.

50- According to paragraph 3, parents should be

- 1) miserly with those children who associate with mean people.
- 2) lenient with those children who never go to excesses in their expenses.
- 3) strict as to the way their children spend their pocket allowance.
- 4) open-handed in the matter of fixing the pocket allowance for their children.

51-The word "emulation" in paragraph 3 could be replaced best replaced by

- 1) rivalry
- 2) dichotomy
- 3) hatred
- 4) preconception

PASSAGE 3

This passage is adapted from "The Awakening," by Kate Chopin, originally published in 1899.

Mrs. Pontellier's eyes were quick and bright; they were a yellowish brown, about the color of her hair. She had a way of turning them swiftly upon an object and holding them there as if lost in some inward maze of contemplation or thought. Her eyebrows were a shade darker than her hair. They were thick and almost horizontal, emphasizing the depth of her eyes. She was rather more handsome than beautiful. Her face was captivating by reason of a certain frankness of expression and a contradictory subtle play of features. Her manner was engaging.

Robert Le Bruns had a cigar in his pocket which Mr. Pontellier had presented him with, and he was saving it

for his after-dinner smoke. This seemed quite proper and natural on his part. In coloring he was not unlike his companion. A clean-shaved face made the resemblance more pronounced than it would otherwise have been. There rested no shadow of care upon his open countenance. His eyes gathered in and reflected the light and languor of the summer day.

Mrs. Pontellier reached over for a palm-leaf fan that lay on the porch and began to fan herself, while she and Robert chatted incessantly; about the things around them; their amusing adventure out in the water-it had again assumed its entertaining aspect; about the wind, the trees, the people who had gone to the Cheniere; about the children playing croquet under the oaks, and the Farival twins, who were now performing the overture to "The Poet and the Peasant."

Robert talked a good deal about himself. He was very young, and did not know any better. Mrs. Pontellier talked a little about herself for the same reason. Each was interested in what the other said. Robert spoke of his intention to go to Mexico in the autumn, where fortune awaited him. He was always intending to go to Mexico, but some way never got there. Meanwhile, he held on to his modest position in the mercantile house in New Orleans, where and equal familiarity with English, French, and Spanish gave him no small value as a clerk and correspondent.

He was spending his summer vacation, as he always did, with his mother at Grand Isle. In former times, before Robert could remember, "the house" had been a summer luxury of the Le Bruns. Now, flanked by its dozen or more cottages, which were always filled with exclusive tenants from the "Quartier François," it enabled Madame Le Bruns to maintain the easy and comfortable existence which appeared to be her birthright. Mrs. Pontellier talked about her father's Mississippi plantation and her girlhood home in the old Kentucky bluegrass country. She was an American woman, with a small infusion of French which seemed to have been lost in dilution. She read a letter from her sister, who was away in the East, and who had engaged herself to be married. Robert was interested, and wanted to know what manner of girls the sisters were, what the father was like, and how long the mother had been dead.

When Mrs. Pontellier folded the letter it was time for her to dress for the early dinner, "I see Leonce isn't coming back," she said, with a glance in the direction whence her husband had disappeared. Robert supposed he was not, as there were a good many New Orleans club men over at Klein's. When Mrs. Pontellier left him to enter her room, the young man descended the steps and strolled over toward the croquet players, where, during the half-hour before dinner, he amused himself with the little Pontellier children, who were very fond of him.

52- When Mrs. Pontellier says "I see Leonce isn't coming back," (in the last paragraph) she is expressing her belief that

- | | |
|---------------------------------------|---|
| 1) her husband has left her | 2) Robert knew her husband wasn't returning. |
| 3) she must go to Klein's for dinner. | 4) she will be having dinner without her husband. |

53- It can reasonably be inferred from their conversation that Mrs. Pontellier and Robert are

- | | |
|--------------------------|---------------------------------|
| 1) long-time friends | 2) each married to someone else |
| 3) related to each other | 4) about the same age |

54- The idea that Robert aspires to gain more wealth and social stature than he currently has is best exemplified by which of following quotations from the passage?

- 1) "... where fortune a waited him."
- 2) "... the young man descended the steps and strolled over toward the croquet players ..."
- 3) "... gave him no small value as a clerk and correspondent."
- 4) "Robert talked a good deal about himself."

55- The passage makes it clear that Mrs. Pontellier and her husband

- | | |
|------------------------------|---------------------------|
| 1) have children | 2) enjoy Robert's company |
| 3) never spend time together | 4) do not get along |

56- As it is used to describe Robert in paragraph 2, the phrase "There rested no shadow of care upon his open countenance" most nearly means that

- | | |
|--------------------------------|----------------------------|
| 1) his face was well lit | 2) he was feeling stressed |
| 3) he was relaxed and carefree | 4) he was light-skinned |

57- We may reasonably infer from details in the passage that all of the characters in the story are

- | | | | |
|---------|-------------|-------------|---------|
| 1) poor | 2) generous | 3) sociable | 4) kind |
|---------|-------------|-------------|---------|

58- Paragraph 4 indicates that Robert's ambitions are largely

- | | | | |
|------------|------------------|----------------|-----------------|
| 1) mundane | 2) unprecedented | 3) unfulfilled | 4) satisfactory |
|------------|------------------|----------------|-----------------|

59- It can be reasonably inferred from the information in the passage that

- 1) Robert will never go to Mexico.
- 2) Robert's mother was better off financially in an earlier time
- 3) Robert pretends to be more well-off than he is.
- 4) Robert is visiting his mother to help her out.

60- Details in the passage suggest that Mrs. Pontellier

- 1) feels like a stranger at Grand Isle.
- 2) does not enjoy being a wife and mother.
- 3) longs to go back to her family home.
- 4) is accustomed to being without her husband.

زبان تخصصی (آموزش زبان انگلیسی)

PART A: Language Teaching Methodology

Directions: Read the following sentences and decide which choice (1), (2), (3), or (4) best completes each sentence, and then mark the correct choice on your answer sheet.

61- Which one of the following terms is different from the other three?

- 1) Parole
- 2) Surface structure
- 3) Empiricism
- 4) Rationalism

62- The Mediation Theory of learning is a theory that

- 1) seeks to link the behavioristic model of learning to the nativist one
- 2) set the ground for the development of the functional model of language acquisition
- 3) was proposed to expand Pavlov's continuity theory to language learning
- 4) sounds more like a cognitive-rational theory than a behavioristic one

63- In Skinner's operant conditioning, what is deemphasized is the importance of

- 1) stimuli
- 2) the consequences of a response
- 3) elicited behavior
- 4) reinforces

64- All of the following characterize left-brain-dominant people **EXCEPT**

- 1) preferring talking and writing
- 2) relying on language in thinking and remembering
- 3) preferring certain established information
- 4) favoring intuitive problem solving

65- When one delays speaking so that one would first learn through listening, one is using a

- 1) social strategy
- 2) compensatory strategy
- 3) metacognitive strategy
- 4) cognitive strategy

66- In Prator's hierarchy of difficulty, which of the following presents the least difficulty?

- 1) An item for which there is no equivalent in the native language.
- 2) An item in the target language for which there are two items in the native language.
- 3) An item in the native language that has two or more items in the target language.
- 4) An item in the native language that has no equivalent in the target language.

67- In Bachman's Communicative Language Proficiency Model, the language function employed when children use "why" questions to inquire about the world around them is called

- 1) instrumental
- 2) heuristic
- 3) ideational
- 4) regulatory

68- All of the following are mentioned as some drawbacks of the Direct Method **EXCEPT** that it

- 1) requires native or native-like teachers
- 2) bans the native language use under all circumstances
- 3) fares well only with highly motivated students
- 4) fails to utilize textbooks as guideposts

69- All of the following language teaching methods draw more on psychology than linguistics **EXCEPT**

- 1) Silent Way
- 2) Competency- based Language Teaching
- 3) Total Physical Response
- 4) Counseling-Learning

70- A view of language in which lexis plays a pivotal role and in which lexical translation is given precedence over contextualization underlies

- 1) Suggestopedia
- 2) Community Language Learning
- 3) Content-based Instruction
- 4) Whole Language

71- Which of the following is not a maxim involved in conversational implicature?

- 1) Manner 2) Cooperation 3) Relevance 4) Quality

72- Widdowson argues that theory and practice are connected via mediation which refers to

- 1) the role of tasks
2) systemic knowledge combined with schematic knowledge
3) the function of indexical meaning
4) the immediate activity of teaching

73- In needs analysis, the question of whether one communicates face-to-face or in an indirect fashion is one pertaining to

- 1) mode 2) interaction 3) channel 4) medium

74- One drawback of the work of the Council of Europe is that it

- 1) focused more on the ends than the means
2) presented a decontextualized view of teaching language for communication
3) disregarded the well-established traditions in the field of ESL
4) was more culturally than pedagogically motivated

75- It is **NOT** true that functional-notional syllabuses

- 1) are basically analytic 2) allow the use of spiral curriculum
3) enjoy a motivating potential 4) set realistic learning tasks

76- The fact that learners sometimes need to learn an item before they are mentally prepared to learn such an item is often cited as a complication that arises when one decides to apply

- 1) the results of needs analysis
2) the functional-notional approach in which there is not a one-to-one correspondence between form and function
3) the concept of "inbuilt syllabus" in the preparation of language programs
4) the principles of procedural syllabus

77- are often used to allude to a world shared by the sender and receiver of a linguistic message.

- 1) Rhyme and theme 2) Cohesion and textuality
3) Cataphoric references 4) Exophoric references

78- The use of repetition in writing helps foster a quality known as

- 1) unity 2) rhetorical function 3) completeness 4) cohesion

79- From Halliday's perspective, all of the following define the social context of language **EXCEPT** the

- 1) field of discourse 2) tenor of discourse
3) function of discourse 4) mode of discourse

80- Which of the following is a cleft sentence?

- 1) I promise to lend a thousand dollars.
2) What I would do is phone my father immediately.
3) They are very good, those French ones.
4) Ted purchased a sweater, Mary a skirt.

81- Based on Oxford' SILL questionnaire, which of the following is an indirect strategy?

- 1) Learning with others 2) Compensating for missing knowledge
3) Using all your cognitive processes 4) Remembering more effectively

82- A task designed to induce learners to use a particular, predetermined target feature is primarily known as

- 1) an open task 2) an unfocused task 3) a one-way task 4) a focused task

83-What the Input Hypothesis and the Interaction Hypothesis have in common is that they both

- 1) underline the role of input
2) implicitly favor convergent tasks as the best means to promote the negotiation of meaning
3) attach more importance to interactional authenticity than to situational authenticity
4) draw on scaffolding to facilitate learning

84- Which of the following represents a non-reciprocal task?

- 1) Instructing students to think of as many solutions to a problem as possible
2) Having students decide on one solution to a problem designed to evoke controversy
3) Asking students to listen and draw based on the directions given on the tape
4) Telling students to read a text to compare and contrast their comprehension

- 98- All of the following can be cited as features of a good multiple-choice test item **EXCEPT** that
- 1) the stem is long enough to pose the problem
 - 2) the stem sometimes begins with a blank to evoke specific cognitive processing strategies
 - 3) the distracters are wrong, but plausible and discriminate at the right level
 - 4) the responses are homogeneous, but not mutually exclusive
- 99- Verbal essays are actually
- 1) a kind of test method
 - 2) used to measure beginners writing ability
 - 3) a variant of the cloze procedure
 - 4) free uncontrolled writing
- 100- Which of the following is a direct system-reference language test?
- 1) Oral interviews
 - 2) Multiple-choice grammar or vocabulary tests
 - 3) University entrance tests
 - 4) Simulation-based tests
- 101- One takes a 50-item multiple-choice test with five alternatives for each item. The test taker attempts all the items but scores 40 on the test. This test taker's guessing corrected score would be
- 1) 35.5
 - 2) 36.5
 - 3) 38.5
 - 4) 37.5
- 102- A correlation coefficient obtained by comparing the performance of some candidates on a well-established test and a newly developed one is an indication of
- 1) face validity
 - 2) content validity
 - 3) empirical validity
 - 4) construct validity
- 103- A test aiming to measure examinees' knowledge of how utterances are knitted together to form texts is one concerned with an area of knowledge known as
- 1) ideational
 - 2) regulatory
 - 3) organizational
 - 4) manipulative
- 104- A company that administers a test and ranks the candidates as first, second, etc and lists the names of the first ten people as those chosen is using a scale called
- 1) ratio
 - 2) interval
 - 3) nominal
 - 4) ordinal
- 105- When reliability is defined as the correlation between parallel tests, the assumption is that
- 1) there are no random error scores on either test
 - 2) the error scores on one test cancel out those on the other
 - 3) the observed scores on the two tests are experimentally independent
 - 4) the error scores on each test are correlated with the true scores

PART C: Linguistics

Directions: Read the following sentences and decide which choice (1), (2), (3), or (4) best completes each sentence, and then mark the correct choice on your answer sheet.

- 106- Which of the following is true of an index as a sign? Its form
- 1) has actual characteristics of its meaning
 - 2) has characteristics which are only conventionally associated with its meaning
 - 3) has characteristics which are only associated in nature with its meaning
 - 4) is arbitrarily associated with its meaning
- 107- The fact that translation equivalents from language to language are different in form indicates that linguistic signs are
- 1) iconic
 - 2) figurative
 - 3) indexical
 - 4) symbolic
- 108- The characteristic which allows phrases to expand by the expansion of phrases within themselves is called
- 1) recursion
 - 2) grammaticality
 - 3) displacement
 - 4) openness
- 109- Languages differ from place in the world, and we have to learn the form appropriate for the place, This characteristic of language contrasts with the of the typical signs of nonhuman species like songs of birds.
- 1) duality
 - 2) conventionality
 - 3) arbitrariness
 - 4) innateness
- 110- In English, [pat] is a possible word, but [pta] is not. Which characteristic of language would this example refer to?
- 1) creativity
 - 2) cultural transmission
 - 3) double articulation
 - 4) grammaticality
- 111- Which of the following sounds are categorized under *sonorants*?
- 1) nasal stops
 - 2) affricates
 - 3) fricatives
 - 4) oral stops
- 112- The frequency of vibration of the vocal folds is The regular patterns of these frequencies over a phrase or sentence are termed intonation.
- 1) loudness
 - 2) stress
 - 3) pitch
 - 4) intensity

113- Which of the following is the characteristic of inflectional affixes?

- 1) They are followed by other types of affixes.
- 2) They never change the part of speech of the morpheme to which they are added.
- 3) One cannot readily or confidently produce or predict their novel uses.
- 4) They typically change the function of the word to which they are added.

114- Which type of rules does not allow semantically deviant utterances according to generative grammar?

- 1) phrase structure rules
- 2) sentence patterns of a language
- 3) sub categorization rules
- 4) selectional restrictions

115- Transformations operate on fully specified constituent structure trees to give new trees. Thus they

- 1) obey x-bar theory
- 2) operate according to phrase structure rules
- 3) are structure-dependent
- 4) are sensitive to grammatical relations

116- Which of the following has created ambiguity in the following conversation?

"Mina is a long and sad tale!" said the Mouse, turning to Alice and sighing.

"It is a long tail, certainly," said Alice, looking with wonder at the Mouse's tail, "but why do you call it sad?"

- 1) homophones
- 2) structure
- 3) synonymy
- 4) homonyms

117- Determine the θ -role of the underlined phrase in the following sentence.

The boy found a red brick.

- 1) rheme
- 2) theme
- 3) agent
- 4) object

118- Which of the following does NOT contain a performative verb?

- 1) I challenge you to a match.
- 2) I fine you \$100 for possession of oregano.
- 3) I write poems in the bathroom.
- 4) I bet you five dollars the Yankee win.

119- The non- literal interpretation of the sentence *Walls have ears* is called

- 1) metaphor
- 2) presupposition
- 3) entailment
- 4) anomaly

120- Linguistics has its own set of words such as *phoneme, morpheme, case, lexicon*, etc. They are called linguistic

- 1) lingua franca
- 2) jargon
- 3) style
- 4) epithet

زبان تخصصی (ادبیات انگلیسی)

LITERARY TERMS AND CRITICISM

121- Aristotle's Poetics

- 1) credits poetry on the same ethical-didactic grounds Plato had used to discredit it.
- 2) posits, quite in agreement with Plato, that all the arts are imitations.
- 3) was originally intended to formulate a series of absolute rules for evaluating a tragedy.
- 4) was used on publication as a series of lectures in defense of poetry at the Lyceum.

122- The English 18th-century critic Joseph Addison.....

- 1) highlights the importance of 'rules' at the expense of what at the time was considered the idea of the 'sublime'.
- 2) set as his real audience 'the educated public of England' who were capable of understanding him properly.
- 3) believed in dissecting a writer of genius to get at the 'mechanism' by which his works were produced.
- 4) believed in the superiority of the ancient critics compared with the modern ones in the 'battle' between the ancients and moderns.

123- Which of the following about mid-twentieth-century New Critics is NOT TRUE?

- 1) A poem has ontological status.
- 2) The correct interpretation of a text can be assisted through a set of 'norms'.
- 3) A text may have several correct interpretations at the same time.
- 4) The process of uncovering a poem's chief tension is unique.

124- As a reader-oriented critical concept developed by Louise M. Rosenblatt, a poem is basically defined as the result of a(n)

- 1) event that takes place during the aesthetic transaction
- 2) wholly aesthetic experience in an inter-spirit transaction
- 3) aesthetic reading which is 'conferred' an efferent edge
- 4) sharp break away from the efferent towards the aesthetic

125- Which of the following concepts best matches Wolfgang Iser's definition of a reader who 'embodies all those predispositions necessary for a literary work to exercise its effect-predispositions laid down, not by empirical outside reality but by the text itself has his or her roots firmly implanted in the structure of the text'?

- 1) 'actual reader' 2) 'implied reader' 3) 'ideal reader' 4) 'virtual reader'

126. In his *The Wretched of the Earth* (1961), the postcolonial writer Franz Fanon

- 1) advocates active but peaceful resistance against the colonial rulers
2) is an emotional appeal for armed struggle against 'universal tyranny of the colonizers'
3) introduces a notion of post-colonialism almost entirely based on psychoanalysis
4) develops the concepts of 'native bourgeoisie' and 'native proletariat'

127- Which of the following statements is NOT REJECTED by cultural poetics?

- 1) Autonomous artifacts, including literary texts, can or do exist.
2) A historian can establish the 'norms' and the 'truth' of any social order.
3) Definitive interpretations of a text are unattainable because relevant material is too far spread to gather exhaustively.
4) While literature shapes the individual reader or listener, it is not true to assume that it is shaped by historical moments.

128- The New Historicism of the last decades of the 20th century CANNOT be associated with the canon and critical ideas of

- 1) Paul de Man 2) Georg Lukacs 3) Michel Foucault 4) Raymond Williams

129- The ideological idea of 'false consciousness' as developed by Marx and Engels in the 19th century would describe the way that the

- 1) dominant social class shapes and controls each person's self-definition and class consciousness.
2) proletariat are inculcated into the belief that they can overthrow the existing social order before its time is really due.
3) ruling social order has the power to justify its dominant status through an ill-founded conviction of its own superiority.
4) class rivalry between the capitalists and the bourgeoisie can lead to the rise of the proletariat.

130- The American structuralist critic Jonathan Culler is mainly concerned with in his writings.

- 1) the shift from the reader to the text 2) parole-based linguistic models
3) individual analysis of literary works 4) the act of interpretation itself

131- Northrop Fry's concept of monomyth, diagrammed as a circle containing four separate phases, does NOT include a section associated with

- 1) romance 2) satire 3) tragedy 4) comedy

132- Ronald Barthes contribution to structuralist theory can be summed up in the term

- 1) developing the idea of arche-writing
2) elaborating upon the idea of hybridization
3) coining the term forestructure for literary analysis
4) the title of his most famous text, S/Z

133- The period in American literature which signals the emergence of a national imaginative literature (including the first American comedy, the earliest American novel, and the establishment of the first enduring American magazine) is termed the.....

- 1) American Renaissance 2) Revolutionary Age
3) Early National Period 4) Age of Transcendentalism

134- Which of the following statements about 'oral formulaic poetry' is NOT TRUE?

- 1) It does not have modern/contemporary origins.
2) It is not necessarily composed by singers and reciters.
3) It lends itself easily to improvisation.
4) It includes both narrative and lyric forms.

135- Which of the following types of play is applied only to dramas based on the Bible?

- 1) 'mystery play' 2) 'morality play' 3) 'miracle play' 4) 'mummers' play'

136- Isaac Watts, Charles and John Wesley~ and William Cowper are noted among English hymnists for

- 1) the revival of 'literary hymns' on secular as well as pagan subjects
2) addressing pagan gods in their hymns
3) their short religious lyric written for public singing
4) long and elaborate compositions that was modeled on Latin hymns

137- Which of the following about the term 'melodrama' is TRUE?

- 1) It originally applied to all musical drama excluding the opera
- 2) It is a mass form of entertainment based on sensational action.
- 3) It was initially performed as dumb shows and pantomimes.
- 4) It is the hallmark type of play with English Victorian drama.

138- Which of the following about 'doggerel' is NOT TRUE?

- 1) It has an important variety called Skeltonics (as exemplified in Colin Clout).
- 2) It is originally derived from particular rhymes, developed by Samuel Butler, for his satiric poem Hudibras
- 3) It is rough, heavy-footed, and jerky versification.
- 4) It can apply to verses that are monotonously regular in meter and tritely conventional in sentiment.

139- The recurrent materials of medieval chivalric romances have been divided by scholars into four classes of subjects, which does NOT include

- 1) 'The Matter of Spain'
- 2) 'The Matter of Britain'
- 3) 'The Matter of France'
- 4) 'The Matter of Rome'

140- The vogue for the term 'bathos' started in England with a famous essay by

- 1) John Dryden
- 2) Samuel Johnson
- 3) Alexander Pope
- 4) Jonathan Swift

HISTORY OF ENGLISH LITERATURE

141- Which of the following works is NOT by the English poet Geoffrey Chaucer?

- 1) Translation of Boethius' Consolation of Philosophy
- 2) The Book of the Knight in the Tower
- 3) Parliament of Fowls
- 4) Translation of Roman de la Rose

142- According to the Elizabethan conception of art, and of the relation between art and nature

- 1) nature was for the first time in English literature truly and intensely glorified
- 2) artists were highly valued for their originality and quality of inspiration
- 3) that art was best which was at its most 'natural', personal and sincere
- 4) there was no uneasiness about a possible conflict between art and nature

143- As far as the Elizabethan concern with models, conventions, and the literary tradition goes, it could be stated that the writers of the period

- 1) could even look to contemporary continental models for possible literary inspiration
- 2) gradually began to break away with such revered classical models as Plutus and Terence
- 3) thought of originality as involving revolt against literary traditions or artistic conventions
- 4) were mostly imitators and, except for a few notable examples, not profoundly original

144- Which of the following about the characteristic English Renaissance genre, the complaint, is NOT TRUE?

- 1) The authors of The Minor of Magistrates had a hand in its development.
- 2) The chief convention of the genre is that of a moral warning of a ghost.
- 3) It was originally developed by the Italian Petrarch and his English imitators.
- 4) Its chief practitioner in the Elizabethan times was Drayton (inspired by Ovid).

145- The main figure the 17th c. poet John Milton would reach back to for poetic inspiration was

- 1) Ben Jonson
- 2) Edmund Spenser
- 3) John Donne
- 4) Abraham Cowley

146- Which of the following about the birth and death of literary forms in 17th century English literature is TRUE?

- 1) Masques and madrigals enjoyed a great vogue after the Restoration.
- 2) Sonnets, particularly sonnet sequences, were all the rage throughout the century.
- 3) Formal verse satire had already been established in the Caroline period ..
- 4) Oratorios and operas would progressively replace indigenous music for the gentry.

147- Which of the following works is NOT a Restoration comedy?

- 1) Dryden's All for Love
- 2) Congreve's Love for Love
- 3) Congreve's The Way of the World
- 4) Dryden's The Enchanted Island