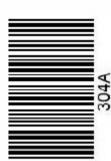


304





محل امضا:

،گي:

صبح جمعه ۹۶/۲/۸



«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 ناپیوستهٔ داخل ـ سال ۱۳۹۶

طراحی پارچه و لباس ـ کد ۱۳۶۴

ىدت ياسخگويى: ١٠٥ دقيقه

تعداد سؤال: ١١٠

عنوان مواد امتحانی، تعداد و شمارهٔ سؤالات

| ا تا شمار ه | از شماره | تعداد سؤال | مواد امتحاني | رديف |
|-------------|----------|------------|--|------|
| ۳. | 1 | ۲٠ | زبان عمومی و تخصصی (انگلیسی) | 1 |
| ۵٠ | ۳۱ | ۲٠ | تاریخ پارچه و لباس ایران و جهان | ۲ |
| ٧٠ | ۵۱ | ۲٠ | پارچه شناسی (شناخت الیاف، تکنیکهای بافت پارچه، رنگرزی با مواد طبیعی و مصنوعی) | r |
| 11- | ۸۱ | ۲٠ | اصول طراحی پارچه و لباس (انواع چاپهای سنتی و مدرن، طراحی پارچه با دست و کامپیوتر) | ۴ |

این آزمون نمرهٔ منفی دارد.

استفاده از ماشین حساب مجاز نیست.

حق چاپ، تکثیر وانتشار سؤالات به هر روش االکترونیکی و ...) پس از برگزاری آزمون، برای تمامی اشخاص حقیقی و حقولی تنها یا مجوز این سازمان مجاز میباشد و با متخلفین برابر مقررات رفتار میشود.

زبان عمومی و تخصصی (انگلیسی):

| | | | 1.0 | 3.2 | |
|-----|------|-----|------|-----|-----|
| PAL | ₹T A | . V | ocal | hul | arv |

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

| With the of | | | Account to the contract of the |
|---------------------|---|---|--|
| | | | |
| The teacher was g | ratified to see two old | er students | to settle the playground |
| dispute between a r | number of third and four | rth graders. | ~ |
| 1) raise | 2) encourage | 3) promote | 4) intervene |
| Even though the un | nemployment rate conti | nues to, vote | rs are still unhappy with |
| | | | |
| 1) restore | 2) abandon | 3) abate | 4) delay |
| Her maudlin displa | y of tears at work did r | ot impress her new | boss, who felt she should |
| try to control her | | | |
| 1) emotions | 2) secrets | 3) errors | 4) restrictions |
| | | | ig trip. |
| 1) emerge | 2) evaporate | 3) subside | 4) collapse |
| Whitney is | about her shoes, arrang | ging them on a shelf | in a specific order, each |
| pair evenly spaced. | A | | |
| 1) spectacular | 2) fastidious | 3) conscientious | 4) conventional |
| This agreement is v | ery and open to | various interpretation | ons. |
| | | | |
| | | | |
| repeat what he was | saying. | = | |
| 1) justify | 2) clarify | 3) emerge | 4) improvise |
| | | | |
| | | | 4) constant |
| | your of hear 1) risk With the of 1) demonstration The teacher was g dispute between a r 1) raise Even though the ur the president's econ 1) restore Her maudlin displa try to control her 1) emotions The heavy rain did 1) emerge Whitney is pair evenly spaced. 1) spectacular This agreement is v 1) intentional Because our instrurepeat what he was 1) justify Because of the chef | your of heart disease, so find out what it is a present the president's economic plan. 1) restore 1) emotions 2) secrets 2) encourage Even though the unemployment rate contict the president's economic plan. 1) restore 2) abandon Her maudlin display of tears at work did not try to control her 1) emotions 2) secrets The heavy rain did not, so they can be evenly spaced. 1) spectacular 2) fastidious This agreement is very and open to 1) intentional 2) diverse Because our instructor was so unclear, I repeat what he was saying. 1) justify 2) clarify Because of the chef's cooking style, | With the of the Internet, working from home has becom 1) demonstration 2) credibility 3) advent The teacher was gratified to see two older students dispute between a number of third and fourth graders. 1) raise 2) encourage 3) promote Even though the unemployment rate continues to, vote the president's economic plan. 1) restore 2) abandon 3) abate Her maudlin display of tears at work did not impress her new try to control her 1) emotions 2) secrets 3) errors The heavy rain did not, so they cancelled their campin 1) emerge 2) evaporate 3) subside Whitney is about her shoes, arranging them on a shelf pair evenly spaced. 1) spectacular 2) fastidious 3) conscientious This agreement is very and open to various interpretation 1) intentional 2) diverse 3) superficial Because our instructor was so unclear, I had to continually repeat what he was saying. 1) justify 2) clarify 3) emerge Because of the chef's cooking style, his food is easily identificant continually intentional 2) diverse 3) emerge |

PART B: Cloze Passage

<u>Directions:</u> 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.

Remembering the past is an integral part of human existence. Without a good memory, you would not be able to drive to work, hold a meaningful conversation with your children, (11) ------ a book or prepare a meal.

Memory has fascinated humans since (12) ------; Plato famously compared our memory to a wax tablet that is blank at birth (13) ------ on the impression of the events from our life. Only in the past hundred years, though, (14) ------ systematic objective techniques that have enabled us to study our recollections of the past with scientific accuracy and reproducibility. These range from laboratory tests of our ability

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to remember verbal and visual materials (15) ----- more recent brain-imaging approaches.

- 11- 1) then read 2) reading 3) to read 4) read
- 12- 1) ancient times 2) ancient time 3) time of ancient 4) times of ancient
- 1) slowing taking
 2) to slowly take
 3) and slowly takes
 4) that slowly takes
- 14- 1) psychologists have developed
 2) have psychologists developed
 - 3) with psychologists developing 4) for psychologists to develop
- 15- 1) with 2) from 3) in 4) to

PART C: Reading Comprehension:

<u>Directions</u>: 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:

Textiles go back thousands of years, with cottons and silks found as early as 5000 BC in India and China. Trade networks developed between Europe, the Middle East, and Asia, and textiles became valuable commodities. We don't know who designed these textiles, but someone was making decisions about weaves, colors, and patterns.

By the 14th century, technological advances in processes like dyeing opened up new markets for textiles in Europe. Methods invented in one part of the world became popular in others. For example, damask, a type of weaving that produces monochromatic (one-color) designs visible through sheen and reflection, was from China. But in the 14th century, producing high-quality damasks became a specialty in Italy.

During a <u>portion</u> of the Baroque Period (1620-1660), France and England increasingly imported cottons woven, printed, and painted in India. Fabric called calico (the word calico is the generic name for cotton products from India) came from Calcutta where the industry was based. Patterns included small flowers and geometric designs. During this same period, the silk industry became a major economic force in France and the patterned silk textiles produced there required skilled artisans.

In the mid-eighteenth century, political changes resulted in the focus of the silk industry shifting to England. One of the few designers we know by name from this period is an Englishwoman, Anna Maria Garthwaite (1690-1763), a silk designer who created beautiful, intricate floral designs from her home and studio near London.

16- What is the passage mainly about?

- 1) Textile industry 2) Types of textiles
- History of textiles
 Textiles in various countries

17- Which of the following statements is TRUE?

- Damask was originally made in China.
- The earliest sinks found date back to 5000 years ago.
- High-quality damasks were produced in France in the 14th century.
- 4) Methods of dyeing used in one part of the world did not spread in other countries.

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- 18- What does the word "portion" in paragraph 3 mean?
 - 1) Percent
- 2) Process
- 3) Period
- 4) Part
- 19- Which of the following do we understand from the passage?
 - 1) The Baroque Period was in the 17th century.
 - 2) Calico is a type of weaving that produces one-color designs.
 - 3) France and England were countries where calico was produced.
 - 4) The silk industry was a major economic force in Italy in the 17th century.
- 20- Which country had a leading role in silk industry in the mid-eighteenth century?
 - 1) France
- 2) England
- 3) India
- 4) Italy

PASSAGE 2

A fashion designer is a creative individual dedicated to the creation of a garment or series of garments and accessories (often referred to as a fashion line or collection). Fashion designers typically sketch concept drawings of pieces, as well as creating inspiration boards containing bits and pieces of particular designs, fabrics, color schemes, artwork, etc. that will help guide the overall design process. Once the designers have determined the direction for a collection, they work to source proper fabrics and hardware required to create the physical samples, and either create patterns and sew the pieces together themselves or hire/oversee pattern makers and seamstresses to produce the finished samples. In a larger supply chain, these samples can then be replicated by a factory for production.

A textile designer, on the other hand, is <u>solely</u> tasked with creating the artwork for textiles (fabrics). Textile designers are usually skilled at setting up seamless design repeats so that entire bolts of fabric can be printed utilizing the same design prior to being cut and sewn into finished garments. In addition, textile designers are more likely to perform inter-industry work, developing designs for not only the fashion industry but also for use in the interior design industry, fine art exhibitions, and theatrical performances.

- 21- Which of the following questions is the passage primarily concerned with?
 - 1) Where do fashion designers work?
 - 2) What do textile designers produce?
 - 3) How can fashion designers be of help to textile designers?
 - 4) What is the difference between a fashion designer and a textile designer?
- 22- Fashion designers do all the following EXCEPT ------.
 - 1) hiring seamstresses
 - 2) supervising pattern workers
 - 3) setting up seamless design repeats
 - 4) finding proper fabrics and hardware
- 23- What does the word "themselves" in paragraph 1 refer to?
 - Designers
- 2) Samples
- 3) Fabrics
- 4) Pieces
- 24- What does the word "solely" in paragraph 2 mean?
 - Profoundly
- Merely
- 3) Feasibly
- 4) Extremely
- 25- Which of the following best describes the tone of the author?
 - 1) Appreciative

2) Critical

Humorous

4) Informative

PASSAGE 3

In answering the question of whether a fashion designer is a "craftsman," an "artist," or an "artist-craftsman"—to use Howard Becker's (1984) classificatory system—we must first distinguish between these terms. Becker defines artists as those who make objects that are unique, and they are neither useful nor necessarily beautiful. Craftsmen, on the other hand, produce objects that primarily have a use-value. Artistcraftsmen stress both the beauty and elegance, as well as the utility of their products. Fashion can be art, craft, or a combination of both, but when fashion hangs in the closet rather than in an art gallery or museum it is apt to fit either of the last two definitions.

Crane (1993: 56), in deciding to study fashion designers, points out that there are "virtually no sociological studies of fashion design as an occupation." Crane does not discuss the particular work that designers do, rather she argues that the work a designer does is constrained by the social and organizational environment within which he or she operates. She finds that fashion industries vary by country, and that the prestige and role of the designer will be influenced by four structural variables: (1) the structure of the clothing industry; (2) the organization of education for the arts; (3) the existence and vitality of urban street cultures; and (4) the development of fashion worlds consisting of designers, clienteles, shopkeepers, and department store buyers. Crane argues that in France and Japan "the decorative arts and recorded cultures are highly valued, while in the United States commercial values predominate in all sectors," and in England "cultural values and perspectives are highly correlated with social class origin." While these structural and cultural factors affect the role "assumed by or assigned to" the designer, fashion seems to have in many ways transcended these national boundaries.

| | | 4 | | |
|-----|--------------------------------|------------------------|-------------------------------|--|
| 26- | According to the | passage, fashion tends | s to be | |
| | 1) only an art | | 2) only a skill | |
| | 3) both an art and | a craft | 4) both a craft ar | nd a skill |
| 27- | What does the wo | rd "it" in paragraph | 1 refer to? | |
| | 1) Museum | | 3) Closet | 4) Art gallery |
| 28- | What does the wo | rd "constrained" in p | paragraph 2 refer to? | Victima in a consistence of the constraint of th |
| | 1) Restricted | 2) Perceived | 3) Enforced | 4) Confirmed |
| 29- | According to the p | assage, the world of f | ashion consists of all th | e following people EXCEPT |
| | | | | |
| | clienteles | | shopkeepers | |
| | 3) magazine edito | ors | 4) department st | ore buyers |
| 30- | In which country origin? | are cultural values a | nd perspectives highly | correlated with social class |
| | 1) The US | 2) Japan | 3) France | 4) England |
| | | | | ناریخ پارچه و لباس ایران و جهان: |
| | | 9 | (مدد دستان) اداناد | ۳۱ - کدام مورد، نام دیگر پوستین |
| | 200 2004 | | | |
| | ۴) پایونچا | ۳) جيه | ۲) کلیجه | ۱) نیم تنه |

۳) جبه

| صفحه ۶ | 304 | A (179 | مون طراحی پارچه و لباس (کد ۴ |
|----------------------|--|--|---|
| للاطين، نام پادشاهان | ابریشمِ مورد استفاده در جامهٔ س | | |
| | | د٩ | علائم مخصوص آنها بافته ش |
| ىياسى | ۳) ساسانی ۴) ع | ۲) اشکانی | ۱) اموی |
| | ، مورد است؟ | طبقه مرفه دورهٔ قاجار، کداه | ۲- شاخص ترین نوع چارقدهای |
| للابتون دوزى شده | ۳) کلاغی ۴) گ | ۲) قالبی آفتابگردانی | ۱) توری بافی شده |
| | علت بود؟ | ر پوشاک دورهٔ صفوی، به چه | ۲- بلندی بیش از حد آستین در |
| | | تماعى | ۱) به نشانهٔ سلسله مراتب اج |
| | | امت افراد | ۲) به علت بلند نشان دادن ق |
| | | هنگام سرما | ۳) گرم نگاه داشتن دست در |
| | | در حضور یک مقام والا | ۴) پوشانیدن دست و احترام |
| | | ه اطلاق میشود؟ | ۲– «لمپاس»، به کدام نوع پارچ |
| | ۲) پارچه پشمی راه راه و گلدار | | ١) ابريشمينة كل برجسته |
| ، زر و سیم | ۴) نوعی پارچه با رشتههای باریک | | ۳) کتان دو پودی دو رو |
| | | ش کدام دوره را نشان میده | ۲- تصویر روبرو، بخشی از پوش |
| 1 | | | ۱) اشکانیان |
| | 300 | | ۲) ساسانیان |
| 1 3 35 | | | ۳) سلوکیان |
| | • | | ۴) مادیان |
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| WATTO | • • • • | -) | |
| | 1 | | |
| ME 4 | | ی عهد ساسانی، کدام است؟ | ۲- از مهم ترین ویژگی پارچههای |
| | ۲) تأثیر از منسود روم شرقی | | ۱) استفاده از ترکیب بندی ناه |
| و هخامنشی | ۴) کاربرد نمادهایی از هار اشکانی | 100 to 10 | ۳) رعایت اصول تقارن در نقو |
| 3 / | | | ۲- کدام پارچهٔ دستبافت روستا |
| ,53 | ۳) قناویز ۴) گ | (14일 : 14일 - 14일 : 14g : | [화장 - 100 : 100 (100 (100 (100 (100 (100 (100 |
| 0, | | | ۰ - «خلعت حاجبی»، به چه نوع |
| | | | ۱) قبای سیاه _ کلاه قیفی _ |
| | · | پ وطی ـ موزہ نمدی ـ شال چر | |
| | 733 | 58 K. J. | ۳) ردای سفید ـ کلاه نمدی |
| | | | ۴) قبای سیاه ـ کلاه دو شاخ |
| | ىرى <u>ى</u> | | ۰- اصطلاح «باتیست»، به چه نو ۱- اصطلاح |
| | ۲) ساتن با ظاهری درخشان | | ۱) پشمی با پرزهای بلند |
| | ۴) حولهای دوطرف پُرزدار ۴) حولهای دوطرف پُرزدار | | ۳) پستای با بافت جناغی ۳) پنبهای با بافت جناغی |
| | ۱) حوسی دوسرت پرردار | | ۱۱ پینهای به باخت جناحی |

۴) ناپلئون اول

۲) جنگ داخلی امریکا ۳) لوئی شانزدهم

۴۱ شلوار بلند برای مردان در اروپا، از چه زمانی متداول شد؟

۱) انقلاب فرانسه

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۵۱ - در رنگرزی پارچه های ابریشمی با مواد رنگزای اسیدی، کدام اسید مناسب است؟

۱) نیتریک ۲) سولفوریک ۳) استیک ۴) کلریدریک



۴) پایین آوردن نخهای تار و پود در برابر شانه

۳) افزایش میزان تنیدگی تار و پود بافته شده

| -95 | برای تولید پارچه کرپ، کدام یک از الیاف مناسبتر است؟ | | | | |
|-----|--|-------------------------------|---|----------------------|--|
| | ۱) اکرپلیک | ۲) پلیاستر | ۳) نايلون | ۴) ویسکوز | |
| -99 | متداول ترین گروه رنگهای مورد استفاده برای چاپ پارچه اکریلیک، کدام است؟ | | | | |
| | ۱) مستقیم | ۲) ریاکتیو | ۳) دیسپرس | ۴) بازیک | |
| -94 | کدام یک از الیاف زیر، تر | وپلاست است؟ | | | |
| | ۱) ویسکوز | ۲) اکریلیک | ۳) ابریشم | ۴) استات سلولز | |
| -64 | روناس، جزو کدام یک از ر | نگینهها است؟ | | | |
| | ۱) ایندیگویید دار | ۲) آليزارين دار | ۳) فلاونویید دار | ۴) مازوج دار | |
| -69 | ثبات نوری کدام دندانه، از | بقيه بالاتر است؟ | | | |
| | ۱) مس | ۲) کروم | ٣) قلع | ۴) آلومينيوم | |
| -4. | رنگزاهای گیاهی مازوج د | ر، حاوی کدام اسید هستند؟ | | | |
| | ۱) لاکتیک | ۲) سیتریک | ۳) تانیک | ۴) اگزالیک | |
| -٧1 | کدام گروه از مواد رنگزا، پ | ای رنگرزی الیاف مصنوعی از | جمله الياف استات سلولز، مذ | اسبتر هستند؟ | |
| | ۱) اسیدی | ۲) دیسپرس | ۳) ریاکتیو | ۴) کرومی | |
| -44 | کدام رنگزاهای گیاهی، فا | ، یکسان تولید میکنند؟ | | | |
| | ۱) وسمه، حنا، جاشير | | ۲) پوست گردو، سماق، گندر | ٠ | |
| | ۳) اسپرک، وسمه، حنا | | ۴) اسپرک، گندل، جاشیر | | |
| -44 | کدام یک از مواد رنگزا، بر | روی نخ پشمی دارای تبات ش | ستشویی بالاتری است؟ | | |
| | | ۲) بازیک | ۳) خمی | ۴) مستقیم | |
| -44 | در نسخه رنگرزی ۵ گرم | ارچه پشمی با رنگزای نیل، مَق | دار ماده احیاءکننده بر حسب | ، گرم چه قدر است؟ | |
| | وزن کالا | ۵گرم | 1. | | |
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| ž. | هيدروسولفيت سديم | XI | N | | |
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| | | 0/070 (7 | 7/D (T | ۵ (۴ | |
| -Y2 | | ای با رنگزاهای مستقیم، از ک | | | |
| | | ۲) اسیدسولفوریک - | ۳) نمک سولفات سدیم | ۴) نمک کلرید سدیم | |
| -49 | کدام گروه از مواد رنگزا، د | | | | |
| | | ۲) خمی | | ۴) اسیدی | |
| -44 | | فرایند رنگرزی ابتدا به حالت | Annual and the medical processor strategy | | |
| | | ۲) ری اکتیو | recommendation and Breeze | ۴) اسیدی سوپر میلینگ | |
| -47 | | با الياف پيوند كووالاتسى برقر | | | |
| | | ۲) دیسپرس | | ۴) مستقیم | |
| -44 | | ، كدام ماده نقش احياءكننده | | | |
| | ۱) اسیداستیک | ٢) سولفات آمونيوم | ۳) هیدروکسید سدیم | ۴) هیدروسولفیت سدیم | |
| | | | | | |

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