



۱۶ فروردین


آزمون غیر حضوری

منحصراً زبان



بنیاد علمی آموزشی قلم چی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳

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پدید آورندگان

آزمون غیر حضوری منحصرأً زبان

(۱۶ فروردین ماه ۹۸)

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فهرست مطالب

سؤالات زبان تخصصی ۶

پاسخ زبان تخصصی ۱۲

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Unit Ten Anita Roddick

A Millionaire Businesswoman Talks about her Family.

My mother, Gilda Perella, came to Britain from a village in Italy when she was fifteen to be a nanny. She still lives in the terraced house in Littlehampton, Sussex, where I was born in 1942. It is called Atina after her village and has bright red window frames. It was always understood that when she reached England, she would marry a boy from her home village called Donny.

My mother made us, my two sisters, my brother and me, understand that love and work are the only important things in life. She also made me feel special, which gave me great confidence. She loved my sisters, but they were no trouble to her, whereas I was maddening but entertaining. As a teenager, she allowed me extraordinary freedom. But because she trusted me, I developed a strong sense of responsibility.

The greatest thing she gave me was my work ethic. After my father died, she ran our café and we had to help. I don't remember playtimes from my childhood; it was always summer and we were always working. Sometimes we'd complain about never getting to the beach, and then she'd rush us down there for an hour—she was always one for the big gesture. Then it was back to work.

Not that she's perfect, my mother has the greatest capacity to embarrass of anyone I've ever met. When she came to collect me from college while I was training to be a teacher, I'd ask her to arrive after everyone had left, because she was so dreadful. She does have the most appalling taste; she'd win any bad taste award going. The presents she buys are legendary in our family. She only once bought me something nice—a copper frying pan — I was so excited I rang to thank her immediately. She said: "What do you mean? It's a clock." And I turned it over, and it was, A clock. Hideous.

I taught for a bit, then went off traveling for a couple of years. I got back to find my mother too excited to listen to my stories. She couldn't wait to tell me about this man who came to the restaurant she was running then. His name was Gordon Roddick. The minute I set eyes on him, I knew this was the man I wanted to be the father of my children. He says when he saw me he knew instantly that I was his fate. I think I just felt an immense relief.

A. Find a word or phrase in the passage which in context is similar in meaning to:

Paragraph 1

1. someone who looks after other people's children 2. the village where a person grows up

Paragraph 2

3. a strong belief in yourself 4. irritating

Paragraph 3

5. belief in the value of work

Paragraph 4

6. very ugly

B. Read the text carefully and choose the best answer for each question, a, b, c or d.

1. When Gilda Perella came to Britain she was

- a. already married b. hoping to find a husband
c. in love with someone in her village in Italy d. planning to marry Donny

2. How does Anita think she developed a sense of responsibility?

- a. She was given a job to do. b. She had to look after her sisters and her brother.
c. She was free to do what she wanted. d. She wanted to copy her mother.

3. Anita admires her mother most for her

- a. hard work b. romantic spirit c. loyalty to the family d. ability to be alone

4. What negative aspect about Anita's mother is mentioned in the text?

- a. She interferes in her children's lives. b. She deliberately tries to embarrass her children.
c. She never relaxes. d. She does things that shame her children in public.

5. When Anita met her future husband she

- a. was looking for a partner for her travels b. was in a restaurant
c. was planning another trip d. knew her mother's feelings were correct

Further Reading

Secret Messages to Ourselves

Early one morning, more than a hundred years ago, an American inventor called Elias Howe finally fell asleep. He had been working all night on the design of a sewing-machine but he had run into a very difficult problem: it seemed impossible to get the thread to run smoothly around the needle.

Despite his exhaustion, Howe slept badly. He tossed and turned. Then he had a nightmare. He dreamt that he had been captured by a tribe of terrible savages whose king threatened to kill and eat him unless he could build a perfect sewing-machine. When he tried to do so, Howe ran into the same problem as before. The thread kept getting caught around the needle. The king flew into a rage and ordered his soldiers to kill Howe. They advanced towards him with their spears raised. But suddenly the inventor noticed something. There was a hole in the tip of each spear. The inventor awoke from the nightmare with a start, realizing that he had just found the solution to the problem. Instead of trying to get the thread to run around the needle, he should make it run through a small hole in the center of the needle. This was the simple idea that finally enabled Howe to design and build the first really practical sewing-machine.

Elias Howe was far from being unique in finding the answer to his problem in this way. Thomas Edison, the inventor of the electric light bulb, said that his best ideas came to him in dreams. So did the great physicist, Albert Einstein. Charlotte Brontë also drew on her dreams in writing Jayne Eyre. The composer, Igor

Stravinsky, once said the only way he could solve his problems in musical composition was “to sleep on them”.

To appreciate the value of dreams, you have to understand what happens when you are asleep. Even then, a part of your mind is still working. This unconscious, but still active, part digests your experiences and goes to work on the problems you have had during the day. It stores all sorts of information and details which you may have forgotten or never have really noticed. It is only when you fall asleep that this part of the brain can send messages to the part you use when you are awake. However, the unconscious part expresses itself through its own logic and its own language. It uses strange image which the conscious part may not understand at first. This is why dreams are sometimes called “secret messages to ourselves”.

Read the text carefully and choose the best answer for each question, a, b, c or d.

1. According to the passage, Elias Howe was
 - a. the first person we know of who solved problems in his sleep
 - b. much more hard-working than other inventors
 - c. the person to design a sewing-machine that really worked
 - d. the only person at the time who appreciated the value of dreams
2. The problem Howe was trying to solve was
 - a. what kind of thread to use
 - b. how to design a needle which would not break
 - c. where to put the needle
 - d. how to stop the thread from getting caught around the needle
3. The solution to the problem came from something
 - a. the king said to Howe
 - b. Howe remembered about another sewing-machine
 - c. Howe noticed about the soldiers' weapons
 - d. one of the soldiers was wearing
4. Thomas Edison is mentioned because he

<ol style="list-style-type: none"> a. also tried to invent a sewing-machine c. was one of Howe's friends 	<ol style="list-style-type: none"> b. got some of his ideas from dreams d. also had difficulty in falling asleep
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5. Dreams are sometimes called “secret messages to ourselves” because

<ol style="list-style-type: none"> a. strange images are used to communicate ideas c. images are used which have no meaning 	<ol style="list-style-type: none"> b. we can never understand their real meaning d. only specially trained people can understand them
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Unit Eleven

In Search of Good English Food

1 How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish and Italian – but where are the English restaurants?

2 It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta and pizza are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagne instead of shepherd's pie? Why do they now like cooking in olive oil? But perhaps it is a good thing. After all, this is the end of the 20th century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding “No”, but to understand this, we have to go back to before World War II.

3 The British have, in fact, always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world—chickens, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

4 However, World War II changed everything, Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in with sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

5 However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favorite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world!

A. Read the text quickly. Match a paragraph 1-5 with a summary below.



- Historical and climatic influences on British cooking
- The legacy of World War II
- The British love affair with international cooking
- There's everything except an English restaurant
- Where there is hope for the future

B. Read the text again carefully and choose the best answer for each question, a, b, c.

1. The writers believe that British cooking
 - a. has always been very bad
 - b. was good until World War II
 - c. is good because it is so international
2. They say that the British
 - a. eat only traditional British food in their homes
 - b. don't like cooking with foreign ingredients
 - c. buy lots of foreign ingredients
3. They say that the British weather
 - a. enables the British to produce good quality food
 - b. often ruins fruit and vegetables
 - c. is not such an important influence on British food as foreign trade
4. They say that
 - a. British tourists try lots of new dishes when they are abroad
 - b. nowadays it is very unusual for British people to cook British food
 - c. literature and language are more culturally important than food
5. The writers' final conclusion about British cooking is that
 - a. there is not hope to find good English food
 - b. you will only be able to get British food in expensive restaurants
 - c. you can get more good traditional British dishes, especially in pubs

Further Reading

My Body and I

Keeping fit is a vital part of a lifeguard's job, especially if, like Gary Lee, you also coach local and national lifesaving teams. This is a boy every mother would love her daughter to marry. Kind, considerate, clean, selfless, hard-working, strong and healthy. What's more, he has already devoted more than half of his life to the care and safety of others. In his spare time, Gary is a volunteer lifeguard.

Gary, a mechanical engineer by profession, has one mildly irritating streak. He refuses to get excited about what he does. "Drowning accidents are overdramatized," he points out when I ask how many lives he's saved. "Most are not a rescue, but more a case of giving a helping hand to someone, offering a bit of advice." But how many people are now walking around thanks to you, I ask impatiently. "I don't count them," he replies stiffly. I discover later, after much effort, that there are at least three people alive today thanks to Gary: a businessman who'd collapsed in the street, a woman being swept out in a stormy sea off Crete, and a man training for his lifesaving aware, treading water fully-clothed. "I got distracted, looked back and he was underwater. That's the funny thing, you know-people drown so quietly, there's none of this thrashing about."

To keep in a state of peak alertness, Gary follows a training program of Olympian proportions: Monday-circuits; Tuesday-pool lifesaving session; Wednesday-water-polo; Thursday-open water lifesaving; Friday – competitive swimming training followed by water-polo; weekends are left free for lifesaving competitions and preparation. Such a regime has produced a powerfully packed body in Gary's 1 m 68 frame. Is that what I have to look like to be a lifeguard: "Oh, no", he laughs, "you don't have to be as fit as me to be a lifeguard. You can always help someone. But you have to know your own limitations." He pauses, as though to assess mine. "Just shouting for help, for example, is useful."

Does Gary take such care of his body because he just enjoys being fit rather than because he wants to be constantly ready to save lives? "Anyone who can swim can potentially save a life. So not to have bothered to learn would have been terrible. But I also derive great joy from competing. Being able to lifesave and keep myself fit enough to compete are equal reasons."

A. Find the word or phrase in the passage which in context means the same as the following:

Paragraph 1

- | | | | |
|-------------------|----------|---------------|-----------|
| 1. very important | 2. train | 3. thoughtful | 4. unpaid |
|-------------------|----------|---------------|-----------|

Paragraph 2

- | | | | |
|-------------|---------------|--------------------------|------------|
| 5. annoying | 6. because of | 7. stopped concentrating | 8. strange |
|-------------|---------------|--------------------------|------------|

Paragraph 3

- | | | |
|------------|---------------------|------------------------|
| 9. maximum | 10. a way of living | 11. consider carefully |
|------------|---------------------|------------------------|

B. Scan the text to find the answers to the following questions:

1. Describe Gary's physical appearance.
2. Describe Gary's character.
3. How does Gary help other people to develop their skills?
4. What makes Gary desirable as a son-in-law?
5. What is Gary's attitude to life-saving?
6. What does Gary do when he is asked about people he has helped?
7. Describe the three occasions on which Gary saved someone's life.
8. What does Gary do to keep fit?
9. Does Gary think all life-guards are like him?
10. What does Gary think is important if you want to help someone?



- 15- Unfortunately, most of the young are faced with many problems with their families. Experts firmly believe that they should pay more attention to ... values.
 1) scientific 2) social 3) nutritional 4) economic
- 16- We made every ..., but unfortunately it was impossible to start the car.
 1) endeavor 2) reality 3) mood 4) means
- 17- Vaccination is the best way to keep the body ... against certain diseases.
 1) immune 2) vulnerable 3) mild 4) fragile
- 18- I had a terrible car accident and I think that I have to ... full responsibility for the consequences.
 1) provide 2) produce 3) bear 4) save
- 19- She is an actress whose inner life has remained ... despite many interviews she has had.
 1) jealous 2) mysterious 3) obvious 4) conscious
- 20- A new study conducted last year showed that almost half of the smokers who quit ... smoking.
 1) reserve 2) recover 3) resume 4) reform
- 21- A lot of third world countries experience poor ... state because of unemployment and poverty.
 1) fiscal 2) official 3) voluntary 4) pleasant
- 22- The lecturer left a lasting ... on the people who heard his speech.
 1) expression 2) permission 3) impression 4) regression
- 23- The new bridge has been designed to ... earthquakes, even though our domestic constructions, as usual, are not that reliable for us to put our trust in them!
 1) withstand 2) withdraw 3) witness 4) wither
- 24- Non-government organizations devote their time and energy to help homeless people with no expectation of financial benefits; in other words, they assist the poor
 1) voluntarily 2) officially 3) interchangeably 4) incessantly
- 25- One of the most important ... of all great men and women is their way of thinking. They never give up until they achieve their goals.
 1) characteristics 2) fortunes 3) services 4) missions

Part C: Word Order

Directions: Choose the sentence with the best order for each of the following series, then mark the correct choice on your answer sheet.

26-

- 1) Despite water is essential to life, human beings often poison it with chemicals from industry and agriculture.
- 2) Despite water being essential to life, human beings who often poison it with chemicals from industry and agriculture.
- 3) Even though water is essentially life, human beings who often poison with chemicals which are from industry and agriculture.
- 4) Even though water is essential to life, human beings often poison it with chemicals from industry and agriculture.

27-

- 1) The knowledge of reading effectively enables one to read skills.
- 2) Reading effectively enables one to read skills of the knowledge.
- 3) One enables reading skills of the knowledge to read effectively.
- 4) The knowledge of reading skills enables one to read effectively.

28-

- 1) Unhappy roommates or spouses can live together happier if they learn respect each other's differences.
- 2) Unhappy roommates or spouses can live together more happily if they learn to respect each other's differences.
- 3) Unhappy roommates or spouses can live together more happily unless they learn respect each other differences.
- 4) Unhappy roommates or spouses can live together happier unless they learn to respect each other's differences.



29-

- 1) The vague and misleading instructions could interpret in two entire opposite ways.
- 2) The vague and mislead instructions could easily interpreted in two entire opposite ways.
- 3) The vaguely and misleading instructions could interpret in two entirely opposite ways.
- 4) The vague and misleading instructions could be easily interpreted in two entirely opposite ways.

30-

- 1) He gave a ticket because he drove past a stop sign.
- 2) He gave a ticket because he was driven past a stop sign.
- 3) He was given a ticket because he stopped to drive past sign.
- 4) He was given a ticket because he drove past a stop sign.

Part D: Language Function

Directions: Read the following conversation between two people and answer the questions about the conversation by choosing one of the choices (1,2,3) or (4). Then mark the correct choice on your answer sheet.

Daisy: Colin, I baked these cookies for you.

Colin: That was so nice of you, dear. You've got ...31... !

Daisy: Go ahead and ...32... !

Colin: These are delicious!

Daisy: I thought they might cheer you up. You've been ...33... lately.

Colin: I guess I have been a little on edge. But these cookies are just ...34... !

- 31- 1) no accounting for taste 2) a heart of gold 3) a foregone conclusion 4) young blood
 32- 1) pig out 2) lose your head 3) save the day 4) take over
 33- 1) on your way up 2) the odd one out 3) in a bad mood 4) on top of the world
 34- 1) sharp as a tack 2) easier said than done 3) under your breath 4) what the doctor ordered

Nancy: You're ...35... today, Oscar!

Oscar: I've got great news, mom.

Nancy: What is it?

Oscar: Amber and I are going to start a rock band!

Nancy: ...36... ! This is really great news.

Oscar: Mom I'm not going to ...37... . I need to borrow \$1,000 for a new guitar.

Nancy: Oscar, your father and I can't shell out that much. We aren't ...38... .

- 35- 1) in good spirits 2) larger than life 3) on the go 4) snowed under
 36- 1) What a pity 2) Fat chance 3) Good for you 4) Needless to say
 37- 1) make a splash 2) beat around the bush 3) get down to business 4) jump a queue
 38- 1) out of the question 2) worth your while 3) in good hands 4) made of money

Susan: How was your day at school today, Nicole?

Nicole: It was great, mom. I gave a presentation on George Washington in class. Afterwards, my teacher ...39... .

Susan: What did she say?

Nicole: She said my presentation was ...40... the others.

- 39- 1) jogged my memory 2) kept her chin up 3) paid me a compliment 4) stabbed me in the back
 40- 1) in the teeth of 2) head and shoulders above
 3) in the back of beyond 4) making a big deal of



Part E: Cloze Test

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

A number of values and beliefs in old societies ...41... to decrease the amount of money people are ...42... and able to take from their income and make available for productive ...43... . In many of these societies, gold and silver, houses and land ...44... some of the ways in which ...45... has been stored. ...46... to encourage people to keep their savings in monetary form often meet strong ...47..., which is simply increased in times ...48... these of rapid ...49....

Perhaps the greatest ...50... to increasing savings in the ...51... society is the pressure of increasing population. In such countries, there is still a/an ...52... relationship between the amount of food available and the number of children ...53... . A larger food supply often ...54... to an immediate increase in the number of people who ...55... and thus cannot be used to increase the standard of living.

- | | | | |
|----------------------|------------------|-----------------|-------------------|
| 41- 1) tend | 2) tends | 3) is tended | 4) that tends |
| 42- 1) conscious | 2) respectable | 3) willing | 4) responsible |
| 43- 1) curiosity | 2) investment | 3) proportion | 4) membership |
| 44- 1) will be | 2) would be | 3) have been | 4) will have been |
| 45- 1) wealth | 2) energy | 3) health | 4) economy |
| 46- 1) Memories | 2) Combinations | 3) Contractions | 4) Attempts |
| 47- 1) resist | 2) resistance | 3) resistant | 4) resistible |
| 48- 1) alike | 2) the same | 3) like | 4) similar |
| 49- 1) inflation | 2) addiction | 3) formation | 4) connection |
| 50- 1) substance | 2) material | 3) obstacle | 4) detail |
| 51- 1) conditional | 2) popular | 3) spectacular | 4) traditional |
| 52- 1) smooth | 2) direct | 3) negative | 4) immediate |
| 53- 1) that survived | 2) are survived | 3) who survive | 4) for surviving |
| 54- 1) consumes | 2) leads | 3) provides | 4) devotes |
| 55- 1) must be fed | 2) must have fed | 3) have fed | 4) are feeding |

Part F: Reading Comprehension

Directions: In this part of the test, you will read three passages. Answer the questions about the passages by choosing the best choice (1,2,3) or (4). Then mark the correct choice on your answer sheet.

PASSAGE 1

In the mid-nineteenth century, the United States had tremendous natural resources that could be exploited in order to develop heavy industry. Most of the raw materials that are valuable in the manufacture of machinery, transportation facilities, and consumer goods lay ready to be worked into wealth. Iron, coal, and oil—the basic ingredients of industrial growth—were plentiful and needed only the application of technical expertise, organizational skill, and labor.

One crucial development in this movement toward industrialization was the growth of the railroads. The railway network expanded rapidly until the railroad map of the United States looked like a spider's web, with the steel filaments connecting all important sources of raw materials, their places of manufacture, and their centers of distribution.

The railroads contributed to the industrial growth not only by connecting these major centers, but also by themselves consuming enormous amounts of fuel, iron, and coal.

Many factors influenced emerging modes of production. For example, machine tools, the tools used to make goods, were steadily improved in the latter part of the nineteenth century—always with an eye to speedier production and lower unit costs.

The products of the factories were rapidly absorbed by the growing cities that sheltered the workers and the distributors. The increased urban population was nourished by the increased farm production that, in turn, was made more productive by the use of the new farm machinery. American agricultural production kept up with the urban demand and still had surpluses for sale to the industrial centers of Europe.

The labor that ran the factories and built the railways was recruited in part from American farm areas where people were being displaced by farm machinery, in part from Asia, and in part from Europe. Europe now began to send tides of immigrants from eastern and southern Europe-most of whom were originally poor farmers who settled in American industrial cities. The money to finance this tremendous expansion of the American economy still came from European financiers for the most part, but the Americans were approaching the day when their expansion could be financed in their own "money market".

56- What does the passage mainly discuss?

- 1) The history of railroads in the United States
- 2) The major United States' industrial centers
- 3) Factors that affected industrialization in the United States
- 4) The role of agriculture in the nineteenth century

57- The word "ingredients" in line 4 is closest in meaning to

- 1) minerals
- 2) products
- 3) methods
- 4) components

58- According to the passage, all of the following were true of railroads in the United States in the nineteenth century EXCEPT that

- 1) they connected important industrial cities
- 2) they were necessary to the industrialization process
- 3) they were expanded in a short time
- 4) they used relatively small quantities of natural resources

59- The word "themselves" in line 11 refers to

- 1) sources
- 2) centers
- 3) railroads
- 4) places

60- According to the passage, what did the United States supply to European cities?

- 1) Machine tools
- 2) Money
- 3) Raw materials
- 4) Agricultural products

PASSAGE 2

One of the most common injuries teenagers and adults experience is a sprained ankle. A sprain occurs when the ligaments of a joint are twisted and possibly torn. Ligaments are bands of stringy fibers that hold the bones of a joint in position. A sprain can occur from a sudden wrenching at the joint, or a stretching or tearing of the fibers of the ligaments. The injured area usually swells and becomes black and blue. Stepping off the sidewalk at the wrong angle or having one foot land in a hole while jogging can leave you rolling on the ground in agony with an ankle on fire! If you cannot walk without experiencing intense pain, you must seek medical help. If the pain is manageable, and you can walk, here are three words to help you remember how to treat yourself: 1- Elevate 2- Cool 3-Bandage.

As soon as there is injury to that ligament, there will be a certain amount of bleeding under the skin. Once the blood pools round the damaged blood vessels, inflammation and swelling occur. The pressure from the swelling results in additional stress and tenderness to the region. In order to minimize the degree of swelling, lie down as soon as possible and keep the ankle elevated so that it is actually higher than your heart. Next, to shrink the blood vessels and keep bleeding (hence bruising) to a minimum, apply a cold pack. After 20 minutes, take the pack off, wait half an hour, and then reapply. This can be done several times a day for a total of three days.

Never leave a cold pack on for more than 20 minutes at a time. Reducing the temperature in that area for an extended period of time signals the body to increase the blood flow to raise the body temperature! Therefore, one inadvertently triggers more blood distribution to the affected area by leaving a cold pack on for too long! Finally, bandage the ankle. Be careful not to wind it too tightly; doing so can restrict the blood flow and cause harm to the entire foot.

61- The underlined word "inadvertently" is closest in meaning to

- 1) accidentally
- 2) fortunately
- 3) interchangeably
- 4) basically



- 62- According to the passage, a sprain is caused by
- 1) enlarged blood vessels in the foot
 - 2) fluctuating temperature signaling the elevation of body temperature
 - 3) torn tissue in the ball of the foot
 - 4) torn or twisted ligament fibers that hold the joint in position
- 63- Which of the following is NOT mentioned as a warning?
- 1) If there is intense pain, seek medical attention.
 - 2) Do not wind the bandage too tightly.
 - 3) Do not put your ankle near the fire.
 - 4) Do not keep the cold pack on for more than 20 minutes at a time.
- 64- According to the directions, once the initial cold pack is removed, what is to be done?
- 1) Begin wrapping the bandage.
 - 2) Begin wrapping by encircling the ball of the foot twice.
 - 3) Wait 20 minutes and then reapply the ice pack for 30 minutes.
 - 4) Wait 30 minutes and then reapply the ice pack for 20 minutes.
- 65- The underlined pronoun "it" refers to
- 1) your heart
 - 2) the ankle
 - 3) the pressure from the swelling
 - 4) the degree of swelling

PASSAGE 3

Basic to any understanding of Canada in the 20 years after the Second World War is the country's impressive population growth. For every three Canadians in 1945, there were over five in 1966. In September 1966, Canada's population passed the 20 million mark. Most of this surging growth came from natural increase. The depression of the 1930s and the war had held back marriages, and the catching-up process began after 1945. The baby boom continued through the decade of the 1950s, producing a population increase of nearly fifteen percent in the five years from 1951 to 1956. This rate of increase had been exceeded only once before in Canada's history, in the decade before 1911, when the prairies were being settled. Undoubtedly, the good economic conditions of the 1950s supported a growth in the population, but the expansion also derived from a trend towards earlier marriages and an increase in the average size of families. In 1957, the Canadian birth rate stood at 28 per thousand, one of the highest in the world. After the peak year of 1957, the birth rate in Canada began to decline. It continued falling until in 1966 it stood at the lowest level in 25 years. Partly this decline reflected the low level of births during the depression and the war, but it was also caused by changes in Canadian society. Young people were staying at school longer; more women were working; young married couples were buying automobiles or houses before starting families; rising living standards were cutting down the size of families. It appeared that Canada was once more falling in step with the trend toward smaller families that had occurred all through the Western world since the time of the Industrial Revolution. Although the growth in Canada's population had slowed down by 1966 (the increase in the first half of the 1960s was only nine percent), another large population wave was coming over the horizon. It would be composed of the children of the children who were born during the period of the high birth rate prior to 1957.

- 66- What does the passage mainly discuss?
- 1) Educational changes in Canadian society
 - 2) Canada during the Second World War
 - 3) Population trends in post-war Canada
 - 4) Standards of living in Canada
- 67- The word "five" in line 2 refers to
- 1) Canadians
 - 2) years
 - 3) decades
 - 4) marriages
- 68- When was the birth rate in Canada at its lowest post-war level?
- 1) 1966
 - 2) 1957
 - 3) 1956
 - 4) 1951
- 69- The author mentions all of the following as the causes of decline in population growth after 1957 EXCEPT
- 1) couples buying automobiles
 - 2) people getting married earlier
 - 3) better standards of living
 - 4) couples buying houses
- 70- The word "appeared" in line 14 is closest in meaning to
- 1) compared
 - 2) combined
 - 3) seemed
 - 4) searched



پاسخ سؤال‌های تستی زبان تخصصی

-۱

(علیرضا یوسف‌زاده)

نکات مهم درسی

عبارت "five-hundred-word" که پیش از اسم "essay" آمده است و نقش صفت را برای این اسم ایفا می‌کند، نمی‌تواند جمع بسته شود، در نتیجه گزینه «۴» صحیح است.

-۲

(مهربان شیفی)

نکات مهم درسی

با توجه به جمله پایه، گزینه صحیح باید دارای ساختار جمله پیرو اسمیه در نقش فاعلی باشد. با انتخاب گزینه «۱» جمله بدون فاعل می‌شود و گزینه‌های «۳» و «۴» فاقد ساختار جمله پیرو اسمیه هستند.

-۳

(مسعود پیردراغی)

نکات مهم درسی

وجود "than" در جمله نشان می‌دهد که مقایسه‌ی برتری صورت گرفته، در نتیجه، گزینه «۱» صحیح است.

-۴

(مهربان شیفی)

نکات مهم درسی

به ترتیب صفات قبل اسم توجه کنید:
اسم + توصیف‌کننده اسم + جنس + ملیت + وجه وصفی + رنگ + شکل + سن +
دما + اندازه + کیفیت + اعداد اصلی + اعداد ترتیبی + تعریف‌کننده

-۵

(شهرار ممبوی)

نکات مهم درسی

دقت کنید که در مقایسه برابری، صفت و قید در ساختار "as + قید/صفت + so/as" و اسم در ساختار "as + اسم + the same" به کار می‌روند. بنابراین، کاربرد "old" که صفت است در ساختار گزینه‌های «۱» و «۲» نادرست است. کاربرد "than" در ساختار گزینه «۴» نادرست است.

-۶

(بهرام دستگیری)

نکات مهم درسی

برای توصیف فعل "play" به قید "skillfully" نیاز داریم. (دلیل نادرستی گزینه‌های «۱» و «۳»)
با توجه به مفهوم جمله و دقت به این نکته که "than" بعد از صفات و یا قیود تفضیلی به کار می‌رود، گزینه «۴» نادرست است.
با توجه به ساختار "as + قید/صفت + as"، گزینه «۲» صحیح است.

-۷

(بهرام مؤمنی)

ترجمه جمله: «این‌که مسئولان سیاسی به مسائل اشتغال جوانان در کشورشان توجهی نمی‌کنند، نشان می‌دهد که آن‌ها چه قدر بی‌صداقت هستند.»

نکات مهم درسی

در گزینه «۱» باید نهاد جمله قبل از فعل بیاید. در گزینه «۲» نیاز به "that" در ابتدای جمله داریم. در گزینه «۳» حرف اضافه "to" در انتهای گزینه اضافی است، علاوه بر این که کاربرد "what" اشتباه است. تنها گزینه «۴» دارای ساختار جمله اسمیه در نقش فاعلی است.

-۸

(بهرام مؤمنی)

نکته مهم درسی

برای توصیف فعل "use" به قید "accurately" نیاز داریم. (دلیل رد گزینه‌های «۱» و «۳»). هم‌چنین برای تأکید بر قیده‌ها می‌توانیم از قید دیگری استفاده کنیم (slightly).

-۹

(میرفسیین زاهری)

نکات مهم درسی

قید "hardly" قبل از فعل اصلی و در صورت وجود فعل کمکی، بعد از آن و قبل از فعل اصلی به کار می‌رود.
در صورتی که قید "hardly" در ابتدای جمله قرار گیرد، بعد از آن ساختار جمله به صورت سؤالی خواهد بود و در آخر جمله نقطه می‌گذاریم.
قید "hard"، خود کلمه "hard" است و نمی‌توان از "hardly" به عنوان قید "hard" استفاده کرد، بنابراین کاربرد "hardly" به عنوان قید در انتهای جمله در گزینه «۴» نادرست است.

-۱۰

(علی شکوهی)

نکته مهم درسی

با توجه به ساختار "twice/three times/... + as + much + as"، گزینه «۳» صحیح است.

-۱۱

(ندرا باران‌طلب)

ترجمه جمله: «یک پناهنده، شخصی است که مجبور می‌شود کشورش را به خاطر خطر ترک کند.»

(۱) مسافر
(۲) کارآموز
(۳) (شخص) غریبه
(۴) پناهنده

-۱۲

(رضا کیاسالار)

ترجمه جمله: «کارگران دست به اعتصاب زدند و مطالبه دستمزد بهتری کردند.»
(۱) دستمزد
(۲) رسید
(۳) افزایش
(۴) ادعا، خواسته، مطالبه
"make a claim" به معنای «درخواست کردن، مطالبه کردن» است.

-۱۳

(بهرام مؤمنی)

ترجمه جمله: «تولید انبوه کالاها که از انقلاب صنعتی ناشی می‌شد، خرده فروشی را نسبت به توزیع انبوه، کم‌کارآمدتر ساخت.»

(۱) مؤثر، کارآمد
(۲) مصنوعی
(۳) باهوش
(۴) احساساتی، عاطفی

-۱۴

(بهرام دستگیری)

ترجمه جمله: «آن‌ها آزمایش را تحت شرایط مختلفی انجام دادند.»

نکته مهم درسی

"under ... conditions" به معنای «تحت شرایط ...» است.



-۱۵

(مهری مومری)

ترجمه جمله: «متأسفانه بیش تر جوانان مشکلات زیادی با خانواده‌هایشان دارند. کارشناسان قاطعانه بر این باور هستند که آن‌ها (جوانان) باید توجه بیشتری به ارزش‌های اجتماعی داشته باشند.»

- (۱) علمی
(۲) اجتماعی
(۳) تغذیه‌ای
(۴) اقتصادی

-۱۶

(عبدالرشید شفیعی)

ترجمه جمله: «ما هر تلاشی کردیم، اما متأسفانه روشن کردن اتومبیل غیرممکن بود.»

- (۱) تلاش
(۲) واقعیت
(۳) حالت، حال و هوا
(۴) وسیله
به ترکیب "make endeavor" دقت کنید.

-۱۷

(بواد مؤمنی)

ترجمه جمله: «واکسیناسیون، بهترین روش برای ایمن نگه داشتن بدن در مقابل بیماری‌های خاص است.»

- (۱) ایمن
(۲) آسیب‌پذیر
(۳) ملایم
(۴) شکننده

-۱۸

(علی شکوهی)

ترجمه جمله: «تصادف اتومبیل وحشتناکی داشتم و فکر می‌کنم که باید مسئولیت کامل عواقب آن را تقبل کنم.»

- (۱) فراهم کردن
(۲) تولید کردن
(۳) تحمل کردن، تقبل کردن
(۴) ذخیره کردن، نجات دادن

-۱۹

(عبدالرشید شفیعی)

ترجمه جمله: «او هنرپیشه‌ای است که زندگی خصوصی‌اش علی‌رغم مصاحبه‌های زیادی که داشته است، (به‌صورت) سری باقی مانده است.»

- (۱) حسود
(۲) محرمانه، مرموز، سری
(۳) آشکار، واضح
(۴) آگاه، هوشیار

-۲۰

(میرسین زاهری)

ترجمه جمله: «مطالعه جدیدی که سال قبل انجام شد، نشان داد تقریباً نیمی از افراد سیگاری که (سیگار کشیدن را) ترک می‌کنند، آن‌را (بعدها) از سر می‌گیرند.»

- (۱) ذخیره کردن
(۲) بهبود یافتن
(۳) از سر گرفتن، دوباره آغاز کردن
(۴) اصلاح کردن

-۲۱

(مهری مومری)

ترجمه جمله: «تعداد زیادی از کشورهای جهان سوم وضعیت مالی بدی را به خاطر بیکاری و فقر تجربه می‌کنند.»

- (۱) مالی
(۲) رسمی، اداری
(۳) داوطلبانه
(۴) مطلوب

-۲۲

(نر باران طلب)

ترجمه جمله: «سخنران تأثیری ماندگار بر روی افرادی که سخنرانی‌اش را شنیدند، گذاشت.»

- (۱) حالت چهره
(۲) مجوز
(۳) تأثیر، برداشت
(۴) پس رفت

-۲۳

(بواد مؤمنی)

ترجمه جمله: «پل جدید برای تحمل زلزله‌ها طراحی شده است، اگرچه، مطابق معمول، ساخت‌وسازهای داخلی ما آن قدر قابل اعتماد نیستند که به آن‌ها اعتماد کنیم!»

- (۱) تحمل کردن
(۲) عقب‌نشینی کردن
(۳) شاهد بودن
(۴) پزمرده شدن

-۲۴

(مهری مومری)

ترجمه جمله: «سازمان‌های غیردولتی وقت و انرژی‌شان را به کمک به افراد بی‌خانمان بدون هیچ چشم‌داشت منافع مالی اختصاص می‌دهند؛ به عبارت دیگر، آن‌ها به فقیران به‌طور داوطلبانه کمک می‌کنند.»

- (۱) به‌طور داوطلبانه
(۲) به‌طور رسمی و اداری
(۳) به‌جای همدیگر
(۴) به‌طور مداوم

-۲۵

(مهری مومری)

ترجمه جمله: «یکی از مهم‌ترین ویژگی‌های تمام مردان و زنان بزرگ طرز فکر آن‌ها می‌باشد. آن‌ها هرگز تسلیم نمی‌شوند تا این‌که به اهدافشان دست پیدا کنند.»

- (۱) ویژگی
(۲) شانس
(۳) خدمت
(۴) مأموریت

-۲۶

(مسعود پیردراقی)

نکته: بعد از "Despite" اسم یا عبارت اسمی به‌کار می‌رود، یا قبل از جمله عبارت "the fact that" می‌آید (دلیل نادرستی گزینه «۱»). در گزینه‌های «۲» و «۳»، کاربرد ضمیر موصولی "who" نادرست است. در گزینه «۳»، فعل "poison" باید به همراه مفعول آن به‌کار رود.

-۲۷

(نسرین فلفی)

ترجمه جمله: «دانش مهارت‌های خوانش فرد را قادر می‌سازد به‌طور مؤثری بخواند.»
نکته: با توجه به مفهوم جمله و ترتیب صحیح قرارگرفتن کلمات، گزینه «۴» درست است.

-۲۸

(مسعود پیردراقی)

نکته: قید برتری "happily" با "more" ساخته می‌شود. بعد از "learn" فعل دوم به صورت مصدر با "to" به‌کار می‌رود. "S" مالکیت بین کلمات "each other" و "differences" در گزینه «۳» به اشتباه حذف شده است. برای توصیف فعل "live"، قید به‌کار می‌رود و کاربرد صفت "happier" در گزینه «۴» نادرست است. هم‌چنین کاربرد "unless" در گزینه‌های «۳» و «۴» از لحاظ معنی نادرست است.

-۲۹

(سهر فسرشاهی)

ترجمه جمله: «دستورالعمل‌های مبهم و گمراه‌کننده به راحتی می‌توانستند به دو صورت کاملاً متضاد برداشت شود.»

نکته: گزینه «۱»: فعل "interpret" متعدی است و چون مفعول قبل از آن قرار گرفته، دارای وجه مجهول است. گاهی برای تأکید بر صفت، قبل از آن قید قرار می‌گیرد که صورت قیدی صحیح در این‌جا "entirely" می‌باشد.

گزینه «۲»: قبل از اسم "instructions" باید صفت قرار بگیرد که در این‌جا "mislead" به اشتباه به صورت فعل آورده شده است. در ساختار مجهول جمله، فعل "to be" جا افتاده است. "entire" صفت است و باید به صورت قید تأکیدی آورده شود.

گزینه «۳»: "vaguely" قید است و چون در توصیف اسم آمده، باید به صورت صفت آورده شود. فعل باید دارای وجه مجهول باشد.



۳۰-

(بهرام دستگیری)

ترجمه جمله: «به او یک برگه جرمه داده شد چون که یک تابلوی ایست را رد کرد.»
 نکته: برخی از افعال مانند فعل "give" دارای دو مفعول می‌باشند (مستقیم و غیرمستقیم) و هرگاه هر دو مفعول به همراه این فعل نیابند، جمله مجهول خواهد بود، پس گزینه‌های «۱» و «۲» نادرست هستند. گزینه «۳» با توجه به مفهوم و ساختار جمله صحیح نیست.

۳۷-

(بوار مؤمنی)

- ۱) به سرعت موفق شدن، مشهور شدن
- ۲) طفره رفتن، به مطلب اصلی نپرداختن
- ۳) آغاز به بحث کردن، با جدیت آغاز کردن
- ۴) خارج از نوبت در صف ایستادن، تقلب کردن

۳۱-

(بوار مؤمنی)

دیزی: کالین، من این کلوچه‌ها را برای تو پختم.
 کالین: عزیزم، چقدر تو مهربانی. تو قلب (بسیار) مهربانی داری.
 دیزی: بفرما و حسابی بخور!
 کالین: خوشمزه‌اندا!
 دیزی: فکر کردم آن‌ها شاید تو را خوشحال کنند. اخیراً حالت خوب نبوده است.
 کالین: به گمانم یک کمی ناخوش‌احوال بوده‌ام. اما این کلوچه‌ها درست دوی درد من است.

۳۸-

(بوار مؤمنی)

- ۱) غیر ممکن
- ۲) سودمند
- ۳) در امن و امان
- ۴) خیلی پول‌دار

۳۲-

(بوار مؤمنی)

۱) سلیقه توجیهی ندارد
 ۲) قلب مهربان
 ۳) نتیجه‌ی بدیهی و قطعی
 ۴) جوان تازه‌نفس

۳۹-

(بوار مؤمنی)

- ۱) به ذهن من خطور کرد
- ۲) روحیه‌اش را حفظ کرد
- ۳) از من تعریف کرد
- ۴) به من خیانت کرد

۳۳-

(بوار مؤمنی)

۱) پرخوری کردن
 ۲) عقل خود را از دست دادن
 ۳) از اتفاق بد جلوگیری کردن
 ۴) به عهده گرفتن

۴۰-

(بوار مؤمنی)

- ۱) علی‌رغم
- ۲) به مراتب بهتر از
- ۳) خیلی دور، دور از دسترس
- ۴) جنجال درست کردن

۳۴-

(بوار مؤمنی)

۱) در حال پیشرفت
 ۲) تافته جدابافته
 ۳) بدخلق
 ۴) بسیار خوشحال

۴۱-

(بوار مؤمنی)

نکته مهم درسی
 پس از "a number of" نیاز به فعل جمع داریم.

۳۵-

(بوار مؤمنی)

۱) بسیار باهوش
 ۲) گفتنش آسان، انجامش دشوار
 ۳) زیر لب
 ۴) دوی درد

۴۲-

(بوار مؤمنی)

- ۱) هوشیار، آگاه
- ۲) قابل احترام
- ۳) مایل، مشتاق
- ۴) مسئول

۳۶-

(بوار مؤمنی)

نانسی: اسکار امروز روحیه‌ات خیلی بالاست.
 اسکار: مامان خبرهای خوبی دارم.
 نانسی: چه خبری؟
 اسکار: من و امیر می‌خواهیم یک گروه راک به راه بیندازیم.
 نانسی: خوش به حالتون. واقعاً خبر خوبی است.
 اسکار: مامان، نمی‌خواهم طفره بروم. من نیاز دارم هزار دلار برای یک گیتار نو قرض بگیرم.
 نانسی: اسکار، پدرت و من نمی‌توانیم آن مقدار پول را فراهم کنیم. ما خیلی پول‌دار نیستیم.

۴۳-

(بوار مؤمنی)

- ۱) کنجکاوی
- ۲) سرمایه‌گذاری
- ۳) نسبت، تناسب
- ۴) عضویت

۳۷-

(بوار مؤمنی)

۱) دارای روحیه بالا
 ۲) بسیار جذاب
 ۳) بسیار مشغول
 ۴) خیلی مشغله داشتن

۴۴-

(بوار مؤمنی)

نکته مهم درسی
 با توجه به این‌که عملی از زمان گذشته شروع شده و تا به حال ادامه دارد به حال کامل نیاز داریم.

۳۸-

(بوار مؤمنی)

۱) چه‌قدر بد
 ۲) بعید است
 ۳) خوش به حالت
 ۴) ناگفته پیداست

۴۵-

(بوار مؤمنی)

- ۱) ثروت
- ۲) انرژی
- ۳) سلامتی
- ۴) اقتصادی

۳۹-

(بوار مؤمنی)

۱) حافظه
 ۲) ترکیب
 ۳) مخفف
 ۴) تلاش، سعی

۴۶-

(بوار مؤمنی)



-۴۷

(بوار مؤمنی)

نکته مهم درسی

بعد از فعل "meet" که متعدی است، نیاز به مفعول (گروه اسمی) داریم، لذا جای خالی با اسم کامل می‌شود.

-۴۸

(بوار مؤمنی)

نکته مهم درسی

با توجه به ضمیر اشاره "these" نیاز به حرف اضافه "like" داریم.

-۴۹

(بوار مؤمنی)

(۱) تورم
(۲) اعتیاد
(۳) شکل‌گیری
(۴) اتصال، ارتباط

-۵۰

(بوار مؤمنی)

(۱) ماده
(۲) ماده
(۳) مانع
(۴) جزء

-۵۱

(بوار مؤمنی)

(۱) شرطی
(۲) محبوب
(۳) خیره‌کننده
(۴) سنتی

-۵۲

(بوار مؤمنی)

(۱) صاف، نرم، روان
(۲) مستقیم
(۳) منفی
(۴) فوری

-۵۳

(بوار مؤمنی)

نکته مهم درسی

با توجه به اسم "children" که جمع است به جمله موصولی "who survive" نیاز داریم.

-۵۴

(بوار مؤمنی)

(۱) مصرف کردن
(۲) منجر شدن (با حرف اضافه "to")
(۳) مهیا کردن
(۴) اختصاص دادن

-۵۵

(بوار مؤمنی)

نکته مهم درسی

چون پس از فعل "feed" که متعدی است، مفعول نیامده نیاز به وجه مجهول داریم.

-۵۶

(رضا کیاسالار)

ترجمه جمله: «متن اساساً دربارهٔ چه چیزی بحث می‌کند؟»
«عواملی که صنعتی شدن در ایالات متحده را تحت تأثیر قرار داد»

-۵۷

(رضا کیاسالار)

ترجمه جمله: «کلمه "ingredients" در سطر چهارم از نظر معنایی به "components" (اجزاء سازنده) نزدیک‌ترین است.»

-۵۸

(رضا کیاسالار)

ترجمه جمله: «بر طبق متن، تمام (موارد) زیر در مورد راه‌آهن‌ها در قرن نوزدهم در ایالات متحده صحیح بود به جز این‌که آن‌ها نسبتاً مقادیر کمی از منابع طبیعی را مورد استفاده قرار می‌دادند.»

-۵۹

(رضا کیاسالار)

ترجمه جمله: «کلمه "themselves" در سطر یازدهم به "railroads" (راه‌آهن‌ها) اشاره می‌کند.»

-۶۰

(رضا کیاسالار)

ترجمه جمله: «بر طبق متن، ایالات متحده چه چیزی را به شهرهای اروپایی عرضه کرد؟»
«محصولات کشاورزی»

-۶۱

(شهاب اناری)

ترجمه جمله: «کلمه "inadvertently" که زیر آن خط کشیده شده از نظر معنایی به "accidentally" (به‌طور تصادفی، به‌طور غیرعمدی) نزدیک‌ترین است.»

-۶۲

(شهاب اناری)

ترجمه جمله: «بر طبق متن، رگ به رگ شدگی توسط تارهای رباطی پاره شده یا پیچ‌خورده که مفصل را در جای خود نگه می‌دارند، ایجاد می‌شود.»

-۶۳

(شهاب اناری)

ترجمه جمله: «کدام یک از (موارد) زیر به عنوان یک هشدار ذکر نمی‌شود؟»
«قوزک پای خود را نزدیک آتش قرار ندهید.»

-۶۴

(شهاب اناری)

ترجمه جمله: «بر طبق دستورالعمل‌ها، زمانی که کمپرس (آب) سرد اولیه برداشته می‌شود، چه (کار) باید انجام شود؟»
«۳۰ دقیقه صبر کنید و سپس کمپرس یخ را برای ۲۰ دقیقه دوباره اعمال کنید.»

-۶۵

(شهاب اناری)

ترجمه جمله: «ضمیر "it" که زیر آن خط کشیده شده به "the ankle" (قوزک پا) اشاره می‌کند.»

-۶۶

(عبدالرشید شفیعی)

ترجمه جمله: «متن اساساً دربارهٔ چه چیزی بحث می‌کند؟»
«روند (رشد) جمعیت در کانادای بعد از جنگ»

-۶۷

(عبدالرشید شفیعی)

ترجمه جمله: «کلمه "five" در سطر دوم به "Canadians" (کانادایی‌ها) اشاره می‌کند.»

-۶۸

(عبدالرشید شفیعی)

ترجمه جمله: «چه زمانی نرخ زاد و ولد در کانادا در پایین‌ترین حد خود بعد از جنگ بود؟»
«۱۹۶۶»



- ۶۹- (عبدالرشید شفیعی)
ترجمه جمله: «نویسنده همه موارد زیر به جز ازدواج کردن زودتر مردم را به عنوان دلایل کاهش در رشد جمعیت بعد از (سال) ۱۹۵۷ ذکر می کند.»
- ۷۰- (عبدالرشید شفیعی)
ترجمه جمله: «کلمه "appeared" در سطر چهاردهم از نظر معنایی به "seemed" (به نظر رسیدن) نزدیک ترین است.»
- ۱- گزینه ۴
۲- گزینه ۲
۳- گزینه ۱
۴- گزینه ۳
۵- گزینه ۳
۶- گزینه ۲
۷- گزینه ۴
۸- گزینه ۴
۹- گزینه ۴
۱۰- گزینه ۳
۱۱- گزینه ۴
۱۲- گزینه ۴
۱۳- گزینه ۱
۱۴- گزینه ۱
۱۵- گزینه ۲
۱۶- گزینه ۱
۱۷- گزینه ۱
۱۸- گزینه ۳
۱۹- گزینه ۲
۲۰- گزینه ۳
۲۱- گزینه ۱
۲۲- گزینه ۳
۲۳- گزینه ۱
۲۴- گزینه ۱
۲۵- گزینه ۱
۲۶- گزینه ۴
۲۷- گزینه ۴
۲۸- گزینه ۲
۲۹- گزینه ۴
۳۰- گزینه ۴
۳۱- گزینه ۲
۳۲- گزینه ۱
- ۳۳- گزینه ۳
۳۴- گزینه ۴
۳۵- گزینه ۱
۳۶- گزینه ۳
۳۷- گزینه ۲
۳۸- گزینه ۴
۳۹- گزینه ۳
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۴۱- گزینه ۱
۴۲- گزینه ۳
۴۳- گزینه ۲
۴۴- گزینه ۳
۴۵- گزینه ۱
۴۶- گزینه ۴
۴۷- گزینه ۲
۴۸- گزینه ۳
۴۹- گزینه ۱
۵۰- گزینه ۳
۵۱- گزینه ۴
۵۲- گزینه ۲
۵۳- گزینه ۳
۵۴- گزینه ۲
۵۵- گزینه ۱
۵۶- گزینه ۳
۵۷- گزینه ۴
۵۸- گزینه ۴
۵۹- گزینه ۳
۶۰- گزینه ۴
۶۱- گزینه ۱
۶۲- گزینه ۴
۶۳- گزینه ۳
۶۴- گزینه ۴
۶۵- گزینه ۲
۶۶- گزینه ۳
۶۷- گزینه ۱
۶۸- گزینه ۱
۶۹- گزینه ۲
۷۰- گزینه ۳