



۱۶ آذر

# آزمون غیر حضوری

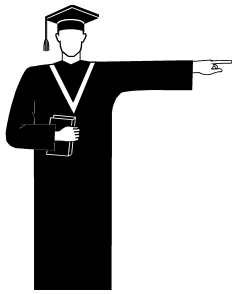
## منحصراً زبان



بنیاد علمی آموزشی قلمچی «وقف عام»

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

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پدید آورندگان

# آزمون غیر حضوری منحصرأً زبان

(۱۶ آذر ماه ۹۷)

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فهرست مطالب

سؤالات زبان تخصصی ..... ۶

پاسخ زبان تخصصی ..... ۱۲

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## Unit Five

### How to Boost Your Memory

(1 G )

Perhaps you do badly in exams because you can't recall facts and figures or words and structures in a foreign language. Are you always losing things or forgetting the books you need for school that day? Or do you forget what mum wanted you to get at the corner shop? Relax! Help is close at hand. There's a tremendous range of methods to boost your memory.

(2 \_\_\_ )

Your memory is like a brilliant, but unreliable computer storing a vast amount of information. In fact the memory's capacity is theoretically unlimited. The brain can record more than 86 billion bits of information every day and our memories can probably hold 100 trillion bits in a lifetime.

(3 \_\_\_\_\_ )

Nevertheless only about 20 per cent of our daily experience is registered, and of that only a tiny proportion is loaded into long term memory. Most of the images and ideas that pass through our minds during a day are held for only 25 to 30 seconds. This is just long enough for us to be able to keep the words of a sentence in our head as we read it so we understand its meaning.

(4 \_\_\_\_\_ )

We also remember different things in two different ways: declarative and non-declarative. Declarative memory deals with concrete things, specific events and facts such as what we have been doing and our recall of things that have happened. Non-declarative memory includes knowledge of general things, how to ride a bicycle, how to behave and so on. Someone with amnesia will almost always remember how to ride a bike, but may well forget her own name. One sad victim of this type of amnesia announces every ten minutes that he has "just woken up". Every time his child walks into the room he throws his arms around her as if he has not seen her for years, even though she has only been gone for a few minutes. Yet this man, formerly a highly-talented musician, is still able to play the piano and conduct a choir through a long and complicated concert piece.

(5 \_\_\_\_\_ )

Normal, healthy people can improve their memories very easily. First of all learn to relax if you're trying to memorize something. You may miss important items if your mind is on something else or if you weren't paying attention because of anxiety – you retain information best when you are alert and concentrating. If you're having trouble concentrating, increase the flow oxygenated blood to the brain. Despite its small size the brain uses 20 per cent of the body's oxygen requirement. So try to combine study with exercise, particularly the kind of exercise that gets you breathing faster. Keep your mind fit as well as your body by doing mental workouts. Crosswords, scrabble and quizzes all help to keep the mind in shape.

(6 \_\_\_\_\_ )

You can also train your memory in certain ways. The ancient Greeks invented memory systems called mnemonics, and they still work today. Most systems involve associating the things you want to remember with something you already have safely stored in your head, and the most effective systems make use of visual imagery, smell, touch and sound. If you want to remember someone's name, try to find something

distinctive about their hair, nose or eyes to associate with the name, e.g. Jane's wearing jewellery, Tim's tall or Bill's got a beard. If you want to remember numbers try to make associations between numbers in sequence – think of people's ages, special dates, whether they're odd or even.

Read the article and choose a heading from the list below for each paragraph. The first one has been done for you. There is one extra heading which you do not need to use.

- a. A very powerful mechanism.
- b. Two ways of remembering.
- c. Why we forget our earliest memories.
- d. Short term and long term memory.
- e. Healthy body; healthy mind.
- f. An old approach but a good one.
- g. Are you forgetful?

### Further Reading Words and Feelings

Are you always sure you know what people mean when they try to describe their feelings to you? We use both words and gestures to express our feelings, but the problem is that these words and gestures can be interpreted in different ways.

It is true that a smile means the same thing in any language. So does laughter or crying. There are also a number of striking similarities in the way different animals show the same feeling. Dogs, tigers and humans, for example, often show their teeth when they are angry. This is probably because such behavior patterns are inherited rather than learned.

Fear is another emotion that is shown in much the same way all over the world. In Chinese and in English fiction, a phrase like "he went pale and began to tremble" suggests that the man is either very afraid or has just had a very nasty shock. However, "he opened his eyes wide" is used to suggest anger in Chinese whereas in English it conveys surprise. In Chinese, surprise can be described in a phrase like "they stretched out their tongues". Sticking out your tongue in English is an insulting gesture or expresses disgust.

Even in the same culture, people differ in their ability to interpret and express feelings. Experiments in America have shown that women are usually better than men at recognizing fear, anger, love and happiness in people's faces. Disgust, contempt and suffering seem to be the most difficult emotions for people everywhere either to recognize or to express. Other studies have shown that older people usually find it easier to interpret body language (the way people stand or move, etc.) than younger people do. And psychologists such as E.G. Beier have also shown that some people frequently give completely the wrong impression of how they feel. For instance, they try to show affection but in fact actually communicate dislike. Or when they want to show interest, they give the impression that they don't care. This can happen even among close friends and members of the same family. In other words, what we think we are communicating through language, voice, face and body movements may be the exact opposite of what other people understand.

**A- Scan the text to find the answers to the following questions:**

1. According to the passage, which of the following emotions should be easiest to recognize even in a different culture?  
a) surprise      b) happiness      c) anger      d) fear      e) disgust      f) contempt
2. Which of the emotions a-f above are expressed in different ways in different cultures?
3. Give an example from the passage of the way an emotion is described very differently in two different cultures. From your own experience can you think of any other differences like this?
4. Can you think of any possible reasons why some people are better than other people at recognizing certain emotions?
5. Give an example of how some people express the opposite of the emotion they are trying to communicate. Think of other examples from your own experience.
6. Which emotion do you think is being described in the following sentences?  
a. The child's face fell. Tears welled up in her eyes.  
b. The man's eyes bulged. His face went very red. He began to wave his fists in the air.  
c. Her eyes lit up. She began to smile.
7. How would you describe:  
a. a very embarrassed man  
b. a surprised woman  
c. a child who is very afraid of something

**B- Look back at the reading passage and complete the following sentences.**

1. Some emotions ... easier to express than others.
2. I ... it easier to express some emotions than others.
3. Women are better ... recognizing some emotions than men are.
4. It is easier for me to recognize some emotions ... to express them.

**C- Finish the second sentence without changing the meaning.**

1. It is easier to express fear and anger than disgust and contempt.  
Fear and anger ....
2. Disgust and contempt are more difficult for most people to express than fear and anger.  
Most people ...
3. Older people interpret body language better than younger people do.  
Older people are ...
4. It is easier for my husband to conceal his emotions than to express them.  
My husband ...
5. He finds it easier to talk about work than to do it.  
It is ...
6. Criticizing is easier than making good suggestions.  
It is ...



دانش آموزان عزیز سؤالاتی از آزمون گذشته در بخش گرامر برای شما در نظر گرفته شده است.

زبان انگلیسی تخصصی

## Part A: Grammar

**Directions:** Questions 1-10 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (1,2,3), and (4). Choose the one word or phrase that best completes the sentence, then mark the correct choice on your answer sheet.

- 1- Since three months ... to be a long time for the project, I think you will finish it before the deadline.  
1) deem                                      2) deems                                      3) are deemed                                      4) is deemed
- 2- Approximately, 76 percent of all the data in computers around the world ... in English.  
1) is    2) are    3) have been                                      4) is being
- 3- The majority of those questioned ... that the government's economic policies have failed, although neither the Prime Minister nor the Education Minister ... indicated that these policies will change.  
1) thinks / has                                      2) think / have                                      3) think / has                                      4) thinks / have
- 4- Unfortunately neither of the boys ... the answer to the old man's question.  
1) knows    2) known    3) know    4) have known
- 5- Which sentence is grammatically WRONG?  
1) Linguistics was always my worst subject.  
2) Economics has only recently been recognized as a scientific study.  
3) Statistics is able to prove anything these days.  
4) Politics is popular at this university.
- 6- Becoming self-employed, together with sick leave and long vacation time, ... giving up a secure salary.  
1) means    2) mean    3) is meant    4) are meant
- 7- Most of the milk ... gone bad, and only two gallons of milk ... left.  
1) has/ is    2) have/ are    3) has/ are    4) have/ is
- 8- The news about the long-range effects of air pollution on the development of children's lungs ... disturbing.  
1) are    2) have been    3) is    4) were
- 9- Almost two-thirds of the land in the southwestern areas of the country ... unsuitable for farming.  
1) are    2) is being    3) were    4) is
- 10- Getting to know students from all over the world ... one of the best parts of my job.  
1) are    2) is    3) have been    4) were

## Part B: Vocabulary

**Directions:** Questions 11-25 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (1,2,3) and (4). Choose the one word or phrase that best completes the sentence, then mark the correct choice on your answer sheet.

- 11- The ... stopped the car, pointed a gun at the driver and took all his money and documents.  
1) thieves    2) bandits    3) burglars    4) pirates
- 12- Our plans were ... by the adverse weather. We had to wait until the sun came out to have our picnic.  
1) committed    2) occupied    3) surrounded    4) thwarted
- 13- On our trip to Colorado, one of the car tires ... when it hit a large hole in the road.  
1) blew in    2) keep on    3) blew out    4) cut off
- 14- Sara was so ... at doing her homework that she was able to relax on the weekends.  
1) collaborative    2) efficient    3) reluctant    4) inquisitive
- 15- This exercise was very difficult for me to do and I finally ... .  
1) left    2) resigned    3) departed    4) gave up
- 16- Parents don't always know what ... to take with their teenage children.  
1) approach    2) mass    3) outrage    4) benefit



17- Being able to afford this luxury car will ... getting a better paying job.

- 1) maximize                      2) reciprocate                      3) necessitate                      4) proclaim

18- He should spend nearly two years working in Asia so that he can discover how things ... overseas.

- 1) liberate                      2) probe                      3) operate                      4) propose

19- Cynthia, take one of your books ... you have some time to read on our trip.

- 1) whenever                      2) in case                      3) whatsoever                      4) in time

20- He hid his trembling hands in his pockets so as not to ... his fears and insecurity to anyone.

- 1) relieve                      2) suppress                      3) expose                      4) discharge

21- In regard to future development in technology, it is so difficult to make ... predictions as to how our lives will change.

- 1) available                      2) anxious                      3) accurate                      4) ambitious

22- The two sticks are not exactly equal in length, but they are both ... 50 centimeters.

- 1) proudly                      2) approximately                      3) merrily                      4) commercially

23- Years of research ... the theory that smoking is harmful.

- 1) confirmed                      2) confined                      3) confused                      4) combined

24- Eventually, the ... occurred and he had a heart attack this morning.

- 1) inevitable                      2) admirable                      3) inconvenient                      4) adaptable

25- Not many people agree with the government's ... that the domestic economy will improve considerably.

- 1) prevention                      2) pollution                      3) possession                      4) prediction

### 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) My teacher's saying that I'd never amount to anything strengthened my resolve to prove him wrong.  
2) That my teacher said I'd never amount to nothing made my resolve strong in proving wrong of him.  
3) My teacher said that I'd never amount to anything strengthened my resolution to prove him wrong.  
4) My teacher saying that I'd never amount to anything made my resolution strongly in proving wrong of him.

27-

- 1) Where she looked didn't matter, she couldn't find what to need.  
2) She looked no matter where, she couldn't find what she needed.  
3) No matter where she looked, she couldn't find what she needed.  
4) No matter where did she look, she couldn't find what to need.

28-

- 1) As the rest staff, the manager was nervous about the director's visit.  
2) The manager was nervous about the director's visit, as were the rest of the staff.  
3) The manager was nervous about visiting of the director, the rest of the staff were, too.  
4) About visiting of the director, the manager was so nervous as was the rest of the staff.

29-

- 1) Putting together a sequence of frames, film creates the illusion of movement where one action to the next progress very slightly.  
2) Film creates the illusion of movement by a sequence of frames putting together actions which progress slightly from one to the other.  
3) To create the illusion of movement, film puts a sequence of frames together that actions progress very slightly from one to another.  
4) Film creates illusion of movement by putting together a sequence of frames in which actions progress very slightly from one to the next.







ever (43)... on a single flight. Most of these children, aged from six upwards, (44)... to Hong Kong after taking (45)... English courses at various language schools as (46)... an exchange scheme. The children were not left to their own devices, (47)... . Airline rules say that children under twelve can only fly if (48)... by an adult. So, a group of three 'aunties' and one 'uncle' flew with them to (49)... them entertained and (50)... with any problems that might arise. They are part of a British Airways team known as the 'flying aunties'. These are BA employees (51)..., in their own time, to provide an escorted service for unaccompanied minors to both European and long-haul (52)... . Once in the air, there is a range of activities available to the youngsters, (53)... computer games, coloring books and soft drinks on tap. In (54)..., the children have the 'aunties' all to themselves, (55)... do not take on other duties.

- |                                  |                              |                              |                              |
|----------------------------------|------------------------------|------------------------------|------------------------------|
| 41- 1) in                        | 2) to                        | 3) on                        | 4) at                        |
| 42- 1) measure                   | 2) amount                    | 3) number                    | 4) quantity                  |
| 43- 1) have flown                | 2) be flying                 | 3) to have flown             | 4) flying                    |
| 44- 1) were returning            | 2) was returning             | 3) has returned              | 4) will return               |
| 45- 1) three-weeks               | 2) three-week                | 3) three weeks               | 4) three week                |
| 46- 1) linked to                 | 2) long as                   | 3) part of                   | 4) along with                |
| 47- 1) however                   | 2) although                  | 3) altogether                | 4) moreover                  |
| 48- 1) to be accompanying        | 2) accompanied               | 3) accompanied               | 4) they accompanied          |
| 49- 1) hold                      | 2) get                       | 3) help                      | 4) keep                      |
| 50- 1) manage                    | 2) deal                      | 3) solve                     | 4) bother                    |
| 51- 1) who volunteer             | 2) by volunteering           | 3) by volunteering           | 4) that volunteering         |
| 52- 1) departures                | 2) routes                    | 3) destinations              | 4) arrivals                  |
| 53- 1) regarding                 | 2) composing                 | 3) containing                | 4) including                 |
| 54- 1) further                   | 2) addition                  | 3) extra                     | 4) plus                      |
| 55- 1) members of staff for such | 2) for such members of staff | 3) for such members of staff | 4) such staff of members for |
| 3) with such members of staff    |                              |                              |                              |

## 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

The old view that every point of light in the sky represented a possible home for life is very foreign to modern astronomy. The stars have surface-temperatures of anything from 1,650 degrees to 60,000 degrees or more and are at far higher temperatures inside. A large part of the matter of the universe consists of stellar matter at a temperature of millions of degrees. Its molecules are broken up into atoms, and the atoms broken up, partially or wholly, into their constituent parts. The rest consists, for the most part, of nebular gas or dust. Now the very concept of life implies duration in time. There can be no life- or at least no life similar to that we know on earth- where atoms change their makeup millions of times a second and no pair of atoms can ever stay joined together. It also implies a certain mobility in space, and these two implications restrict life to the small range of physical conditions in which the liquid state is possible. A survey of the universe has shown how small this range is in comparison with that exhibited by the universe as a whole. It is not to be found in the stars, nor in the nebulae out of which the stars are born. Indeed, probably only an infinitesimal fraction of the matter of the universe is in the liquid state.

Actually, we know of no type of astronomical body in which conditions can be favorable to life except planets like our own revolving around a sun. Even these may be too hot or too cold for life to obtain a footing. In the solar system, for instance, it is hard to imagine life existing on Mercury or Neptune since liquids boil on the former and freeze hard on the latter.



56- What does the passage mainly discuss?

- |  |   |
|--|---|
| 1) The possibility of life existing on certain planets | 2) The necessity of a liquid state on planets     |
| 3) The improbability of life in the universe           | 4) The varied matter which exists in the universe |

57- In the passage, stars are described as ... .

- |                                   |  |
|-----------------------------------|--|
| 1) having changeable temperatures | 2) being destroyed by atoms' explosion |
| 3) having stable molecular matter | 4) consisting of gases and dust        |

58- The pronoun "It" in line 8 refers to ... .

- |                     |                  |                      |                    |
|---------------------|------------------|----------------------|--------------------|
| 1) duration in time | 2) pair of atoms | 3) mobility of space | 4) concept of life |
|---------------------|------------------|----------------------|--------------------|

59- It can be inferred from the passage that life in the universe ... .

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1) could exist in stellar matter   | 2) requires special conditions |
| 3) can evolve from atomic mobility | 4) emerges from the nebulae    |

60- The word "infinitesimal" in line 11 is closest in meaning to ... .

- |            |          |                |            |
|------------|----------|----------------|------------|
| 1) compact | 2) small | 3) uncountable | 4) partial |
|------------|----------|----------------|------------|

### PASSAGE 2

Seventeenth-century houses in colonial North America were simple structures that were primarily functional, carrying over traditional designs that went back to the Middle Ages. During the first half of the eighteenth century, however, houses began to show a new elegance. As wealth increased, more and more colonists built fine houses. Since architecture was not yet a specialized profession in the colonies, the design of buildings was left either to amateur designers or to carpenters who undertook to interpret architectural manuals imported from England. Inventories of colonial libraries show an astonishing number of these handbooks for builders, and the houses erected during the eighteenth century show their influence.

Nevertheless, most domestic architecture of the first three-quarters of the eighteenth century displays a wide divergence of taste and freedom of application of the rules laid down in these books. Increasing wealth and growing sophistication throughout the colonies improved the design of the houses, whether the material was wood, stone, or brick. New England still favored wood, though brick houses became common in Boston and other towns, where the danger of fire gave a motivation for using more durable material. A few houses in New England were built of stone, but only in Pennsylvania and nearby areas was stone widely used. An increased use of brick in houses and outbuildings is noticeable in Virginia and Maryland, but wood remained the most popular material even in houses built by wealthy landowners. In the Carolinas, even in closely packed Charleston, wooden houses were much more common than brick houses.

Eighteenth-century houses showed great interior improvements over their predecessors. Windows were made larger and shutters removed. Large, clear panes replaced the small leaded glass of the seventeenth century. Doorways were larger and more decorative. Fireplaces became decorative features of rooms. Walls were made of plaster or wood, sometimes elaborately paneled. White paint began to take the place of blues, yellows, greens, and lead colors, which had been popular for walls in the earlier years. After about 1730, advertisements for wallpaper styles in scenic patterns began to appear in colonial newspapers.

61- What does the passage mainly discuss?

- 1) The improved design of eighteenth-century colonial houses
- 2) A comparison of eighteenth-century houses and modern houses
- 3) The decorations used in eighteenth-century houses
- 4) The role of carpenters in building eighteenth-century houses

62- What was one of the main reasons for the change in architectural style in eighteenth-century North America?

- 1) More architects arrived in the colonies.
- 2) The colonists developed an interest in classical architecture.
- 3) Bricks were more readily available.
- 4) The colonists had more money to spend on housing.

63- The word "divergence" in line 9 is closest in meaning to ... .

- |                |                |               |             |
|----------------|----------------|---------------|-------------|
| 1) description | 2) development | 3) difference | 4) attitude |
|----------------|----------------|---------------|-------------|



64- The author mentions elaborately paneled walls in line 22 as an example of ... .

- 1) how the interior design of colonial houses improved
- 2) why walls were made of wood or plaster
- 3) how walls were made stronger in the eighteenth century
- 4) what kind of wood was used for walls after 1730

65- What does the author imply about the use of wallpaper before 1730?

- 1) Wallpaper samples appeared in the architectural manuals.
- 2) Wallpaper was the same color as the wall paints used.
- 3) Patterned wallpaper was not widely used.
- 4) Wallpaper was not used in stone houses.

### PASSAGE 3

Niagara Falls has long been a popular tourist destination. Tourists today flock to see the two falls that actually constitute Niagara Falls: the 173-foot-high Horseshoe Falls on the Canadian side of the Niagara River in the Canadian province of Ontario and the 182-foot-high American Falls on the U.S. side of the river in the state of New York. About 85 percent of the water that goes over the falls actually goes over the Horseshoe Falls, with the rest going over American Falls.

Most visitors come between April and October, and it is quite a popular activity to take a steamer out onto a river and ride up to the base of the falls for a close-up view. It is also possible to get a spectacular view of the falls from the strategic locations along the Niagara River, such as Prospect Point or Table Rock, or from one of the four observation towers which have heights up to 500 feet.

Tourists have been visiting Niagara Falls in large numbers since the 1800s; annual visitation now averages above 10 million visitors per year. Because of concern that all these tourists would accidentally destroy the natural beauty of this scenic wonder, the State of New York in 1885 created Niagara Falls Park in order to protect the land surrounding American Falls. A year later, Canada created Queen Victoria Park on the Canadian side of the Niagara, around Horseshoe Falls. With the area surrounding the falls under the control of government agencies, appropriate steps could be taken to preserve the pristine beauty of the area.

66- According to the passage, which of the following best describes Niagara Falls?

- 1) Niagara Falls consists of two rivers, one Canadian and the other American.
- 2) American Falls is considerably higher than Horseshoe Falls.
- 3) The Niagara River has two falls, one in Canada and one in the U.S.
- 4) Although the Niagara River flows through the U.S. and Canada, the falls are only in the U.S.

67- A "steamer" in line 6 is probably ... .

- 1) a bus
- 2) a boat
- 3) a walkway
- 4) a park

68- The passage implies that tourists ... .

- 1) visit Niagara Falls during warmer weather
- 2) see the falls from a great distance
- 3) take a ride over the falls
- 4) come to Niagara Falls for a winter vacation

69- According to the passage, why was Niagara Park created?

- 1) To encourage tourists to visit Niagara Falls
- 2) To show off the natural beauty of Niagara Falls
- 3) To protect the area around Niagara Falls
- 4) To force Canada to open Queen Victoria Park

70- The paragraph following the passage might probably discuss ... .

- 1) additional ways to observe the falls
- 2) a detailed description of the division of the falls between the U.S. and Canada
- 3) further problems that are destroying the area around the falls
- 4) steps taken by government agency to protect the falls

## پاسخ سؤال‌های تستی زبان تخصصی

-۱

(مربیان شیخی)

نکته: عبارت‌هایی مانند "two hours, fifty pounds, three meters, ..." که به اندازه، مقدار و تعداد اشاره می‌کنند، معمولاً با فعل مفرد همراه هستند؛ در صورتی که بعد از این عبارات، یک عبارت اسمی مفرد بیاید (در این جا "a long time")، حتماً با فعل مفرد به کار می‌روند. در ضمن، "deem" (به حساب آوردن) متعدی است و چون مفعول (three months) قبل از آن به کار رفته، دارای وجه مجهول است.

-۲

(مربیان شیخی)

نکته: فعل جمله باید با "data" مطابقت کند. از آنجایی که "data" اسم غیر قابل شمارش است، با فعل مفرد به کار می‌رود (دلیل نادرستی گزینه‌های «۲» و «۳»). گزینه «۴» از لحاظ زمانی نادرست است.

-۳

(مسعود پیردراقی)

نکته: چنانچه بعد از "a/the majority of" (اکثریت)، صورت جمع به کار رود (در این جا "those questioned")، فعل جمع مورد نیاز است. در ضمن، در صورتی که "neither ... nor" دو اسم یا دو ضمیر را به هم ربط دهد، اسم یا ضمیری که به فعل نزدیک‌تر است (در این جا "the Education Minister") مفرد یا جمع بودن فعل را تعیین می‌کند.

-۴

(بهرام دستگیری)

نکته: "neither of" به معنی «هیچ کدام از» اگرچه با اسم جمع به کار می‌رود، به فعل مفرد نیاز دارد.

-۵

(مربیان شیخی)

نکته: بعضی از اسامی رشته‌های تحصیلی مانند "linguistics"، "economics"، "physics" و ... اگر چه به "s" ختم می‌شوند و به نظر جمع می‌آیند، با فعل مفرد به کار می‌روند (گزینه‌های «۱»، «۲» و «۴»). دقت کنید اگر این اسامی در معنای عام به کار روند و نه در معنای رشته تحصیلی، با فعل جمع به کار می‌روند؛ در نتیجه، گزینه «۳» می‌بایست با فعل جمع به کار می‌رفت.

-۶

(مسعود پیردراقی)

نکته: "together with" بر خلاف "and" حرف ربط ضعیف است و "sick leave" و "long vacation time" را با "becoming self-employed" جمع نمی‌بندد. در نتیجه فعل جمله باید با "becoming self-employed" که مفرد است، مطابقت داشته باشد.

-۷

(امیر یعقوبی فرد)

نکته: "milk" غیر قابل شمارش است و با فعل مفرد به کار می‌رود (دلیل نادرستی گزینه‌های «۲» و «۴»). "gallons" قابل شمارش و جمع است و با فعل جمع به کار می‌رود (دلیل نادرستی گزینه «۱»).

-۸

(مربیان شیخی)

نکته: "news" اسم غیر قابل شمارش است و با فعل مفرد به کار می‌رود.

-۹

(مسعود پیردراقی)

نکته: کسرها (و درصدها) بسته به این که اسم بعد از آن‌ها مفرد یا جمع باشد، با فعل مفرد یا جمع به کار می‌روند. چون کلمه "land" مفرد است، به فعل مفرد نیاز دارد. گزینه «۲» از لحاظ زمانی نادرست است.

-۱۰

(مربیان شیخی)

نکته: اگر اسم مصدر "ing + فعل" به صورت فاعل در ابتدای جمله قرار گیرد، فعل آن به صورت مفرد به کار می‌رود.

-۱۱

(سپیده عرب)

ترجمه جمله: «راهزن‌ها ماشین را متوقف کردند، تفنگی را به سمت راننده نشانه گرفتند و تمام پول و مدارکش را گرفتند.»

(۲) راهزن

(۱) دزد

(۴) دزد دریایی

(۳) سارق

نکته: کلمات مترادف در بافت زبانی مخصوص به خودشان به کار می‌روند.

-۱۲

(بواد مؤمنی)

ترجمه جمله: «برنامه‌های ما به خاطر هوای نامطلوب به تأخیر افتادند. مجبور شدیم تا بالا آمدن خورشید صبرکنیم تا گردشمان را داشته باشیم.»

(۲) اشغال کردن

(۱) مرتکب شدن، تسلیم کردن

(۴) به تأخیر انداختن

(۳) احاطه کردن

-۱۳

(سپیده عرب)

ترجمه جمله: «در سفرمان به کلرادو، یکی از لاستیک‌های ماشین وقتی به گودالی بزرگ در جاده برخورد کرد، پنجر شد.»

(۲) ادامه دادن

(۱) به سرعت رسیدن

(۴) کوتاه کردن

(۳) پنجر شدن

-۱۴

(روزبه شهلایی مقدم)

ترجمه جمله: «سارا به اندازه‌ای در انجام تکالیفش کارآمد بود که می‌توانست آخر هفته‌ها را استراحت کند.»

(۲) کارآمد

(۱) گروهی، مشترک

(۴) کنجکاو، پرسش‌گر

(۳) بی‌میل

-۱۵

(سپیده عرب)

ترجمه جمله: «انجام دادن این تمرین برای من بسیار سخت بود و من در نهایت (از انجام آن) دست کشیدم.»

(۲) استعفا دادن

(۱) ترک کردن

(۴) تسلیم شدن، دست کشیدن

(۳) رهسپار شدن

-۱۶

(عبدالرشید شفیعی)

ترجمه جمله: «والدین همیشه نمی‌دانند چه رویکردی را نسبت به فرزندان نوجوانشان پیش گیرند.»

(۲) توده، انبوه، جرم

(۱) نزدیکی، رویکرد، نگرش

(۴) سود، فایده

(۳) توهین، ستم، خشم



-۱۷

(سپیره عرب)

ترجمه جمله: «داشتن توانایی مالی برای خرید این ماشین تجملی، مستلزم کسب یک شغل با پرداختی بهتر خواهد بود.»

- (۱) افزایش دادن  
(۲) تلافی کردن  
(۳) ایجاب کردن، مستلزم کردن  
(۴) اعلام کردن

-۲۵

(شوراد میوی)

ترجمه جمله: «تعداد زیادی از مردم با پیش‌بینی دولت (مبنی بر این) که اقتصاد داخلی به طور قابل توجهی بهبود خواهد یافت، موافق نیستند.»

- (۱) ممانعت، جلوگیری  
(۲) آلودگی  
(۳) دارایی  
(۴) پیش‌بینی

-۱۸

(بوار مؤمنی)

ترجمه جمله: «او باید تقریباً دو سال را با کار کردن در آسیا بگذراند تا بتواند پی ببرد آن سوی مرزها کارها چگونه اداره می‌شوند.»

- (۱) آزاد کردن، رهانیدن  
(۲) گشتن، کاویدن، بررسی کردن  
(۳) اداره شدن، کار کردن  
(۴) پیشنهاد کردن، در نظر داشتن

-۲۶

(سراسری منصرفاً زبان - ۹۳)

نکته: جمله مرکب و متشکل از یک بند پایه و یک بند پیرو است، در نتیجه گزینه‌های «۲» و «۳» که دارای بیش از دو جمله هستند، نادرست است. در گزینه «۲» کاربرد «nothing» در جمله‌ای که به واسطه قید «never» منفی شده، نادرست است. در گزینه «۴» اسم مصدر (saying) باید با «s» به اسم پیش از خود متصل شود. به عبارت «to prove sb wrong» به معنای (خلاف چیزی را به کسی ثابت کردن) دقت کنید.

-۱۹

(سپیره عرب)

ترجمه جمله: «سببیتیا! یکی از کتاب‌هایت را بردار، چنانچه مقداری وقت برای مطالعه در طول سفرمان داشته باشی.»

- (۱) هرگاه  
(۲) چنانچه، در صورتی که  
(۳) هرچه  
(۴) به موقع

-۲۷

(سراسری منصرفاً زبان - ۹۳)

ترجمه جمله: «فارغ از این‌که کجا را می‌گشت نمی‌توانست چیزی را که مورد نیازش بود پیدا کند.»

نکته: با توجه به معنای جمله، گزینه‌های «۱» و «۲» حذف می‌شوند. در گزینه «۴» کاربرد ساختار سؤالی نادرست است.

-۲۰

(بوار مؤمنی)

ترجمه جمله: «او دست‌های لرزش را در جیب‌هایش مخفی کرد تا ترس‌ها و نگرانی‌اش را بر هیچ‌کس آشکار نکند.»

- (۱) آرام کردن، تسکین دادن  
(۲) سرکوب کردن، فرونشاندن  
(۳) آشکار کردن، به نمایش گذاشتن  
(۴) تخلیه کردن، بیرون کردن

-۲۸

(سراسری منصرفاً زبان - ۹۳)

نکته: در این سوال با ساختار اجتناب از تکرار رو به رو هستیم. گزینه «۱» فاقد این ساختار است. در گزینه «۳» بعد از کاما باید «and» به کار برود. گزینه «۴» ساختار نامنظمی دارد و کاربرد «visiting of the director» نادرست است.

-۲۱

(عبدالرشید شفیع)

ترجمه جمله: «در رابطه با پیشرفت فن‌آوری در آینده، انجام پیش‌بینی‌های دقیق برای این که زندگی ما چگونه دگرگون خواهد شد، بسیار دشوار است.»

- (۱) در دسترس، آماده  
(۲) مضطرب، نگران  
(۳) دقیق، درست  
(۴) بلند پرواز، طمع‌کار

-۲۹

(سراسری منصرفاً زبان - ۹۳)

ترجمه جمله: «فیلم با کنارهم‌گذاشتن سکانسی از قاب‌ها که در آن رویدادها از قابی به قاب بعدی به طور بسیار جزئی پیش‌روی می‌کنند، توهم حرکت را ایجاد می‌کند.»

نکته: توجه به معنی جمله و هماهنگی فعل با فاعل در انتخاب گزینه صحیح کمک می‌کند.

-۲۲

(علی شکوهی)

ترجمه جمله: «این دو (تکه) چوب طول دقیقاً یکسانی ندارند، اما هر دو تقریباً ۵۰ سانتی‌مترند.»

- (۱) با افتخار، با سربلندی  
(۲) تقریباً، حدوداً  
(۳) شادمانه، با خوشحالی  
(۴) به لحاظ بازرگانی، از نظر بازاریابی

-۳۰

(سراسری منصرفاً زبان - ۹۳)

نکته: عبارت «with windows exploding...» در واقع صورت کوتاه شده یک عبارت قیدی است (...as/while windows were exploding). کاربرد عبارت «from rooms to rooms» در گزینه‌های «۱» و «۴» نادرست است.

-۲۳

(مهم‌رضا معرن‌نژاد)

ترجمه جمله: «سال‌ها تحقیق، تنوری (مبنی بر این) که سیگارکشیدن مضر است را تأیید کرد.»

- (۱) تأیید کردن  
(۲) محدود کردن  
(۳) گنج کردن  
(۴) ترکیب کردن

-۳۱

(عبدالرشید شفیع)

- (۱) آزرده بودن  
(۲) فکر کردن  
(۳) پیشرفت کردن  
(۴) ضررزدن

-۲۴

(مسیر رفیعی‌نژاد)

ترجمه جمله: «سرانجام (امر) گریزناپذیر رخ داد و امروز صبح او دچار یک حمله قلبی شد.»

- (۱) گریزناپذیر  
(۲) قابل تحسین  
(۳) ناراحت، دشوار  
(۴) سازش‌پذیر

-۳۲

(عبدالرشید شفیع)

عبارت «run late» به معنای «دیر کردن» است.

-۳۳

(عبدالرشید شفیع)

عبارت «do one's hair» به معنای «موی خود را مرتب کردن» است.





(روزبه شهلای مقدم)

-۴۴

نکته: بعد از "most" فعل هم به صورت مفرد و هم به صورت جمع به کار می‌رود. با توجه به این‌که "children" جمع است، فعل بعد از "most of these children" باید به صورت جمع به کار رود.  
این قانون برای "all, any, more, some" نیز صادق است. به عبارت دیگر، با توجه به نوع اسم، مفرد و یا جمع بودن فعل تعیین می‌شود.

(روزبه شهلای مقدم)

-۴۵

نکته: وقتی می‌خواهیم از یک صفت مرکب (صفتی که از ترکیب چند کلمه ساخته شده است و پشت یک اسم می‌آید تا یک مفهوم واحد را توضیح دهد) استفاده کنیم، باید بین آن‌ها از "hyphen" (خط پیوند) استفاده کنیم. ضمناً صفات مرکب در پشت یک اسم جمع بسته نمی‌شوند، مگر وقتی که به تنهایی به کار می‌روند. به مثال‌های زیر توجه کنید:

- Sara is a five-year-old girl. (NOT ...a five-years-old girl)
- Sara is five years old.
- I have just finished reading a 300-page book.
- I'm going on vacation for three weeks. → I have a three-week vacation.

(روزبه شهلای مقدم)

-۴۶

"as part of an exchange scheme" یعنی «به عنوان بخشی از یک برنامه» پروژه مبادله.

(روزبه شهلای مقدم)

-۴۷

نکته: به نقطه گذاری‌های رایج "however" توجه کنید. این قید ربط، برای بیان تضاد بین دو جمله به کار می‌رود.

- Sara was not thoroughly prepared for the exam. However, she did manage to pass it.
- Sara was not thoroughly prepared for the exam; however, she did manage to pass it.
- Sara was not thoroughly prepared for the exam. She did, however, manage to pass it.
- Sara was not thoroughly prepared for the exam. She did manage to pass it, however.

(روزبه شهلای مقدم)

-۴۸

نکته: جمله مورد نظر، جمله قیدی (adverb clause) است. برخی از جملات قیدی را می‌توان همانند جمله صفتی به شکل کوتاه شده نیز نوشت. در این حالت که فاعل دو جمله یکسان است، حرف ربط باقی می‌ماند اما فاعل و فعل "to be" حذف می‌گردند. اگر جمله دارای فعل "to be" نباشد پس از حذف فاعل، فعل اصلی "ing" می‌گیرد. به مثال‌های زیر توجه کنید:

- After he did military service, he became a monk. = After **doing** military service, he became a monk.
- Because she was late, she didn't get tickets for the show. = **Being late**, she didn't get tickets for the show.
- Though she was beautiful, she wasn't very popular. = Despite/In spite of being beautiful, she wasn't very popular.
- Don't forget to signal when you are turning left. = Don't forget to signal when turning left.
- As I was walking down the street, I saw Peter driving a Lamborghini. = Walking down the street, I saw Peter driving a Lamborghini.
- If they were treated fairly, they wouldn't lose the game. = If treated fairly, they wouldn't lose the game.

بنابراین شکل دیگر گزینه «۲» به صورت زیر است:

Airline rules say that children under twelve can only fly if they are accompanied (=if accompanied) by an adult.

(عبدالرشید شفیعی)

-۳۴

عبارت "give someone a ring" به معنای «به کسی زنگ زدن» است.

(عبدالرشید شفیعی)

-۳۵

- (۱) این کار را خواهم کرد  
(۲) چه طور جرأت می‌کنی  
(۳) چرا  
(۴) برو بیرون

(عبدالرشید شفیعی)

-۳۶

- (۱) به تأخیر انداختن  
(۲) تمام تلاش خود را کردن  
(۳) به پایان رسیدن  
(۴) پول کافی جمع کردن

(عبدالرشید شفیعی)

-۳۷

- (۱) از شر (چیزی) خلاص شدن  
(۲) بهترین استفاده را کردن  
(۳) آشتی کردن  
(۴) گول زدن

(عبدالرشید شفیعی)

-۳۸

- (۱) مشتاق  
(۲) نگران  
(۳) خسته  
(۴) مصمم

(عبدالرشید شفیعی)

-۳۹

عبارت "pose a problem" به معنای «سؤال مطرح کردن» است.

(عبدالرشید شفیعی)

-۴۰

- (۱) توانستن  
(۲) عصبانی شدن، قاطعی کردن  
(۳) درگیر (چیزی) شدن  
(۴) رسیدن

(روزبه شهلای مقدم)

-۴۱

نکته: به کاربرد حرف اضافه‌های "at, in, on" توجه کنید:

1. In: in October, in 2001, in the 19th century, in the morning
2. On: on Wednesday, on 20 July, on Saturday evening
3. At: at lunch, at Christmas, at two o'clock

(روزبه شهلای مقدم)

-۴۲

- (۱) اندازه، میزان  
(۲) حجم، مقدار  
(۳) تعداد  
(۴) کمیت، مقدار

(روزبه شهلای مقدم)

-۴۳

نکته: "to have flown" مصدر کامل (perfect infinitive) نامیده می‌شود. این مصدر، معنای مشابه زمان گذشته، حال یا آینده کامل دارد:

She was sorry to have missed the show. (= She was sorry that she had missed the show.)

She seems to have quit the job. (= It seems that she has quit the job.)

I hope to have finished the job by next Monday. (= I hope that I will have finished the job by next Monday.)

بنابراین شکل دیگر گزینه «۳» به صورت زیر است:

.... the largest number of children travelling without parents or guardians that have ever flown on a single flight.



(سفر فسروشاهی)

-۵۸

ترجمه جمله: «ضمیر "It" در خط ۸ به مفهوم حیات اشاره دارد.» (کلوزتست)

(سفر فسروشاهی)

-۵۹

ترجمه جمله: «می توان از متن این گونه برداشت کرد که حیات در کیهان به شرایط ویژه‌ای نیازمند است.»

(سفر فسروشاهی)

-۶۰

ترجمه جمله: «کلمه "infinitesimal" (بسیار کوچک، بسیار ریز) در خط ۱۱ نزدیک ترین معنی را به "small" (کوچک) دارد.»

(معصومه کشاورز)

-۶۱

ترجمه جمله: «متن عمدتاً در چه موردی بحث می کند؟»  
«طراحی بهبود یافته خانه‌های مستعمراتی قرن هجدهم»

(معصومه کشاورز)

-۶۲

ترجمه جمله: «یکی از دلایل اصلی تغییر در سبک معماری آمریکای شمالی قرن هجدهم چه بود؟»  
«مستعمره‌نشینان پول بیش‌تری داشتند تا صرف خانه‌سازی کنند.»

(معصومه کشاورز)

-۶۳

ترجمه جمله: «کلمه "divergence" (اختلاف، تفاوت) در خط ۹ نزدیک‌ترین معنی را به "difference" (اختلاف، تفاوت) دارد.»

(معصومه کشاورز)

-۶۴

ترجمه جمله: «نویسنده در خط ۲۲ از دیوارهای پر نقش و نگار به عنوان مثالی از چگونگی بهبود طراحی داخلی خانه‌های مستعمراتی نام می‌برد.»

(معصومه کشاورز)

-۶۵

ترجمه جمله: «نویسنده به‌طور ضمنی در مورد استفاده از کاغذ دیواری قبل از سال ۱۷۳۰ چه می‌گوید؟»  
«از کاغذ دیواری طرح‌دار زیاد استفاده نمی‌شد.»

(بوار مؤمنی)

-۶۶

ترجمه جمله: «طبق متن، کدام یک از موارد زیر به بهترین شکل آبشارهای نیاگارا را توصیف می‌کند؟»  
«رودخانه نیاگارا دو آبشار دارد؛ یکی در کانادا و یکی در ایالات متحده.»

(بوار مؤمنی)

-۶۷

ترجمه جمله: «یک "steamer" (قایق بخار) در سطر ششم احتمالاً یک قایق است.»

(بوار مؤمنی)

-۶۸

ترجمه جمله: «متن بر این اشاره می‌کند که جهان‌گردان در زمانی که هوا گرم‌تر است از آبشارهای نیاگارا دیدن می‌کنند.»

(روزبه شهلایی مقدم)

-۴۹

نکته: "keep somebody entertained" یعنی «کسی را سرگرم نگه داشتن.»

(روزبه شهلایی مقدم)

-۵۰

نکته: "deal with something" یعنی «از عهده چیزی برآمدن.»

(روزبه شهلایی مقدم)

-۵۱

ترجمه جمله: «این‌ها کارمندان BA هستند که در اوقات متعلق به خودشان داوطلب می‌شوند برای افراد کم سال بدون همراه، هم به مقاصد اروپایی هم مسافت زیاد، خدمت اسکورت را ارائه دهند.»  
نکته: در این‌جا "who volunteer" یک جمله‌واره وصفی است که اسم قبل از خود یعنی کارمندان BA را توصیف می‌کند.

(روزبه شهلایی مقدم)

-۵۲

عزیمت (۱)	مسیر (۲)
مقصد (۳)	ورود (۴)

(روزبه شهلایی مقدم)

-۵۳

(۱) به حساب آوردن	(۲) تشکیل دادن
(۳) حاوی بودن	(۴) شامل شدن

نکته: "including" یک حرف اضافه به معنای «از جمله، شامل» است. مثالی دیگر:

There were six rooms, including the kitchen.

آن‌جا شش اتاق وجود داشت، از جمله آشپزخانه.

(روزبه شهلایی مقدم)

-۵۴

نکته: "In addition" یعنی «به‌علاوه». دقت کنید که "In addition to ... " یعنی «علاوه بر ...».

(روزبه شهلایی مقدم)

-۵۵

ترجمه جمله: «به علاوه، بچه‌ها این خاله‌ها را تماماً در اختیار خودشان دارند، به این خاطر که این کارمندان وظایف دیگری را برعهده نمی‌گیرند.»  
نکته: دقت کنید در این‌جا "for" برای بیان دلیل استفاده شده و هم معنی "because" است.  
مثالی دیگر:

They were certainly there, for I saw them.

آن‌ها مطمئناً آن‌جا بودند، چرا که من آن‌ها را دیدم.

(سفر فسروشاهی)

-۵۶

ترجمه جمله: «متن عمدتاً در چه موردی بحث می‌کند؟»  
«عدم احتمال (وجود) حیات در کیهان»

(سفر فسروشاهی)

-۵۷

ترجمه جمله: «در متن، ستاره‌ها به صورت (اجرامی) متشکل از گازها و غبار توصیف شده‌اند.»





- ۶۹- (پوار مؤمنی)
- ترجمه جمله: «طبق متن، چرا پارک نیاگارا به وجود آمد؟»  
«برای محافظت کردن از منطقه اطراف آبشارهای نیاگارا»
- ۷۰- (پوار مؤمنی)
- ترجمه جمله: «بندی که در ادامه متن می‌آید احتمالاً ممکن است در مورد اقدامات صورت گرفته توسط کارگزاری دولت برای حفاظت از آبشارها بحث کند.»
- ۱- گزینه «۴»
- ۲- گزینه «۱»
- ۳- گزینه «۳»
- ۴- گزینه «۱»
- ۵- گزینه «۳»
- ۶- گزینه «۱»
- ۷- گزینه «۳»
- ۸- گزینه «۳»
- ۹- گزینه «۴»
- ۱۰- گزینه «۲»
- ۱۱- گزینه «۲»
- ۱۲- گزینه «۴»
- ۱۳- گزینه «۳»
- ۱۴- گزینه «۲»
- ۱۵- گزینه «۴»
- ۱۶- گزینه «۱»
- ۱۷- گزینه «۳»
- ۱۸- گزینه «۳»
- ۱۹- گزینه «۲»
- ۲۰- گزینه «۳»
- ۲۱- گزینه «۳»
- ۲۲- گزینه «۲»
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- ۲۴- گزینه «۱»
- ۲۵- گزینه «۴»
- ۲۶- گزینه «۱»
- ۲۷- گزینه «۳»
- ۲۸- گزینه «۲»
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- ۷۰- گزینه «۴»