



۱۷ خرداد

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

(۱۷ خرداد ماه ۹۸)

گروه فنی و تولید

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حروف نگار	زهره فرجی
ناظر چاپ	حمید محمدی

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Unit Twelve Is Winter a Disease?

Few people in northern countries enjoy the long, dark nights and cold temperatures of winter. According to scientists, wintery conditions may be making some people ill. They suffer from Seasonal Affective Disorder (SAD) or 'the winter blues'. Sufferers become depressed as winter approaches, get even more depressed as the days become shorter but recover rapidly in spring. The symptoms can be very serious and may be mistaken for signs of mental illness. The further you live from the equator, the more likely you are to be affected by SAD. It is believed that up to 20% of the population of northern countries suffers from SAD and that 5% are chronic cases.

Take the case of Janet Blake, a 30-year-old public relations officer for a film distribution company. As the temperature dropped and the nights became longer she found it more and more difficult to carry out her duties at work. Her job was very stressful and involved making speeches and appearing on television and radio. "The pressure was just too much," she said. "Things became unbearable. I felt really low. When I had to travel to my office in the dark and come home in the dark I could stand it no longer. I just couldn't cope anymore." She started to sleep three to four hours longer than usual, felt drowsy, ate much more and spent hour after hour slumped in an armchair in front of the TV. She often became very sluggish. I was in a state of utter despair. In the end she was forced to give up her job.

At first, doctors tried to treat her with drugs, but without success. Fortunately, her case came to the attention of Dr. Hamish MacRae, who had made a special study of SAD. His research had shown him that there was a simple and very effective cure-light. When SAD sufferers are exposed to artificial light which simulates sunlight, they get better almost immediately. Dr. MacRae had a special light box installed in Janet's home. She made a rapid recovery and was able to return to work. "The problems seem to be caused by lack of light rather than by low temperatures," said Dr. MacRae. "It seems that some people feel the desire to hibernate in winter in the same way that many animals do". Ironically, SAD sufferers often become hyperactive in spring. They swing from one extreme to the other. In spring sunshine they become very talkative and cannot sleep or sit still. The light box can help to keep their behavior in balance.

A. Explain the meaning of these words and phrases in the text.

Paragraph 1

1. the winter blues 2. symptoms 3. chronic cases

Paragraph 2

4. things became unbearable 5. drowsy
6. slumped 7. sluggish 8. utter despair

Paragraph 3

9. hibernate 10. hyperactive

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

- What is SAD?
- How many people suffer from SAD?
- What symptoms did Janet Blake have?
- What finally convinced Janet Blake that she could not continue working?
- Why was Janet fortunate to meet Dr. MacRae?
- What did Dr. MacRae do?
- According to Dr. MacRae, what is the cause of SAD?
- What problems do SAD sufferers have at other times of the year?

Further Reading

Storms Sweep Britain: 16 Die

AT LEAST SIXTEEN PEOPLE were killed as severe gales swept across Britain yesterday. There was widespread flooding and many buildings were damaged by high winds. Several rivers, swollen by heavy rainfall, burst their banks. The worst affected place was Towyn in North Wales. Yesterday morning, mountainous seas smashed through the sea wall that protected the town from flooding. Floods up to two meters deep swept through the town. Lifeboats and helicopters were used to evacuate 2,000 people before the midnight high tide brought even worse flooding. Fifty people were taken to hospital suffering from shock and exposure. A school outside the town is being used as temporary accommodation for the evacuees, who are being looked after by voluntary workers. A police spokesman said, "If we hadn't got them out in time, many people would have died." Police, ambulance crews and firefighters toured the town in boats in order to check that everybody had been accounted for. A confused old lady, who had earlier hidden from police, was found and taken to hospital. Evacuees claimed that the sea wall had not been repaired since 1980. "We've been complaining for years," said one of them, "but nothing was done. Now we've lost our homes." Experts predict that the damage caused by the midnight tide will be 'severe and extensive.'

No lives have been lost in Towyn but in other parts of Britain sixteen people died as 150 kph winds swept across the country. Eight of the victims were motorists whose cars overturned on exposed roads. One man was killed when a parked car was blown onto him. A bus driver died when his vehicle was crushed by a falling tree. A lorry crashed into a house after being hit by a falling lamp-post. Several people were killed when walls, chimneys and roof tiles were blown down on top of them. Many roads are blocked by fallen trees and abandoned vehicles. All ferry services have been suspended and many flights delayed.

A lorry driver was crossing the Humber Bridge when his vehicle was struck by a sudden gust of wind and blown off the side of the bridge. Only the bridge suspension cables prevented the lorry from toppling over the edge into the water. The driver ships have been blown aground.

Weather forecasters warned that although the high winds would die down during the night, they would return with renewed force tomorrow morning. Drivers are advised not to travel unless their journeys are absolutely necessary.

A. What do the following numbers in the text refer to?

1. sixteen 2. two 3. 2,000
4. fifty 5. eight 6. 150

B. List the phrasal verbs in the text which are based on "sweep" and "blow", and discuss what they mean.

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

- Why was the midnight tide a serious threat to the town of Towyn?
 - There were gale force winds.
 - The sea wall had been broken.
 - Several rivers had burst their banks.
 - There wasn't time to evacuate everybody.
- Why are some evacuees angry?
 - They knew the sea wall needed repairing.
 - They are suffering from shock.
 - They are afraid of the police.
 - They expected a better weather forecast.
- Forecasters think that the weather will
 - stay the same
 - get better and then stormy again
 - get much worse
 - get worse for a short time and then better

Unit Thirteen

I'm Serving a Sentence Too

While Sakina Fitzpatrick knows her husband deserves to pay for his crime, she's also suffering. So often, it's prisoners' families who become innocent victims.

She thought he'd gone to borrow some money from a friend. The hours passed and he didn't return. Then the police knocked at the door. She stood there while they said her husband, Patrick, had been arrested and would be charged with armed robbery. "It's hard to explain what goes through your head at a time like that. I knew my husband had been in trouble in the past, before I met him, but he'd been so good with me and he loved our children. But he was out of work and I think he just got desperate."

Patrick was sentenced to eight years and nine months. Sakina has remained loyal to him, visiting him regularly with their three children, Gemma, James and Paul. Like many prisoners' wives, Sakina is typical loving, law-abiding mother and housewife. Far from moaning about the sentence, she says: "In a way, Patrick was lucky not to get longer. He did wrong and he's paying for it."

Sakina is now 26 and her life revolves around her family. Money is very short and her council flat is tidy but threadbare. She has a dog for protection but says: "I do feel defenseless, especially in the middle of the night, but I must be strong and cope because of the children. Gemma's always been a dad's girl. Patrick watched her being born and they've got this very close bond. Now Gemma only sees her dad twice a month, in jail. "I always take the kids." Sakina can spend up to 90 minutes with Patrick in a large visiting room. They're allowed to hold hands during the visit and the children can sit on his lap. "We're all excited when we go and miserable when we leave," she says.

One of Sakina's biggest problems is money. She admits: "I'm in a lot of debt because I put bills off in order to feed the children properly. Patrick's always saying I should go out more but you get used to being alone and I don't want to mix. I can't afford to go out anyway. I can't really afford to live."

"Being a prisoner's wife is worse than being a widow because then you have to accept your husband has gone and get on with your life." Of course, people ask why she stays with Patrick. "They don't usually come straight out with it. Most people say they don't know how I cope after all he's done. You've got to have a very strong relationship to stick it out but I've told him I won't put up with it or put the children through it again."

She often wonders what the future will hold for her family. A prison record inevitably means finding work is harder. "We've both changed a lot too. I've got to cope with the bills and children while he doesn't have to worry where he lives or what he earns. I really can't wait for him to come out but I know we'll both have to adjust a lot."

A. Which of the following provides the best explanation of these words and phrases that appear in the text?

1. to pay for his crime.

- a. to pay a sum of money to a court
c. to give help to those he injured

b. to be punished

2. arrested

- a. stopped by the police
b. put in prison

c. noticed

3. law-abiding

- a. breaking the law
b. consulting lawyers

c. respecting the law

4. moaning

- a. being happy
b. being angry

c. complaining

5. They've got this very close bond

- a. they depend on each other
c. they have a tense relationship

b. they feel great affection for each other

6. a prison record

- a. the maximum time spent in prison
c. being known as a person who's been in prison

b. a song describing life in prison

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

- When the police knocked on Sakina's door, did she have any reason to suspect her husband?
- How does Sakina justify her husband's action?
- Does she agree with what he did?
- Why does Sakina keep a dog?
- How often do the children see their father?
- What is Sakina's financial situation like?
- What do most people think about Sakina staying with Patrick?
- What is Sakina's view if Patrick breaks the law again?
- Does Sakina anticipate any difficulties when her husband gets out of prison?

Further Reading 1

Moment of Truth

Jennifer describes how she learned to stop stealing.

The first time I took something which didn't belong to me, I was thirteen. That tortoiseshell hairslide became my most treasured possession, even after the box where I hid it had filled up with pens and purses "misplaced" by the other girls at school. I don't think I was ever suspected-not at school. I don't think I was ever suspected-not even later, when an expensive watch disappeared from the shop where I worked. Then I married, and my husband believed I was a marvelous housekeeper when luxuries appeared which we couldn't possibly afford. After my baby was born, our doctor asked me to help look after his mother, who was in her seventies and almost blind. She had a lovely old house, full of nice furniture and antiques. We got on really well and I was very happy working for her. I'd read to her and she'd tell me I should have studied and gone to college.

There were three things in that house I really liked: a small silver box, one of her rings and a framed mirror. I stole them, one by one. I thought that as the old lady was blind she would not realize they were missing. Just before she died, she changed her will and left me the silver box, the ring and the mirror "to remember her by".

I have never stolen since then. I went to college as a mature student and now work with the elderly.

A. Explain the meaning of these words and phrases:

- my most treasured possession
- misplaced
- suspected
- luxuries
- antiques
- I'd read to her
- missing
- a mature student

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

- Name the things Jennifer stole.
- Why did Jennifer like working for the old lady?
- What made her think the old lady would not be suspicious if things disappeared?
- What happened when the old lady died?
- Do you think that the old lady realized that her things had been stolen?
- How did Jennifer feel?
- How did her life change?

Further Reading 2

Beating the Bullies

Finally Lucy decided that she could not stand another day of it. She went up to the bathroom, swallowed every aspirin she could find, and then sat down to dinner with her family. She didn't tell anyone what she had done. There was no point. Her life was not worth living and though they loved her they could do nothing to help. She was within a hair's breadth of death by bullying. Fortunately, her sister, recognizing the signs of drug overdose, called an ambulance. Lucy lived.

Perhaps the thing that makes Lucy's story so frightening is its very ordinariness. She is an attractive, intelligent fifteen-year-old from a concerned and affectionate family. There is nothing about her which singles her out, nothing obvious which might make her a target. And yet her whole school life had been spoiled by bullying.

The circumstances which almost ended her life appear particularly banal from a distance. Lucy had befriended a girl who was being ostracized. The result was that she, too, became the target of insults and threats. She had tried to involve teachers without naming names and had asked to be moved to a different math class to avoid her tortures, but the teacher refused. She could see no way out and no way of going on.

When bullying hits the headlines, we usually think of physical attacks. The image of a bully is of a big strong boy who hits someone. But what Lucy experienced is just as common, though less obvious. Children discover very early in life that the need to be liked is the most powerful means of controlling others. Little girls are particularly adept at using the fear of reflection to control their peers.

In the past there had been a tendency to dismiss bullying simply as a part of growing up, to assume that it is good for a child to come to terms with life in the real world. But anyone watching their own child go through this 'learning experience' will testify that the lessons learned are rarely positive ones. If there is a common characteristic of those children most likely to be bullied, it is that they are more vulnerable. Children may also be taunted because of the color of their skin or because of a physical disability. A couple of 12-year-olds told me that kids in their school are bullied "because they are thick."

According to Phillipa Linklater of the Anti-bullying Campaign, a self-help network for parents, bullying often happens when a child is under stress. But it is not only the victims who would benefit from a reduction in bullying. Bullies don't do too well, either. They are less likely to make satisfactory relationships and considerably more likely than other children to use violence in adult life and get into trouble with the police. Bullies are not born, but made. Children who are bullies at school are often bullied at home. They have learned that the way to get someone to do what you want is not to reason with them, but to threaten them. The children who witness violence also learn something—that bullying behavior is very powerful.

A. Choose the best explanation for the words and phrases from the text:

Paragraph 1:

1. there was no point

- a. there was no justification
b. There was no explanation
c. There was no hope

Paragraph 2:

2. singles her out

- a. makes her feel lonely
b. makes her different
c. makes people look at her

Paragraph 3:

3. banal

- a. uncommon
b. unoriginal
c. unlikely

Paragraph 4:

4. hits the headlines

- a. is advertised
b. is a subject for TV and newspapers
c. is discussed by parents and pupils

5. adept

- a. familiar with a situation
b. encouraged
c. skilled

Paragraph 5:

6. dismiss

- a. send away
b. consider as not serious
c. tell someone to leave their job

7. come to terms with

- a. agree
b. support
c. accept

8. taunted

- a. praised
b. made to feel stupid
c. surprised

Paragraph 6:

9. witness

- a. observe
b. take part in
c. enjoy

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

- How was Lucy saved?
- Why did Lucy act the way she did?
- What did Lucy ask her teacher?
- How did the teacher react?
- What different examples of bullying are there in the text?
- Why are children bullied?
- What effect does bullying have on the person who is the bully?



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- **Although the Pacific Crest Trail (PCT) seems to be very attractive, a new travel guide has advised absolute beginner hikers a place to avoid.**
 - 1) of it being
 - 2) that it is
 - 3) that what
 - 4) what it is
- 2- **....., Mount Everest, the highest mountain in the whole world, is popular with hikers.**
 - 1) Despite its height
 - 2) Although the height
 - 3) It is high although
 - 4) The height from
- 3- **John a day off from work last week. Now as an inevitable result he's more behind.**
 - 1) must be taking
 - 2) could have taken
 - 3) might be taking
 - 4) shouldn't have taken
- 4- **For the previous forty years, his parents have done they needed to.**
 - 1) not as much that
 - 2) more than any
 - 3) no more than
 - 4) not much of that
- 5- **Dakota couldn't really recognize his face because it was**
 - 1) very dark night
 - 2) such a dark night
 - 3) so dark night
 - 4) a night dark enough
- 6- **Not only monkeys among the human-like animals that ever lived, but they are also among the most intelligent.**
 - 1) are they
 - 2) are there
 - 3) some
 - 4) are
- 7- **..... few species that live on the ground, most of them live in the trees of forests.**
 - 1) There are
 - 2) A
 - 3) Except for a
 - 4) All but
- 8- **I wondered offer to help him because David looked very troubled.**
 - 1) what an
 - 2) if I should
 - 3) should I
 - 4) whether an
- 9- **The higher the carbon content in steel,**
 - 1) the stronger it is
 - 2) it is stronger
 - 3) than it is stronger
 - 4) stronger it is
- 10- **There are some pieces of the puzzle that she can't work out**
 - 1) there they go
 - 2) whether they go or not
 - 3) where they go
 - 4) that they go where

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- **No one knows with certainty what caused the dinosaurs to from the face of the earth.**
 - 1) exist
 - 2) survive
 - 3) vanish
 - 4) appear
- 12- **Although the Spanish fleet was sent to England, it was defeated before it could land on the shore.**
 - 1) comply
 - 2) foster
 - 3) conquer
 - 4) insure
- 13- **The people of this area are more than those of the other areas of the country, maybe because they are more hard-working.**
 - 1) prosperous
 - 2) nervous
 - 3) anxious
 - 4) ridiculous
- 14- **More than 1500 people were killed when, as a result of an accident with an iceberg, the Titanic**
 - 1) drowned
 - 2) drew
 - 3) dried
 - 4) diagnosed
- 15- **The first accurate maps of the world were not made until the 1980s. The underlined word means**
 - 1) exact
 - 2) various
 - 3) artificial
 - 4) domestic
- 16- **In response to growing criticism, the government modified its plans for education cuts, though only very**
 - 1) barely
 - 2) fundamentally
 - 3) slightly
 - 4) faintly



- 17- The kidney transplant operation was ... complicated, so the operating team had to take special care to ensure its success.
1) interchangeably 2) extremely 3) fortunately 4) artificially
- 18- This type of discussion sows the seeds of among the members of a community.
1) nutrition 2) description 3) projection 4) destruction
- 19- Unless a new approach is found to control the number of cars, we will never find a ... to the dilemma.
1) situation 2) location 3) position 4) solution
- 20- Most parents are concerned about their children's behavior, however, they do not know that such a problem originates from their own behavior.
1) aggressive 2) automatic 3) agonizing 4) obese
- 21- Guess what? I got the job with the database. The director just called to tell me I've been I will start the next Monday.
1) offended 2) hired 3) crashed 4) prevented
- 22- Before we can judge a government's success, we have to decide the, such as unemployment or taxation.
1) symptoms 2) criteria 3) norms 4) attitudes
- 23- In the conference, there was a/an ... of opinions as to whether the new law was a good thing or not.
1) acceleration 2) qualification 3) destiny 4) diversity
- 24- The kinsmen of the victim were so that they killed the murderer before the court made any decision.
1) internal 2) implacable 3) garrulous 4) imitative
- 25- It may be the case that no solution is possible, given the of this problem.
1) marking 2) magnitude 3) procedure 4) respect

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) Several million points on the human body register either cold, heat, pain, or touch.
2) Several million points on the human body registers neither cold, heat, pain, or touch.
3) Several million points on the human body register neither cold, heat, pain, or touch.
4) Several million points on the human body registers either cold, heat, pain, or touch.
- 27-
1) Some people enjoy preparing their own meals so other would rather eat out regularly.
2) Some people enjoy preparing their own meals while others would rather eat out regularly.
3) Some people enjoy to prepare their own meals while another would rather eat out regularly.
4) Some people enjoy prepare their own meals and the other would rather eat out regularly.
- 28-
1) Sally's sweet shop, one of the oldest businesses in town, is located on one of the main streets of Millersville.
2) One of the oldest businesses, Sally's sweet shop in town, located on one of the main streets of Millersville.
3) One of the oldest businesses in town, Sally's sweet shop, on one of the main streets of Millersville is located.
4) Sally's sweet shop is one of the oldest businesses in town to locate on one of the main streets of Millersville.
- 29-
1) So successful her business was that Mary was able of retiring at the age of 50.
2) Her business was too successful that Mary was able to retire on the age of 50.
3) So successful was her business that Mary was able to retire at the age of 50.
4) Too successful was her business that Mary was able of retiring on the age of 50.
- 30-
1) Most you try, best result you will gain in your final exam.
2) More you try, better result you will gain in your final exam.
3) The most you try, the better result you will gain in your final exam.
4) The more you try, the better result you will gain in your final exam.



Part D: Language Function

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

A: I don't always like to watch football matches.

B: ... (31)... I vexes me when I see my favorite team losing the game.

- 31- 1) Neither do I 2) Let's see 3) I didn't recognize you 4) I can see why

A: How do you see the student's progress?

B: Well, I can say he's got the potential to become an industrial manager, ... (32)...

A: I was thinking the same, too.

B: So we should not give him training in philosophy and logic?

A: Of course not! ... (33)...

- 32- 1) you don't mind if 2) if you ask me 3) you can't miss it if 4) if you could

- 33- 1) another time maybe 2) forget about it 3) that should be fine 4) in the long run

A: Mom, shall I bring the pitcher for the picnic?

B: ... (34)... We'll buy some bottles on the way.

A: What about my paintings?

B: Come on Jeff! People don't take paintings for picnic!

A: Why not!? I was ... (35)... to make them last week.

B: Okay, seems I can never stop you. You always ... (36)...

A: Come on mommy! Don't you ... (37)... my paintings? They are awesome.

- 34- 1) Not quite 2) That's really not necessary
3) Nothing much 4) It's no big deal

- 35- 1) putting a lot of time into it 2) up to catching up on it
3) about to check it out 4) coming to think of it

- 36- 1) keep me posted 2) have your way 3) tell me the truth 4) are on the safe side

- 37- 1) take part in 2) come up with 3) keep up with 4) look up to

A: He is absolutely punctilious and a perfect example of ... (38)... the rules.

B: Yeah, I admire him in that respect. I don't think people like him are ever going to ... (39)... any serious trouble in their lives.

- 38- 1) putting up with 2) going along with 3) getting through to 4) coming down with

- 39- 1) face up to 2) get down to 3) catch up with 4) end up with

A: I heard that Mrs. Goldsmith is undergoing a heart operation.

B: Yes and No. She hasn't got enough money to pay for it.

A: Really? She must be ... (40)...

- 40- 1) down on her luck 2) a closed book 3) the last resort 4) a box of birds

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.

Seeking a new life and hoping for a significant change in their standard of living, foreign workers began flocking into Western Europe during the 1950s. In Britain, (41) ... arriving from the West Indies and the Indian subcontinent (42) ... by brass bands, but the dream of a new life soon (43) ... sour for many.

(44) ... the promise to earn good money and learn new skills, the reality they found was often one of low wages (45) ..., in many cases, unemployment. Some did not adapt (46) ... to life in a country of cold weather, cold welcomes and discrimination. The (47) ... of West Indian immigrants moved into the inner cities, (48) ... fraught with social tensions (49) ... by poverty and poor housing. There were cases of open hostility (50) ... the newcomers; in 1958, riots (51) ... out in Notting Hill, West London, when gangs of white youths began taunting immigrants.

(52) ..., despite the numerous difficulties they (53) ..., many foreign workers did manage to adjust to their new conditions, (54) ... in their new adopted country and prospering. Their contribution had the effect not



only of speeding up the pace of economic change in the postwar period, (55) ... transformed Western Europe into a multiracial society.

- 41- 1) some immigrants first
2) some of the first immigrants
3) some the first immigrants
4) first some of immigrants
- 42- 1) welcome
2) were welcomed
3) were welcoming
4) welcoming
- 43- 1) turned
2) converted
3) switched
4) changed
- 44- 1) To be attracted by
2) By attracting
3) Attracting by
4) Attracted by
- 45- 1) and
2) but
3) nor
4) so
- 46- 1) closely
2) greatly
3) easily
4) normally
- 47- 1) most
2) percentage
3) majority
4) number
- 48- 1) those areas already were
2) areas already were that
3) which were areas already
4) areas that were already
- 49- 1) causing
2) caused
3) were caused
4) were causing
- 50- 1) towards
2) in front of
3) through
4) including
- 51- 1) broke
2) carried
3) came
4) started
- 52- 1) As
2) If
3) Yet
4) Hence
- 53- 1) could have encountered
2) have encountered
3) encountered
4) would encounter
- 54- 1) were settling
2) settling
3) by settling
4) settled
- 55- 1) but too
2) but also
3) but it
4) it too

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

Perhaps one of the most dramatic and important changes that took place in the Mesozoic era occurred late in that era, among the small organisms that populate the uppermost, sunlit portion of the oceans-the plankton. The term "plankton" is a broad one, designating all of the small plants and animals that float about or weakly propel themselves through the sea. In the late stages of the Mesozoic era, during the Cretaceous period, there was a great expansion of plankton that precipitated skeletons or shells composed of two types of mineral: silica and calcium carbonate. This development radically changed the types of sediments that accumulated on the seafloor, because, while the organic parts of the plankton decayed after the organisms died, their mineralized skeletons often survived and sank to the bottom. For the first time in the Earth's long history, very large quantities of silica skeletons, which would eventually harden into rock, began to pile up in parts of the deep sea. Thick deposits of calcareous ooze made up of the tiny remains of the calcium carbonate-secreting plankton also accumulated as never before. The famous white chalk cliffs of Dover, in the southeast of England, are just one example of the huge quantities of such material that amassed during the Cretaceous period; there are many more. Just why the calcareous plankton were so prolific during the latter part of the Cretaceous period is not fully understood. Such massive amounts of chalky sediments have never since been deposited over a comparable period of time. The high biological productivity of the Cretaceous oceans also led to ideal conditions for oil accumulation. Oil is formed when organic material trapped in sediments is slowly buried and subjected to increased temperatures and pressures, transforming it into petroleum. Sediments rich in organic material accumulated along the margins of the Tethys Seaway, the tropical east-west ocean that formed when Earth's single landmass (known as Pangaea) split apart during the Mesozoic era. Many of today's important oil fields are found in those sediments-in Russia, the Middle East, the Gulf of Mexico, and in the states of Texas and Louisiana in the United States.

56- What does the passage mainly discuss?

- 1) How sediments were built up in oceans during the Cretaceous period?
- 2) How petroleum was formed in the Mesozoic era?
- 3) The impact of changes in oceanic animals and plant life in the Mesozoic era.
- 4) The differences between plankton found in the present era and Cretaceous plankton.



- 57- The passage indicates that the Cretaceous period occurred
- 1) in the early part of the Mesozoic era
 - 2) in the middle part of the Mesozoic era
 - 3) in the latter part of the Mesozoic era
 - 4) after the Mesozoic era
- 58- The passage mentions all of the following aspects of the plankton EXCEPT
- 1) the length of their lives
 - 2) the level of the ocean at which they are found
 - 3) their movement
 - 4) their size
- 59- The underlined word “accumulated” is closest in meaning to
- 1) depended
 - 2) matured
 - 3) dissolved
 - 4) collected
- 60- According to the passage, the most dramatic change to the oceans caused by the plankton during the Cretaceous period concerned
- 1) the depth of the water
 - 2) the makeup of the sediment on the ocean floor
 - 3) the decrease in petroleum-producing sediment
 - 4) a decline in the quantity of calcareous ooze on the seafloor

PASSAGE 2

In the early decades of the United States, the agrarian movement promoted the farmer as society’s hero. In the minds of agrarian thinkers and writers, the farmer was a person on whose well-being the health of the new country depended. The period between the Revolution, which ended in 1783, and the Civil War, which ended in 1865, was the age of the farmer in the United States. Agrarian philosophers, represented most eloquently by Thomas Jefferson, celebrated farmers extravagantly for their supposed centrality in a good society, their political virtue, and their superior morality. And virtually all policy makers, whether they subscribed to the tenets of the philosophy held by Jefferson or not, recognized agriculture as the key component of the American economy. Consequently, government at all levels worked to encourage farmers as a social group and agriculture as economic enterprise.

Both the national and state governments developed transportation infrastructure, building canals, roads, bridges, and railroads, deepening harbors, and removing obstructions from navigable streams. The national government imported plant and animal varieties and launched exploring expeditions into prospective farmlands in the West. In addition, government trade policies facilitated the exporting of agricultural products.

For their part, farmers seemed to meet the social expectations agrarian philosophers had for them, as their broader horizons and greater self-respect, both products of the Revolution, were reflected to some degree in their behavior. Farmers seemed to become more scientific, joining agricultural societies and reading the farm newspapers that sprang up throughout the country. They began using improved implements, tried new crops and pure animal breeds, and became more receptive to modern theories of soil improvement.

They also responded to inducements by national and state governments. Farmers streamed to the West, filling frontier lands with stunning rapidity. But farmers responded less to the expectations of agrarians and government inducements than to growing market opportunities. European demand for food from the United States seemed insatiable. War, industrialization, and urbanization all kept demand high in Europe. United States cities and industries grew as well; even industries not directly related to farming thrived because of the market, money, and labor that agriculture provided.

- 61- What does the passage mainly discuss?
- 1) The agrarian philosophy of Thomas Jefferson
 - 2) The role of the national government in the development of agriculture
 - 3) Improvements in farming techniques
 - 4) The impact of the increased importance of the farmer
- 62- The author mentions Thomas Jefferson in paragraph 1 as an example of
- 1) a leader during the Revolution
 - 2) an inventor of new farming techniques
 - 3) a farmer who guided the agrarian movement toward an emphasis on economic development
 - 4) a philosopher who believed farmers were essential to the creation of a good society
- 63- The underlined phrase “subscribed to” is closest in meaning to
- 1) contributed to
 - 2) agreed with
 - 3) thought about
 - 4) expanded on



64- Which of the following statements is supported by the information in paragraph 1?

- 1) All government policy makers accepted Jefferson's views of agriculture and farmers.
- 2) Agricultural production declined between 1783 and 1861.
- 3) The majority of farmers worked for the government.
- 4) Agriculture was a vital part of the nation's economy.

65- According to the passage, the national and state governments did all of the following EXCEPT

- 1) build roads
- 2) import new plant varieties
- 3) develop policies that helped farmers export their products
- 4) give farmers money for their crops

PASSAGE 3

The day after Thanksgiving is the start of the holiday shopping season. Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People may line up hours before a store opens. They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

66- Which one is NOT true about Black Friday?

- 1) Black Friday is always the day after Thanksgiving.
- 2) Black Friday is the busiest shopping day of the year.
- 3) Black Friday is the start of the holiday shopping season.
- 4) Black Friday is a national holiday.

67- Which one is NOT cited as one of the downsides of Black Friday?

- 1) Stores run out of high demand items quickly.
- 2) Nobody really saves any money on Black Friday.
- 3) There are large crowds and lots of shoving.
- 4) Sometimes violence occurs at Black Friday events.

68- Which one best explains the main idea of the 2nd paragraph?

- 1) People stand in long lines on Black Friday.
- 2) Black Friday is the best time of the year to get good deals.
- 3) Black Friday is a really disappointing time of the year.
- 4) Black Friday deals are limited and not everyone will get one.

69- Where does the name Black Friday come from?

- 1) The police called this day Black Friday because there is a lot of traffic.
- 2) The stores called this day Black Friday because it is a serious shopping day.
- 3) The police called this day Black Friday to remember the victims of violence.
- 4) The stores called this day Black Friday because they make a lot of money.

70- In this passage, the underlined word "deal" is closest in meaning to

- 1) bargain
- 2) suggestion
- 3) denial
- 4) understanding



پاسخ سؤال‌های تستی زبان تخصصی

-۱

نکته مهم درسی

در اینجا با یک بند موصولی همراه با ربطدهنده "that" می‌توانیم جملات را به هم مربوط کنیم. "it" ضمیری ارجاعی است که به "Pacific Crest Trail" برمی‌گردد.

-۲

نکته مهم درسی

بعد از "despite" از اسم، ضمیر و یا اسم مصدر (-ing form) استفاده می‌کنیم.

-۳

نکته مهم درسی

در مورد کاری که نباید در زمان گذشته انجام می‌شده، اما انجام شده است از ساختار گذشته منفی فعل وجهی "should" یعنی "should + not + have + p.p." استفاده می‌کنیم.

-۴

نکته مهم درسی

ساختار "no more than" برای تأکید بر کم و مشخص بودن هر مقدار خاصی به کار می‌رود. به عنوان مثال آن چه در این جمله بیان می‌شود این است که مقدار کاری که آن‌ها انجام داده‌اند فقط به اندازه نیازشان بوده است و نه بیش‌تر.

-۵

نکته مهم درسی

به ساختار "such + (a/an) + (adjective) + noun" توجه کنید.

-۶

نکته مهم درسی

بعد از قیود و عبارات منفی در ابتدای جمله، ساختار آن دچار وارونگی یا "inversion" می‌گردد و جای فاعل و فعل در جمله عوض می‌شود.

-۷

نکته مهم درسی

"except for" به معنای «به‌جز» است و قبل از اسامی و ضمایر مفعولی کاربرد دارد. دقت کنید که "a few" کمیت‌نمای مناسب برای اسم قابل شمارش جمع، در اینجا "species" است.

-۸

نکته مهم درسی

به ساختار "wonder if/ whether" دقت کنید. بعد از این ساختار، جمله خبری با فاعل مشترک بین دو عبارت پیوسته به کار می‌رود.

-۹

نکته مهم درسی

برای مقایسه دو عبارت تفضیلی از نوع افزایش و کاهش وابسته، از ساختار "the... the..." استفاده می‌کنیم.

-۱۰

نکته مهم درسی

با توجه به معنی جمله در جای خالی از کلمه پرسشی "where" به معنی «کجا» و در ادامه از جمله در شکل خبری استفاده می‌کنیم.

-۱۱

نکته مهم درسی

ترجمه جمله: «هیچ‌کس با قطعیت نمی‌داند که چه (چیزی) باعث شد که دایناسورها از روی (کره) زمین محو شوند.»
 (۱) وجود داشتن
 (۲) نجات یافتن، جان سالم به در بردن
 (۳) محو شدن، ناپدید شدن
 (۴) به‌نظر رسیدن

-۱۲

نکته مهم درسی

ترجمه جمله: «اگرچه ناوگان اسپانیایی فرستاده شد تا انگلیس را فتح کند، اما قبل از این که بتواند در ساحل پیاده شود، شکست خورد.»
 (۱) اطاعت کردن، پیروی کردن
 (۲) پرورش دادن
 (۳) فتح کردن
 (۴) بیمه کردن

-۱۳

نکته مهم درسی

ترجمه جمله: «مردم این منطقه موفق‌تر از مردم مناطق دیگر کشور هستند، شاید به‌خاطر این که سخت‌کوش‌تر هستند.»
 (۱) موفق، کامیاب
 (۲) عصبی
 (۳) مضطرب
 (۴) مضحک

-۱۴

نکته مهم درسی

ترجمه جمله: «بیش از ۱۵۰۰ نفر کشته شدند هنگامی که تایتانیک در نتیجه یک تصادف با کوهی یخی غرق شد.»
 (۱) غرق شدن
 (۲) کشیدن
 (۳) خشک شدن
 (۴) تشخیص دادن

-۱۵

نکته مهم درسی

ترجمه جمله: «اولین نقشه‌های دقیق از جهان تا دهه هشتاد تهیه نشد. کلمه‌ای که زیر آن خط کشیده شده به معنای "exact" (دقیق) است.»
 (۱) دقیق
 (۲) مختلف، گوناگون
 (۳) مصنوعی
 (۴) داخلی، اهلی، خانگی



-۱۶

(روزبه شهلائی مقدم)

ترجمه جمله: «در پاسخ به انتقادهای فزاینده، دولت طرح‌هایش را برای کاهش بودجه در بخش آموزش، با این‌که فقط خیلی اندک بود، تغییر داد.»

(۱) به‌سختی، کم (۲) اساساً (۳) به شکلی اندک، ناچیز (۴) به شکلی خفیف، اندک

-۱۷

(یوار مؤمنی)

ترجمه جمله: «عمل پیوند کلیه فوق‌العاده پیچیده بود، بنابراین تیم جراحی مجبور بود مراقبت ویژه‌ای انجام دهد تا از موفقیت آن اطمینان حاصل کند.»

(۱) به‌طور قابل جایگزین (۲) به شدت، فوق‌العاده (۳) خوش‌بختانه (۴) به‌طور مصنوعی

-۱۸

(میرسین زاهری)

ترجمه جمله: «این نوع بحث، بذر نابودی را در بین اعضای یک اجتماع پراکنده می‌کند.»

(۱) ماده مغذی (۲) توصیف (۳) پرتوافکنی صدا (۴) نابودی

-۱۹

(یوار مؤمنی)

ترجمه جمله: «ما هرگز راه‌حلی برای این معضل پیدا نخواهیم کرد، مگر این‌که روش جدیدی برای کنترل کردن تعداد اتومبیل‌ها یافت شود.»

(۱) موقعیت، وضعیت (۲) محل، موقعیت (۳) وضعیت، وضع (۴) راه‌حل

-۲۰

(عبدالرشید شفیعی)

ترجمه جمله: «اکثر والدین نگران رفتار پرخاش‌گرانه فرزندان‌شان هستند، با این حال آن‌ها نمی‌دانند که چنین مشکلی از رفتار خودشان سرچشمه می‌گیرد.»

(۱) پرخاش‌گرانه، تهاجمی (۲) خودکار (۳) دردآور (۴) چاق

-۲۱

(یوار مؤمنی)

ترجمه جمله: «حدس بزن چه اتفاقی افتاده است؟ آن شغل را در پایگاه اطلاعاتی به دست آوردم. مدیر همین الان تماس گرفت که به من بگوید که استخدام شده‌ام. دوشنبه آینده (کارم را) شروع خواهم کرد.»

(۱) ناراحت کردن، رنجاندن (۲) استخدام کردن، کرایه کردن (۳) تصادف کردن (۴) جلوگیری کردن

-۲۲

(روزبه شهلائی مقدم)

ترجمه جمله: «پیش از آن‌که بتوانیم موفقیت یک دولت را قضاوت کنیم، باید معیارها را مشخص کنیم، مثلاً بیکاری یا مالیات‌گذاری.»

(۱) نشانه (۲) معیار (۳) قاعده، هنجار (۴) نگرش

-۲۳

(رضا کیاسالار)

ترجمه جمله: «در کنفرانس تنوع آرا وجود داشت که آیا قانون جدید چیز خوبی بود یا خیر.»

(۱) شتاب (۲) صلاحیت، شایستگی (۳) سرنوشت (۴) تنوع، گوناگونی

-۲۴

(عبدالرشید شفیعی)

ترجمه جمله: «خویشاوندان قربانی آن‌قدر کینه‌توز بودند که قاتل را قبل از این‌که دادگاه تصمیمی بگیرد، کشتند.»

(۱) داخلی (۲) کینه‌توز، مصمم (۳) پر حرف (۴) تقلیدی

-۲۵

(روزبه شهلائی مقدم)

ترجمه جمله: «ممکن است این‌طور باشد که با توجه به بزرگی این مشکل هیچ راه حلی برای این مورد ممکن نباشد.»

(۱) نشانه (۲) عظمت، بزرگی (۳) روند (۴) احترام

-۲۶

(امیر یعقوبی فر)

نکته مهم درسی

فعل جمله باید با فاعل اصلی جمله یعنی "Several million points" مطابقت داشته باشد، بنابراین گزینه‌های «۲» و «۴» نادرست هستند. با توجه به عبارات "either ... or" و "neither ... nor"، گزینه «۱» درست است.

-۲۷

(سراسری منحصراً زبان - ۸۹)

نکته مهم درسی

بعد از فعل "enjoy" فعل دوم به صورت اسم مصدر "ing + فعل" به کار می‌رود. (دلیل نادرستی گزینه‌های «۳» و «۴») با توجه به تضاد صریح بین دو جمله، از ربط‌دهنده "while" استفاده می‌کنیم.

-۲۸

(سراسری منحصراً زبان - ۸۸ - با تغییر)

نکته مهم درسی

با توجه به مفهوم جمله و ترتیب صحیح قرار گرفتن کلمات، گزینه «۱» صحیح است.

-۲۹

(مهربان شفیعی)

نکته مهم درسی

قرار گرفتن "so + صفت" در ابتدای جمله، ساختار جمله را سؤال می‌کند، در نتیجه قرار گرفتن فعل بعد از فاعل در گزینه «۱» نادرست است. بعد از "be able" فعل دوم به صورت مصدر با "to" به کار می‌رود. به کار بردن "too" در ساختار "that-clause" در گزینه‌های «۲» و «۴» نادرست است. به عبارت "at the age of" به معنی «در سن» دقت کنید.



-۳۰

(بهرام دستگیری)

ترجمه جمله: «هرچه بیشتر تلاش کنید، نتیجه بهتری در امتحان نهایی تان خواهید گرفت.»

نکته مهم درسی

برای بیان تأثیر یک عمل بر روی عمل دیگر، از ساختار زیر استفاده می‌کنیم:

“فعل + فاعل + the + comparative + , + فعل + فاعل + (برتر) the + comparative + فاعل”

-۳۱

(عبدالرشید شفیعی)

(۱) من هم نه
(۲) بگذار ببینیم
(۳) شما را نشناختم
(۴) می‌توانم بفهمم چرا

-۳۲

(عبدالرشید شفیعی)

(۱) طوری نیست اگر
(۲) اگر از من بپرسی
(۳) می‌توانی به آن برسی اگر
(۴) اگر می‌توانستید

-۳۳

(عبدالرشید شفیعی)

(۱) شاید وقتی دیگر
(۲) فراموشش کن
(۳) باید خوب باشد
(۴) در بلندمدت

-۳۴

(عبدالرشید شفیعی)

(۱) نه کاملاً
(۲) واقعاً لازم نیست
(۳) چیز زیادی نیست
(۴) مهم نیست

-۳۵

(عبدالرشید شفیعی)

(۱) وقت زیادی صرف (چیزی) کردن
(۲) مشغول به جبران (برای چیزی) بودن
(۳) جمع‌آوری اطلاعات (درباره چیزی) کردن
(۴) (به چیزی) فکر کردن

-۳۶

(عبدالرشید شفیعی)

(۱) به کسی اطلاعات دادن
(۲) مصمم بودن، مستقل بودن
(۳) به کسی راست گفتن
(۴) خاطر جمع بودن

-۳۷

(عبدالرشید شفیعی)

(۱) شرکت کردن در
(۲) ایده‌ای یافتن
(۳) پا به پای (چیزی) آمدن
(۴) تحسین کردن

-۳۸

(عبدالرشید شفیعی)

(۱) تحمل کردن
(۲) پیروی کردن از
(۳) تماس گرفتن با
(۴) مریض شدن

-۳۹

(عبدالرشید شفیعی)

(۱) مواجه شدن با
(۲) سراغ (چیزی) رفتن
(۳) رسیدن به
(۴) ختم شدن به

-۴۰

(عبدالرشید شفیعی)

(۱) بدشانس
(۲) نامفهوم، نادانسته
(۳) شانس آخر
(۴) خیلی خوب، عالی

-۴۱

(روزبه شهلایی مقدم)

نکته مهم درسی

قبل از اسمی که وابسته دارد (مثل the, my, this, ... از "some of" استفاده می‌کنیم. اما اگر وابسته نداشته باشد، استفاده از "of" صحیح نیست. به عبارت دیگر، پشت یک وابسته یا ضمیر از "some of" استفاده می‌کنیم.

I know some of his friends. (NOT I know some his friends.)
Some of us want a new system. (NOT Some us want a new system.)
I have bought some apples. (NOT I have bought some of apples.)
Some people want a new system. (NOT Some of people want a new system.)

-۴۲

(روزبه شهلایی مقدم)

نکته: چون "welcome" به معنی «خوشامد گفتن» متعدی است و چون مفعول بعد از آن به کار نرفته است، وجه جمله مجهول است.

-۴۳

(روزبه شهلایی مقدم)

(۱) شدن، تغییر کردن
(۲) تبدیل شدن
(۳) جابه‌جا شدن
(۴) عوض شدن

خراب شدن، پس رفتن، ناخوشایند شدن: go or turn sour

-۴۴

(روزبه شهلایی مقدم)

نکته: به شکل دیگر جمله دقت کنید:

Despite being attracted by the promise to earn good money and learn new skills, the reality they found was often one of low wages and, in many cases, unemployment.

-۴۵

(روزبه شهلایی مقدم)

نکته: با توجه به معنای جمله، به ربط‌دهنده همپایه‌ساز "and" نیاز داریم.

-۴۶

(روزبه شهلایی مقدم)

(۱) به دقت، از نزدیک
(۲) خیلی، تا حد زیادی
(۳) به راحتی
(۴) معمولاً، طبیعتاً



- ۴۷- (روزبه شهلائی مقدم)
 (۱) اغلب، بیش تر
 (۲) درصد
 (۳) اکثریت
 (۴) تعداد، رقم
-
- ۴۸- (روزبه شهلائی مقدم)
 نکته: ترتیب صحیح جمله تنها در گزینه «۴» دیده می‌شود. توجه کنید که
 "areas" به "cities" برمی‌گردد.
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- ۴۹- (روزبه شهلائی مقدم)
 نکته: گزینه «۲» کوتاه شده "that were caused" است.
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- ۵۰- (روزبه شهلائی مقدم)
 (۱) به طرف
 (۲) جلوی
 (۳) از میان، از طریق
 (۴) از جمله، شامل
-
- ۵۱- (روزبه شهلائی مقدم)
 (معنای گزینه‌ها با حرف اضافه "out")
 (۱) شروع شدن
 (۲) اجرا کردن
 (۳) بیرون آمدن
 (۴) عازم شدن
-
- ۵۲- (روزبه شهلائی مقدم)
 (۱) همان‌طور که، وقتی که
 (۲) اگر
 (۳) با این حال، ولی
 (۴) از آن پس، به این دلیل، لذا
نکته مهم درسی
 در این جا "yet" به معنای "but" است. مثالی دیگر:
 She does not speak our language and yet she seems to understand what we say.
 او به زبان ما صحبت نمی‌کند و با این حال به نظر می‌رسد ما چه می‌گوییم.
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- ۵۳- (روزبه شهلائی مقدم)
نکته مهم درسی
 با توجه به این که شروع و پایان عمل در گذشته بوده، از زمان «گذشته ساده» استفاده می‌کنیم.
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- ۵۴- (روزبه شهلائی مقدم)
نکته مهم درسی
 "settling" وجه وصفی در حالت قیدی است.
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- ۵۵- (روزبه شهلائی مقدم)
نکته مهم درسی
 ساختار "not only but also" مدنظر است.
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- ۵۶- (بوار مؤمنی)
 ترجمه جمله: «متن عمدتاً درباره چه چیزی بحث می‌کند؟»
 «چگونه رسوبات در اقیانوس‌ها طی دوره کرتاسه انبار می‌شد؟»
- ۵۷- (بوار مؤمنی)
 ترجمه جمله: «متن نشان می‌دهد که دوره کرتاسه در قسمت متأخر دوره مزوزوئیک رخ داد.»
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- ۵۸- (بوار مؤمنی)
 ترجمه جمله: «متن تمام جنبه‌های زیر از پلانکتون را ذکر می‌کند به جز طول عمرشان.»
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- ۵۹- (بوار مؤمنی)
 ترجمه جمله: «کلمه "accumulated" که زیر آن خط کشیده شده از نظر معنی به "collected" (جمع‌آوری شده) نزدیک‌ترین است.»
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- ۶۰- (بوار مؤمنی)
 ترجمه جمله: «طبق متن، چشم‌گیرترین تغییر در اقیانوس‌ها که توسط پلانکتون‌ها در خلال دوره کرتاسه ایجاد شد، با ایجاد رسوب روی سطح اقیانوس مرتبط بود.»
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- ۶۱- (عبدالرشید شفیعی)
 ترجمه جمله: «متن عمدتاً درباره چه چیزی بحث می‌کند؟»
 «اثر اهمیت افزایش یافتگی کشاورزی»
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- ۶۲- (عبدالرشید شفیعی)
 ترجمه جمله: «نویسنده در پاراگراف اول توماس جفرسون را به‌عنوان مثالی از یک فیلسوف ذکر می‌کند که باور داشت کشاورزان برای خلق یک جامعه خوب ضروری بودند.»
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- ۶۳- (عبدالرشید شفیعی)
 ترجمه جمله: «عبارت "subscribed to" که زیر آن خط کشیده شده از نظر معنایی به "agreed with" (موافقت کردن با) نزدیک‌ترین است.»
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- ۶۴- (عبدالرشید شفیعی)
 ترجمه جمله: «کدام یک از جملات زیر توسط اطلاعات موجود در بند اول تأیید می‌شود؟»
 «کشاورزی یک جزء حیاتی اقتصاد ملت بود.»
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- ۶۵- (عبدالرشید شفیعی)
 ترجمه جمله: «طبق متن، دولت‌های ملی و ایالتی همه موارد زیر را انجام دادند جز این که به کشاورزان برای محصولاتشان پول بدهند.»
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- ۶۶- (شهاب اناری)
 ترجمه جمله: «کدام یک درباره جمعه سیاه درست نیست؟»
 «جمعه سیاه یک تعطیلی ملی است.»
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- ۶۷- (شهاب اناری)
 ترجمه جمله: «کدام یک به‌عنوان یکی از نقاط منفی جمعه سیاه ذکر نشده است؟»
 «هیچ کس واقعاً در جمعه سیاه پول ذخیره نمی‌کند.»



- ۶۸- (شعاب اناری)
ترجمه جمله: «کدامیک به بهترین شکل ایده اصلی بند دوم را توضیح می‌دهد؟»
«معاملات جمعه سیاه محدودند و هر کسی یک (جنس) نخواهد گرفت.»
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- ۶۹- (شعاب اناری)
ترجمه جمله: «نام جمعه سیاه از کجا می‌آید؟»
«پلیس این روز را جمعه سیاه نامید زیرا ترافیک زیادی وجود دارد.»
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- ۷۰- (شعاب اناری)
ترجمه جمله: «در این متن، کلمه "deal" که زیر آن خط کشیده شده از نظر معنایی به "bargain" (معامله) نزدیک‌ترین است.»
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- ۱- گزینه ۲
۲- گزینه ۱
۳- گزینه ۴
۴- گزینه ۳
۵- گزینه ۲
۶- گزینه ۴
۷- گزینه ۳
۸- گزینه ۲
۹- گزینه ۱
۱۰- گزینه ۳
۱۱- گزینه ۳
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