



دفترچه سؤال

آزمون «۲۳ تیر ماه ۱۴۰۲»

دفترچه اختصاصی منحصرأ زبان

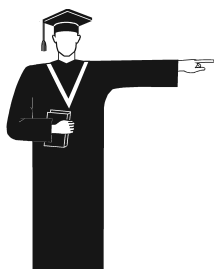
تعداد کل سؤالات: ۷۰ زمان پاسخ‌گویی: ۱۰۵ دقیقه

اختصاصی				
نام درس	تعداد سؤال	شماره سؤال	شماره صفحه	زمان پاسخ‌گویی
زبان انگلیسی تفصیلی	۷۰	۱-۷۰	۳	۱۰۵ دقیقه

بنیاد علمی آموزشی قلم‌چی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۸۴۵۱-۰۲۱

«تمام دارایی‌ها و درآمدهای بنیاد علمی آموزشی قلم‌چی وقف عام است بر گسترش دانش و آموزش»



پدید آورندگان

آزمون منحصرأ زبان

۲۳ تیر ماه ۱۴۰۲

طراحان

نام طراحان	نام درس
محسن رحیمی، عادلہ حیدری، نوید مبلقی، محمدجواد آقایی، سعید کاویانی، رحمتاله استیری، عقیل محمدی‌روش، آرمین رحمانی، جواد مؤمنی	زبان تخصصی

گزینشگران و ویراستاران

نام درس	زبان انگلیسی تخصصی
گزینشگر	رحمتاله استیری
مسئول درس	رحمتاله استیری
گروه ویراستاران	فاطمه نقدی، محمدحسین مرتضوی، سعید آقچه‌لو

گروه فنی و تولید

مدیر گروه	محدثه مرآتی
مسؤل دفترچه	معصومه شاعری
مستندسازی و مطابقت با مصوبات	مدیر: محیا اصغری مسئول دفترچه: ستایش محمدی
حروف‌نگاری و صفحه‌آرایی	زهرآ تاجیک
ناظر چاپ	حمید عباسی

بنیاد علمی آموزشی قلمچی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۰۲۱-۶۴۶۳

زبان تخصصی

١٠٥ دقیقه

Part A: Grammar

Directions: Questions 1-15 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-She praised the gallantry, determination, and sense of duty of the servicemen and women ... their lives for their country.
1) that were given 2) who had given
3) whom they had given 4) having been given
- 2-Yesterday around 10 p.m., I came across a frightened woman who thought that she ... by a stranger, and she asked me for help.
1) was following 2) had followed
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- 3-Generally speaking, those who were higher in occupational status suffered ... those lower down.
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- 4-Unless there ... a dramatic and comprehensive change in government policies soon, the economic conditions in that country will continue to worsen.
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- 5-Professor Azeri would be happier now ... a different teaching assignment earlier in the semester.
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- 6-... in an airplane before, the little girl was surprised and a little frightened when her ears popped.
1) Having never been flown 2) She never flew
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- 7-A: I've heard that your daughter has recently graduated from law school and that your son has gotten a scholarship to the state university. You ... very proud of them.
B: We are.
1) ought to have been 2) must be
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- 8-Management has requested that employees ... social media for personal purposes during work hours.
1) not to use 2) do not use
3) not use 4) does not use
- 9-According to the spokesman, there were millions of people around the world ... the football match live on television.
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- 10-A recent government report has warned that ... we act immediately to reduce pollution, there will be serious consequences for the planet.
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- 11- ... for the changes made in regulations to acceptance to the school, very few students would have enrolled before the year started.
1) Were it not 2) Should it not
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- 12-When Tom entered the room, his mother ... him because he had grown hair and a beard. He looked totally different.
1) wasn't recognizing 2) hadn't recognized
3) wouldn't recognize 4) didn't recognize
- 13-Giving a speech in front of such a big crowd who are made up of intellectuals ... to be a very difficult action, I suppose.
1) seems 2) were seemed
3) seem 4) that seems
- 14-Mary remembered ... her assignment to her tutor because she had spoken to him about its length.
1) give 2) to give
3) giving 4) to giving
- 15-I wish I ... about the costs of maintaining such a big house before I bought it.
1) think 2) had thought
3) thought 4) would think

Part B: Vocabulary

Directions: Questions 16-35 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.

- 16-The bridge is so immensely long that the shape of the earth has to be ... by its designer as an essential part of the project.
 1) taken into account 2) given an account of
 3) given approval to 4) caught up with
- 17-He had travelled only twenty miles into the desert when his vehicle broke down. There was no immediate help available and he had to ... from the race.
 1) conceal 2) detour
 3) defeat 4) withdraw
- 18-These results seem to ... that calcium and vitamin D supplementation may also prevent tooth loss from gum disease.
 1) define 2) imply
 3) reply 4) deviate
- 19-“This book is a best-seller. But its real author still remains completely ... ,” said the man as he was picking the book up.
 1) transparent 2) crude
 3) anonymous 4) splendid
- 20-It’s ... ! They charged me double the price of an ordinary bottle of soda in that restaurant. I’ll never go there again, NEVER!
 1) naive 2) infallible
 3) compulsory 4) outrageous
- 21-Rising unemployment is ... serious problems for the administration. Something must be done about it urgently.
 1) envisaging 2) easing
 3) posing 4) bypassing
- 22-Because the treaty between the two nations is very ..., it may be damaged during the presidential meeting.
 1) hazardous 2) dreadful
 3) baffled 4) fragile
- 23-Other trustees have said that their intent is to cut back on the board’s ... long public meetings.
 1) tediously 2) qualitatively
 3) presumably 4) symbolically
- 24-In the ... of a television, the children were forced to find other things to keep them amused.
 1) absence 2) structure
 3) event 4) pattern
- 25-Farmers were not only losing their share, but the water quality was also ... every year due to the increasing use of pesticides.
 1) adoring 2) convincing
 3) deteriorating 4) refining
- 26-He’d like to use locally grown cottonseeds or peanuts to create biofuel, but prices remain
 1) intrinsic 2) prohibitive
 3) passive 4) capable
- 27-Some companies move their factories to poor countries to exploit the ... of people willing to work for meager wages.
 1) conceit 2) improvisation
 3) concept 4) desperation
- 28-Jenny told us about her party only one day in advance, ... thinking we had nothing else to do.
 1) mysteriously 2) arrogantly
 3) engagingly 4) globally
- 29-Research has shown that people who are bullied are more likely to suffer from a ... of physical ailments, such as headaches and sleep disturbances.
 1) reason 2) source
 3) lack 4) host
- 30-For many people, psychotherapy can be a safe harbor during a difficult time or an ... part of treating an ongoing mental health problem.
 1) invaluable 2) unidentified
 3) unexpected 4) incomprehensible

- 31-My jaw dropped in ... when I saw my cousin, who is only six years old, was speaking Italian so fluently.
 1) discipline 2) therapy
 3) astonishment 4) review
- 32-The emphasis on social integration often serves to ... the real differences within the community.
 1) boost 2) obscure
 3) assert 4) organize
- 33-My grandfather has an unerring ... for when people are lying to him. You always have to be truthful with him.
 1) instinct 2) devotion
 3) longing 4) thrill
- 34-The spectators ... on the unknown Tunisian sprinter, hoping for a fairy-tale ending to the race.
 1) cheered 2) proved
 3) depended 4) insisted
- 35-If you die without a will, only a husband, wife, children and blood relatives are entitled to ... your property.
 1) graft 2) inherit
 3) intervene 4) measure

Part C: Sentence Structure

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

- 36-
 1) I didn't have any energy to play with the kids because I had been working so hard all the week.
 2) I didn't have any energy to play with the kids as I have worked so hardly all the week.
 3) I had no energy to play with the kids because I have been working so hard all the week.
 4) I have no any energy to play with the kids as I had worked so hardly all the week.
- 37-
 1) I will have been worked on this ranch for more than half of my life when I turn 40.
 2) I will be working on this ranch for more than half of my life when I will turn 40.
 3) I will have worked on this ranch for more than half of my life when I will turn 40.
 4) I will have been working on this ranch for more than half of my life when I turn 40.
- 38-
 1) Paris, that I spent six months studying, is the most beautiful city of the world.
 2) Paris, which I spent six months to studying, is the most beautiful city of the world.
 3) Paris, where I spent six months studying, is the most beautiful city in the world.
 4) Paris, in which I spent six months to studying, is the most beautiful city in the world.
- 39-
 1) Simply having a passion for writing doesn't necessarily mean you will become a best-selling author.
 2) Necessarily, to have a passion on writing simply don't mean you will become a best-selling author.
 3) You will become a best-selling author simply by having a passion for writing which don't necessarily mean it.
 4) A best-selling author simply has a passion on writing which doesn't necessarily mean he will become.
- 40-
 1) To take detailed notes was asked us by our boss in order to nothing would be forgotten.
 2) We were asked by our boss to take detailed notes so as to nothing would be forgotten.
 3) Our boss, asking us to take detailed notes, so that nothing would be forgotten.
 4) Our boss asked us to take detailed notes in order that nothing would be forgotten.

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.

AMBER: Hello William. This is Amber. You said I could phone if I wanted to get more information about the job agency you mentioned. Is now a good time?

WILLIAM: Oh, hi Amber. Yes, it's fine. So the agency I was talking about is called Bankside. They're...(41)... Docklands. I can tell you the address now—497 Eastside.

AMBER: OK, thanks. So is there anyone in particular I should speak to there?

WILLIAM: The agent I always ...(42)... is called Becky Jamieson.

AMBER: Do you have her direct line?

WILLIAM: Yes, it's in my contacts somewhere. Right, here it is: 078 double 6, 510 triple 3. I wouldn't call her until the afternoon if I ...(43)... She's always really busy in the morning trying to fill last-minute vacancies.

- 41- 1) based in 2) involved in
3) insane about 4) anxious to
- 42- 1) come across 2) take off
3) track down 4) deal with
- 43- 1) took you for granted 2) were you
3) dug myself into a hole 4) took it with a grain of salt

A: I don't want to hear even a word of Sam anymore.

B: What gives, bro?

A: Today when I saw him, I waved my hand and shouted to him, but he ...(44)...

B: Come on! He might not have seen you. I think you'd better talk to him and let him ...(45)... the record straight.

- 44- 1) walked on air 2) saw that coming
3) spread myself too thin 4) didn't give me a hoot
- 45- 1) fix 2) make
3) set 4) pay

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.

At the start of his career, Albert Bandura focused on learning. Most of the research then was concerned with learning from direct experience. At that time, it was widely ...(46)... that learning could only occur by responding to stimuli and experiencing their effects. Bandura felt that this line of theorizing was ...(47)... informal evidence that virtually all learning resulting from direct experience ...(48)... on a vicarious basis—by observing other people's behavior and its consequences for them.

Whereas behaviorism tended to emphasize the influence of the environment on behavior, Bandura was interested ...(49)... the influence of behavior on the environment. In this respect, his position is closer to ...(50)... Jacob Kantor, whose "interbehaviorism" argues that the organism and stimulus objects surrounding ...(51)... as equally important, a position that presaged ...(52)... ecological psychology. Bandura ...(53)... to his concept of environment-behavior interaction as "reciprocal determinism"—the ...(54)... that a person's behavior is influenced by and influences personal characteristics and social factors. He developed this idea to a point where he began to consider the interaction between environment, behavior and the person's psychological processes. Once he started to ...(55)... a role for mental imagery, he ceased to be a strict behaviorist and became a cognitive psychologist.

- 46- 1) mended 2) assumed 3) intimidated 4) demanded
- 47- 1) at odds with 2) on behalf of 3) in terms of 4) without further ado
- 48- 1) occur 2) which occurs 3) to occur 4) occurs
- 49- 1) on 2) in 3) to 4) with
- 50- 1) the one 2) that one of 3) that of 4) the ones of
- 51- 1) it should be treated 2) should treat
3) should be treated 4) it should treat
- 52- 1) to emerge 2) emerging of 3) the emergence of 4) emerging
- 53- 1) adopted 2) dictated 3) declined 4) referred
- 54- 1) invention 2) notion 3) nuisance 4) menace
- 55- 1) handle 2) occupy 3) consider 4) play

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 I:

The oldest living things on Earth are trees. Some of California's sequoias have for four thousand years looked down on the changes in the landscape and the comings and goings of humans. They sprouted from tiny seeds about the time the Egyptian pyramids were being built. Today these giant patriarchs seem as remote and inaccessible as the rocks and mountain cliffs on which they grow, like cathedral columns holding up the sky. It is hard to imagine them playing any part in the lives of mere humans or being in any way affected by the creatures that pass at their feet.

Lesser trees, however, have played an intimate role in the lives of people since they first appeared on Earth. Trees fed the fires that warmed humans; they provided shelter, food and medicine and even clothing. They also shaped people's spiritual horizons. Trees expressed the grandeur and mystery of life, as they moved through the cycle of seasons, from life to death and back to life again. Trees were

the largest living things around humans, and they knew that some trees had been standing on the same spot in their parents' and grandparents' time and would continue to stand long after they were gone. No wonder these trees became symbols of strength, fruitfulness, and everlasting life.

56-What is the main idea of the passage?

- 1) Trees grow to great heights.
- 2) Trees have been important to people throughout history.
- 3) Trees make humans seem superior.
- 4) Trees that grow in California are very old.

57-Which of the following is NOT mentioned in the passage as a way in which people have used trees?

- 1) For furniture
- 2) For fuel
- 3) For housing
- 4) For nourishment

58-In paragraph 1, the phrase "giant patriarchs" could best be replaced by which of the following?

- 1) Tiny seeds
- 2) Important leaders
- 3) Towering trees
- 4) Egyptian pyramids

59-The author implies that, compared with sequoias, other trees have

- 1) been in existence longer
- 2) adapted more readily to their environments
- 3) been affected more by animals
- 4) had a closer relationship with people

60-Where in the passage does the author make a comparison between trees and parts of a building?

- 1) Line 1
- 2) Lines 4-5
- 3) Lines 9-11
- 4) Lines 12-13

PASSAGE 2:

According to anthropologists, people in preindustrial societies spent 3 to 4 hours per day or about 20 hours per week doing the work necessary for life. Modern comparisons of the amount of work performed per week, however, began with the Industrial Revolution (1760-1840) when 10- to 12-hour workdays with six workdays per week were the norm. Even with extensive time devoted to work, however, both incomes and standards of living were low. As incomes rose near the end of the Industrial Revolution, it became increasingly common to treat Saturday afternoons as a half-day holiday. The half holiday had become standard practice in Britain by the 1870s, but did not become common in the United States until the 1920s. In the United States, the first third of the twentieth century saw the workweek move from 60 hours per week to just under 50 hours by the start of the 1930s. In 1914 Henry Ford reduced daily work hours at his automobile plants from 9 to 8. In 1926 he announced that henceforth his factories would close for the entire day on Saturday. At the time, Ford received criticism from other firms such as United States Steel and Westinghouse, but the idea was popular with workers.

The Depression years of the 1930s brought with them the notion of job sharing to spread available work around; the workweek dropped to a modern low for the United States of 35 hours. In 1938 the Fair Labor Standards Act mandated a weekly maximum of 40 hours to begin in 1940, and since that time the 8-hour day, 5-day workweek has been the standard in the United States.

61-What does the passage mainly discuss?

- 1) Why people in preindustrial societies worked few hours per week
- 2) Changes that have occurred in the number of hours that people work per week
- 3) A comparison of the number of hours worked per year in several industries
- 4) Working conditions during the Industrial Revolution

62-Compared to preindustrial times, the number of hours in the workweek in the nineteenth century

- 1) remained constant
- 2) decreased slightly
- 3) decreased significantly
- 4) increased significantly

63-The word "henceforth" in paragraph 1 is closest in meaning to

- 1) in the end
- 2) for a brief period
- 3) from that time on
- 4) on occasion

64-The "idea" mentioned in paragraph 1 refers to

- 1) the 60-hour workweek
- 2) the reduction in the cost of automobiles
- 3) the reduction in the workweek at some automobile factories
- 4) the criticism of Ford by United States Steel and Westinghouse

65-What is one reason for the change in the length of the workweek for the average worker in the United States during the 1930s?

- 1) Several people sometimes shared a single job.
- 2) Labor strikes in several countries influenced labor policy in the United States.
- 3) Several corporations increased the length of the workweek.
- 4) The United States government instituted a 35-hour workweek.

PASSAGE 3:

Expressing Yourself in English is an interesting new textbook with some variations from the traditional textbooks in its approach. It would seem appropriate for self-study, especially when used in conjunction with the cassette, but is primarily intended for classroom use. Indeed, the text itself contains notes for the teacher, rather than those appearing in a separate teacher's guide.

Each unit contains three readings, all of which, except for those appearing in the ninth and final unit, are illustrated. The teacher's notes indicate that the teacher should refrain from answering students' questions about these readings until each student has worked through all the reading comprehension exercises without help.

Among the book's distinctive features is the fact that it contains a more extensive list of affixes than any other writing for this level, while exercises are provided which allow students to be creative with the English they learn. Again, unlike most comparable texts, Expressing Yourself in English does not formally introduce the verb "to be" until unit 3. One hint for teachers and students alike is that students should not expect to be successful in the examination offered in the body of the text unless they study outside of the class and memorize the dialogue that introduces each unit. In order to keep the price low, the book is paperbound and all pictures and illustrations are in black and white. The textbook will be accompanied by a workbook to be published later this year.

66-The main aim of Expressing Yourself in English is

- 1) to present a more traditional approach to learning English
- 2) to be used for the student's self-study
- 3) to be used in conjunction with the cassette
- 4) for teaching in the class because the text contains notes for the teacher

67-Each unit contains

- 1) illustrated readings
- 2) three illustrated readings
- 3) three readings, and only those appearing in the ninth and final unit are not illustrated
- 4) three readings, and only those appearing in the ninth and final unit are illustrated

68-Teachers are instructed

- 1) not to immediately answer any student's questions about reading comprehension
- 2) to immediately answer all students' questions about reading comprehension
- 3) to help the students to work through all the reading comprehension
- 4) not to help the students to work through reading comprehension but to answer their questions

69-The underlined word "features" in paragraph 3 is closest in meaning to

- 1) properties
- 2) proportions
- 3) proposals
- 4) protests

70-One hint for teachers and students alike is

- 1) that students should expect to be successful in the examination offered in the body of the text
- 2) that students should study outside of the class and memorize the dialogue that introduces each unit before the examination
- 3) that students and the teacher should not expect to be successful in the examination offered in the body of the book
- 4) that students should expect to be successful even if they do not study outside of the class



دفترچه سؤال

آزمون «۲۳ تیر ماه ۱۴۰۲»

دفترچه اختصاصی منحصرأ زبان

تعداد کل سوالات: ۷۰ زمان پاسخ‌گویی: ۱۰۵ دقیقه

اختصاصی				
نام درس	تعداد سؤال	شماره سؤال	شماره صفحه	زمان پاسخ‌گویی
زبان انگلیسی تفصیلی	۷۰	۱-۷۰	۳	۱۰۵ دقیقه

بنیاد علمی آموزشی قلم‌چی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۸۴۵۱-۰۲۱

«تمام دارایی‌ها و درآمدهای بنیاد علمی آموزشی قلم‌چی وقف عام است بر گسترش دانش و آموزش»



پدید آورندگان

آزمون منحصرأ زبان

۲۳ تیر ماه ۱۴۰۲

طراحان

نام طراحان	نام درس
محسن رحیمی، عادلہ حیدری، نوید مبلغی، محمدجواد آقایی، سعید کاویانی، رحمتالہ استیری، عقیل محمدی‌روش، آرمین رحمانی، جواد مؤمنی	زبان تخصصی

گزینشگران و ویراستاران

نام درس	زبان انگلیسی تخصصی
گزینشگر	رحمتالہ استیری
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حروف نگاری و صفحه آرای	زہرا تاجیک
ناظر چاپ	حمید عباسی

بنیاد علمی آموزشی قلمچی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۰۲۱-۶۴۶۳

زبان تخصصی

۱۰۵ دقیقه

Part A: Grammar

Directions: Questions 1-15 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-She praised the gallantry, determination, and sense of duty of the servicemen and women ... their lives for their country.
1) that were given 2) who had given
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- 2-Yesterday around 10 p.m., I came across a frightened woman who thought that she ... by a stranger, and she asked me for help.
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- 3-Generally speaking, those who were higher in occupational status suffered ... those lower down.
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- 4-Unless there ... a dramatic and comprehensive change in government policies soon, the economic conditions in that country will continue to worsen.
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- 7-A: I've heard that your daughter has recently graduated from law school and that your son has gotten a scholarship to the state university. You ... very proud of them.
B: We are.
1) ought to have been 2) must be
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- 11-... for the changes made in regulations to acceptance to the school, very few students would have enrolled before the year started.
1) Were it not 2) Should it not
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- 12-When Tom entered the room, his mother ... him because he had grown hair and a beard. He looked totally different.
1) wasn't recognizing 2) hadn't recognized
3) wouldn't recognize 4) didn't recognize
- 13-Giving a speech in front of such a big crowd who are made up of intellectuals ... to be a very difficult action, I suppose.
1) seems 2) were seemed
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- 14-Mary remembered ... her assignment to her tutor because she had spoken to him about its length.
1) give 2) to give
3) giving 4) to giving
- 15-I wish I ... about the costs of maintaining such a big house before I bought it.
1) think 2) had thought
3) thought 4) would think

Part B: Vocabulary

Directions: Questions 16-35 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.

- 16-The bridge is so immensely long that the shape of the earth has to be ... by its designer as an essential part of the project.
- 1) taken into account 2) given an account of
3) given approval to 4) caught up with
- 17-He had travelled only twenty miles into the desert when his vehicle broke down. There was no immediate help available and he had to ... from the race.
- 1) conceal 2) detour
3) defeat 4) withdraw
- 18-These results seem to ... that calcium and vitamin D supplementation may also prevent tooth loss from gum disease.
- 1) define 2) imply
3) reply 4) deviate
- 19-“This book is a best-seller. But its real author still remains completely ... ,” said the man as he was picking the book up.
- 1) transparent 2) crude
3) anonymous 4) splendid
- 20-It’s ... ! They charged me double the price of an ordinary bottle of soda in that restaurant. I’ll never go there again, NEVER!
- 1) naive 2) infallible
3) compulsory 4) outrageous
- 21-Rising unemployment is ... serious problems for the administration. Something must be done about it urgently.
- 1) envisaging 2) easing
3) posing 4) bypassing
- 22-Because the treaty between the two nations is very ..., it may be damaged during the presidential meeting.
- 1) hazardous 2) dreadful
3) baffled 4) fragile
- 23-Other trustees have said that their intent is to cut back on the board’s ... long public meetings.
- 1) tediously 2) qualitatively
3) presumably 4) symbolically
- 24-In the ... of a television, the children were forced to find other things to keep them amused.
- 1) absence 2) structure
3) event 4) pattern
- 25-Farmers were not only losing their share, but the water quality was also ... every year due to the increasing use of pesticides.
- 1) adoring 2) convincing
3) deteriorating 4) refining
- 26-He’d like to use locally grown cottonseeds or peanuts to create biofuel, but prices remain
- 1) intrinsic 2) prohibitive
3) passive 4) capable
- 27-Some companies move their factories to poor countries to exploit the ... of people willing to work for meager wages.
- 1) conceit 2) improvisation
3) concept 4) desperation
- 28-Jenny told us about her party only one day in advance, ... thinking we had nothing else to do.
- 1) mysteriously 2) arrogantly
3) engagingly 4) globally
- 29-Research has shown that people who are bullied are more likely to suffer from a ... of physical ailments, such as headaches and sleep disturbances.
- 1) reason 2) source
3) lack 4) host
- 30-For many people, psychotherapy can be a safe harbor during a difficult time or an ... part of treating an ongoing mental health problem.
- 1) invaluable 2) unidentified
3) unexpected 4) incomprehensible

- 31-My jaw dropped in ... when I saw my cousin, who is only six years old, was speaking Italian so fluently.
 1) discipline 2) therapy
 3) astonishment 4) review
- 32-The emphasis on social integration often serves to ... the real differences within the community.
 1) boost 2) obscure
 3) assert 4) organize
- 33-My grandfather has an unerring ... for when people are lying to him. You always have to be truthful with him.
 1) instinct 2) devotion
 3) longing 4) thrill
- 34-The spectators ... on the unknown Tunisian sprinter, hoping for a fairy-tale ending to the race.
 1) cheered 2) proved
 3) depended 4) insisted
- 35-If you die without a will, only a husband, wife, children and blood relatives are entitled to ... your property.
 1) graft 2) inherit
 3) intervene 4) measure

Part C: Sentence Structure

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

- 36-
 1) I didn't have any energy to play with the kids because I had been working so hard all the week.
 2) I didn't have any energy to play with the kids as I have worked so hardly all the week.
 3) I had no energy to play with the kids because I have been working so hard all the week.
 4) I have no any energy to play with the kids as I had worked so hardly all the week.
- 37-
 1) I will have been worked on this ranch for more than half of my life when I turn 40.
 2) I will be working on this ranch for more than half of my life when I will turn 40.
 3) I will have worked on this ranch for more than half of my life when I will turn 40.
 4) I will have been working on this ranch for more than half of my life when I turn 40.
- 38-
 1) Paris, that I spent six months studying, is the most beautiful city of the world.
 2) Paris, which I spent six months to studying, is the most beautiful city of the world.
 3) Paris, where I spent six months studying, is the most beautiful city in the world.
 4) Paris, in which I spent six months to studying, is the most beautiful city in the world.
- 39-
 1) Simply having a passion for writing doesn't necessarily mean you will become a best-selling author.
 2) Necessarily, to have a passion on writing simply don't mean you will become a best-selling author.
 3) You will become a best-selling author simply by having a passion for writing which don't necessarily mean it.
 4) A best-selling author simply has a passion on writing which doesn't necessarily mean he will become.
- 40-
 1) To take detailed notes was asked us by our boss in order to nothing would be forgotten.
 2) We were asked by our boss to take detailed notes so as to nothing would be forgotten.
 3) Our boss, asking us to take detailed notes, so that nothing would be forgotten.
 4) Our boss asked us to take detailed notes in order that nothing would be forgotten.

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.

AMBER: Hello William. This is Amber. You said I could phone if I wanted to get more information about the job agency you mentioned. Is now a good time?

WILLIAM: Oh, hi Amber. Yes, it's fine. So the agency I was talking about is called Bankside. They're...(41)... Docklands. I can tell you the address now—497 Eastside.

AMBER: OK, thanks. So is there anyone in particular I should speak to there?

WILLIAM: The agent I always ...(42)... is called Becky Jamieson.

AMBER: Do you have her direct line?

WILLIAM: Yes, it's in my contacts somewhere. Right, here it is: 078 double 6, 510 triple 3. I wouldn't call her until the afternoon if I ...(43)... She's always really busy in the morning trying to fill last-minute vacancies.

- 41- 1) based in 2) involved in
3) insane about 4) anxious to
- 42- 1) come across 2) take off
3) track down 4) deal with
- 43- 1) took you for granted 2) were you
3) dug myself into a hole 4) took it with a grain of salt

A: I don't want to hear even a word of Sam anymore.

B: What gives, bro?

A: Today when I saw him, I waved my hand and shouted to him, but he ...(44)...

B: Come on! He might not have seen you. I think you'd better talk to him and let him ...(45)... the record straight.

- 44- 1) walked on air 2) saw that coming
3) spread myself too thin 4) didn't give me a hoot
- 45- 1) fix 2) make
3) set 4) pay

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.

At the start of his career, Albert Bandura focused on learning. Most of the research then was concerned with learning from direct experience. At that time, it was widely ...(46)... that learning could only occur by responding to stimuli and experiencing their effects. Bandura felt that this line of theorizing was ...(47)... informal evidence that virtually all learning resulting from direct experience ...(48)... on a vicarious basis—by observing other people's behavior and its consequences for them.

Whereas behaviorism tended to emphasize the influence of the environment on behavior, Bandura was interested ...(49)... the influence of behavior on the environment. In this respect, his position is closer to ...(50)... Jacob Kantor, whose "interbehaviorism" argues that the organism and stimulus objects surrounding ...(51)... as equally important, a position that presaged ...(52)... ecological psychology. Bandura ...(53)... to his concept of environment-behavior interaction as "reciprocal determinism"—the ...(54)... that a person's behavior is influenced by and influences personal characteristics and social factors. He developed this idea to a point where he began to consider the interaction between environment, behavior and the person's psychological processes. Once he started to ...(55)... a role for mental imagery, he ceased to be a strict behaviorist and became a cognitive psychologist.

- 46- 1) mended 2) assumed 3) intimidated 4) demanded
- 47- 1) at odds with 2) on behalf of 3) in terms of 4) without further ado
- 48- 1) occur 2) which occurs 3) to occur 4) occurs
- 49- 1) on 2) in 3) to 4) with
- 50- 1) the one 2) that one of 3) that of 4) the ones of
- 51- 1) it should be treated 2) should treat 4) it should treat
- 3) should be treated
- 52- 1) to emerge 2) emerging of 3) the emergence of 4) emerging
- 53- 1) adopted 2) dictated 3) declined 4) referred
- 54- 1) invention 2) notion 3) nuisance 4) menace
- 55- 1) handle 2) occupy 3) consider 4) play

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 I:

The oldest living things on Earth are trees. Some of California's sequoias have for four thousand years looked down on the changes in the landscape and the comings and goings of humans. They sprouted from tiny seeds about the time the Egyptian pyramids were being built. Today these giant patriarchs seem as remote and inaccessible as the rocks and mountain cliffs on which they grow, like cathedral columns holding up the sky. It is hard to imagine them playing any part in the lives of mere humans or being in any way affected by the creatures that pass at their feet.

Lesser trees, however, have played an intimate role in the lives of people since they first appeared on Earth. Trees fed the fires that warmed humans; they provided shelter, food and medicine and even clothing. They also shaped people's spiritual horizons. Trees expressed the grandeur and mystery of life, as they moved through the cycle of seasons, from life to death and back to life again. Trees were

the largest living things around humans, and they knew that some trees had been standing on the same spot in their parents' and grandparents' time and would continue to stand long after they were gone. No wonder these trees became symbols of strength, fruitfulness, and everlasting life.

56-What is the main idea of the passage?

- 1) Trees grow to great heights.
- 2) Trees have been important to people throughout history.
- 3) Trees make humans seem superior.
- 4) Trees that grow in California are very old.

57-Which of the following is NOT mentioned in the passage as a way in which people have used trees?

- 1) For furniture
- 2) For fuel
- 3) For housing
- 4) For nourishment

58-In paragraph 1, the phrase "giant patriarchs" could best be replaced by which of the following?

- 1) Tiny seeds
- 2) Important leaders
- 3) Towering trees
- 4) Egyptian pyramids

59-The author implies that, compared with sequoias, other trees have

- 1) been in existence longer
- 2) adapted more readily to their environments
- 3) been affected more by animals
- 4) had a closer relationship with people

60-Where in the passage does the author make a comparison between trees and parts of a building?

- 1) Line 1
- 2) Lines 4-5
- 3) Lines 9-11
- 4) Lines 12-13

PASSAGE 2:

According to anthropologists, people in preindustrial societies spent 3 to 4 hours per day or about 20 hours per week doing the work necessary for life. Modern comparisons of the amount of work performed per week, however, began with the Industrial Revolution (1760-1840) when 10- to 12-hour workdays with six workdays per week were the norm. Even with extensive time devoted to work, however, both incomes and standards of living were low. As incomes rose near the end of the Industrial Revolution, it became increasingly common to treat Saturday afternoons as a half-day holiday. The half holiday had become standard practice in Britain by the 1870s, but did not become common in the United States until the 1920s. In the United States, the first third of the twentieth century saw the workweek move from 60 hours per week to just under 50 hours by the start of the 1930s. In 1914 Henry Ford reduced daily work hours at his automobile plants from 9 to 8. In 1926 he announced that henceforth his factories would close for the entire day on Saturday. At the time, Ford received criticism from other firms such as United States Steel and Westinghouse, but the idea was popular with workers.

The Depression years of the 1930s brought with them the notion of job sharing to spread available work around; the workweek dropped to a modern low for the United States of 35 hours. In 1938 the Fair Labor Standards Act mandated a weekly maximum of 40 hours to begin in 1940, and since that time the 8-hour day, 5-day workweek has been the standard in the United States.

61-What does the passage mainly discuss?

- 1) Why people in preindustrial societies worked few hours per week
- 2) Changes that have occurred in the number of hours that people work per week
- 3) A comparison of the number of hours worked per year in several industries
- 4) Working conditions during the Industrial Revolution

62-Compared to preindustrial times, the number of hours in the workweek in the nineteenth century

- 1) remained constant
- 2) decreased slightly
- 3) decreased significantly
- 4) increased significantly

63-The word "henceforth" in paragraph 1 is closest in meaning to

- 1) in the end
- 2) for a brief period
- 3) from that time on
- 4) on occasion

64-The "idea" mentioned in paragraph 1 refers to

- 1) the 60-hour workweek
- 2) the reduction in the cost of automobiles
- 3) the reduction in the workweek at some automobile factories
- 4) the criticism of Ford by United States Steel and Westinghouse

65-What is one reason for the change in the length of the workweek for the average worker in the United States during the 1930s?

- 1) Several people sometimes shared a single job.
- 2) Labor strikes in several countries influenced labor policy in the United States.
- 3) Several corporations increased the length of the workweek.
- 4) The United States government instituted a 35-hour workweek.

PASSAGE 3:

Expressing Yourself in English is an interesting new textbook with some variations from the traditional textbooks in its approach. It would seem appropriate for self-study, especially when used in conjunction with the cassette, but is primarily intended for classroom use. Indeed, the text itself contains notes for the teacher, rather than those appearing in a separate teacher's guide.

Each unit contains three readings, all of which, except for those appearing in the ninth and final unit, are illustrated. The teacher's notes indicate that the teacher should refrain from answering students' questions about these readings until each student has worked through all the reading comprehension exercises without help.

Among the book's distinctive features is the fact that it contains a more extensive list of affixes than any other writing for this level, while exercises are provided which allow students to be creative with the English they learn. Again, unlike most comparable texts, Expressing Yourself in English does not formally introduce the verb "to be" until unit 3. One hint for teachers and students alike is that students should not expect to be successful in the examination offered in the body of the text unless they study outside of the class and memorize the dialogue that introduces each unit. In order to keep the price low, the book is paperbound and all pictures and illustrations are in black and white. The textbook will be accompanied by a workbook to be published later this year.

66-The main aim of Expressing Yourself in English is

- 1) to present a more traditional approach to learning English
- 2) to be used for the student's self-study
- 3) to be used in conjunction with the cassette
- 4) for teaching in the class because the text contains notes for the teacher

67-Each unit contains

- 1) illustrated readings
- 2) three illustrated readings
- 3) three readings, and only those appearing in the ninth and final unit are not illustrated
- 4) three readings, and only those appearing in the ninth and final unit are illustrated

68-Teachers are instructed

- 1) not to immediately answer any student's questions about reading comprehension
- 2) to immediately answer all students' questions about reading comprehension
- 3) to help the students to work through all the reading comprehension
- 4) not to help the students to work through reading comprehension but to answer their questions

69-The underlined word "features" in paragraph 3 is closest in meaning to

- 1) properties
- 2) proportions
- 3) proposals
- 4) protests

70-One hint for teachers and students alike is

- 1) that students should expect to be successful in the examination offered in the body of the text
- 2) that students should study outside of the class and memorize the dialogue that introduces each unit before the examination
- 3) that students and the teacher should not expect to be successful in the examination offered in the body of the book
- 4) that students should expect to be successful even if they do not study outside of the class



آزمون ۲۳ تیر ماه ۱۴۰۲

منحصراً زبان

سایت کنکور
«پاسخ اختصاصی»

بنیاد علمی آموزشی قلمچی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۰۲۱-۶۶۶۳



پدید آورندگان

آزمون منحصرأ زبان

۲۳ تیر ماه ۱۴۰۲

طراحان

نام طراحان	نام درس
محسن رحیمی، عادلہ حیدری، نوید مبلقی، محمدجواد آقایی، سعید کاویانی، رحمتالہ استیری، عقیل محمدی‌روش، آرمین رحمانی، جواد مؤمنی	زبان تخصصی

گزینشگران و ویراستاران

نام درس	زبان انگلیسی تخصصی
گزینشگر	رحمتالہ استیری
مسئول درس	رحمتالہ استیری
گروه ویراستاران	فاطمہ نقدی، محمدحسین مرتضوی، سعید آقچہلو

گروه فنی و تولید

مدیر گروه	محدثہ مرآتی
مسؤل دفترچہ	معصومہ شاعری
مستندسازی و مطابقت با مصوبات	مدیر: محیا اصغری مسئول دفترچہ: ستایش محمدی
حروف نگاری و صفحه آرای	زہرا تاجیک
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دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۰۲۱-۶۴۶۳

زبان تخصصی

۱- گزینه «۲»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به این که رابطه بین اسم و فعل فاعلی است، به ساختار معلوم نیاز داریم (رد گزینه‌های «۱» و «۴»). همچنین، اسم مورد توصیف را نباید مجدداً به شکل ضمیر تکرار کنیم (رد گزینه «۳»).

(گرامر)

۲- گزینه «۳»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به قید "Yesterday"، به زمان گذشته نیاز داریم (رد گزینه «۴»). همچنین، با توجه به اینکه رابطه بین اسم و فعل مفعولی است، به ساختار مجهول نیاز داریم (رد گزینه‌های «۱» و «۲»).

(گرامر)

۳- گزینه «۳»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به صفت برتری "higher"، باید از "than" استفاده کنیم (رد گزینه‌های «۱» و «۴»). همچنین، نیازی به استفاده از "as" در گزینه دوم نیست (رد گزینه «۲»). از طرفی، به خاطر عدم وجود افعال ربطی باید از قید حالت استفاده کنیم.

(گرامر)

۴- گزینه «۴»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به تطابق فاعل و فعل، به خاطر وجود اسم مفرد "change" به فعل مفرد نیاز داریم (رد گزینه‌های «۱» و «۳»). با توجه به ادامه جمله، نمی‌توان از زمان گذشته استفاده کرد (رد گزینه «۲»).

(گرامر)

۵- گزینه «۳»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به وجود قید "now"، به شرطی مختلط (ترکیب شرطی نوع دوم و سوم) نیاز داریم (رد گزینه‌های «۲» و «۴»). از طرفی، با توجه به اینکه رابطه بین اسم و فعل مفعولی است، به ساختار مجهول نیاز داریم و همچنین، با توجه به قاعده وارونگی، می‌توانیم "it" را حذف کنیم و جای فعل کمکی را با فاعل عوض کنیم (رد گزینه «۱»).

(گرامر)

۶- گزینه «۴»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به این که بعد از ویرگول هیچ حرف ربطی نداریم، بنابراین نمی‌توانیم از جمله کامل استفاده کنیم (رد گزینه‌های «۲» و «۳»). از طرفی، چون رابطه بین اسم و فعل فاعلی است، به ساختار معلوم نیاز داریم (رد گزینه «۱»).

(گرامر)

۷- گزینه «۲»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به این که زمان جمله حال است، به افعال وجهی در زمان گذشته نیازی نداریم (رد گزینه‌های «۱» و «۴»). با توجه به معنی و مفهوم جمله، به نتیجه‌گیری منطقی نیاز داریم (رد گزینه «۳»).

(گرامر)

۸- گزینه «۳»

(ممتسن رعیمی)

نکته مهم درسی:

با توجه به وجود فعل "requested" در ادامه جمله، نیاز به ساختار وجه التزامی داریم. در ساختار وجه التزامی، برای منفی کردن جمله کافی است از «مصدر ساده فعل + not» استفاده کنیم (رد سایر گزینه‌ها).

(گرامر)

۹- گزینه «۲»

(عادرله عیدری)

نکته مهم درسی:

در این جا عبارت وصفی معلوم مورد نیاز است، چون نقش "millions of people" نسبت به فعل "watch" فاعلی است (رد گزینه‌های «۱» و «۴»). اگر بخواهیم از جمله‌واره وصفی استفاده کنیم، باید ضمیر موصولی (who / that) قبل از فعل قرار بگیرد (رد گزینه «۳»).

(گرامر)

۱۰- گزینه «۳»

(عادرله عیدری)

نکته مهم درسی:

با توجه به مفهوم جمله، به یک حرف ربط شرطی منفی نیاز داریم، چون «در صورتی که اقدامات فوری انجام ندهیم، عواقب بدی را شاهد خواهیم بود»

(گرامر)

(عبارت عیدری)

۱۷- گزینه «۴»

ترجمه جمله: «او تنها بیست مایل در صحرا سفر کرده بود که موتور وسیله نقلیه اش خراب شد. آن جا هیچ کمک فوری در دسترس نبود و او مجبور شد از مسابقه کنار بکشد.»

- (۱) پنهان کردن
(۲) منحرف شدن
(۳) شکست دادن
(۴) صرف نظر کردن، کنار کشیدن

(واژگان)

(عبارت عیدری)

۱۸- گزینه «۲»

ترجمه جمله: «به نظر می رسد این نتایج حاکی از آن است که مکمل های کلسیم و ویتامین دی ممکن است از خرابی های دندان ناشی از بیماری لثه نیز جلوگیری کنند.»

- (۱) تعریف کردن
(۲) حاکی بودن از
(۳) پاسخ دادن
(۴) منحرف شدن

(واژگان)

(عبارت عیدری)

۱۹- گزینه «۳»

ترجمه جمله: «آن مرد در حالی که کتاب را برمی داشت، گفت: «این کتاب پرفروش است، اما هویت نویسنده واقعی آن کاملاً نامشخص است.»

- (۱) شفاف
(۲) پیش پا افتاده، خام
(۳) بی نام، نامشخص به لحاظ هویت
(۴) باشکوه

(واژگان)

(عبارت عیدری)

۲۰- گزینه «۴»

ترجمه جمله: «این ظالمانه است! آن ها در آن رستوران دو برابر قیمت یک بطری نوشابه معمولی را از من گرفتند. من دیگر هرگز به آن جا نخواهم رفت، هرگز!»

- (۱) ساده لوحانه
(۲) لغزش ناپذیر
(۳) اجباری
(۴) ظالمانه

(واژگان)

(عبارت عیدری)

۲۱- گزینه «۳»

ترجمه جمله: «بیکاری رو به افزایش دارد برای دولت مشکلات جدی ایجاد می کند. باید در مورد آن فوراً کاری کرد.»

- (۱) تصور کردن
(۲) آسان کردن
(۳) ایجاد کردن
(۴) دور زدن

(واژگان)

(عبارت عیدری)

۱۱- گزینه «۳»

نکته مهم درسی:

در این جا جمله شرطی معکوس مدنظر است و با توجه به "would have enrolled"، ساختار شرطی نوع سوم داریم. ضمن این که در زبان رسمی، "was" با "if" همراه نمی شود و فقط "were" در شرطی (نوع دوم) قابل قبول است و مفهوم «وجود داشتن» هم مد نظر نیست (رد گزینه «۴»).

(گرامر)

(عبارت عیدری)

۱۲- گزینه «۴»

نکته مهم درسی:

با توجه به ساختار «گذشته کامل + because + گذشته ساده»، تنها گزینه «۴» صحیح است.

(گرامر)

(عبارت عیدری)

۱۳- گزینه «۱»

نکته مهم درسی:

کل عبارت "Giving a speech intellectuals" فاعل است و بعد از آن نیاز به فعل مفرد معلوم داریم (رد گزینه های «۳، ۲ و ۴»).

(گرامر)

(توبیر میلفی)

۱۴- گزینه «۳»

نکته مهم درسی:

فعل "remember" اگر به معنای آن باشد که «یادتان می ماند بعداً کاری را انجام دهید»، فعل بعد از آن به صورت مصدر با "to"؛ به کار می رود ولی اگر به معنای آن باشد که «به خاطر می آورید قبلاً کاری را انجام داده اید»، فعل بعد از آن به صورت اسم مصدر می آید.

(گرامر)

(توبیر میلفی)

۱۵- گزینه «۲»

نکته مهم درسی:

از "wish" به همراه زمان گذشته کامل برای ابراز پشیمانی در خصوص اتفاقات گذشته استفاده می شود.

(گرامر)

(عبارت عیدری)

۱۶- گزینه «۱»

ترجمه جمله: «این پل به قدری طولانی است که باید شکل زمین توسط طراح آن به عنوان بخش اساسی پروژه در نظر گرفته شود.»

- (۱) در نظر گرفتن
(۲) توضیح دادن
(۳) تأیید کردن
(۴) به چیزی رسیدن

(واژگان)

۲۲- گزینه «۴»

(عازله غیرری)

ترجمه جمله: «از آنجایی که معاهده بین دو ملت بسیار شکننده است، ممکن است در جلسه ریاست جمهوری خدشه دار شود.»

- (۱) خطرناک
(۲) ترسناک
(۳) گیج، مات و مبهوت
(۴) شکننده

(واژگان)

۲۳- گزینه «۱»

(مهمربوار آقایی)

ترجمه جمله: «سایر متولیان گفته اند که قصد آن‌ها کاهش جلسات عمومی طولانی مدت و خسته کننده هیئت مدیره است.»

- (۱) به شکل خسته کننده ای
(۲) از لحاظ کیفیت
(۳) احتمالاً
(۴) به صورت نمادین

(واژگان)

۲۴- گزینه «۱»

(مهمربوار آقایی)

ترجمه جمله: «در نبود تلویزیون، بچه‌ها مجبور بودند چیزهای دیگری پیدا کنند تا آن‌ها را سرگرم کند.»

- (۱) نبود، غیبت
(۲) ساختار
(۳) حادثه، رخداد، رویداد
(۴) الگو

(واژگان)

۲۵- گزینه «۳»

(مهمربوار آقایی)

ترجمه جمله: «کشاورزان نه تنها سهم خود را داشتند از دست می دادند، بلکه کیفیت آب نیز هر ساله به دلیل افزایش استفاده از آفت کش‌ها بدتر می شد.»

- (۱) ستودن
(۲) متقاعد کردن
(۳) بدتر شدن
(۴) اصلاح کردن

(واژگان)

۲۶- گزینه «۲»

(مهمربوار آقایی)

ترجمه جمله: «او می خواهد از پنبه دانه یا بادام زمینی محلی برای تولید سوخت زیستی استفاده کند، اما قیمت‌ها هم چنان بالاست.»

- (۱) اصلی، ذاتی
(۲) گران
(۳) منفعل
(۴) توانا، کارآمد

(واژگان)

۲۷- گزینه «۴»

(مهمربوار آقایی)

ترجمه جمله: «برخی از شرکت‌ها، کارخانه‌های خود را به کشورهای فقیر منتقل می کنند تا از درماندگی مردمی که مایل به کار با دستمزد ناچیز هستند، سوءاستفاده کنند.»

- (۱) غرور
(۲) بداهه‌گویی
(۳) مفهوم
(۴) درماندگی، ناامیدی

(واژگان)

۲۸- گزینه «۲»

(مهمربوار آقایی)

ترجمه جمله: «جنی فقط یک روز قبل از مهمانی خود به ما اطلاع داده بود و [گویا] متکبرانانه فکر می کرد که ما کار دیگری نداریم.»

- (۱) به طور مرموز
(۲) متکبرانانه
(۳) به طور جالب
(۴) به طور جهانی

(واژگان)

۲۹- گزینه «۴»

(سعید کویانی)

ترجمه جمله: «تحقیقات نشان داده است که افرادی که مورد آزار و اذیت قرار می گیرند، بیشتر از سایرین از انواع بیماری‌های جسمی مانند سردرد و اختلالات خواب رنج می برند.»

- (۱) دلیل
(۲) منبع
(۳) فقدان
(۴) گروه، دسته، میزبان

به اصطلاح "a host of something" به معنی «نبوهی از چیزی» دقت کنید.

(واژگان)

۳۰- گزینه «۱»

(سعید کویانی)

ترجمه جمله: «برای بسیاری از افراد، روان درمانی می تواند پناهگاه امنی در یک دوره سخت یا بخش ارزشمندی از درمان یک مشکل روانی مداوم باشد.»

- (۱) ارزشمند
(۲) ناشناس
(۳) غیرمنتظره
(۴) نامفهوم

(واژگان)

۳۱- گزینه «۳»

(رحمت‌اله استیری)

ترجمه جمله: «وقتی دیدم پسرخاله ام که فقط شش سال دارد، داشت ایتالیایی را روان صحبت می کرد، از حیرت فکم افتاد.»

- (۱) انضباط
(۲) درمان
(۳) حیرت
(۴) مرور

(واژگان)

۳۲- گزینه «۲»

(رسمت‌اله استیری)

ترجمه جمله: «تأکید بر یکپارچگی اجتماعی اغلب باعث پنهان ماندن تفاوت‌های واقعی در جامعه می‌شود.»

- (۱) تقویت کردن
(۲) مبهم کردن، پنهان کردن
(۳) ادعا کردن
(۴) سازماندهی کردن

(واژگان)

۳۳- گزینه «۱»

(رسمت‌اله استیری)

ترجمه جمله: «پدر بزرگ من گزینه‌های اشتباه‌ناپذیر دارد که ایبه او کمک می‌کند تا [موضوع] شود چه زمانی مردم به او دروغ می‌گویند. همیشه باید با او صادق باشید.»

- (۱) گزینه
(۲) از خود گذشتگی، وقف
(۳) اشتیاق
(۴) هیجان

(واژگان)

۳۴- گزینه «۱»

(رسمت‌اله استیری)

ترجمه جمله: «تماشاگران آن دوندۀ تونس ناشناخته را با امید این‌که پایانی افسانه‌ای رقم بزنند، تشویق کردند.»

- (۱) تشویق کردن
(۲) اثبات کردن
(۳) وابسته بودن
(۴) اصرار کردن

(واژگان)

۳۵- گزینه «۲»

(رسمت‌اله استیری)

ترجمه جمله: «اگر بدون وصیت فوت کنید، فقط زن، شوهر، فرزندان و خویشاوندان خونی شما مستحق ارث هستند.»

- (۱) پیوند دادن
(۲) ارث بردن
(۳) مداخله کردن
(۴) اندازه‌گیری کردن

(واژگان)

۳۶- گزینه «۱»

(عقیل ممدی، روش)

نکته مهم درسی:

تطابق صحیح زمانی بین جملات تنها در گزینه «۱» رعایت شده است (رد سایر گزینه‌ها). قیدی که از صفت "hard" ساخته می‌شود، همان "hard" است (رد گزینه‌های «۲» و «۴»).

(ترتیب اجزای جمله)

۳۷- گزینه «۴»

(عقیل ممدی، روش)

نکته مهم درسی:

بعد از کلماتی مانند "when" فعل به شکل ساده به کار می‌رود (رد گزینه‌های «۲» و «۳»). به کار بردن ساختار مجهول در گزینه «۱» صحیح نیست. همچنین، تطابق صحیح زمانی بین جملات تنها در گزینه «۴» رعایت شده است (رد سایر گزینه‌ها).

(ترتیب اجزای جمله)

۳۸- گزینه «۳»

(عقیل ممدی، روش)

نکته مهم درسی:

در جمله‌واره‌های وصفی که بین دو ویژگی قرار می‌گیرند از ضمیر موصولی "that" استفاده نمی‌شود (رد گزینه «۱»). با توجه به معنای مدنظر «که در آن» گزینه «۲» نمی‌تواند صحیح باشد. از طرفی، بعد از فعل "spend" فعل دوم به صورت "to + gerund" به کار نمی‌رود (رد گزینه‌های «۲» و «۴»).

(ترتیب اجزای جمله)

۳۹- گزینه «۱»

(عقیل ممدی، روش)

نکته مهم درسی:

اسم "passion" با حرف اضافه "for" می‌آید (رد گزینه‌های «۲» و «۴»). با توجه به مفرد بودن فاعل به کار بردن فعل کمکی "don't" صحیح نیست (رد گزینه‌های «۲» و «۳»).

(ترتیب اجزای جمله)

۴۰- گزینه «۴»

(عقیل ممدی، روش)

نکته مهم درسی:

بعد از ترکیب‌های "in order to" و "so as to" فعل می‌آید (رد گزینه‌های «۱» و «۲»). گزینه «۳» فاقد فعل اصلی است.

(ترتیب اجزای جمله)

۴۱- گزینه «۱»

(آرمین رحمانی)

- (۱) مستقر در
(۲) دخیل در
(۳) دیوانه چیزی بودن
(۴) مشتاق برای

(مکالمه)

۴۲- گزینه «۴»

(آرمین رحمانی)

- (۱) انقادی کسی را دیدن
(۲) ادای کسی را درآوردن
(۳) پیدا کردن
(۴) با کسی کار کردن

(مکالمه)

۴۳- گزینه «۲»

(آرمین رحمانی)

- (۱) قدر کسی را ندانستن
(۲) جای کس دیگری بودن
(۳) خود را تو در دسر انداختن
(۴) زیاد جدی نگرفتن، باور نکردن

(مکالمه)

۴۴- گزینه «۴»

(آرمین رحمانی)

- (۱) خیلی خوشحال بودن
(۲) انتظار چیزی را داشتن
(۳) چندکار را با هم انجام دادن
(۴) توجه نکردن به کسی یا چیزی

(مکالمه)

(رسمت‌اله استیری)

۵۱- گزینه «۱»

نکته مهم درسی:

بعد از کلمه "surround" به معنای «اطراف» قطعاً نیاز به یک مفعول در قالب "it" داریم (رد گزینه‌های «۲» و «۳»). از سوی دیگر، با توجه به نقش مفعولی عبارت قبل از جای خالی برای فعل "treat"، نیاز به ساختار مجهول داریم (رد گزینه «۴»).

(کلوزتست)

(رسمت‌اله استیری)

۵۲- گزینه «۳»

نکته مهم درسی:

فعل "emerge" به معنای «پدیدار شدن» تحت هیچ شرایطی نمی‌تواند مفعول بپذیرد (رد گزینه‌های «۱» و «۴»). از سوی دیگر، به‌کارگیری اسم مصدر "emerging" در جای خالی بدون هیچ معرف اسمی مانند "the" کاملاً نادرست است (رد گزینه «۲»).

(کلوزتست)

(رسمت‌اله استیری)

۵۳- گزینه «۴»

- (۱) اتخاذ کردن
(۲) دیکته کردن
(۳) کاهش یافتن، رد کردن
(۴) اشاره کردن

(کلوزتست)

(رسمت‌اله استیری)

۵۴- گزینه «۲»

- (۱) اختراع
(۲) نظریه، باور
(۳) مزاحمت، عامل اذیت و آزار
(۴) تهدید

(کلوزتست)

(رسمت‌اله استیری)

۵۵- گزینه «۳»

- (۱) اداره کردن
(۲) اشغال کردن
(۳) در نظر گرفتن
(۴) بازی کردن

نکته مهم درسی:

در جای خالی نیاز به ترکیب واژگانی "consider a role for something" به معنای «نقشی را برای چیزی در نظر گرفتن» داریم.

(کلوزتست)

(عقیل ممدی‌روش)

۵۶- گزینه «۲»

ترجمه جمله: «آیده اصلی متن چیست؟»
«درختان در طول تاریخ برای انسان مهم بوده‌اند.»

(درک مطلب)

(آرمین رحمانی)

۴۵- گزینه «۳»

نکته مهم درسی:

به ترکیب واژگانی "set/put the record straight" به معنای «سوء تفاهم‌ها را رفع کردن» دقت کنید.

(مکالمه)

(رسمت‌اله استیری)

۴۶- گزینه «۲»

- (۱) تعمیر کردن
(۲) در نظر گرفتن
(۳) ترساندن
(۴) درخواست کردن

(کلوزتست)

(رسمت‌اله استیری)

۴۷- گزینه «۱»

- (۱) در تضاد بودن با
(۲) به نمایندگی از
(۳) از نظر، از لحاظ
(۴) بدون اتلاف وقت بیشتر

(کلوزتست)

(رسمت‌اله استیری)

۴۸- گزینه «۴»

نکته مهم درسی:

عبارت قبل از جای خالی نقش فاعل جمله را بازی می‌کند، پس در جای خالی تنها نیاز به یک فعل داریم (رد گزینه‌های «۲» و «۳»). فاعل جمله مفرد است، پس نیاز به فعل مفرد داریم (رد گزینه «۱»).

(کلوزتست)

(رسمت‌اله استیری)

۴۹- گزینه «۲»

نکته مهم درسی:

حرف اضافه مناسب برای صفت "interested"، مشخصاً "in" می‌باشد.

(کلوزتست)

(رسمت‌اله استیری)

۵۰- گزینه «۳»

نکته مهم درسی:

در جای خالی برای اجتناب از تکرار اسم مفرد "position"، نمی‌توان از "ones" استفاده کرد (رد گزینه «۴»). با توجه به ساختار ملکی به کار رفته در جمله، حتماً نیاز به "of" داریم (رد گزینه «۱»). برای اجتناب از تکرار ترکیب "the position of"، باید از ساختار "that of" استفاده کنیم (رد گزینه «۲»).

(کلوزتست)

- ۵۷- گزینه «۱» (عقیل ممدی، روش)
ترجمه جمله: «کدام یک از موارد زیر در این متن به عنوان روشی که از طریق آن، مردم از درختان استفاده کرده‌اند، ذکر نشده است؟»
«برای میلمان»
(درک مطلب)
- ۵۸- گزینه «۳» (عقیل ممدی، روش)
ترجمه جمله: «در پاراگراف «۱»، عبارت "giant patriarchs" را می‌توان با کدام یک از موارد زیر جایگزین کرد؟»
«Towering trees»
(درک مطلب)
- ۵۹- گزینه «۴» (عقیل ممدی، روش)
ترجمه جمله: «نویسنده اشاره می‌کند که در مقایسه با درختان سکویا، درختان دیگر ...»
«رابطه نزدیکتری با انسان داشته‌اند»
(درک مطلب)
- ۶۰- گزینه «۲» (عقیل ممدی، روش)
ترجمه جمله: «نویسنده در کجای متن بین درختان و بخش‌های ساختمان مقایسه‌ای انجام می‌دهد؟»
«خط ۵-۴»
(درک مطلب)
- ۶۱- گزینه «۲» (آرمین رحمانی)
ترجمه جمله: «متن عمدتاً دربارهٔ چه موضوعی صحبت می‌کند؟»
«تغییرات اتفاق افتاده در تعداد ساعاتی که مردم هر هفته کار می‌کنند»
(درک مطلب)
- ۶۲- گزینه «۴» (آرمین رحمانی)
ترجمه جمله: «در مقایسه با دوران قبل از انقلاب صنعتی، میزان ساعت کار هفتگی در قرن نوزدهم به‌طور قابل توجهی افزایش پیدا کرد.»
(درک مطلب)
- ۶۳- گزینه «۳» (آرمین رحمانی)
ترجمه جمله: «کلمه "henceforth" (از این پس) در پاراگراف «۱» نزدیک‌ترین معنا را با "from that time on" دارد.»
(درک مطلب)
- ۶۴- گزینه «۳» (آرمین رحمانی)
ترجمه جمله: «کلمه "idea" که در پاراگراف «۱» به آن اشاره شده است، به کاهش [زمان] کار هفتگی در برخی از کارخانه‌های اتومبیل بر می‌گردد.»
(درک مطلب)
- ۶۵- گزینه «۱» (آرمین رحمانی)
ترجمه جمله: «یکی از دلایل تغییر در مدت زمان کارهفتگی برای کارگر معمولی در ایالات متحده در طی دهه ۱۹۳۰ چیست؟»
«گاهی چند نفر یک کار را مشترکاً انجام می‌دادند.»
(درک مطلب)
- ۶۶- گزینه «۴» (یوار مؤمنی)
ترجمه جمله: «هدف اصلی [کتاب] "Expressing Yourself in English" برای معلم برای تدریس در کلاس می‌باشد، زیرا متن (درس) شامل یادداشت‌هایی برای معلم است.»
(درک مطلب)
- ۶۷- گزینه «۳» (یوار مؤمنی)
ترجمه جمله: «هر درس شامل سه (مطلب) خواندنی است که تنها آن‌هایی که در درس نهم و آخر می‌آیند، مصور نشده‌اند.»
(درک مطلب)
- ۶۸- گزینه «۱» (یوار مؤمنی)
ترجمه جمله: «معلم‌ها آموزش داده شده‌اند که فوراً به سؤالات هیچ دانش‌آموزی راجع به درک مطلب پاسخ ندهند.»
(درک مطلب)
- ۶۹- گزینه «۱» (یوار مؤمنی)
ترجمه جمله: «کلمه "features" در پاراگراف «۳» که زیر آن خط کشیده شده از نظر معنایی به "properties" (ویژگی، خصوصیت) نزدیک‌ترین است.»
(درک مطلب)
- ۷۰- گزینه «۲» (یوار مؤمنی)
ترجمه جمله: «یک نکته، هم برای معلم‌ها و هم برای دانش‌آموزان این است که دانش‌آموزان باید خارج از کلاس مطالعه کنند و دیالوگی که هر درس را معرفی می‌کند، پیش از امتحان حفظ نمایند.»
(درک مطلب)