



دفترچه سوال

آزمون «۲۳ تیر ماه ۱۴۰۲»

دفترچه اختصاصی منحصرأ زبان

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بنیاد علمی آموزشی قلم‌چی «وقف عام»

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

«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

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مدیر گروه	محدثہ مرآتی
مسؤل دفترچہ	معصومہ شاعری
مستندسازی و مطابقت با مصوبات	مدیر: محیا اصغری مسئول دفترچہ: ستایش محمدی
حروف‌نگاری و صفحه‌آرایی	زہرا تاجیک
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بنیاد علمی آموزشی قلمچی «وقف عام»

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- 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