



«Overview»

Introduction:

Grammar has always had its own independent section on MA/PhD exams and your test will most probably begin with it. It is good since some grammatical questions require your analytical reasoning which is still fresh at the beginning of the test. Having an adequate knowledge of grammar not only helps you answer the questions in this section, but also facilitates your reading and reasoning of other questions all through the exam. Therefore, you had better make sure that you are familiar with the most important grammatical points as well as the exceptions to these rules.

Overview of the grammar section:

On the MA level, the grammar section used to present two types of questions. Part A used to present incomplete sentences and part B sentences with underlined words and phrases. Also all the questions used to be multiple-choice. Part A required candidates to read through the stem and choose the best choice that could best complete the blank. This is while part B required candidates to read through the question and choose the underlined word or phrase that needed to be altered in order for the sentence to be correct. The trouble-causing point of this part, especially in recent years, was the fact that one of the choices (usually the fourth choice) was in form of NO ERROR. This meant that the sentence might contain an ill-formed word or phrase or might stand correct as used. Also, this part tended to focus on details. Therefore, this part was usually harder than the first part. Now, this part has been removed from the exam. Therefore, we have also tried to avoid presenting all questions related to this part. On the MA level, the grammar section now consists of 10 fill-in-the-blank questions.

On the PhD level, the grammar section like the MA section used to present questions in fill-in-the-blank and underlined formats. Now this section only presents questions in the former format. It also consists of 8 questions.

Is knowledge of grammar sufficient to handle tests of grammar?

Unfortunately, no. Even if you know the rules of grammar perfectly, for example even if you know what we mean by parallelism, you cannot necessarily cope with questions in this regard. This means that mastery of grammar tests requires not only reading texts in English but also practicing sample questions.

Organization:

This part is organized in 13 chapters and presents materials in order of difficulty except for the last chapter that deals with some complimentary points. Also, because the grammar section of the test deals with advanced grammar, we have avoided presenting basic grammar in this book. Therefore, those students who feel they need to know the basics of grammar as well can use other textbooks, as well as this one.



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Chapter One

«Agreement»

Standard English requires elements within a sentence to be consistent. There are two types of agreement: **subject-verb agreement** and **antecedent-pronoun agreement**.

Subject-verb agreement

• Singular subjects take singular verbs, whereas plural subjects take plural verbs:

➤ *Jane walks to the store.* ➤ *We go to school.*

🔗 **Example 1:** He had ached for coolness, but in this room it were cold. He stared at the hearth with dead

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coals lying on it and iron pots in the corners.

(MA 81)

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پاسخ: گزینه «۲» بعد از it به فعل مفرد نیاز داریم. (it was)

• If there is an intervening phrase or clause, no matter how long it is, still look for the original subject and make sure that the verb matches it:

➤ *Only **one** of the President's nominees was confirmed.*

Here, the singular verb *was* agrees with its singular subject *one*. The intervening prepositional phrase *of the President's nominees* has no effect on the number or person of the verb. Similarly, an apposition does not make a singular subject, plural.

➤ ***George**, one of our neighbours, often goes to the races.*

More examples are:

➤ *Many **people** who know this particular candidate are ready to stand up for him.*

➤ ***The mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, is finally going to jail.*

➤ *The northernmost **town** in the forty-eight contiguous states is Angle Inlet, Minnesota.*

🔗 **Example 2:** The influence of radio on American life during the Depression years were profound.

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(MA Azad 86)

The verb must agree with *influence*; therefore *were* must be changed to *was*.

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🔗 **Example 3:** Finding out what parrots are saying to each other in the wild, and why, require long-term

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data and a deep understanding of parrot let ecology –which is what the ranch site provides. NO ERROR

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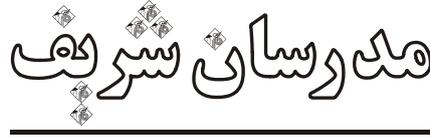
3

4

(PhD 91)

The original subject is *finding out*. Therefore, *require* is wrong and *requires* is correct.

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Chapter Two

«Conjunctions and conjunctive adverbs»

Conjunctions are items which join clauses or parts of clauses together. There are three basic types of conjunctions: **coordinating**, **subordinating**, and **correlative**.

Coordinating conjunctions

We use this type of conjunction to connect items that are grammatically equal: two words, two phrases, or two clauses. Coordinating conjunctions signal such meanings as addition and sequence (**and**), the expression of alternatives (**or**), contrast (**but** and **yet**), result (**so**), and cause (**for**).

Words: Coordinating conjunctions can join nouns, verbs, adjectives, or other types of word.

- *The data was gathered through questionnaires **and** interviews.*
- *I don't like to run **or** swim.*
- *He was clever **but** lazy.*

Phrases: They can also join different types of phrases.

- *The dog wagged his tail **and** panted excitedly.*
- *The results were undeniably intriguing **yet** ultimately inconclusive.*
- *She usually studies in the library **or** at a cafe.*

Clauses: They can also be used to connect clauses:

- *Today Jane Austen is one of the most widely read English novelists, **but** she achieved little fame during her lifetime.*
- *The military reserves have been called up, **for** (meaning because) the threat of war was imminent.*
- *He was sick, **so** he didn't attend the church.*

Punctuation with coordinate conjunctions

If only two words, two phrases, or two dependent clauses are joined by a coordinate conjunction, no comma is used before the coordinate conjunction.

- *Men and women are welcome.*
- *The doctor warned him not to smoke or drink.*
- *He said that he was very tired and that he was going home to rest.*

Sometimes, however, a comma may separate long dependent clauses.

- *Because he didn't like to work in a tropical climate, and because he felt his abilities were not recognized by the company he worked for, he decided to look for a job in a colder climate.*

If three or more items are coordinated, commas separate the items. However, a comma before the conjunction preceding the last item is optional.

- *Men, women (,) and children are welcome.*
- *The doctor warned him not to smoke, drink (,) or eat highly spiced foods.*

Two or more independent clauses are usually separated by a comma before the coordinate conjunction.

- *They had hoped to take a trip around the world, but they were unable to leave because of the sudden illness of their son.*



Subordinating conjunctions

This type of conjunction is used to connect two clauses. The clause that follows a subordinate conjunction is called a subordinate (or dependent) clause, which needs a main clause to make a complete sentence. A subordinate conjunction may be a single-word conjunction, a two – word conjunction or a conjunction with three or more words. These conjunctions are listed below. We have also indicated the adverbial relationship that each conjunction expresses:

Single – Word Subordinate Conjunctions

after	time	<i>She never saw him again after he left town.</i>
although	contrast (concessive)	<i>Although he had never liked mathematics, he decided to take a course in statistics.</i>
as	time	<i>As she was leaving the house, the mailman arrived with a package.</i>
	cause	<i>They left the party at 11p.m., as they had to get up early the next day.</i>
	manner	<i>He always does as he pleases.</i>
because	cause	<i>He was fined because he was speeding.</i>
before	time	<i>She always has a chat with her neighbor before she begins her morning chores.</i>
if	condition	<i>If the temperature drops tonight, the lake will freeze over.</i>
lest	purpose (negative)	<i>Lest their young son get into further trouble with the police, they decided to send him to a strict military academy</i>
once	time	<i>Once the news about the merger becomes known, the price of the company's stock will rise sharply.</i>
since	condition	<i>Once you have made a mistake, you cannot correct it</i>
	time	<i>He has been very ill since he had his accident,</i>
	cause	<i>Since the weather is so bad outside, why don't you stay with us overnight?</i>
that	purpose	<i>That they might better protect their belongings, they had an elaborate burglar alarm system installed in their home.</i>
though	contrast (concessive)	<i>Though he still felt ill, he decided to go back to work.</i>
till	time	<i>Let's sit out here till the sun sets.</i>
unless	condition (=if not)	<i>He never goes to any social function unless his wife can come with him.</i>
until	time	<i>We'll wait inside until the rain stops.</i>
when (ever)	time	<i>We can leave when (ever) you are ready.</i>
	condition	<i>We can leave when (ever) it rains.</i>
where (ever)	place	<i>You will find poverty wherever you go.</i>
whereas (formal)	cause	<i>Whereas the rent for this property has not been paid for four months, the tenant is required to vacate the premises immediately.</i>
	contrast (adversative)	<i>He was very generous, whereas his brother was quite stingy.</i>
	time	<i>Please watch my baggage while I purchase my train ticket.</i>
while	contrast:	
	concessive (informal)	<i>While he disliked cats, he permitted his wife to have one.</i>
	adversative	<i>He would like to have a dog, while his wife would prefer a cat.</i>



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Chapter Three «Gerund and infinitive»

Gerunds

We create gerunds by adding -ing to the base form of the verb:

➤ *Now I enjoy **reading** more than anything else.*

Gerunds have the same form as the present participles of verbs, but they are used as nouns. They can perform all the functions that nouns are capable of fulfilling. This means that like nouns, they can be used as:

1. **subject of verb:** *Her / David's watering the plants every day is not necessary.*
2. **object of verb:** *Her mother appreciates her watering the plants every day.*
3. **object of preposition:** *Her mother insists on her watering the plants every day.*
4. **subject complement:** *What her mother insists on is her watering the plants every day.*
5. **appositive:** *Her mother insists on one thing: her watering the plant every day.*

When a subject is included in the gerund phrase, it may be used in possessive or unchanged form. The choice of possessive or non-possessive form depends on whether formal or informal usage is being observed:

In **formal usage**, possessive forms of nouns and pronouns are required:

- *The girl resents her sister's getting more attention than she does.*
- *The idea of Harold's getting a job as a traveling salesman doesn't appeal to his wife.*
- *His understanding such a difficult task is to be commended.*

In **informal usage**, however, the unchanged form of noun is usually used. Also, after verbs such as *hate, like, not mind, remember, miss, watch, see, smell* and *after prepositions*, it is recommended that we use a non-possessive form:

- *I don't approve of a woman walking by herself late at night.*
- *I cannot understand them doing a thing like that.*
- *She was proud of her son winning first prize.*

Uses of gerunds:

Gerund as subject or complement:

As noted earlier, gerunds can be used, just like nouns, as the subject or complement of a verb:

- *Smoking is bad for you. (subject)*
- *My favorite activity is reading. (complement).*

Infinitives can also be used in this case (*To smoke is bad for you*), but they are *formal* and uncommon.

Because gerunds are used as noun, they can be used with determiners, just like nouns:

- *Does my smoking annoy you?*
- *I hate all this useless arguing.*

Gerund after verbs:

We can use gerunds as object after some verbs:

- *I enjoy travelling.*
- *She has given up smoking.*
- *The doctor suggested taking a long vacation.*

Some verbs used like this include: *admit, dislike, give up, practice, appreciate, endure, (can't) help, put off, avoid, enjoy, imagine, resent, involve, resist, keep (on), risk, consider, contemplate, delay, deny, detest, forgive, postpone, miss, mind, mention, can't stand, understand, finish*



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Chapter Four

«Parallelism»

Parallelism with items in a series

- As a rule of thumb, when sentences present information in a list or series, the elements in the list must have the same grammatical function. This listing is known as **parallelism**. Examples:

Nouns	The children played on the swings, slides, and seesaw .
Gerunds	Reading, writing, and calculating are important skills to learn.
Infinitives	After her accident, Emma had to learn how to speak, to walk, and to write again.
Verbs	We will run, swim, and play at the beach.
Adjectives	Betty is short, chubby, and vivacious .
Adverbs	This car runs efficiently, quietly, and dependably .
Subjects	Vendors selling postcards, artists drawing on the pavement, and folk singers strumming guitars can all be seen at the summer festival in the park.
Phrases	For all her years of triumph and tragedy, of glory and ruin, of hope and despair , the actress was still able to draw a crowd.
Clauses	The creation of a map is a compromise of what needs to be shown, what can be shown in terms of map design, and what we would like to include .

 **Example 1:** The researchers speculated that the lack of student involvement was due to many factors including a **lack of computer availability, a preference for oral communication versus written prose, and rewarding student participation on the board with sufficient academic credit.** (PhD 93)

- | | |
|---|--|
| 1) perceived that instructors not being | 2) that the instructors did not perceive |
| 3) the perception that instructors were not | 4) perceived that the instructors' not |

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Items in a list or series must have the same grammatical function. Therefore, because *lack of computer availability* and *a preference for oral communication versus written prose* are both noun phrases, the blank must also contain a noun phrase. Also note that items in a series are joined by comma except for the last item which is joined with *coma plus and*.



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Chapter Five

«Comparisons»

It is common to make comparisons between things, persons, and actions using adjectives, prepositions, and various structures. You are already familiar with comparative and superlative adjectives and adverbs. In this topic we will discuss the particular points you need to keep in mind while dealing with test items which target comparisons. It is crucial not to forget the rules of parallelism and subject-verb agreement in comparisons.

Comparison with like, as, alike etc

- It is possible to use the following words to show that two things or people are similar in some way:

Like: *like* is a preposition. Therefore, it is used before nouns:

- *His daughter looks a bit like her.*
- *He started groaning like a lion.*
- *The president like all vice presidents agrees with revising the clause.*
- *He is very like his father.*

Alike: *alike* is an adjective and is normally used after a verb and not before a noun.

- *All East Asian people look alike to European people.*
- *John and Jack are alike in looks, but not in personality.*

“**Alike**” can be also used as an adverb:

- *The twins even dress alike.*
- *My father treated us all alike.*

The same: We can show similarity using *the same* and *the same as*:

- *His management styles are the same as his father's.*
- *You have the same idea as me.*
- *He had an accident last week and his brother fell off a ladder the very same day.*
- *That is the same strange man who was at the bus stop.*
- *That is the same box that/as we saw yesterday.*
- *What he did was not fair, but we are not going to do the same.*

As: *as* is a conjunction. It is used before a clause or before an expression beginning with a preposition:

As + a clause/ prepositional phrase

- *Nobody can solve this problem as he can.*
- *We often celebrate the first day of spring, as they do in China.*
- *In 1999, as in 1998, the user of the internet showed a rapid increase.*
- *From now on we will have administrative meetings on Mondays, as on Fridays.*

Similar: we can use *similar/ similar to* to show similarity:

- *His coat and mine are similar.* ➤ *His coat is similar to mine.*

So + auxiliary + subject:

- *They are tired and so are we.*



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Chapter Six

«Clauses and Sentences»

Clauses

There are two clauses in English:

Independent Clauses

Every sentence must have at least one independent clause. An independent clause consists of at least one subject and one finite verb and is a complete thought. The following are examples of independent clauses:

- *The man stole the jewelry.*
- *I went to bank.*
- *I am a teacher.*

Two independent clauses can be connected using coordinate conjunctions to form a **compound** sentence:

- *The man stole the money and he hid it in his home.*

Dependent clauses:

A sentence may have one or more dependent clauses, each one of which must have its own subject and finite verb. A dependent clause must be attached to an independent clause. It is incomplete by itself.

- *After he stole the money*
- *The man who stands there*
- *That coffee grows in Brazil*

The above sentences cannot stand alone because they are dependent clauses. A dependent clause must be always connected to an independent (main) clause to make sense; otherwise it will be a sentence **fragment**.

- *After he stole the money, he hid it in his home.*
- *The man who stands there is my father.*
- *That coffee grows in Brazil is well-known.*

There are three dependent clauses in English: **Adverbial clauses, adjectival clauses, and noun clauses**. Each will be discussed in detail in next chapters.

- Be sure that every dependent clause is attached to an independent clause.
- Remember that all clauses, independent and dependent, have their own subject and finite verb.
- A finite verb is one that can be conjugated and shows tense, that is, ends in -ed, -s, etc. A gerund (V+ -ing) or an infinitive (to +V) is not a finite verb.



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Chapter Seven

«Adverbial Clauses»

Adverbial clauses are a type of **dependent** clauses that usually begin with conjunctions such as *although*, *because*, or *when*. The conjunction shows the relationship between the adverbial clauses and the rest of the sentence.

- ***Although the sun's shining*, it's freezing outside this morning.**
- ***I'm not going out because it's so cold.***

We can use adverbial clauses (*I might go out **when it gets warmer***) to provide additional information about an action or situation in a way that is similar to adverbs (*I might go out **later***) and prepositional phrases (*I might go out **in the afternoon.***)

We usually put an adverbial clause after the main clause in the sentence. If we put an adverbial clause before the main clause, we include a comma between them.

- ***You won't pass the test if you don't study.***
- ***We had to turn on the heating because it was cold.***
- ***If you don't study, you won't pass the test.***
- ***Because it was cold, we had to turn on the heating.***

We sometimes use more than one adverbial clause in a sentence.

- ***Don't touch the paint before it has dried + because bubbles may form + if anything touches it.***

Conjunctions

We use a subordinating conjunction such as *after* or *while* to connect an adverbial clause to another clause and to show how the meanings of the two clauses are related.

- ***After you have a rest, you'll probably feel better.***
- ***I can't listen to music while I'm studying.***

Other subordinating conjunctions include *as*, *as if*, *as soon as*, *if*, *in order to*, *since*, *so*, *so that*

When we connect an adverbial clause to another clause, we use a single conjunction. We don't use an adverbial clause as a separate sentence

- ***Because there were no lights, I could see anything.***
(NOT ~~Because there were no lights, so I couldn't do any work.~~)
- ***It was dark so I couldn't do any work.***
- ***We couldn't use our computers because there was no electricity this morning.***
(NOT ~~We couldn't use our computers. Because there was no electricity this morning.~~)

We can use some words, such as *after*, *before* and *than* as conjunctions with adverbial clauses or as prepositions with noun phrases. After conjunctions, we use subject pronouns (we, they) plus verbs. After prepositions, we use object pronouns (us, them):

- ***I'll talk to you after I get out of my next meeting.* = *I'll talk to you after the meeting.***
- ***Tony had arrived before we got there. We had more money than they had.***
- ***Tony had arrived before us. We had more money than them.***



Chapter Eight

«Relative Clauses»

Simply described, relative clauses are clauses which begin with a relative pronoun, such as **that, who, whom, whose, which, when, where, why** in order to modify nouns and some pronouns in a complex sentence, identify people and things, or give extra information about other parts of the sentence. Some examples are:

- I love the people who just tell the truth.
- Those who were absent yesterday can ask their classmates about the assignments.
- They have recently added a new clause which secures the mutual profits of both parties.
- That is the restaurant where we usually eat.
- This is London, where people can still ride double Decker buses.
- I talked to my brother, John, who works in a bank.
- I clearly remember all the people whom (who) we met at the party.

Relative Pronouns as Subjects

In some relative clauses the relative pronoun serves as the subject of the clause while in others, it serves as the object. In case the relative pronoun is the subject of the clause the word order will be: **relative pronoun + verb + object**. Read these examples:

- I thanked the man who had helped my grandmother. (I thanked the man. He had helped my grandmother.)
- They have invented a new material which shows great flexibility under pressure. (They have invented a new material. The material shows great flexibility under pressure.)
- The book that is on the table is mine. (The book is mine. It is on the table.)

As you can see in the first example above, *who* refers to *the man* which is the subject of the relative clause (you may also call it an adjective clause since it is describing the noun “*the man*”). Therefore, the relative pronoun here serves as the subject of the clause.

It is possible to use *who* (for people), *which* (for things) and *that* (used for both) as relative clauses in the position of a subject. However, remember that, it is not common to use “*that*” in formal sentences.

 **Example 1:** Engineering is a profession who puts scientific knowledge to practical use.

(MA Azad 85)

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We use *who* for people and *which* for things. In this sentence, *who* must be replaced with *which*. پاسخ: گزینه «۲»

Relative Pronouns as Objects

When a relative pronoun is the object of the sentence, the word order is **relative pronoun + subject + verb**.

- We traveled with the airline **which/ that** Martha had recommended.
- That is the man **whom/ who** we saw at the beach.

!! **Remember:** *Whom* is used as a relative pronoun when it is the **object** of the clause. However, in more **informal** English *who* is more common both as an object and a subject. We use *whom* (for people), *which* (for things) and *that* (for both) as relative clauses in the position of an object.



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Chapter Nine

«Noun Clauses»

A noun clause (or nominal clause) is a dependent clause we can use like a noun or noun phrase as the subject or object of a verb. We can introduce noun clauses with *that* (*That coffee grows in Brazil is well known*), a *wh*-word (*Do you know what the forecast is?*) and *if* or *whether* (*I was wondering if/whether we might be able to have a picnic on Sunday*).

That-clauses and Wh-clauses

that-clauses

We can use noun clauses beginning with *that* (that-clause) as subjects or after verbs used to report thoughts and feelings. We also use that-clauses to report statements in indirect speech.

- *That the world would be destroyed by the year 2000 was predicted by Nostradamus.*
- *People used to believe that the earth was flat.*
- *I didn't realize that you were waiting for me.*
- *Do you ever feel that you might be in danger?*
- *I always worry that she would have to leave early.*
- *He mentioned that he had seen the report.*
- *She whispered that she would have to leave early.*

We can also use that-clauses after nouns and adjectives.

- *I was faced with the problem that I had no money.*
- *Were you surprised that he passed the test?*

In informal situations, we often use noun clauses without *that*, especially after the verbs *know*, *say* and *think*.

- *I knew (that) you'd finish first.*
- *Dan said (that) he had a cold.*
- *Do you think (that) it's OK?*

We usually include *that* in formal uses, after nouns, and when a phrase or a clause comes between the verb and the that-clause.

- *A recent government study has concluded that drug use among adolescents is declining.*
- *A contract is a written agreement that you and / or others will do something.*
- *They discovered during the investigation that some money was missing.*
- *Sheila forgot when the meeting was and that she was supposed to unlock the door for us.*

We must include *that* (= 'the fact that') when we use a that-clause as subject.

- *That Juliet loved him was never in doubt.*
- *That he said nothing doesn't surprise me.*

Wh-clauses

We can use noun clauses beginning with *wh*-words such as *what*, *where* and *how* (*wh*-clauses) as subjects or after verbs used to report thoughts and questions. Like indirect questions, *wh*-clauses have the subject before the verb and no question mark.

- *How the fire started is a mystery to me.*
- *I wonder what it means.*
- *They don't know where he went.*
- *He asked how often we studied.*
- *I can't understand what she is saying. (NOT I can't understand what is she saying?)*



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Chapter Ten

«Participle Clauses»

Participle clauses enable us to say information in a more economical way. They are formed using present participles (*going, reading, seeing, walking, etc.*), past participles (*gone, read, seen, walked, etc.*) or perfect participles (*having gone, having read, having seen, having walked, etc.*). **We can use participle clauses when the participle and the verb in the main clause have the same subject.** For example,

- *Waiting for Ellie, I made some tea. (While I was waiting for Ellie, I made some tea.)*
- *Appreciating the works of young artists, older artists suggested more conservatism in the academy. (While they appreciated the works...)*

Participle clauses are mainly used in written texts, particularly in a literary, academic or journalistic style.

Present participle clauses

Here are some common ways we use present participle clauses. Note that present participles have a similar meaning to active verbs.

- To give the result of an action
- *The bomb exploded, **destroying the building.***
- *He contributed a large sum of money to the library, **making possible the purchase of some badly needed books.***

In this case, it is also possible to introduce the participial clause with *thus* or *thereby*:

- *He contributed a large sum of money to the library, **thus/ thereby making possible the purchase of some badly needed books.***

- To give the reason for an action
- ***Knowing she loved reading,** Richard bought her a book. {Because he knew she ...}*
- ***Being unable to help in any other way,** I gave up her some money. {Because I was unable...}*
- ***Not wishing to continue my studies,** I decided to become a dress designer. {Because I didn't wish to ..}*
- ***Knowing her pretty well,** I realized something was wrong. {Because I knew her ...}*
- *I was really quite flattered at first, **being asked to work with one of the professors.** {because I was asked ...}*
- To talk about an action that happened at the same time as another action
- ***Standing in the queue,** I realised I didn't have any money. {While I was standing ...}*
- ***Looking outside,** he saw the police car. {While he was ...}*
- To add information about the subject of the main clause
- ***Starting in the new year,** the new policy bans cars in the city centre. {The new policy, which starts ...}*



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Chapter Eleven

«Avoid Dangling»

The subject of the main clauses must be the same as the understood subject of the introductory phrase. In other words, the introductory phrase modifies the subject of the main clause. If this expectation is not fulfilled, the construction is considered an undesirable **dangling** element.

INTRODUCTORY PHRASE MAIN CLAUSE

- *Looking at his watch, Mr. Jones got up and left.*

SUBJECT

Who looked at his watch?	Mr. Jones	Who got up and left?	Mr. Jones
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INTRODUCTORY PHRASE MAIN CLAUSE

- *Compared to his father, John is a tall man.*

SUBJECT

Who is compared to his father?	John	Who is a tall man?	John
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INTRODUCTORY PHRASE MAIN CLAUSE

- *To make a collect phone call, Mary must speak to the operator.*

SUBJECT

Who is making a collect phone call?	Mary	Who must speak to the operator?	Mary
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INTRODUCTORY PHRASE MAIN CLAUSE

- *While a dancer in New York, Kathy injured her leg.*

SUBJECT

Who was a dancer in New York?	Kathy	Who injured her leg?	Kathy
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Also look at the following examples to better understand the construction:

Wrong: *Running home from school, a dog bit me.*

Right: *Running home from school, I was bitten by a dog.*

Wrong: *When only a child, my father took me to the circus.*

Right: *When only a child, I was taken to the circus by my father.*

Wrong: *Hidden in his pocket, George left the room with the key.*

Right: *Having hidden the key in his pocket, George left the room.*

Wrong: *To understand the directions, they must be read carefully.*

Right: *To understand the directions, one must read them carefully.*

Note that dangling modifiers result in grammatically ill-formed sentences. That's why they must be avoided.

Dangling modifiers, however, are normal in some fixed expressions referring to the speaker's attitude:

- *Generally speaking, men can run faster than women.*
- *Broadly speaking, dogs are more faithful than cats.*
- *Judging from his expression, he's in a bad mood.*
- *Considering everything, it wasn't a bad holiday.*
- *Supposing there was a war, what would you do?*
- *Taking everything into consideration, they ought to get another chance.*



Chapter Twelve

«Inversion»

Inversion happens when we reverse (invert) the normal word order of a structure, most commonly the subject-verb word order. There are two types of inversion in English: subject –auxiliary inversion and subject-main verb inversion.

Subject-auxiliary inversion

This type of inversion, as its name implies, occurs when the auxiliary precedes the subject. This type of inversion occurs in the following cases:

- **In question forms except for spoken questions and indirect ones.**

- *Have your father and mother arrived?*
- *Where is the concert taking place?*
- *I wondered what time the film was starting (not ~~what time was the film starting~~)*

Note that the inversion does sometimes happen in indirect questions with the verb “be” after “how”, especially if the subject is long: *I wondered how reliable was the information I had been given.*

- **With “may”:**

- *May God bless his soul.*
- *May all your wishes come true.*

- **In short answers with “so”, “neither”, and “nor”:**

- *A: I'm hungry B: So am I.*
- *A: I don't like it ...B: Neither/nor do I.*
- *I have never seen her since then, nor /neither do I expect to see her again.*
- *If she doesn't agree to the plan, neither will Tom.*

- **After “as” and “than” (in a literary style):**

- *He was very conservative, as were most of his colleagues.*
- *Average families have greater fears of inflation than do rich people.*
- *This new machine is as efficient as was the old one.*

In this case, inversion is optional. Therefore, these sentences can be rewritten as follows:

- *He was very conservative, as most of his colleagues were.*
- *Average families have greater fears of inflation than rich people (do).*
- *This new machine is as efficient as the old one (was).*

- **When so ...that/ such ...that begins a sentence:**

- *So strange did he walk **that** everybody noticed he was not fine.*
- *So successful was her business that Mary was able to retire at the age of 50.*
- *Such is the popularity of the play that the theater is likely to be full every night.*



Chapter Thirteen

«Style»

Wordiness

A general rule in English might be that “shorter is better”. That is, when the same idea can be expressed directly in fewer words, choose the shorter version. There are several ways to do this:

❖ Avoid unnecessary relative clauses where an adjective, participial phrase, prepositional phrase is enough.

➤ *The tall man bought the car.*

Not: The man who is tall bought the car.

❖ Be as direct as possible.

➤ *It was an important discovery.*

Not: It was a discovery of great importance.

➤ *He noticed a pretty girl.*

Not: He noticed a girl who was pretty.

➤ *She did enzyme research from 1950 to 1964.*

Not: She spent a total of fourteen years, from 1950 to 1964, in the research area of enzymes.

❖ Avoid redundancy (repetition of the same idea).

➤ *She returned on Monday.*

Not: She returned back on Monday.

➤ *His virtue was well known.*

Not: His virtue and goodness were well known.

Usage

Some words have similar meanings, but cannot be used interchangeably; that is, a choice must be made according to the grammatical situation.

Between/Among: *Between* is used with two persons or things. *Among* is used for three or more persons or things.

➤ *I cannot decide between three two blouses.* ➤ *He was standing among several students.*

Amount/Number: *Amount* is used with non-count nouns. *Number* is used with count nouns.

➤ *He has a large amount of money.* ➤ *She has a large number of children.*

Lie/Lay: *Lie* cannot take an object. *Lie* tells what a person or thing does for himself or by itself. The principal parts of *lie* are:

lie (simple form)

➤ *John lies on his bed for a few minutes after lunch every day.*

lay (past form)

➤ *Mary lay on the sofa all yesterday afternoon.*

lain (past participle)

➤ *The watch had lain unnoticed for several days before I found it.*

lying (present participle)

➤ *A man was lying injured in the street after the accident.*

Lay must have an object. *Lay* tells what a person or thing does for someone or something else. The principal parts of *lay* are:

lay (simple form)

➤ *You should lay the tiles very evenly.*

laid (past form)

➤ *Mary laid her son on his bed early this afternoon.*

laid (past participle)

➤ *That hen has laid six eggs this week.*

laying (present participle)

➤ *The workers are laying the carpet now.*

Rise/Raise: *Rise* cannot take an object. *Rise* tells what someone or something does for himself or by itself. The principal parts of *rise* are:

rise (simple form)

➤ *The temperature rises sharply in the afternoon.*

rose (past form)

➤ *The sun rose at seven yesterday.*

risen (past participle)

➤ *Prices have risen a great deal lately.*

rising (present participle)

➤ *The baby's temperature is rising by the hour.*



1- The orthodox view of a single intelligence, widely, if wrongly, accepted today in the minds of the general population ,....., who by the second decade of this century had put forth its major precepts.

- 1) a few researchers whose energies and convictions originated those
- 2) originated from the energies and convictions of a few researchers
- 3) the energies and convictions of which originated and a few researchers
- 4) with which originated the energies and convictions of a few researchers

2- One of the charges voiced by environmentalists is that the people constructing shallow ponds for shrimp farming all too often destroy mangroves, salt-tolerant trees.....

- 1) in much of the tropical world line the coast.
- 2) line much coast in the tropical world.
- 3) line the coast of much of the tropical world.
- 4) that line the coast in much of the tropical world.

3- To doctors, sugar hides a great blackness; it blackens the teeth, and under its sweetness it is nothing but a very great acrimony, it equals aqua fortis [nitric acid].

- 1) such that
- 2) as if
- 3) even if
- 4) notwithstanding

4- But only in the mid-1980s..... access to this regime in the laboratory.

- 1) did control over materials and nanofabrication begin to provide
- 2) materials and nanofabrication began to control and provided
- 3) when materials and nanofabrication and their control began providing
- 4) it was that control over materials and nanofabrication did begin to provide

5- Calorie restriction delays puberty in rats, mice and monkeys. And the maggots produced by long-lived flies die in greater

- 1) number compared to normal flies
- 2) a number than the ones in normal flies do
- 3) numbers than those of normal flies do
- 4) numbers or as many as normal flies

6- how influential television programs and movies are, we have good reason to believe that their depictions of violence cause young people to engage in violent behavior.

- 1) For all
- 2) Far from
- 3) Given
- 4) Irrespective of

7- Symbiotic cells of algae known as zooxanthellae carry out photosynthesis using the metabolic wastes of the corals,, for their coral hosts, and even for other members of the reef community

- 1) they themselves produce food
- 2) that produce food for them
- 3) and producing food for themselves
- 4) thereby producing food for themselves

8- sinus headache, SineEase costs the least per dose.

- 1) Over-the-counter medications marketed to relieve
- 2) Marketing medications over the counter for relief of
- 3) Marketing over the counters are medications which relieve
- 4) Of the many over-the-counter medications marketed for the relief of



Chapter Fourteen

«Vocabularies»

Introduction:

Vocabulary is the second part to the exam. This section is even more important than the grammar section because over one third of the questions deal with vocabulary. Even half of the questions on the cloze test section deal with vocabulary, which stresses the importance of lexical knowledge.

The vocabulary section on the MA level consists of 20 multiple choice questions. On the PhD level, this section is composed of 12 questions. The questions require students to go through a sentence and choose the best option that best fits each blank. The sentences vary in length and can be chosen from everywhere and may deal with everything.

Organization:

Like the original GRE textbooks, this textbook arranges word lists in a strict alphabetical order. For each word, it tries to provide the word (in bold), its part of speech, a brief definition, Persian equivalents as well as a sentence or sentences illustrating the word's usage. Finally at the end of the whole chapter, a section is devoted to previous years' questions followed by explanatory answers.

You may find the vocabulary section the most boring and most difficult section because this section deals with advanced vocabularies that you may be already unfamiliar with most of them. Therefore, in order not to get demotivated while reading the vocabularies, try to make a plan for yourself. You can use the procedure described below in order to use the vocabulary list most profitably:

- ❖ This book covers over 3000 essential yet elusive vocabularies, so learning each vocabulary is not something that you can do overnight.
- ❖ Use flashcards. Try to use flashcards. On one side write the vocabulary. On the other side write a concise definition and try to carry a few of your flashcards with you everyday.
- ❖ Try to make plan. You can learn all the vocabularies in half a year if you learn 15 vocabularies per day.
- ❖ The vocabularies presented are too elusive, so try to review them every day.
- ❖ Try to read novels, do practice tests and read scientific tests to better fix each vocabulary in your memory

Master Word List

A

aback (adj): surprised; startled

شکه - متعجب

I was taken *aback* by his honesty. / For a moment I was completely *taken aback* by her request.

abandon (v): to leave; to give up; to discontinue

ترک کردن - رها کردن

The baby was *abandoned* to die. / Because of the fog they **abandoned** their **idea** of driving.

abase (v): to humiliate	خوار کردن
Those who are proud shall be <i>abased</i> . The members of the Political Executive Committee <i>abased themselves</i> once more.	
abash (v): embarrass	شرمسار کردن
His mistake <i>abashed</i> him. / He was not at all <i>abashed</i> by her open administration.	
abate (v): to lessen; to decrease	کاهش یافتن، فروکش کردن
Slowly, the flood waters <i>abated</i> . / Rather than leaving immediately, they waited for the storm to <i>abate</i> .	
abbreviate (v): shorten	کوتاه کردن، مختصر کردن
Because we were running out of time, the lecturer had to <i>abbreviate</i> his speech.	
abdicate (v): to yield; to give up	استعفا دادن، کناره گیری کردن
The king was forced to <i>abdicate</i> . / When Edward VIII <i>abdicated</i> the British throne, he surprised the entire world.	
abduct (v): to take away; to kidnap	آدم ربایی کردن
His son was <i>abducted</i> by a group of terrorists	
aberrant (adj): abnormal or deviant.	غیرعادی، نامعمول
Given the <i>aberrant</i> nature of the data, we doubted the validity of the entire experiment	
aberration (n): abnormality; deviation	ناهنجاری، انحراف
In a moment of <i>aberration</i> , he agreed.	
abet (v): to aid; to encourage	همدستی کردن، به عمل بد تحریک کردن
The officer <i>abetted</i> the commission of a crime. / She was unwilling to <i>abet</i> him in the swindle he had planned.	
abeyance (n): a temporary postponement	تعلیق، وقفه
That law has been in <i>abeyance</i> for many years / The deal was held in <i>abeyance</i> until her arrival.	
abhor (v): to hate; to detest	متنفرد بودن
He <i>abhors</i> racism / She <i>abhorred</i> all forms of bigotry.	
abide (v): to remain; to be able to tolerate	ماندن، تحمل کردن
That memory will <i>abide</i> in my mind forever. / I can't <i>abide</i> that man- he's so self-satisfied.	
abject (adj): miserable; wretched	حقیرانه، خفت آور
On the streets of New York the homeless live in <i>abject</i> poverty, huddling in doorways to find shelter from the wind.	
abjure (v): to give up	منکر شدن
He <i>abjured</i> his former beliefs. / He <i>abjured</i> his allegiance to the king	
ablution (n): washing; cleansing	غسل، شست و شو
The <i>ablution</i> ceremony is held after the prays. His daily <i>ablutions</i> were accompanied by loud noises that he humorously labeled "Opera in the Bath."	
abnegate (v): to deny; to reject	پرهیز کردن، به خود حرام کردن
He lived a simple and <i>abnegating</i> life.	
abolish (v): cancel; put an end to.	لغو کردن، منسوخ کردن
The president of the college refused to <i>abolish</i> the physical education requirement.	
abominate (v): to detest; to dislike strongly	متنفرد بودن
I <i>abominate</i> fair-weather friends. / He <i>abominated</i> racism.	
abortive (adj): unsuccessful	ناموفق، بیهوده
Their forces made <i>abortive</i> attempts to capture our positions. Attacked by armed troops, the Chinese students had to abandon their <i>abortive</i> attempt to democratize Beijing peacefully.	



1- Some bat caves, like honeybee hives, have residents that take on different duties such as defending the entrance, acting as sentinels and sounding a warning at the approach of danger, and outside the cave for new food and roosting sites.

- 1) gnawing 2) scouting 3) lumbering 4) adjourning

2- Unlike a typical automobile loan, which requires a fifteen-twenty-percent payment, a lease-loan does not require the buyer to make an initial deposit on the new vehicle.

- 1) down 2) upward 3) forward 4) off

3- As the Indian consumer has been exposed to high quality imported goods, she has sent an unmistakable call to the Indian manufacturers to improve the quality of their goods or pay the price.

- 1) shrill 2) resonant 3) clarion 4) sonorous

4- The book appears to be very when you read its outer jacket and the back cover, but as you read it you find that there is very little substance as it is far removed from practicality.

- 1) maudlin 2) esoteric 3) sententious 4) orthodox

5- The Prime Minister has said that he with those who have lost their dear ones in the explosion, and affirmed that the terrorists behind the dreadful act will not be spared.

- 1) bristles 2) assimilates 3) coalesces 4) commiserates

6- Because the testimony in the courtroom was, the judge asked the defendant's small children to remain outside in the hallway.

- 1) lurid 2) raspy 3) spontaneous 4) disoriented

7- During his audition, Peter showed his vocal by singing a song that revealed his ability to cover a wide range of notes.

- 1) tremor 2) finesse 3) ensemble 4) circumlocution

8- The basic problem with the new manager is that he just does not know how to responsibility to his juniors, and wants to do everything on his own.

- 1) devolve 2) abjure 3) revert 4) ascribe

9- After a trial before a special commission which was a/an of justice—the accused was not permitted to have any legal assistance or the use of writing materials—he was condemned to decapitation and promptly executed.

- 1) foreclosure 2) oblivion 3) rhetoric 4) parody

10- As you know I am only a novice at sailing, so when I take the tiller, you should then be prepared for any

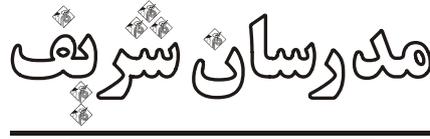
- 1) braggadocio 2) contingency 3) decadence 4) reparation

11- Despite the mediator's wish to peace between the two warring countries, he was unable to get the sides to agree to a treaty.

- 1) enunciate 2) emancipate 3) precipitate 4) temporize

12- While other companies seemed to fare poorly during the depression, the oil companies remained and earned hefty profits.

- 1) impregnable 2) unassuming 3) iconoclastic 4) proprietary



Chapter Fifteen

«Cloze Test»

Introduction

The cloze test section is limited only to MA exam, meaning that PhD candidates are not required to study this section. In this part to the exam, which is the third part, candidates are given a passage with 10 blanks. They are then required to go through the passage and choose the best choice that best completes each blank. The passages are generally not of a predetermined length and are usually excerpted from novels or scientific articles.

What is a cloze test and what is tested?

A cloze test is a way of testing comprehension by removing elements from a passage or sentence and then asking the reader/learner to supply the missing elements. For this reason, it is also sometimes referred to as a gap-fill exercise. The removed elements can be both vocabularies and structures. Therefore, it can be contented that a cloze test is a measure of comprehension, vocabulary and grammar.

Tips to handle cloze tests

- Read thoroughly: Read the passage thoroughly to get an idea of the passage. Read slowly and gain an understanding of the text. Once the theme of the paragraph is clear, it becomes easy to fill in the blanks.
- Link the sentences together: Always remember, it is a passage, so the sentences are linked to one another. Never make a mistake of treating every sentence an individual one.
- Type of word to fill in: Look at the blanks carefully and try to assess which kind of word to put in the blank. Words can be based on grammar, prepositions, tenses, vocabulary etc.
- Tone: Passage may contain some specific tone like narrative, critical, sarcastic, humorous etc. So, always make a right choice of a word.
- Negate options: Sometimes, words are too close, eliminating wrong choices can help.
- Key words: Pay close attention to key words/ clues in the sentences before and after the given blank.

یازده مرحله آزمون جامع کلوز تست

«سؤالات آزمون کارشناسی ارشد سال ۱۳۹۱»

آزمون مرحله ۱

A specific state is defined necessarily with respect both to a territory and a population which occupies it, and which ... (1) ... the society of which the state is the emanation. In a state, political power is ... (2) ... by a dominant, specialized, and numerically minority group, which ... (3) ... of the means of military force that is used for wars outside and for ... (4) ... within. Born-in violence, the power of the state can perpetuate itself only by inducting a social ... (5) ... ; at the very moment that it ... (6) ... political power for its own profit, the dominant group is ... (7) ... to elaborate, for the society at large, an ideology which legitimates it, which serves to establish a contractual ... (8) ... associating the state and the society.

The appearance of the state marks a radical ... (9) ... in the history of the society, from the point of view of spatial organization, the internal ... (10) ... of the society, and the control of economic and social relations. The most evident consequence of these changes is a shift in the scale of the frame of reference of social life.

1- 1) constituting

2) constitutes

3) it constitutes

4) each constituting



2- 1) governed	2) presumed	3) monopolized	4) surrounded
3- 1) deals	2) transfers	3) allocates	4) disposes
4- 1) coercion	2) disposal	3) disparity	4) constitution
5- 1) display	2) exposure	3) consensus	4) penetration
6- 1) announces	2) captures	3) persists	4) impels
7- 1) obliged	2) linked	3) assigned	4) extended
8- 1) bond	2) sequel	3) verdict	4) counteraction
9- 1) breakdown	2) parallel	3) barrier	4) break
10- 1) abstraction	2) differentiation	3) standing	4) disposition

«پاسخنامه آزمون کارشناسی ارشد سال ۱۳۹۱»

یک ایالت خاص لزوماً با توجه به قلمرو و جمعیت ساکن در آن که تشکیل دهنده جامعه‌ای هستند که ایالت برگرفته از آن است تعریف می‌شود. در یک ایالت، قدرت سیاسی به انحصار گروهی در می‌آید که برتر، متخصص و جزو گروه اقلیت می‌باشند. این گروه از ابزار نیروی نظامی که برای جنگ‌های خارجی و تهدیدات (اجبارهای) داخلی استفاده می‌شوند برخوردار است. قدرت ایالتی که برخاسته از خشونت باشد تنها از طریق ایجاد وفاق اجتماعی می‌تواند به حیات خود استمرار بخشد. گروه حاکم درست در زمان کسب قدرت سیاسی به نفع خود، مجبور است که عمدتاً برای جامعه یک ایدئولوژی شرح دهد که به آن گروه مشروعیت ببخشد و نقش ایجاد ارتباطی قراردادی بین حکومت و جامعه را ایفا کند.

از نقطه نظر سازمان فضایی، ظهور ایالت، باعث توقف تاریخ نظام اجتماعی، تفکیک داخلی جامعه و کنترل روابط اقتصادی و اجتماعی می‌شود. واضح‌ترین اثر این تغییرات، تغییر در مقیاس زندگی اجتماعی است.

۱- گزینه «۲»

The word *and* used before the blank requires two parallel structures. Therefore, *which constitutes it* is correct because it is parallel with *which occupies it*.

۲- گزینه «۳» (۱) حکومت کردن (۲) فرض کردن، مسلم دانستن (۳) به انحصار درآوردن (۴) فرا گرفتن، محاصره کردن

۳- «هیچکدام از گزینه‌ها صحیح نیستند»

It seems that none of the choices suits the blank. Option 4, though it seems to be grammatically correct, does not make any sense if chosen.

۴- گزینه «۱» (۱) تهدید و اجبار (۲) انهدام (۳) اختلاف (۴) ساختار، ترکیب

۵- گزینه «۳» (۱) نمایش دادن (۲) افشاء، نمایش (۳) توافق عام، رضایت و موافقت عمومی (۴) نفوذ

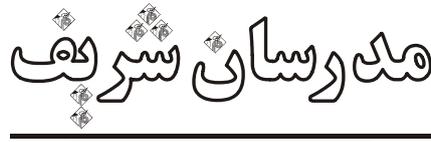
۶- گزینه «۲» (۱) آگهی دادن، اعلان کردن (۲) اسیر کردن، تسخیر کردن (۳) اصرار کردن، پشتکار داشتن (۴) وادار کردن

۷- گزینه «۱» (۱) مجبور کردن (۲) پیوند دادن (۳) محول کردن (۴) تمدید کردن، منبسط کردن

۸- گزینه «۱» (۱) رابطه، پیوستگی (۲) دنباله، عقبه، نتیجه (۳) رأی، رأی هیئت منصفه (۴) اقدام متقابل

۹- گزینه «۴» (۱) خرابی، از کار افتادگی (۲) همسو، نظیر (۳) مانع (۴) توقف

۱۰- گزینه «۲» (۱) انتزاع (۲) تفکیک (۳) مقام، مرتبه (۴) مزاج، تمایل



Chapter Sixteen

«Reading Comprehension»

Introduction

The reading comprehension section of the exam typically consists of three long passages on the MA exam and two long passages on the PhD level. These passages are of various lengths and generally discuss topics from the social sciences, humanities and linguistics. On the MA level, each passage is generally followed by 6 to 7 questions depending on the passage's content, structure, or style. On the PhD level, however, each passage is followed by 5 questions. On MA level, there are 20 passage-based questions in total while on the PhD level there are 10 questions in total.

What is tested?

Reading comprehension questions measure your ability to understand, analyze, and apply information and concepts presented in written form. All questions are to be answered on the basis of what is stated or implied in the reading material, and no specific prior knowledge of the material is required. In other words, **you are not expected to be familiar with the subject matter of the passage or with its specific content, nor will you be expected to have any prior knowledge of the subject.**

Test - Taking Strategies

1. Do not expect to be completely familiar with any of the material presented in reading comprehension passages. You may find some passages easier to understand than others, but all passages are designed to present a challenge. If you have some familiarity with the material presented in a passage, do not let this knowledge influence your choice of answers to the questions. Answer all questions on the basis of what is stated or implied in the passage itself.
2. Analyze each passage carefully, because the questions require you to have a specific and detailed understanding of the material. You may find it easier to do the analysis first, before moving to the questions. Or, you may find that you prefer to skim the passage the first time and read more carefully once you understand what a question asks. You may even want to read the question before reading the passage. You should choose the method most suitable for you.
3. Focus on key words and phrases, and make every effort to avoid losing the sense of what is discussed in the passage. Keep the following in mind: Note how each fact relates to an idea or an argument. Note where the passage moves from one idea to the next. Separate main ideas from supporting ideas. Determine what conclusions are reached and why.
4. Read the questions carefully, making certain that you understand what is asked. An answer choice that accurately restates information in the passage may be incorrect if it does not answer the question. If you need to, refer back to the passage for clarification.
5. Read all the choices carefully. Never assume that you have selected the best answer without first reading all the choices.
6. Select the choice that answers the question best in terms of the information given in the passage. Do not rely on outside knowledge of the material to help you answer the questions.
7. Remember that comprehension—not speed—is the critical success factor when it comes to reading comprehension questions.

Public University (MA) 1401

PART A: Structure

Directions: Choose the word or the phrase (1), (2), (3), or (4) that best completes the blank. Then mark the correct choice on your answer sheet.

1- Autonomous learners are both cognitively and meta-cognitively aware of their role in the learning process, seek to create their own opportunities to learn, monitor their learning, in and out of the classroom.

- 1) attempting actively to manage the way that they learn
- 2) and attempt actively to manage their learning
- 3) and that they actively attempt to manage their learning
- 4) while actively attempting to manage the way they learn

2- Generally, it seems the attitudes, skills and strategies learners possess that dictate whether or not they will be able to grasp the intricacies of language.

- 1) that by
- 2) that there are
- 3) to be that it is
- 4) it is that

3- Whether it is the student's race, linguistic heritage, immigration status, socioeconomic class, sexuality, or other cultural factors working alone or in combination, often tell the student that she is outside the mainstream.

- 1) receiving the messages from society
- 2) the messages received from society
- 3) society receives the messages from
- 4) from society are received messages

4- Guided by teachers or parents familiar with this idea, these researchers believe intelligence is a dynamic phenomenon, to incremental changes based on how hard one works at something and how well one might be supported to do it.

- 1) subject
- 2) that being subjected
- 3) is subject
- 4) is subjected

5- Often the variable that interests us most is but hidden construct, such as motivation, language learning experience, or aptitude.

- 1) kind of importance
- 2) kind of some importance
- 3) kind of important
- 4) some kind of important

6- It is perhaps not surprising that anthropologists are notorious for their frequent bouts of 'field blindness'—becoming that they fail to maintain the necessary scientific detachment.

- 1) involved in and enmeshed into the native culture so
- 2) in the native culture involved and enmeshed
- 3) involved and enmeshing the native culture such
- 4) so involved and enmeshed in the native culture

7- Freeman (1993) conducted a longitudinal study of changes in the practices of four foreign language teachers doing an in-service masters' degree aims the development of teachers' understanding of the professional discourse of education.

- 1) was one of whose specific
- 2) of one of whose specific
- 3) with one of whose specific was
- 4) which had as one of its specific

8- Such an external cue not only coordinates an animal's daily rhythms with particular features of the local solar day but also- because it normally does so day after day - Earth's rotation.

- 1) seems to keep the internal clock's period close to that of
- 2) and seems to keep the internal clock's period close to
- 3) and because it seems to keep the internal clock period close to that of
- 4) it seems to keep the internal clock period close to and of



9- Only when European decorative themes were introduced

- 1) did these meanings become obscured, or were even lost
- 2) did these meanings become obscured or even lost
- 3) these meanings became obscured or were even lost
- 4) these meanings did become obscured or even lost

10- Madeline's guests all agreed, her wedding day, complete with white dress and three-tiered cake, would have been idyllic.

- 1) if there should not have been a terrible weather
- 2) a terrible weather notwithstanding
- 3) that had it not been for the terrible weather
- 4) no matter what the terrible weather was

PART B: Vocabulary

Directions: Choose the word or phrase (1), (2), (3), or (4) that best completes each sentence. Then mark the correct choice on your answer sheet.

11- There is a glass in this industry and the truth is that women are not allowed to progress beyond a certain point.

- 1) ceiling
- 2) cover
- 3) limit
- 4) ladder

12- My company car is a benefit in ; I would sorely miss it were I to move to another job that did not offer the same perk.

- 1) type
- 2) form
- 3) kind
- 4) sort

13- Street vendors their trade on street corners across the country.

- 1) tender
- 2) ply
- 3) claim
- 4) air

14- The price of a bottle of water these days is simply; how could anyone ever justify paying €2.50 for something you can get free from a faucet?

- 1) plebian
- 2) tony
- 3) piquant
- 4) extortionate

15- When the little boy is, he is more likely to throw a tantrum.

- 1) indeterminate
- 2) pluvial
- 3) brummagem
- 4) atrabilious

16- In terms of helping me overcome my problems with my second-year biology course, he was not much of a but whether he meant it or not, as a life coach he was to none.

- 1) one
- 2) rank
- 3) all
- 4) second

17- Medical students must learn to trust their fingers when they patients, and not just depend on sophisticated lab tests for diagnoses.

- 1) homologate
- 2) convalesce
- 3) palpate
- 4) supervene

18- When the car owner defaulted on his loan, the bank hired a company to handle the of his vehicle.

- 1) reclamation
- 2) appropriation
- 3) prepossession
- 4) recidivism

19- It's the fastest download ever, like it's some sentient being who the whole point of its existence is that time is running out for someone.

- 1) serves
- 2) understands
- 3) refrains from
- 4) avoids



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PART A: Grammar

Directions: Select the answer choice (1), (2), (3), or (4) that best completes the blank. Then mark the correct choice on your answer sheet.

- 1-** The growth of commerce had brought Spaniards into contact with other societies that had and stimulating literary traditions.
- 1) originally developed
 - 2) been developing originally
 - 3) developed original
 - 4) originality developed
- 2-** Let us take the terms “subjective” and “objective” and see if we can make up our minds in a statement like this: “Philosophers and artists are subjective; scientists, objective.”
- 1) what we mean by them
 - 2) about what they mean whether it be
 - 3) as to them meaning
 - 4) about them and whose meaning
- 3-** In the intellect, evil is expressed in the sin of pride, and in the will, there is the inclination to follow that which is pleasant at the moment rather than
- 1) obeying the demands made by reasoning
 - 2) that which demands of reason to obey
 - 3) we obey reason and its demands
 - 4) to obey the demands of reason
- 4-** Famous painter James Whistler said, “Industry in art is a necessity—not a virtue— and any evidence of the same, in the production, is a blemish,”
- 1) a quality it is not
 - 2) not a quality
 - 3) but not is a quality
 - 4) it is not a quality
- 5-** These molecules burn more cleanly than gasoline, in part because they have fewer, if any, carbon-carbon bonds, and
- 1) to generate ozone, the hydrocarbons do they emit are less likely
 - 2) they do emit the hydrocarbons are less likely to generate ozone
 - 3) the hydrocarbons they do emit are less likely to generate ozone
 - 4) less likely are the hydrocarbons they do emit generate ozone
- 6-** Cell counts may be made with a counting chamber, to facilitate counting of cells and to determine the volume of liquid in the area counted.
- 1) a slide marked with a grid
 - 2) a slide is marked with a grid
 - 3) that is a slide with a grid marked
 - 4) that is, a slide and a grid having marked
- 7-** Gerrymandering is one political party gains advantage.
- 1) by so unfairly dividing a voting area such that
 - 2) when a voting area is unfairly divided so that
 - 3) to divide an area to vote unfairly and that
 - 4) dividing so unfairly that in a voting area
- 8-** Elasmobranch fishes use electroreception to locate prey. Some scientists suspect that sharks, skates, and rays, sensing and interpreting the much larger voltage potentials created by salt-water currents moving through the earth’s magnetic field,
- 1) use this information to navigate
 - 2) and navigate by using this information
 - 3) they use this information and navigate this way
 - 4) thereby navigating by the use of this information
- 9-** The defendant’s refusal to discuss his whereabouts convinced the jury of his guilt, even though so many other facts surrounding the crime indicated not only that he was entirely innocent but “framed” by members of a local syndicate.
- 1) also he had been
 - 2) had he been also
 - 3) he had also been
 - 4) also that he had been

10- According to a recent study, postal patrons are regularly affronted by out-of-order stamp vending machines, branch post office lobbies at night, and 33-cent letters that take as long to get there as 8-cent letters did long ago.

- 1) to lock 2) that lock 3) locked 4) be locked

PART B: Vocabulary

Directions: Select the answer choice (1), (2), (3), or (4) that best completes the blank. Then mark the correct choice on your answer sheet.

11- Consumers are not so easily as they are often painted. They may know what they want, and what they want may be greatly different from what other people believe they need.

- 1) disavowed 2) coddled 3) manipulated 4) secluded

12- In parts of the world where the life spans are short, 40 may be regarded as age. People who live longer are believed to possess special powers.

- 1) eccentric 2) advanced 3) ephemeral 4) unpredictable

13- Our boss is a of the highest order; he just hired his niece for the newly-vacant position of financial officer despite the fact that she has only recently graduated and has no relevant work experience.

- 1) maligner 2) pedant 3) tenderfoot 4) nepotist

14- A large of money was transferred to an account in the Cayman Islands, raising suspicions that the company's official modus operandi is but a front to mask a money laundering racket.

- 1) tranche 2) consort 3) remuneration 4) bonanza

15- Don't you dare me a story about being at the library. I want to know exactly where you were tonight.

- 1) forge 2) feign 3) spin 4) leak

16- There is no doubt that the front runner in this presidential race is Ted Dolt, but Harry Graham is a potential horse.

- 1) sitting 2) dark 3) hallow 4) lame

17- My grandmother has dementia, so it's not like it used to be around her—she barely resembles the person I remember from my childhood.

- 1) bumptious 2) waning 3) morbid 4) senile

18- The high school English teacher, annoyed at the incessant chattering in class, said "Let's put an end to this and start our discussion of Macbeth."

- 1) posse 2) palaver 3) pabulum 4) panache

19- The husband came home each day and beat his wife and children. When he came to his senses the next morning, he would feel so sorry and solicitous about their bruises and contusions that they could not help forgiving him.

- 1) reprobate 2) monolithic 3) effete 4) wayfaring

20- In the 1980s the school curriculum underwent a dramatic change with the introduction of a hands-on approach to learning in the three relevant concepts of performing, composing and listening.

- 1) supplicated 2) enshrined 3) purported 4) divested