

9- In his study of television advertising, Geis found that, although proper nouns are generally thought to have strictly a referring function, the choice of lexical items used to construct the names of products advertised could result in the name itself impact.

- 1) to persuasively have an
2) of a persuasive
3) having a persuasive
4) and having as persuasive as an

10- In a certain population, there are 3 times twenty-one or under as there are people over twenty-one.

- 1) older than those of
2) as many people aged
3) of people with the age of
4) as much as those whose age is

Part B: Vocabulary

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

11- The chairperson was not noted for being; on the contrary, the members praised her flexibility.

- 1) ductile
2) recalcitrant
3) exhilarated
4) frivolous

12- Though Socrates was by his students who found truth in his teachings, his philosophy constituted a menace to the existent government.

- 1) revered
2) mandated
3) elicited
4) discerned

13- Much to the of her parents, Stephanie, who was only eighteen, announced her engagement to a man twice her age.

- 1) reservations
2) contrition
3) aspersions
4) consternation

14- The sale of books and related items increased dramatically as the popularity of television cooking shows rose.

- 1) gourmet
2) didactic
3) culinary
4) savory

15- The Williams' basement was even before the rainy winter season.

- 1) dank
2) crass
3) vernal
4) moot

16- More than that, they had left him physically exhausted and mentally by all these stupid lessons, besieged by boredom and mediocrity.

- 1) edified
2) flayed
3) meted
4) addled

17- The award-winning actress is known for her snobby attitude and would never to appear in a low-budget film.

- 1) disdain
2) deign
3) canter
4) toady

18- In the film, the wife did everything she could to make sure her about her husband's death did not come true.

- 1) premonition
2) anachronism
3) figment
4) recrimination

19- With the close of the semester rapidly approaching, and the philosophy of slacktivism threatening to leave us with, empty calls-to-action, we must continue to actively engage within our community to seek the change we need most.

- 1) sententious
2) sedulous
3) perspicuous
4) virile

20- His remarks were certainly not necessary, as the crowd was already emotionally charged.

- 1) ribald
2) specious
3) incendiary
4) culpable

21- Police use "scared straight" strategies with at-risk youth, inculcating them with lessons related to the negative consequences of their actions, and instilling the fear of

- 1) concatenation
2) perfidy
3) clemency
4) incarceration



General English

بخش اول: گرامر

۱- گزینه «۴»

Original form: A paper published online last year in Behavioral and Brain Sciences by José L. Duarte and his colleagues attempts to organize the existing research (which is) relevant to this debate.

Option 1 is wrong because *existing* is correct (not *existed*). Option 2 is wrong because *existing* and *relavant* are not parallel. (*Existing* and *relating* are correct). Option 3 is grammatically correct, but it changes meaning.

۲- گزینه «۲»

"an assistant professor of psychology" is an appositive. Therefore, it must be as close as possible to *Paul Piff*. Therefore, option 3 is wrong. Also note that we can invert subject and main verb in reporting and storytelling. Thus, only option 2 is correct.

۳- گزینه «۳»

Explanation: An -ing form (gerund) can be used just like a noun as the subject or complement of a verb.

Smoking is bad for you. (subject)

My favorite activity is reading. (complement)

Infinitives are also possible in these cases. Option 3 is an example of a gerund functioning as the subject and option 4 is an example of an infinitive. Excluding other problems with option 4, one can claim it is wrong because *though* and *but* cannot be used together.

۴- گزینه «۱»

The item is testing a purpose clause:

Why is every Mirus transfection product the result of intensive scientific discovery and development?

To deliver the very best

۵- گزینه «۲»

Explanation: a preposition in a relative clause can be used at the beginning of the clause especially in formal English. In informal English, it is more common to use a preposition later in the clause. Therefore, the answer to this item can be as follows:

... free market reforms, about which I have more to say later

...free market reforms, which I have more to say about later.

۶- گزینه «۴»

This is a sentence and each sentence must have at least one independent clause. An independent clause must have a subject and a verb. In this question, *the practices of creating signature science artifacts, playing with identities, and negotiating new roles for participation* is our subject. Our verb, however, is missing, so we should choose an option with a main verb. Thus, only option 4 is correct.

۷- گزینه «۲»

Explanation: *not only ... but also* requires parallel structures:

not only + N phrase + but also + N phrase

... not only the form of the signature but also such characteristics as pen pressure and signing speed

۸- گزینه «۱»

In this grammar test, the author wants to compare *language of James Merrill* with *the language of Auden*. Therefore, for his comparison to be logically parallel, only the following are correct:

Like that of Auden, the language of / Like Auden's, the language of



۹- گزینه «۳»

Explanation: The proper collocation is **result in somebody/something doing something**:

These policies resulted in many elderly people suffering hardship.

... result in the name itself having ...

۱۰- گزینه «۲»

The presence of *as* following *or under* means that options 1 and 3 are wrong. Also, we use *much* with uncountable noun. This is while *those* requires *many* not *much*. (so option 4 is also wrong). Similarly, note that *as many/much ... as* is a widely used structure that almost everyone is familiar with.

In a certain population, there are 3 times as many people aged twenty as there are

بخش دوم: واژگان

۱۱- گزینه «۲» رئیس هیئت مدیره به خاطر کله‌شقی‌اش مشهور نبود، برعکس اعضای هیئت، انعطاف‌پذیری او را تحسین می‌کردند.
(۱) انعطاف‌پذیر، رام (۲) کله‌شق (۳) شادمان (۴) سبک سر

۱۲- گزینه «۱» هرچند سقراط مورد احترام شاگردانش بود که حقیقت را در آموزه‌های او یافتند، فلسفه او تهدیدی برای دولت وقت بود.
(۱) مورد احترام قرار دادن (۲) اجبار کردن (۳) موجب شدن (۴) تشخیص دادن

۱۳- گزینه «۴» استفانی که فقط هجده سال داشت با اعلام نامزدی‌اش با یک مرد دو برابر سن خودش، حیرت پدر و مادرش را برانگیخت.
(۱) نگهداری، دودلی (۲) ندامت (۳) افترا، تهمت (۴) حیرت، بهت

۱۴- گزینه «۳» همزمان با محبوبیت برنامه‌های تلویزیونی آشپزی، فروش کتاب‌های آشپزی و موارد مربوطه به طور چشمگیری افزایش یافت.
(۱) خوراک‌شناس (۲) آموزشی (۳) وابسته به آشپزی (۴) خوش طعم

۱۵- گزینه «۱» زیرزمین ویلیامز سرد و مرطوب بود، حتی پیش از فصل بارانی زمستان.
(۱) سرد و مرطوب (۲) زمخت (۳) بهاری (۴) قابل بحث

۱۶- گزینه «۴» با این همه درس احمقانه‌ای که توأم با خستگی و معمولی بودن بود، آنها بیش از حد، او را به لحاظ جسمی خسته و به لحاظ روحی سردرگم کردند.
(۱) تهذیب کردن (۲) به باد انتقاد گرفتن (۳) سهم دادن (۴) سردرگم کردن

۱۷- گزینه «۲» هنرپیشه برنده جایزه، به خاطر طرز فکر پُرآفاده‌اش مشهور است و هرگز لطف نمی‌کند که در یک فیلم با بودجه پایین ظاهر شود.
(۱) کسر شأن دانستن (۲) لطف کردن، منت گذاردن (۳) تاخت رفتن (۴) چرب‌زبانی کردن

۱۸- گزینه «۱» در فیلم، زن هر کاری توانست کرد تا مطمئن شود تحذیرش از مرگ شوهرش درست از آب درنیاید.
(۱) پیش‌آگاهی، اخطار، تحذیر (۲) نابهنجاری تاریخی (۳) توهم (۴) اتهام متقابل

۱۹- گزینه «۱» با نزدیک شدن اتمام سریع ترم و فلسفه اسلکتیویزم که تهدیدی برای رها کردن ما با فراخوانی پوچ و نصیحت آمیز برای شروع فعالیت بود، باید فعالانه در اجتماع خود برای یافتن تغییری که بیشتر به آن نیاز داریم، دخیل باشیم.
(۱) نصیحت‌آمیز، پرمغز و کوتاه (۲) کوشا (۳) واضح، روشن (۴) مردانه

۲۰- گزینه «۳» مطمئناً نیازی به اظهارات فتنه‌انگیز او نبود، چرا که مردم از پیش، به لحاظ روانی شارژ (آماده) شده بودند.
(۱) مستهجن (۲) موجه‌نما، درست نما (۳) آتش‌افروز، فتنه‌انگیز (۴) مقصر، تقصیر کار

۲۱- گزینه «۴» پلیس از استراتژی‌های «ترس مستقیم» در مورد جوانان در معرض خطر استفاده می‌کند و درس‌هایی مربوط به پیامدهای منفی اعمال‌شان به آنها می‌آموزد و ترس از حبس را به آنها می‌فهماند.

(۱) زنجیره (۲) خیانت، پیمان‌شکنی (۳) بخش‌بندی، ملایمت (۴) حبس

Methodology

61- The task of bringing about changes in a teacher's belief is addressed through all of the following ways EXCEPT

- 1) persuasion
- 2) appeals to authorities
- 3) strict supervision
- 4) citing evidence of successful learning outcomes

62- Which of the following descriptions is true about the forward design approach to curriculum development?

- 1) It is based on the assumption that input, process, and output are related in a linear fashion.
- 2) Curriculum development begins with the selection of teaching activities and techniques.
- 3) It heavily relies on the findings of a systematic analysis of learners' needs.
- 4) Curriculum development begins with a careful statement of the desired results of learning.

63- Teachers who are managers of learning

- 1) despair in methodological options and do not welcome it
- 2) welcome methodological profusion and do not despair in it
- 3) welcome methodological options, yet they feel confused in choosing the right one
- 4) do not believe in methods and prefer to follow the principles of postmethod pedagogy

64- All of the following statements are true about the inductive approach to teaching grammar EXCEPT

- 1) it is intrinsically motivating
- 2) it allows students to get a communicative feel
- 3) it is inconsistent with the concept of interlanguage development
- 4) it is consistent with the assumption that rules should be absorbed subconsciously

65- Which competences does Canale and Swain's model of communicative competence consist of?

- 1) Grammatical, discourse, pragmatic, and organizational
- 2) Grammatical, discourse, sociolinguistic, and strategic
- 3) Pragmatic, organizational, sociolinguistic, and strategic
- 4) Pragmatic, grammatical, sociocultural, and strategic

66- Which of the following statements is true about the cognitive approach?

- 1) All language skills are introduced at approximately the same time, so there is no pre-reading period.
- 2) Listening comprehension is practiced first, so there is a pre-reading period.
- 3) The learner progresses from a level of functional performance skills to a state of competence.
- 4) Speaking and writing are in effect regarded as the means of developing and expanding competence.

67- Research on cognitive styles shows that

- 1) a more field-independent style is associated with better performance on second language structural measures.
- 2) a more field-independent style is associated with better performance on second language communicative measures.
- 3) a more field-dependent style is associated with better performance on second language structural measures.
- 4) a more field-dependent style is associated with better performance on second language communicative measures.

68- Which of the following statements is true about believing and doubting games?

- 1) The doubting game is harmful and should be abandoned.
- 2) The doubting game is neither rule-governed, nor is it a ritualized process.
- 3) The believing game emphasizes a model of knowing as an act of discrimination by putting something on trial to see if it is desirable.
- 4) The believing game emphasizes a model of knowing as an act of constructing, investment and involvement.



- 69- Business transactions and doctor-patient conversations are typical instances of the
 1) deliberative style 2) frozen style 3) consultative style 4) casual style
- 70- Which of the following problems associated with the product approach to teaching writing shows its lack of consistency with ideas in discourse analysis?
 1) It puts students under stress to come up with their own topics.
 2) It focuses too much on the sentence level grammar.
 3) It is based on copying and imitation.
 4) It merely promotes reproductive language work.
- 71- Which of the following statements is NOT true about the strong version of the contrastive analysis hypothesis?
 1) It claims that lexical contrasts are the principal barrier to second language learning.
 2) The target language elements that are similar to the learner's native language will be simpler to learn.
 3) It claims that the principal barrier to second language learning is the interference of the first language system.
 4) It is deeply rooted in behavioristic psychology and structural linguistics.
- 72- Which of the following is an example of a conversational gambit?
 1) I understand. 2) See you later.
 3) Why don't you go on? 4) Let's discuss another issue.
- 73- Which of the following hypotheses does NOT belong to the monitor model?
 1) The episode hypothesis 2) The natural order hypothesis
 3) The input hypothesis 4) The affective filter hypothesis
- 74- Which of the following sets represents memory strategies?
 1) Grouping, summarizing, and highlighting
 2) Semantic mapping, summarizing, and highlighting
 3) Semantic mapping, grouping, and using key words
 4) Grouping, translating, and using key words
- 75- All of the following are principles related to content-based instruction EXCEPT
 1) language use draws on integrated skills 2) language should be taught for specific purposes
 3) language should be taught at discourse level 4) language should be taught as an end in itself
- 76- All of the following are true about experiential language learning EXCEPT it
 1) includes contextualized language activities.
 2) emphasizes that language skills be taught in isolation
 3) includes activities that engage both left- and right-brain processing
 4) provides learning opportunities for students to discover language principles
- 77- The language teaching specialist interested in finding an alternative to method rather than an alternative method is
 1) B. Kumaravadivelu 2) Diane Larsen-Freeman
 3) Stephen Krashen 4) Georgi Lozanov
- 78- Which of the following statements is true about different types of bilingualism?
 1) Additive bilingualism is a phenomenon when the first language is supported, while subtractive bilingualism is when the first language is considered to be harmful to the learning of a second language.
 2) Subtractive bilingualism is a phenomenon when the first language is supported, while additive bilingualism is when the first language is considered to be harmful to the learning of a second language.
 3) Compound bilingualism is a phenomenon when the first language is supported, while coordinate bilingualism is when the first language is considered to be harmful to the learning of a second language.
 4) Coordinate bilingualism is a phenomenon when the first language is supported, while compound bilingualism is when the first language is considered to be harmful to the learning of a second language.

79- Which of the following statements about the use of students' native language in different approaches and methods is true?

- 1) The use of students' native language in the Audio-Lingual Method is proscribed, whereas in The Direct Method, it is prescribed.
- 2) The use of students' native language in Community Language Learning is proscribed, whereas in The Audio-Lingual Method, it is prescribed.
- 3) The use of students' native language in the Comprehension Approach is proscribed, whereas in the Direct Method, it is prescribed.
- 4) The use of students' native language in the Comprehension Approach is proscribed, whereas in Community Language Learning, it is prescribed.

80- Which of the following statements is metaphorically correct?

- 1) Top-down processing is like the image of a scientist with a microscope examining all the details, while bottom-up processing is like taking an eagle's-eye view.
- 2) Bottom-up processing is like the image of a scientist with a microscope examining all the details, while top-down processing is like taking an eagle's-eye view.
- 3) interactive processing is like the image of a scientist with a microscope examining all the details, while bottom-up processing is like taking an eagle's-eye view.
- 4) Conceptually-driven processing is like the image of a scientist with a microscope examining all the details, while data-driven processing is like taking an eagle's-eye view.

Testing

81- Which of the following is an advantage of the multiple-choice paraphrase technique in testing vocabulary?

- 1) Context preparation is rather easy.
- 2) It causes less stress compared to other types of tests.
- 3) It resembles more real-life teaching approaches.
- 4) It avoids skills such as reading and writing that have not been developed yet.

82- What is the problem with the following grammar item?

I got a phone call from the man I had sold my car to.

- A. which B. who C. whom D. why

- 1) The stem does not provide sufficient contextual clues.
- 2) It is an item that tests different levels of formality.
- 3) It confuses students by having them read unnecessary material.
- 4) It reflects a native English-speaker error rarely made by non-native speakers.

83- An efficient test of reading comprehension is expected to do all of the following EXCEPT

- 1) including items that assess expeditious reading operations
- 2) focusing on extensive reading to the exclusion of intensive reading
- 3) including a variety of text types in addition to the more usual literary prose extracts
- 4) motivating the candidates by demonstrating how the target language is used in real-life situations

84- Which of the following movements in language testing bring about worries regarding the objectivity, validity, and reliability of tests?

- 1) The integrative movement
- 2) The prescientific movement
- 3) The communicative-sociolinguistic movement
- 4) The psychometric-structuralist movement



The answer to this item can be found in the last two paragraphs.

۵۰- گزینه «۲»

_____ ◆ ◆ ◆ ◆ _____

۵۱- گزینه «۲»

Examples, figures, research findings etc. serve two purposes, as a rule of thumb: 1) to support an earlier assertion or 2) to weaken an earlier assertion. In paragraph 3, Kagan's finding provides further support for a previous statement: overly fearful youngsters are at high risk for later emotional distress.

_____ ◆ ◆ ◆ ◆ _____

The author is presenting or discussing a scientific issue, so his/ her tone is scholarly

۵۲- گزینه «۴»

_____ ◆ ◆ ◆ ◆ _____

The whole passage discusses the possibility for life on Mars.

۵۳- گزینه «۳»

_____ ◆ ◆ ◆ ◆ _____

۵۴- گزینه «۱»

The second paragraph of the passage claims that *despite this drawback, abundant evidence suggests that liquid water has existed on Mars's surface in the past and probably is present within its crust today*. The word *probably* connotes that the author is not sure whether water currently exists in Mars or not. Thus, option 1 best describes his current state of knowledge.

_____ ◆ ◆ ◆ ◆ _____

۵۵- گزینه «۲»

The second paragraph of the passage states that *Mars today is not very hospitable. Daily average temperatures rarely rise much above 220 kelvins, some 53 kelvins below water's freezing point. Despite this drawback.....*

The above sentence suggests that there is one problem with Mars. Its temperature is below zero. This low temperature can make Mars an unfavorable place for water or life existence.

_____ ◆ ◆ ◆ ◆ _____

۵۶- گزینه «۴»

_____ ◆ ◆ ◆ ◆ _____

۵۷- گزینه «۴»

According to paragraph 3, ejecta blankets are the raised rims or central peaks typically present on fresh craters.

_____ ◆ ◆ ◆ ◆ _____

۵۸- گزینه «۱»

Based on the information given in paragraph 4, one can understand that our knowledge about Mars's atmosphere is far from comprehensive.

_____ ◆ ◆ ◆ ◆ _____

۵۹- گزینه «۳»

According to paragraph 4, Mars's dense atmosphere may have been the cause of its strong greenhouse effect, and this greenhouse effect may have been the cause of water stability on this planet.

_____ ◆ ◆ ◆ ◆ _____

۶۰- گزینه «۲»

_____ ◆ ◆ ◆ ◆ _____

Methodology

61- Choice "3"

Bringing about changes in a teachers beliefs is normally addressed in a number of ways:

- By persuasion: philosophical or ideological reasons may be used to support the new beliefs, such as arguments in favor of the value of learner autonomy or collaborative learning.
- By citing theory and research that supports the new method: this has characterized promotion of the Natural Approach and Task-Based Language. Teaching as was also true of earlier methods such as Audiolingualism.
- By citing evidence of successful learning outcomes: this is often seen in discussions of CLIL and Content-Based Instruction.
- By appeals to authorities: support from credible experts and authorities can also be persuasive, such as recommendations from leading academics, "gurus," educational authorities and organizations, and so on. Support of this kind was crucial to the acceptance of Communicative Language Teaching in the 1970s.

62- Choice "1"

In educational planning, the *inputs to teaching*, the *teaching processes*, and the *learning outputs that result* are elements of the *process of curriculum development*. Approaches and methods reflect different understandings of how the elements of a curriculum are related. Three alternative strategies are reflected in the approaches and methods:

- One strategy is to first make decisions about what to teach (input), then to determine how to teach it (process), and finally to assess what was learned (output). This is a **forward design**.
- Another strategy is to start with teaching processes or methodology and to let these determine input and output. This is a **central design**. This is also referred to as **progressivism** and an example of a *process approach* to the curriculum.
- A third strategy is to start with learning outcomes or output and work backward to determine issues of process and content. This is known as **backward design**. It is described as an **ends-means approach** which views instruction as the specification of ends as a prerequisite to devising the means to reach them.

63- Choice "2"

Choice (4) cannot be the correct option, because we do not normally expect teachers to be familiar with the concept of the postmethod pedagogy.

Teachers who are managers of learning recognize in general that a number of methodological options exist, but they are guided in any particular moment by a compass consisting of a set of values, professional knowledge and experience, and a commitment to (particular) learning outcomes. Such teachers do not despair in methodological profusion; they welcome it. They know that the more tools they have at their disposal, the better off they are in having a large repertoire to choose from when a teachable moment presents itself. They recognize that they must focus students' attention on the learning challenge, and then step back and respond in service to their learning.

When asked if they would use a particular technique—say, assign a particular reading passage, ask a particular question, they answer, 'It depends.' There may be times when a pattern drill is appropriate, or giving a grammar rule, or an interactive task, or an activity which involves negotiation of meaning, depending on the learning challenge or what the students are struggling with at the moment. 'It depends' statements provide us with evidence of the highly complex, interpretive, contingent knowledge which teachers/managers must possess in order to do the work of teaching.

64- Choice "3"

A focus on form (FonF) approach attempts to induce learners' incidental learning by drawing their attention to target forms while they are engaged in communicative activities. The emphasis is on the learners' noticing their knowledge about grammatical features, which is necessary for successful target language use and has been influential in task-based approaches to grammar instruction. Noticing is a natural process, but one considered to be essential to language acquisition when learners are exposed to sufficient input.

A FonF approach can be considered more appropriate because:

- it is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus).
- it conforms more easily to the concept of interlanguage development in which learners progress, on variable timetables, through stages of rule acquisition.
- it allows students to get a communicative "feel" for some aspect of language before possibly being overwhelmed by grammatical explanations.
- it builds more intrinsic motivation by allowing students to discover rules rather than being told them.

65- Choice "2"

Canale and Swain tried to develop Hyme's communicative competence model further. Their model of communicative competence consists of four components:

- **Grammatical competence:** knowledge of the grammar, vocabulary, phonology, and semantics of a language; this is the same as Hyme's formal possibility.
- **Discourse competence:** knowledge of how to form a meaningful whole out of a series of sentences, of intersentential relationships – that is, relationships between sentences – and of how to begin and end conversations
- **Sociolinguistic competence:** knowledge of the sociocultural rules of language and of discourse and understanding of the social context in which language is used: the roles of participants, the information they share, and the function of the interaction; this is the same as Hyme's appropriateness.
- **Strategic competence:** knowledge of how to compensate for breakdowns in communication, to make one's message clearer, or to better understand input – that is, knowledge of communication strategies; communication strategies are strategies to enhance the effectiveness of communication and strategic competence is an ability to select an effective means of performing a communicative act.



66- Choice "1"

The learning theory was the **cognitive psychology**.

The objective of the approach was to develop students' competence to the point at which they could formulate their own replies to previously unmet language situations.

The materials in a cognitive textbook are sequenced so that the learner progresses from **comprehension** to a state of **competence** and then to a level of **functional performance skills**.

The four language skills are developed simultaneously, so the book is introduced initially and there is **no pre-reading period**. *But comprehension activities (reading and listening) are sequenced before productive activities.* Listening and reading are the means of developing and expanding competence.



67- Choice "4" (& 1)

Some studies concluded that FI is closely related to classroom learning that involves analysis, attention to details, and mastering of exercises, drills, and other focused activities. Other similar findings were reported for FI: success in paper-and-pencil tests; in deductive lessons; and in pronunciation accuracy. The second hypothesis proposed that an FS style, by virtue of its association with empathy, social outreach, and perception of other people, yields successful acquisition of the communicative aspects of a second language. While no one denies the plausibility of this second claim, little empirical evidence has been gathered to support it.

Choice (1) has not been mentioned as explicitly as Choice (4) in Brown (2014), but it is as acceptable.



68- Choice "4"

These two concepts are related to accepting or rejecting methods.

The doubting game requires logic and evidence. It emphasizes a model of knowing as an act of discrimination: putting something on trial to see whether it is wanting or not. We think its practice is something far more common to the academic world than its counterpart—the believing game. Many of us are very good at playing the doubting game, but we do so at a cost. We may find fault with a new idea before giving it a proper chance.

The believing game emphasizes a model of knowing as an act of constructing, an act of investment, an act of involvement. It is not just the withholding of doubt. Rather, it asks us to put on the eyeglasses of another person – to adopt his or her perspective – to see the method as the originator sees it. Further, it requires a willingness to explore what is new.

While it may appear that the believing game is the more desirable of the two games, we should not abandon the doubting game, but rather we should attempt to understand first before we judge.



69- Choice "3"

There are five levels of *formality* identified in **speech styles**:

- **Oratorical style:** It is used in public speaking before a large audience; wording is carefully planned in advance, intonation is exaggerated, and rhetorical devices are utilized. It is in the form of a monologue.

- **Deliberative style:** It is used in addressing large audiences. Effective interchange does not occur between the speaker and the hearer. It is not as planned as the previous style. A university classroom lecture is an appropriate example. It is in the form of a monologue.

- **Consultative style:** It is a formal dialogue in which the words are chosen with some care. Examples include doctor-patient conversations and business interactions.

- **Casual style:** It is used in conversations between friends, colleagues, family members. Words need not be guarded and social barriers are moderately low. But still it is not that intimate to talk in any way you like and about everything in your mind.

- **Intimate style:** It is used in conversations with family members, between lovers, and very close friends. Social barriers are completely absent and the inner self is revealed.



70- Choice "2"

One of the most controversial aspects of writing pedagogy has been the tension between process and product approaches to the teaching of writing. Product-oriented approaches focus on the final product, the coherent, error-free text. Process approaches, on the other hand, focus on the steps involved in drafting and redrafting a piece of work. Proponents of process writing recognize and accept the reality that there will never be the perfect text, but that one can get closer to perfection through producing, reflecting on, discussing, and reworking successive drafts of a text.

General English

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- Scott hasn't heard the committee's response to his proposal yet, but he thinks he sowed
- 1) on fertile ground the seed of idea
2) the idea's seed in the fertile ground
3) on the fertile ground the idea's seed
4) the seed of the idea on fertile ground
- ✎ 2- The miasma of failure that hung in the locker room after the boys lost the football game was without launching into a pep talk.
- 1) too much for the coach to bear
2) so much as to bear for the coach
3) as much for the coach to bear as
4) for the coach as much to bear so
- ✎ 3- The most famous Shakespearean soliloquy is probably the words, "To be or not to be, that is the question."
- 1) with Hamlet's speech to begin
2) Hamlet's speech beginning with
3) begun with the Hamlet's speech of
4) the speech by Hamlet having begun
- ✎ 4- After a day of gardening without gloves, Emilia rubbed a special emollient the blisters and chafes on her fingers.
- 1) she purchased online over her hands to ease
2) on her hands she purchased online and eased
3) which she purchased online to ease over her hands
4) on her hands which she had purchased online for the ease of
- ✎ 5- Knowing their parents would forbid their union,, who saw in their love the possibility of ending the age-old feud between the Capulets and the Montagues.
- 1) Romeo and Juliet were arranged by Friar Lawrence the clandestine marriage
2) Friar Lawrence arranged between Romeo and Juliet clandestine marriage
3) Friar Lawrence arranged Romeo's and Juliet's a clandestine marriage
4) Romeo and Juliet arranged a clandestine marriage by Friar Lawrence
- ✎ 6- The gray sky and cold wind fed into Annette's sense of ennui, and warm gloves and umbrella she had planned
- 1) that afternoon remained on the shelves of the store for her to purchase
2) remained on the shelves of the store she purchased that afternoon
3) to purchase that afternoon remained on the shelves of the store
4) to remain on the shelves of the store to purchase that afternoon
- ✎ 7- Driving cross-country together, Grace and Emily kept up a non-stop, animated conversation about childhood, books, men, cats, careers, and life in general; the exchange became flaccid only when
- 1) physical fatigue set in
2) set in physical fatigue
3) did set in physical fatigue
4) did physical fatigue set in
- ✎ 8- Ralph has always longed to be a dictator, but his awkward mannerisms caused assemblies to laugh at his brutal, fascist harangues rather than
- 1) for them to frighten
2) their being frightened
3) be frightened by them
4) to be frightened by them



9- Indulging in histrionics in the workplace is never a good idea; tears or yelling the respect of a boss or coworkers.

- 1) will likely win
2) isn't likely to win
3) are likely that they
4) aren't likely to win

10- The hikers climbed steadily in near darkness for over an hour, reaching the apex of the hill just in time

- 1) then awarded by the beautiful sunrise
2) to be rewarded by the beautiful sunrise
3) with the beautiful sunrise awarding them
4) for the award by the beautiful sunrise toward them

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- When she is nervous, the singer's stomach always feels like a mass of tangled nerves.

- 1) cadaverous
2) cavalier
3) disentangled
4) knotty

12- When the editor realized the article did nothing but the facts about the trial, he made a hasty decision to replace the piece with an article that was more authentic.

- 1) cede
2) evince
3) belie
4) devolve

13- While most teaching is done to children that are often students of a school, with the students are adult learners.

- 1) pedagogy
2) anagogy
3) demagogy
4) andragogy

14- When the parent required her 10-year old to say something nice to the mean neighbor, the child simply uttered a/an to appease her parent.

- 1) epithet
2) invective
3) flummery
4) gesticulation

15- Trainers explained that when facing a robber, store clerks should give into demands and never to release the money.

- 1) kneel
2) decline
3) accede
4) glare

16- Everyone seemed to have a specific role except me. I felt like a fifth

- 1) wheel
2) screw
3) valve
4) bolt

17- Using an ingratiating story to win the sympathy of those who stopped to listen, the beggars at their feet for money.

- 1) fixated
2) snarled
3) drooped
4) groveled

18- While the author created exciting plots, his characters were usually written in such terms that his stories were not appropriate for young people.

- 1) elocutionary
2) outright
3) unimpeachable
4) lurid

19- Professor Weiss told a familiar tale: although my paper was chock-full of information and even interesting ideas, there was no argumentative structure, no thesis that my of facts had been marshaled to support.

- 1) iota
2) congruity
3) litany
4) withdrawal

20- They wanted to the thief for stealing cars on the same day he was arrested.

- 1) induct
2) arraign
3) mete out
4) reimburse

21- When the patient got on the table, he was asked by the nurse to assume a posture so the doctor could look at the rash on his stomach.

- 1) supine
2) slouched
3) posterior
4) arabesque



General English

بخش اول: گرامر

۱- گزینه «۴»

The proper expression is *sow the seed of sth on fertile ground*. → *sowed the seed of the idea on fertile ground*.
Also commit these collocations to memory: *sow the seeds of love/ victory / despair*

۲- گزینه «۱»

We can use infinitives after *too*.

It was too difficult for me to see my best friend having relegated himself to such work.

The miasma of failure was too much for the coach to bear without ...

۳- گزینه «۲»

Option 1 is wrong because it is not a proper response to the question *What is probably the most famous Shakespearian soliloquy?* Option 2 is correct because it is an appropriate response. Also note that *beginning with* in this option is a reduced form of *that begins with*. Option 3 is wrong because *is probably begun* must be changed into *probably begins with*. Also the phrase *Hamlet's speech of the words* sounds unusual. Option 4 is wrong because *having begun* must be changed into *beginning with*. Also, *having begun* in this option incorrectly modifies *Hamlet*.

۴- گزینه «۱»

Option 1 is correct. In this option the phrase *she purchased online* properly modifies the word *emollient*. Also note that the phrase *to ease* here is used to express purpose: *Why did Emilia rubbed a special emollient over her hands? To ease the blisters...*

Option 2 is wrong because it uses the phrase *she purchased online* to modify *her hands*. Option 4 also makes the same mistake. Option 3 is wrong because it uses the phrase *over her hands* in an improper position.

۵- گزینه «۴»

The adjectival clause *who saw in their love the possibility ...* (used after the blank) must be placed as close as possible to its antecedent, *Friar Lawrence*. Therefore, the correct choice is the one that ends with this proper noun. This means that only option 4 is correct. We can also answer this question using our knowledge of dangling modifiers:

Who knew their parents would forbid their union? Romeo and Juliet

Who arranged a clandestine marriage by Friar Lawrence? Romeo and Juliet

This means that the blank must begin with *Romeo and Juliet*. (so option 2 and 3 are out).

۶- گزینه «۳»

This sentence lacks a main verb. Thus, the correct choice is the one that contains a finite main verb. (so option 4 is wrong). Option 1 is also wrong because we can ask *purchase what?* Option 2 is also wrong because it uses the phrase *she purchased* to modify *the shelves of the store*.

۷- گزینه «۱»

This question does not need inversion for two reasons: 1. We invert subject and auxiliary in case *only when* begins a sentence. If this conjunction is used in a middle position, we are not allowed to invert subject and verb. 2. When *only when* begins an adverbial clause, inversion occurs in **the main clause not dependent clause**. Therefore, options 3 and 4 are wrong. Option 2 is also wrong because *set in* is intransitive.

۸- گزینه «۳»

We use *rather than* to give more importance to one thing when two alternatives or preferences are being compared. When we use *rather than* with a verb, we use the base form or (less commonly) the *-ing* form of a verb. Therefore, option 3 is the answer.



۹- گزینه «۲»

When we connect two or more nouns using *or*, the noun closest to the verb determines whether we need a singular or plural verb. In this question *yelling* is singular and requires a singular verb, meaning that options 3 and 4 are wrong.

همچنین چون که عبارت *indulging in histrionics* به معنی «ننه من غریبیم» می‌باشد، با توجه به مفهوم جمله گزینه (۱) نمی‌تواند پاسخ سؤال باشد.

۱۰- گزینه «۲»

We can use *to* to express purpose:

Why did the hikers climb steadily in near darkness for over an hour? To be rewarded by beautiful sunrise.

بخش دوم: واژگان

۱۱- گزینه «۴» این خواننده زمانی که عصبی است، احساس دلشورگی می‌کند (احساس می‌کند دل و روده‌اش بهم گره خورده‌اند).

Cadaverous: looking pale, thin and ill {رنگ‌پریده و نزار}

Cavalier: not considering other people's feelings or safety {خودخواه، بی‌تفاوت به دیگران}

Disentangle: to separate things that have become joined or confused {حل‌وفصل کردن، در آوردن {از کلاف و در هم پیچیدگی}}

Knotty: with a lot of knots {در هم پیچیده}

۱۲- گزینه «۳» وقتی سردبیر متوجه شد آن مقاله نقشی جز کذب حقایق ارائه شده در طول محاکمه ندارد، سریعاً تصمیم گرفت آن را با مقاله‌ای موقرتر جایگزین کند.

Cede: to give something such as an area of land or a right to a country or person, especially when you are forced to {واگذار کردن}

Evince: to show a feeling or have a quality in a way that people can easily notice {نشان دادن، بروز کردن}

Belie: to show that something cannot be true or real or to give someone a false idea about something {کذب چیزی را نشان دادن}

Devolve: if you devolve responsibility, power etc to a person or group at a lower level, or if it devolves on them, it is given to them {تفویض کردن}

۱۳- گزینه «۴» گرچه آموزش بیشتر مختص کودکان و دانش‌آموزان مدرسه است، در *andragogy* (که نوعی آموزش بزرگسالان است) یادگیرندگان بزرگسال هستند.

Pedagogy: the practice of teaching or the study of teaching {تدریس، تعلیم}

Anagogy: allegorical or spiritual interpretation, esp of sacred works such as the Bible {تفسیر روحانی}

You can refer to a method of political rule as **demagogy** if you disapprove of it because you think it involves appealing to people's emotions rather than using reasonable arguments. {عوام‌فریبی}

Andragogy: the theory, methods, and activities involved in teaching adult learners {آموزش بزرگسالان}

۱۴- گزینه «۳» زمانی که مادر آن دختر بچه ۱۰ ساله از او خواست با همسایه بی‌اصل و نصب خود با مهربانی سخن بگوید، دخترک تنها به خاطر راضی نگه داشتن مادر خودش، **الکی** از او تعریف کرد.

Epithet: a word or short phrase used to describe someone, especially when praising them or saying something unpleasant about them {لقب}

Invective: rude and insulting words that someone says when they are very angry {فحش، ناسزا}

Flummery: praise or other polite speech or behavior that is not sincere and does not really mean anything

{تعریف و تمجید الکی}

Gesticulation: movements with your hands or arms intended to express something or to emphasize what you are saying

{اشاره با سر و دست}

۱۵- گزینه «۲» تعلیم‌دهندگان چنین گفتند که کارکنان یک فروشگاه زمانی که با یک سارق روبرو می‌شوند، باید به درخواست وی تن دهند و ممانعت نکنند (هرگز درخواست اخاذی او را رد نکنند).

Kneel: to be in or move into a position where your body is resting on your knees {زانو زدن}

Decline: to say no politely when someone invites you somewhere, offers you something, or wants you to do something {رد کردن}

Accede: to agree to a demand, proposal etc, especially after first disagreeing with it {توافق کردن، تن دادن}

Glare: to look angrily at someone for a long time {چپ‌چپ نگاه کردن}