

**PART ONE**

**GRAMMAR**





## «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.



# مدرسان شریف

## 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)

3

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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*.

پاسخ: گزینه «۳»

🔗 **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**

2

3

4

(PhD 91)

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

پاسخ: گزینه «۱»



- If a whole clause is the subject of the sentence, the verb is singular.
- **To keep people waiting outside in such a hot day** is cruel.
- **That somebody could enter the house without a key** was a great mystery.
- **To kill trees** is to kill humans.
- **That all the men in the post must be prepared for sudden attacks** was commanded by the chief.
- !! **Caution:** if the subject is a **what** clause, although the verb embedded in the clause is singular, the verb referring to the whole clause usually corresponds to the **following noun**:
  - What worries us *is* the poor selection **process**.
  - What is needed *are* additional **resources**. (However, "...*is* additional resources" is also acceptable for some people in a less formal context).
- If you encounter a *name* or *title* (of countries, newspapers, books, films, disciplines, etc.) which ends in -s, treat it like singular nouns. In general, a singular verb is used with all plural nouns that we think of them as a single unit.
  - **The Machine Gunners** was a very successful book written by Robert Westall.
  - **The Netherlands** *is* one of the members of European Union.
  - **New York Times** *is* one of the most widely read newspapers across the US.
  - **Sneakers** *is* another word for training shoes.
  - **Bread and butter** *was* all we had. (Bread and butter is considered a food and singular.)

Some famous nouns from this group are:

- **News**

- **The news from the Middle East** seems promising.
- **Most of the news on the front pages of both daily newspapers** concerns the progress of the peace conference.

- **Some university disciplines:** mathematics, physics, phonetics, economics, politics, etc.

- **Electronics** is his favorite major.
- **Some sports:** athletics, gymnastics, etc.
- **Gymnastics** *is* one of European favourite sports.

- **Some diseases:** diabetes, measles, rabies, etc.

- **Diabetes** affects all age ranges.

- **Some units of measurement:**

- **Fifty thousand dollars** was spent on that oil project.
- **Five years** is a long time for a man to serve in jail.

● Some nouns ending in -s can be both plural and singular; examples are: **means, series, species, crossroads, headquarters, works** (as a building)

- **A good means of transportation** is cost effective.
- **All means of transportation** are equipped with air conditioning nowadays.

● Some nouns are usually plural and need a plural verb, examples are:

**Belongings, premises, surroundings, stairs, savings, riches, clothes, earnings, goods, thanks, congratulations**

● Similarly, a plural verb is used with pair nouns:

- **His glasses** are on the desk.

● Even if the subject and verb are inverted, they still must agree.

- **Attached** are **copies** of the contract.
- **Among the people invited** was **the mayor**.
- **Only once this morning** were **the letters** delivered by the campus mail service.

● Words like **phenomena, criteria, data, and media** are actually plural (their singulars being *phenomenon, criterion, datum, and medium*) and require a **plural** verb (however, for data and media, in **less formal** contexts, singular verbs are also used).



- Some plural nouns are formed by adding “the” to an adjective; a plural verb is required in such cases:
    - **The French** have a word for it.
    - **The young** do not respect the elderly as much as they did in the past.
  - All uncountable nouns require a singular verb.
    - **The grass** is getting long.
  - In subjects with two items joined together with “and” or “both ... and”, a **plural** verb is usually used:
    - **Peter and Bob** are two of our best students in this department.
    - **Korea and Japan** have signed a new financial contract recently.
  - !! **Caution:** if the two items joined together with “and” form a **single noun**, or make the **title** of something, we normally use a singular verb:
    - **Fish and chips** is a famous British dish.
    - **The lorry, its cargo and passengers** weighs around 35 tones (or ...weigh...)
  - After **there**, the verb agrees with its **complement**.
    - **There** was an accident. **There** were some accidents.
  - If the subject is formed of two items which join together with *or, either ...or, neither ... nor*, the subject closer to the verb determines its number:
    - **Either the station or the cinema** is a good place to meet.
    - **The president or his representatives** are to attend the meeting.
    - **Either the employees or the manager** is hiding the truth.
    - **Neither my brother nor my sisters** want to work in this office.
  - After *not only... but also*, the verb agrees with the nearest phrase.
    - **Not only George but also his friends** are buying one of those cameras.
  - Verbs used in sentences with *per cent, percent, or % (of)*, correspond to the noun to which these expressions refer. If the noun is singular or uncountable, a singular verb is needed, otherwise, use a plural noun.
    - **Twenty percent of the children** in this study have proved sensitive to this drug.
    - **Eighty percent of the money** was spent on charity.
    - **An inflation rate of only 2%** makes a big difference to exports.
- Remember, if the noun used with these expressions can be thought of as either plural or singular, **both forms** of the verb are possible (see “collective nouns” below):
- **This year, eighty percent of the electorate** is/are expected to vote.
- When *any of, each of, either of, neither of or none of* precedes a plural noun/pronoun, in **formal** English a **singular** verb is used (however, plural forms are also possible in **less formal** contexts).
  - **Neither of the boys** is trying
  - **None of the printers** is/are working
  - **Each of these people** has some useful talent or experience.

**Example 9: Each of the chemical elements have its own standard symbol.**

(MA Azad 85)

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پاسخ: گزینه «۳» طبق قانون مطابقت فعل و فاعل، به جای have، باید از has استفاده نمود.

When such phrases as *a majority of, the majority of, a number of, a lot of, plenty of, all (of) or some (of)* precedes a plural noun/pronoun, a plural verb is used.

➤ **The majority of workers** find it quite hard to live on the amount of money they earn.

**Example 10: By the time the storm subsided, the majority of the passengers been seasick.** (MA Azad 86)

1                      2                      3                      4

the passengers were seasick.

پاسخ: گزینه «۴» طبق قاعده تطابق به فعل were نیاز داریم.

!! **Caution:** “*the number of*” refers to the quantity of something and it is treated as singular, “*a number of*” refers to a proportion of a population and requires a plural verb:

- *A number of students are going on a strike in reaction to new educational policies.*
- *The number of students in each class does not exceed twenty.*
- *A number of human skeletons found at the archeological site were transferred to the museum.*
- *The number of human skeletons found at the archeological site was seven.*
- *A number of employees from the company have decided to attend the conference.*
- *The number of employees from the company who attend the conference regularly has increased recently.*
- Wherever *one of* precedes a plural noun/pronoun, a singular verb is used:
  - *One of them was a really interesting case.*
- When *one of + a plural noun/ pronoun* precedes *who*, a plural form is more common and grammatical:
  - *He is one of those managers who prioritize the benefits of the firm.*
- With *any of/ none of/ the majority of/ a lot of/ plenty of/ all (of), some (of) + an uncountable noun*, a singular verb is used: *All of the **money** was spent on decorations.*
- With *everyone/ everybody/ everything/ anyone/ anybody/ anything/ somebody/ someone/ something/ no one/ nobody/ nothing/ etc.*, use a singular verb:
  - *Somebody needs to talk to him. Nobody works as well as him.*
- Collective nouns or group nouns look like ordinary singular nouns; however, they refer to a group of things and can be used with plural or singular verbs. Examples are:

**Council, army, association, audience, class, club, college, committee, community, company, crew, crowd, department, electorate, enemy, family, generation, government, group, jury, opposition, orchestra, population, press, public, school, team, university, management, society (=club), union, navy, military, public, press, population, IBM, Sony, the United Nations, the BBC, etc.**

A general rule is that, whenever you are referring to the organization, or the group as a whole, a singular verb is needed. On the other hand, if you are referring to the individual items in the group, a plural verb is more appropriate. Of course, some contexts oblige the use of a plural verb, such as this one:

- *The **committee** usually raise their hands to vote.*

However, in other contexts, where both forms are possible, a singular verb is preferred in more **formal** English:

- *The **team** is flying to Japan for an international competition. (or ...are...)*
- Some nouns are always plural and require a plural verb, examples are:

**police, people, livestock (= farm animals), cattle (= cows), poultry (= hens).**

- *The **police** are questioning a man.*
- *Some **cattle** have got out into the road.*

### Antecedent-pronoun agreement

Just like subject-verb agreement, an antecedent must agree with its pronoun. Here are some general rules:

- Pronouns must agree in number with their antecedents (the noun or pronoun to which they refer):
  - *Many of the people in Ubudu live **their** whole lives in poverty.*
  - *A person should love **his** parents.*
  - *General music can inspire and move people with **its** beauty.*
- The following indefinite pronouns are singular and take singular pronouns: *each, either, neither, one* and all words ending in *-one, -body- or -thing*, such as *anybody, nothing, and everybody*.
  - *Each of the women took off **her** hat.*
  - *Everyone should bring **his/her** book to class.*
  - *I knew **one** of the students, but I could not remember **her** name.*
  - *Nobody in that office knows what **he** is supposed to do.*
  - *Everyone in the class should do **her** own work **herself**.*





- When compound subjects are joined by *neither... nor* or *either... or*, the pronoun will agree with the subject nearer the verb:
  - *Either my sisters or **my mother** will lend me **her** typewriter.*
- Some words appear to be plural but are actually singular. Some of these are: *physics, mathematics, economics, news, and politics*.
  - ***Politics** interests me as **it** affects the economy.*

🔗 **Example 11:** A set of company's books is in the safe so that everyone of the officials is able to use them at all times. (MA 82)

پاسخ: گزینه «۴» در این قسمت باید از ضمیر مفعولی *it* استفاده کنیم چون مرجع آن «a set of» است که مفرد است نه جمع.

🔗 **Example 12:** E-mail accounts administered by..... as evidence against the employee. (MA 89)

- 1) an employer belong to the employer, who can seize and use the accounts
- 2) employers belong to them, who can seize and use it
- 3) employers belong to the accounts they can seize and use
- 4) an employer belongs to the employer, who can seize and use them

پاسخ: گزینه «۱»

Option 4 is wrong because *email accounts* is a plural noun, but *belongs* is singular. Option 2 is wrong because *email accounts* is a plural noun / antecedent, but *it* is singular. Option 3 makes no sense.

🔗 **Example 13:** The natural disaster was of such devastating magnitude that the country had no choice but to accept help from many other countries, ..... . (PhD 91)

- 1) included among which it has less friendly relations with
- 2) including those with which it had less than friendly relations
- 3) including those with which they had less than friendly relations
- 4) among which included were the ones they had less friendly relations

پاسخ: گزینه «۲»

Option 1 is a sentence fragment, so it is wrong. Option 2 is correct because *those* refers to *other countries* and *it* to *the country*. Options 3 and 4 are wrong because *they* is a plural pronoun. This is while *the country* requires a singular pronoun.

### Tense consistency

When writing a sentence, writers should be careful to keep the tense uniform. In other words, we are not allowed to switch from one tense to another unless the timing of an action demands that we do so.

- *When I went to the coffee house, I bought two cookies.*
- *During the movie, Sam stood up and then dropped his popcorn.*
- *I biked to class last Monday, but today I am taking the bus.*

🔗 **Example 14:** Here concealment was impossible. I simply have to hope that some kindly deity would see to it that I met nobody. (MA 82)

پاسخ: گزینه «۱» چون جمله به شکل گذشته است، فعل‌ها باید به لحاظ زمانی با هم مطابقت داشته باشند. پس در گزینه ۱، *had to* صحیح است.

🔗 **Example 15:** Now that the newspaper arrived, we can see the scores of the tennis matches. (MA 83)

The second option i.e. *arrived* must be changed to *has arrived*.

پاسخ: گزینه «۲»



## 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.*

**PART TWO**

**VOCABULARY**





## 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. Following each letter or after two or three letters are presented, you will find some sample questions designed to check your progress. 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.

<b>abase</b> (v): to humiliate	خوار کردن
Those who are proud shall be <i>abased</i> . The members of the Political Executive Committee <b>abased themselves</b> once more.	
<b>abash</b> (v): embarrass	شرمسار کردن
His mistake <i>abashed</i> him. / He was not at all <i>abashed</i> by her open administration.	
<b>abate</b> (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> .	
<b>abbreviate</b> (v): shorten	کوتاه کردن، مختصر کردن
Because we were running out of time, the lecturer had to <i>abbreviate</i> his speech.	
<b>abdicate</b> (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.	
<b>abduct</b> (v): to take away; to kidnap	آدم ربایی کردن
His son was <i>abducted</i> by a group of terrorists	
<b>aberrant</b> (adj): abnormal or deviant.	غیرعادی، نامعمول
Given the <i>aberrant</i> nature of the data, we doubted the validity of the entire experiment	
<b>aberration</b> (n): abnormality; deviation	ناهنجاری، انحراف
In a moment of <i>aberration</i> , he agreed.	
<b>abet</b> (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.	
<b>abeyance</b> (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.	
<b>abhor</b> (v): to hate; to detest	متنفرد بودن
He <i>abhors</i> racism / She <i>abhorred</i> all forms of bigotry.	
<b>abide</b> (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.	
<b>abject</b> (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.	
<b>abjure</b> (v): to give up	منکر شدن
He <i>abjured</i> his former beliefs. / He <i>abjured</i> his allegiance to the king	
<b>ablution</b> (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."	
<b>abnegate</b> (v): to deny; to reject	پرهیز کردن، به خود حرام کردن
He lived a simple and <i>abnegating</i> life.	
<b>abolish</b> (v): cancel; put an end to.	لغو کردن، منسوخ کردن
The president of the college refused to <i>abolish</i> the physical education requirement.	
<b>abominate</b> (v): to detest; to dislike strongly	متنفرد بودن
I <i>abominate</i> fair-weather friends. / He <i>abominated</i> racism.	
<b>abortive</b> (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.	



<b>abound</b> (v): to be large in number	زیاد بودن، فراوان بودن
Wild animals <i>abound</i> in Africa. / Rumours <i>abound</i> as to the reasons for his resignation.	
<b>aboveboard</b> (adj): honest; frank; open	ساده و بی‌شلیله پیله، رک
His <i>aboveboard</i> behavior has turned him into a detestable person.	
<b>abrasive</b> (adj): rubbing away; tending to grind down.	ساینده
Just as <i>abrasive</i> cleaning powders can wear away a shiny finish, <i>abrasive</i> remarks can wear away a listener's patience.	
<b>abridge</b> (v): to shorten	خلاصه کردن
We should <i>abridge</i> the novel for children.	
Because the publishers felt the public wanted a shorter version of War and Peace, they proceeded to <i>abridge</i> the novel.	
<b>abrogate</b> (v): to abolish; to repeal	لغو کردن، فسخ کردن
to <i>abrogate</i> a treaty. / He intended to <i>abrogate</i> the decree issued by his predecessor.	
<b>abscond</b> (v): to leave secretly; to flee	فرار کردن
Homesickness made the young soldier <i>abscond</i> .	
<b>absolute</b> (adj): complete; totally unlimited; certain.	مطلق، بدون چون و چرا
Although the King of Siam was an <i>absolute</i> monarch, he did not want to behead his unfaithful wife without <i>absolute</i> evidence of her infidelity	
<b>absolve</b> (v): to free from responsibility	تبرئه کردن
The jury <i>absolved</i> him of all his crimes. / The father confessor <i>absolved</i> him of his sins.	
<b>abstain</b> (v): refrain; hold oneself back voluntarily from an action or practice	خودداری کردن
After considering the effect of alcohol on his athletic performance, he decided to <i>abstain</i> from drinking while he trained for the race.	
<b>abstemious</b> (adj): moderate or sparing in eating or drinking	میان‌رو در خوراک
His <i>abstemious</i> attitude has made him resistant against disease.	
<b>abstinence</b> (n): self-denial; resistance to temptation	خودداری
<i>Abstinence</i> is considered as the key to a healthy life. / The doctor recommended total <i>abstinence</i> from salted foods.	
<b>abstract</b> (adj): theoretical; not concrete; nonrepresentational.	انتزاعی، نظری
To him, hunger was an <i>abstract</i> concept; he had never missed a meal.	
<b>abstruse</b> (adj): hard to understand	مشکل - پیچیده
He discusses <i>abstruse</i> problems.	
She carries around <i>abstruse</i> works of philosophy, not because she understands them but because she wants her friends to think she does.	
<b>absurd</b> (adj): ridiculous; unreasonable	پوچ - بی‌معنی
He made <i>absurd</i> claims in the court.	
<b>abusive</b> (adj): coarsely insulting; physically harmful.	فحش آمیز، فحاش
An <i>abusive</i> parent damages a child both mentally and physically.	
<b>abut</b> (v): to touch; to rest on or against	مماس بودن - تماس داشتن
One end of the bridge <i>abuted</i> on the sidewalk. / Where our estates <i>abut</i> , we must build a fence.	
<b>abysmal</b> (adj): wretched; extremely bad	بسیار بد - شدید
He lived in <i>abysmal</i> poverty. / His arrogance is exceeded only by his <i>abysmal</i> ignorance.	
<b>abyss</b> (n): a bottomless pit; anything infinite	ژرف
He has felt an <i>abyss</i> of ignorance. / Darth Vader seized the evil emperor and hurled him down into the <i>abyss</i> .	

<b>academic</b> (adj): theoretical or unrealistic	نظری - تحصیلی
These students have <i>academic</i> experience not practical performance.	
<b>accede</b> (v): to agree to	موافقت کردن
He <i>acceded</i> to their request. / If I <i>accede</i> to this demand for blackmail, I am afraid that I will be the victim of future demands.	
<b>accelerate</b> (v): to speed up; to move faster	سریع شدن، تسریع کردن
The rate of inflation is <i>accelerating</i> fast./ In our science class, we learn how falling bodies <i>accelerate</i> .	
<b>accentuate</b> (v): to emphasize; stress.	تأکید کردن
If you <i>accentuate</i> the positive and eliminate the negative, you may wind up with an overoptimistic view of the world	
<b>accessible</b> (adj): easy to approach; open	در دسترس، قابل فهم
a book which is <i>accessible</i> to all students. / We asked our guide whether the ruins were <i>accessible</i> on foot.	
<b>accessory</b> (n): something additional	(در جمع) متعلقات
Automobile <i>accessories</i> such as spotlights and safety locks are rare.	
<b>acclaim</b> (v): to greet with approval	تحسین کردن
He was <i>acclaimed</i> for his poems.	
The NBC sportscasters <i>acclaimed</i> every American victory in the Olympics and decried every American defeat.	
<b>acclimate</b> (v): to adapt; to get used to	خوگرفتن، عادت دادن
He soon <i>acclimated</i> to the heat and was not uncomfortable.	
<b>acclivity</b> (n): upward slope	سربالایی
It is hard to ride a bike in the <i>acclivity</i> . / The car would not go up the <i>acclivity</i> in high gear.	
<b>accolade</b> (v): honor; award; approval	تحسین
She received the <i>accolade</i> of the newspapers. / In Hollywood, an "Oscar" is the highest <i>accolade</i> .	
<b>accommodate</b> (v): to make fit; to help	جاداشتن، سازگار شدن
This table can <i>accommodate</i> six people. / Her eyes took a while to <i>accommodate</i> to the darkness.	
<b>accomplice</b> (n): a partner in crime	همدست
He was betrayed by his <i>accomplice</i> .	
Because he had provided the criminal with the lethal weapon, he was arrested as an <i>accomplice</i> in the murder.	
<b>accord</b> (n): agreement	توافق
They gave money on their own <i>accord</i> . / She was in complete <i>accord</i> with the verdict.	
<b>accost</b> (v): to approach and speak to	مخاطب ساختن
In the street he was <i>accosted</i> by two salesmen.	
When the two young men <i>accosted</i> me, I was frightened because I thought they were going to attack me.	
<b>accoutre</b> (v): equip	تجهیز کردن
The fisherman was <i>accoutred</i> with the best that the sporting goods store could supply.	
<b>accredit</b> (v): to approve; to certify	اعتباربخشیدن
They <i>accredited</i> prophets with healing power.	
<b>accretion</b> (v): an increase; an addition	افزایش
The <i>accretion</i> of sand on the shore / The <i>accretion</i> of wealth marked the family's rise in power	
<b>accrue</b> (v): to gather; to accumulate	عاید شدن
Certain advantages <i>accrue</i> to people when they reach adulthood.	
<b>acerbic</b> (adj): bitter or sour in nature; sharp and cutting	تند و بدخلق
He is famous for his <i>acerbic</i> speeches.	





<b>acknowledge</b> (v): to admit; to confess	اذعان کردن
The judge <i>acknowledged</i> the rightness of their claim.	
<b>acme</b> (n): highest point; peak	اوج
It is extremely difficult to reach the <i>acme</i> of the mountain.	
<b>acquiesce</b> (v): to agree; to consent	تن دادن، تسلیم شدن
We didn't <i>acquiesce</i> to their demand. Although she appeared to <i>acquiesce</i> to her employer's suggestions, I could tell she had reservations about the changes he wanted made.	
<b>acquit</b> (v): to free of guilt; to clear	تبرئه کردن
He was <i>acquitted</i> on all charges.	
<b>acrid</b> (adj): bitter to the taste or smell; sarcastic	تلخ و زننده
The room was full of <i>acrid</i> smoke.	
<b>acrimonious</b> (adj): harsh in speech or behavior	(رفتار) زننده
An <i>acrimonious</i> dispute. / The candidate attacked his opponent in highly <i>acrimonious</i> terms.	
<b>acronym</b> (n): word formed from initials	سرواژه
MAFIA is the <i>acronym</i> which indicates a kind of special police in the USA.	
<b>acrophobia</b> (n): fear of heights	ترس از ارتفاع
Those with <i>acrophobia</i> must not climb mountains.	
<b>actuarial</b> (adj): calculating; pertaining to insurance statistics.	آماری
According to recent <i>actuarial</i> tables, life expectancy is greater today than it was a century ago.	
<b>actuate</b> (v): to put into motion or action; motivate	فعال کردن، انگیزیدن
The device is <i>actuated</i> by a button. / I fail to understand what <i>actuated</i> you to reply to this letter so nastily.	
<b>acumen</b> (n): mental keenness; shrewdness	زیرکی - شم
Most politicians lack the required <i>acumen</i> . / His business <i>acumen</i> helped him to succeed where others had failed.	
<b>acute</b> (adj): sharp; keen	حساس - تیز
An <i>acute</i> sense of smell	
<b>ad infinitum</b> (adv): endlessly; forever	برای همیشه
The meeting went on and on <i>ad infinitum</i> .	
<b>ad lib</b> (v): to act or speak without preparation	فی البداهه گفتن
Say what's in the play and don't <i>ad-lib</i> .	
<b>adage</b> (n): a wise saying, proverb	حکایت
As the <i>adage</i> goes, the king was murdered. / There is much truth in the old <i>adage</i> about fools and their money.	
<b>adamant</b> (adj): stubborn; unyielding	سمج، ثابت قدم
We told him not to resign, but he remained <i>adamant</i> .	
<b>adapt</b> (v): to adjust; to change	وفق دادن
They gradually <i>adapted</i> themselves to the environment.	
<b>addendum</b> (n): something added as a supplement	ضمیمه
The <i>addendum</i> shows the details of the study. / As an <i>addendum</i> to the minutes, let me point out that Susan moved to appoint Kathy and Arthur to the finance committee	
<b>addle</b> (v): confuse	گیج کردن
There were no financial problems to <i>addle</i> our heads.	

<b>address</b> (v): direct a speech to; deal with or discuss.	مخاطب قرار دادن، مورد ملاحظه قرار دادن
Due to <i>address</i> the convention in July, Brown planned to <i>address</i> the issue of low-income housing in his speech.	
<b>adduce</b> (v): to give an example in proving something	استناد کردن
Darwin <i>adduced</i> the fossil record as proof for his theory.	
<b>adept</b> (adj): highly skilled	ماهر
When it comes to rugs, he is an <i>adept</i> . / She was <i>adept</i> at the fine art of irritating people.	
<b>adherent</b> (n): a follower or a supporter	پیرو
An <i>adherent</i> of Islam. / In the wake of the scandal, the senator's one-time <i>adherents</i> quickly deserted him.	
<b>adipose</b> (adj): fatty	چربی
<i>Adipose</i> tissues must be removed to perform the surgery.	
<b>adjacent</b> (adj): near; close; adjoining	نزدیک - مجاور
He went to the <i>adjacent</i> room. / Philip's best friend Jason lived only four houses down the block, close but not immediately <i>adjacent</i> .	
<b>adjudicate</b> (v): to judge	داوری کردن
Only the board of trustees can <i>adjudicate</i> in this matter.	
<b>adjunct</b> (n): a subordinate; an assistant	وردست، الحاقی
She did not want to be a mere <i>adjunct</i> to men.	
<b>admonish</b> (v): to warn	تذکره دادن
He <i>admonished</i> his children to keep their promises. / He <i>admonished</i> his listeners to change their wicked ways.	
<b>adorn</b> (v): to dress up; to decorate	تزیین کردن
Her hair was <i>adorned</i> with a rose. / Wall paintings and carved statues <i>adorned</i> the temple.	
<b>adroit</b> (adj): skillful; clever	ماهر
He was very <i>adroit</i> at flattering others. / His <i>adroit</i> handling of the delicate situation pleased his employers.	
<b>adulate</b> (v): praise	تحسین کردن
Some people <i>adulated</i> Elvis Presley.	
<b>adulterate</b> (v): to make impure	غیش کردن، بد افزایی کردن
To <i>adulterate</i> milk. / It is a crime to <i>adulterate</i> foods without informing the buyer; when consumers learned that Beech-Nut had <i>adulterated</i> their apple juice by mixing it with water, they protested vigorously	
<b>advent</b> (n): an arrival; a coming	پیدایش
The <i>advent</i> of the internet has changed the lifestyle of people.	
<b>adventitious</b> (adj): accidental; nonessential	تصادفی
His knowledge of the minister was quite <i>adventitious</i> . / He found this <i>adventitious</i> meeting with his friend extremely fortunate.	
<b>adversary</b> (n): enemy; opponent	دشمن - مخالف
He defeated his <i>adversaries</i> one by one. / The young wrestler struggled to defeat his <i>adversary</i> .	
<b>adversity</b> (n): a misfortune; distress	بدبختی
A friend is he who helps his friend in <i>adversity</i> and helplessness.	
<b>advocate</b> (v): to recommend; to defend	هواداری کردن، دفاع کردن
The abolitionists <i>advocated</i> freedom for the slaves	
<b>aegis</b> (n): a shield; protection; sponsorship	حفاظت - حمایت
The gathering took place under the <i>aegis</i> of the U.N.	



<b>aesthetic</b> (adj): pertaining to beauty	مربوط به زیبایی
I don't know the <i>aesthetic</i> criteria for creating art.	
<b>affable</b> (adj): friendly; agreeable	دوست داشتنی
An <i>affable</i> old man / Accustomed to cold, aloof supervisors, Nicholas was amazed at how <i>affable</i> his new employer was.	
<b>affectation</b> (n): a phony attitude; insincerity	تظاهر
An <i>affectation</i> of friendship	
<b>affiliate</b> (v): to associate or to unite with	همبسته کردن
They <i>affiliated</i> themselves with leftist groups.	
<b>affinity</b> (n): attraction to	همبستگی
I have a strange sense of <i>affinity</i> with New York. / She felt an <i>affinity</i> with all who suffered; their pains were her pains	
<b>affirmation</b> (n): a statement that something is true	تأییدیه
They required her <i>affirmation</i> of the fact.	
Despite Tom's <i>affirmations</i> of innocence, Aunt Polly still suspected he had eaten the pie.	
<b>affix</b> (v): to attach	ضمیمه کردن
He <i>affixed</i> his signature to the letter.	
First the registrar had to <i>affix</i> her signature to the license; then she had to <i>affix</i> her official seal.	
<b>affliction</b> (n): great suffering; hardship	رنج، رنجوری
Doctors gave her sedatives in order to reduce the old man's <i>affliction</i> .	
<b>affluence</b> (n): wealth	ثروت
He quickly rose to <i>affluence</i> . / Foreigners are amazed by the <i>affluence</i> and luxury of the American way of life.	
<b>affront</b> (n): an insult	توهین
When Mrs. Proudie was not seated beside the Archdeacon at the head table, she took it as a personal <i>affront</i> and refused to speak to her hosts for a week.	
<b>aftermath</b> (n): outcome; result	نتیجه
The <i>aftermath</i> of war was disastrous. / People around the world wondered what the <i>aftermath</i> of China's violent suppression of the student protests would be.	
<b>agape</b> (adj): open-mouthed; surprised	شگفت زده
Vince watched, his mouth <i>agape</i> in horror.	
<b>agenda</b> (n): a list or program of things to be done	دستور جلسه
The <i>agenda</i> consisted of electing a new chairman.	
<b>aggrandize</b> (v): to enlarge or to expand	توسعه دادن - بزرگ کردن
All he desired was to <i>aggrandize</i> his estate.	
<b>aggravate</b> (v): to worsen an already bad situation; to intensify	وخیم کردن
Pneumonia <i>aggravated</i> her illness.	
<b>aggregate</b> (v): to collect; to gather together	جمع آوری کردن
He lost all the wealth <i>aggregated</i> by their commercial skill. / Before the Wall Street scandals, dealers in so-called junk bonds managed to <i>aggregate</i> great wealth in short periods of time.	
<b>aghast</b> (n): shocked; terrified	شکه - ترسیده
She appeared <i>aghast</i> at seeing all those uninvited guests. / He was <i>aghast</i> at the nerve of the speaker who had insulted his host.	
<b>agile</b> (adj): able to move quickly	چابک
He was <i>agile</i> as a cat.	

<b>agitate</b> (v): to upset; to stir up	تکان دادن، برانگیختن
Her fiery remarks <i>agitated</i> the already angry mob.	
<b>agnostic</b> (n): one who doubts the existence of God	لاادری
<i>Agnostics</i> say we can neither prove nor disprove the existence of god; we simply just can't know	
<b>agog</b> (adj): highly excited; intensely curious	بی قرار، نگران
We were all <i>agog</i> at the news that the celebrated movie star was giving up his career in order to enter a monastery.	
<b>agrarian</b> (adj): pertaining to farmers and agriculture	وابسته به کشاورزی
an <i>agrarian</i> society.	
<b>alacrity</b> (n): liveliness; willingness	اشتیاق، رغبت
She opened the door with <i>alacrity</i> . Phil and Dave were raring to get off to the mountains; they packed up their ski gear and climbed into the van with <i>alacrity</i> .	
<b>albatross</b> (n): a constant burden	سربار - دردسر
She has always carried the <i>albatross</i> of his addict brother.	
<b>albeit</b> (conj): although	هر چند - گرچه
I tried, <i>albeit</i> uselessly to dissuade him.	
<b>alchemy</b> (n): chemistry of the Middle Ages	کیمیاگری
His <i>alchemy</i> in changing the copper into gold.	
<b>alias</b> (n): an assumed name	نام مستعار
The crook worked under various <i>aliases</i> . / John Smith's <i>alias</i> was Bob Jones	
<b>alien</b> (adj): strange; foreign	مغایر، بیگانه
beliefs <i>alien</i> to religion	
<b>alienate</b> (v): to make others unfriendly to you; make hostile	بیگانه ساختن
The government's policy has <i>alienated</i> the people. Her attempts to <i>alienate</i> the two friends failed because they had complete faith in each other.	
<b>alimentary</b> (n): furnishing food or nourishment	گوارشی
the <i>alimentary</i> canal.	
<b>allay</b> (v): to relieve or to calm	تسکین دادن
The medicine did not <i>allay</i> my toothache. The crew tried to <i>allay</i> the fears of the passengers by announcing that the fire had been controlled.	
<b>allege</b> (v): state without proof	اظهار کردن، ادعا کردن
Although it is <i>alleged</i> that she has worked for the enemy, she denies the <i>allegation</i> and, legally, we can take no action against her without proof.	
<b>allegiance</b> (n): loyalty.	وفاداری
Not even a term in prison could shake Lech Walesa's <i>allegiance</i> to Solidarity, the Polish trade union he had helped to found.	
<b>allegory</b> (n): a symbolic work of literature	تمثیل
Obeyd Zakani was a skillful writer of <i>allegories</i> .	
<b>allegro</b> (adj): rapid; quick	سریع
He played an <i>allegro</i> piece of music.	
<b>alleviate</b> (v): to lessen; to relieve	تسکین دادن
This should <i>alleviate</i> the pain; if it does not, we shall have to use stronger drugs.	

**PART THREE**

**CLOZE TEST**





## 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.

#### Practice tests

#### Cloze passage 1:

The fact that bacteria are capable of chemical communication first emerged from investigations into marine bacteria able to glow in the dark. In 1970 Kenneth H. Nealson and John Woodland Hastings of Harvard University observed that luminous bacteria in ...(1)... do not glow at a constant intensity. In fact, they emit no light until the population reaches a high density. Nealson and Hastings knew the light resulted from chemical reactions ...(2)... by the enzyme luciferase. They postulated that this enzyme was ultimately controlled not by some mechanism inside each bacterial cell ...(3)... by a molecular messenger that traveled between cells. Once inside target cells, the messenger, which the researchers called auto-inducer could ...(4)... expression of the genes coding for luciferase and for the other proteins involved in light production; that is, auto-inducer could stimulate synthesis of the encoded proteins and, thus, of light. Their theory met with skepticism at first but has since been ...(5)... and expanded. (MA 87)

1-

- 1) culture                      2) density                      3) research                      4) particular

2-

- 1) catalyzed                      2) were catalyzed                      3) was catalyzed                      4) when catalyzed

3-

- 1) instead                      2) but not                      3) but                      4) rather than

4-

- 1) solace                      2) stimulate                      3) overwhelm                      4) defray

5-

- 1) substantiated                      2) rebuffed                      3) moderated                      4) propitiated

متن ۱:

این حقیقت که باکتری‌ها توانایی ارتباط شیمیایی دارند برای اولین بار از تحقیق‌هایی در مورد باکتری‌های دریایی که توانایی درخشش در تاریکی را دارند، پدیدار شد. در سال ۱۹۷۰ «کنیث. اچ. نیلسان» و «جان وودلند هستینگز» از دانشگاه هاروارد پی بردند که باکتری‌های نورانی در کشت با یک شدت ثابت نمی‌تابند. در واقع، تا زمانی که جمعیت آن‌ها به تراکم بالایی نرسد هیچ نوری از خود منتشر نمی‌سازند. «نیلسان» و «هستینگز» می‌دانستند که نور از واکنش‌های شیمیایی نشأت می‌گیرد که توسط آنزیم لوسیفراز کاتالیز می‌شوند. آن‌ها تصور کردند که این آنزیم در نهایت توسط یک مکانیزم خاص در درون هر سلول باکتریایی کنترل نمی‌شود بلکه توسط فرستنده ملکولی که بین سلول‌ها حرکت می‌کند، کنترل می‌شود. فرستنده که محققان آن را خودتحریک‌کننده نامیدند، زمانی که در درون سلول‌های هدف داخلی بود، می‌توانست ژن‌های کدگذاری شده برای درخشندگی و دیگر پروتئین‌های دخیل در تولید نور را تحریک کند، یعنی این که، خودتحریک‌کننده می‌توانست سنتز پروتئین‌های کدگذاری شده و نور را تحریک کند. فرضیه‌ی آن‌ها در ابتدا با شک و تردید مواجه شد اما از آن به بعد تأیید شده و گسترش یافته است.

**Culture:** bacteria or cells grown for medical or scientific use, or the process of growing them

۱- گزینه «۱»

۲- گزینه «۱» در این تست، فعل knew فعل اصلی جمله است و آنچه که بعد knew آمده یک noun clause است. فعل این کلاز resulted است؛ پس جای خالی به فعل نیاز ندارد (علت نادرست بودن گزینه (۲) و (۳)). گزینه (۴) هم نادرست است چون که علاوه بر بی‌معنی کردن جمله، معلوم نیست catalyzed به light برمی‌گردد یا به chemical reactions. دقت داشته باشید که resulted هرگز نمی‌تواند شکل کوتاه شده which was resulted باشد چرا که فعل result لازم است و در نتیجه مجهول نمی‌شود. ضمناً اصل جمله به صورت زیر بوده است:

Nealson and Hastings knew the light resulted from chemical reactions **which were catalyzed** by the enzyme luciferase.

۳- گزینه «۳»

*Not ...but (rather)* is used to say one thing is not correct but a different thing is correct. Note that this structure requires strict parallelism:

*The problem is not their lack of funding, but rather their lack of planning.*

*The park was known not for its amenities, but for its location.*

۴- گزینه «۲»

- (۱) تسلی دادن                      (۲) تحریک کردن                      (۳) پایمال کردن                      (۴) پرداخت کردن

۵- گزینه «۱»

- (۱) اثبات کردن، تأیید کردن                      (۲) رد کردن، پس زدن                      (۳) تعدیل کردن                      (۴) تسکین دادن، خشنود کردن



**Cloze passage 2:**

When the new discipline of social psychology was born at the beginning of this century, its first experiments were essentially adaptations of the suggestion demonstration. The technique generally followed a simple plan. The ...**(6)**..., usually college students, were asked to give their opinions or preferences concerning various matters; some time later they were again asked to ...**(7)**... their choices, but now they were also informed of the opinions held by authorities or large groups of their peers on the same matters (often the alleged consensus was fictitious.) Most of these studies had ...**(8)**... the same result: confronted with opinions contrary to their own, many subjects apparently shifted their judgments in the direction of the views of the majorities or the experts. The late psychologist Edward L. Thorndike reported that he had succeeded in modifying the esthetic evaluations of the ...**(9)**... of the literary passage and demonstrated that they could be raised or lowered by ascribing the passage to different authors. Apparently the ...**(10)**... weight of numbers or authority sufficed to change opinions, even when no arguments for the opinions themselves were provided.

Now the very ease of success in these experiments arouse suspicion. Did the subjects actually change their opinions, or were the experimental victories ...**(11)**... only on paper? On ...**(12)**...of common sense, one must question whether opinions are generally as watery as these studies ...**(13)**... There is some reason to wonder whether it was not the investigators who, in their enthusiasm for a theory, were ...**(14)**..., and whether the ostensibly ...**(15)**... subjects were not providing answers that they thought good subjects were expected to give.

(MA 88)

6-

- |          |          |             |                |
|----------|----------|-------------|----------------|
| 1) cases | 2) items | 3) subjects | 4) researchers |
|----------|----------|-------------|----------------|

7-

- |          |          |           |             |
|----------|----------|-----------|-------------|
| 1) adopt | 2) state | 3) assess | 4) engender |
|----------|----------|-----------|-------------|

8-

- |                |                |             |                  |
|----------------|----------------|-------------|------------------|
| 1) perpetually | 2) equivocally | 3) randomly | 4) substantially |
|----------------|----------------|-------------|------------------|

9-

- |          |          |           |             |
|----------|----------|-----------|-------------|
| 1) merit | 2) valor | 3) fervor | 4) pedagogy |
|----------|----------|-----------|-------------|

10-

- |          |          |               |                 |
|----------|----------|---------------|-----------------|
| 1) tacit | 2) sheer | 3) extraneous | 4) coincidental |
|----------|----------|---------------|-----------------|

11-

- |           |             |           |              |
|-----------|-------------|-----------|--------------|
| 1) forged | 2) fettered | 3) scored | 4) augmented |
|-----------|-------------|-----------|--------------|

12-

- |             |            |             |               |
|-------------|------------|-------------|---------------|
| 1) accounts | 2) grounds | 3) auspices | 4) intuitions |
|-------------|------------|-------------|---------------|

13-

- |          |           |             |             |
|----------|-----------|-------------|-------------|
| 1) incur | 2) pursue | 3) indicate | 4) approach |
|----------|-----------|-------------|-------------|

14-

- |                |              |             |           |
|----------------|--------------|-------------|-----------|
| 1) suggestible | 2) mollified | 3) emulated | 4) ardent |
|----------------|--------------|-------------|-----------|

15-

- |              |             |                 |               |
|--------------|-------------|-----------------|---------------|
| 1) cognizant | 2) gullible | 3) incorrigible | 4) subliminal |
|--------------|-------------|-----------------|---------------|

## متن ۲:

زمانی که رشته‌ی جدید روانشناسی اجتماعی در ابتدای قرن حاضر به وجود آمد، اولین آزمایشاتش اساساً اصلاحات suggestion demonstration بود. این تکنیک عموماً طرح ساده‌ای را دنبال می‌کرد. از افراد مورد آزمایش که معمولاً دانشجویان بودند خواسته می‌شد که نظرات و علایق خود را در مورد موضوعات مختلف بگویند. بعد از گذشت زمانی، دوباره نظر آن‌ها را می‌پرسیدند، اما با این تفاوت که در این زمان آن‌ها از نقطه‌نظرات کارشناسان و گروه‌های بزرگ هم‌سالانشان آگاه بودند. اکثر این مطالعات به‌طور چشمگیری نتایج یکسان داشتند: زمانی که دانشجویان با نظراتی مخالف با نظرات خودشان مواجه می‌شدند، قضاوت‌های خود را به سمت دیدگاه‌های اکثریت و کارشناسان سوق می‌دادند (تغییر می‌دادند). روانشناس فقید ادوارد لی ثورندایک گزارش داد که او موفق شده نظرات زیبایی‌شناسی در مورد شایستگی یک متن ادبی را تغییر دهد و نشان داد که این نظرات با نسبت دادن متن به نویسندگان مختلف قابلیت بالا بردن یا پایین آوردن را دارند. مشخصاً تعداد مطلق افراد یا میزان اقتدار برای تغییر نظرات کافی بود حتی زمانی که هیچ دلیل موافقی برای این نظرات وجود نداشت.

امروزه سهولت موفقیت در این آزمایشات باعث شک و تردید شده است. آیا افراد واقعاً نظراتشان را تغییر دادند یا پیروزی‌های آزمایشی فقط بر روی کاغذ به‌دست آمده بودند؟ با توجه به عقل سلیم، باید افراد این سؤال را بپرسند که آیا این نظرات به همان اندازه که این تحقیقات نشان می‌دهند آیکی هستند؟ شواهدی وجود دارد که می‌توان براساس آنها پرسید آیا این محققین نبوده‌اند که به خاطر اشتیاقشان برای یک نظریه تلقین‌پذیر شدند؛ و آیا افراد ظاهراً ساده‌لوح جواب‌هایی نمی‌دادند که انتظار می‌رفت که افراد خوب بدهند.

## ۶- گزینه «۳»

(۱) موارد (۲) اقلام (۳) افراد مورد آزمایش (۴) محققان

**Subject:** a person or animal that is used in a test or experiment

## ۷- گزینه «۲»

(۱) اتخاذ کردن (۲) بیان کردن (۳) ارزیابی کردن (۴) به وجود آوردن

## ۸- گزینه «۴»

(۱) دائماً (۲) به‌صورت دوپهلوی (۳) به‌طور تصادفی (۴) به‌طور چشمگیر

## ۹- گزینه «۱»

(۱) شایستگی، ارزش (۲) شجاعت (۳) اشتیاق (۴) آموزش

**Merit:** an advantage or good feature of something

## ۱۰- گزینه «۲»

(۱) ضمنی، تلویحی (۲) خالص، محض (۳) بیرونی، نامربوط (۴) تصادفی

**The sheer weight / size etc of :** used to emphasize that something is very heavy, large etc

## ۱۱- گزینه «۳»

(۱) جعل کردن (۲) زنجیر بستن (۳) به‌دست آوردن (۴) افزایش یافتن

**Score:** to be very successful in something you do. Col: score success / victory ...

## ۱۲- گزینه «۲»

**On account of:** because of something else, especially a problem or difficulty {به خاطر}

**On (the) grounds of:** for the reason that {به دلیل}

**Under the auspices of:** with the help or support of {با کمک}

## ۱۳- گزینه «۳»

(۱) به بار آوردن (۲) دنبال کردن (۳) نشان دادن (۴) نزدیک شدن، پرداختن به

## ۱۴- گزینه «۱»

(۱) قابل تلقین، الهام پذیر (۲) آرام شده (۳) تقلید شده (۴) مشتاق و دو آتیشه

## ۱۵- گزینه «۲»

(۱) آگاه (۲) ساده لوح (۳) غیرقابل تصحیح (۴) ناهشیار

**Cloze passage 3:**

To pursue his studies, John went to Quebec in Canada, and in order to pay his college tuition, he had to ...(16)... expenses; hence, he had no choice but to do odd jobs en route. He is a versatile boy, having the ability to ...(17)... his hand to anything and he is particularly adept at working with machinery. Although he has a ...(18)... for languages, his first attempt to converse with a French Canadian ...(19)... . He approached the owner of a garage and ...(20)... him in formal schoolboy French. ...(21)... , the garage owner did not pay attention to him because he probably thought John intended to tease him.

The latter was a talkative registrar who ...(22)... into a flow of words which sounded rather like a ...(23)... against some bitter enemy, and poor John had only a ...(24)... idea of what he was saying while listening to the guy. John only nodded and ...(25)... out the door. He then invested a lot of time in learning the language and was soon able to carry on conversations, though partly in French and partly in English. (MA 89)

 16-

1) ally    2) recede    3) defray    4) preempt

 17-

1) set    2) turn    3) try    4) put

 18-

1) motif    2) rhetoric    3) flair    4) zenith

 19-

1) was almost met failure    2) was almost met with failure  
3) whom he failed to meet    4) almost met with failure

 20-

1) addressed    2) recognized    3) accosted    4) conferred

 21-

1) John being much surprised    2) It was much of surprise to John  
3) Much to his surprise    4) When he surprised John very much

 22-

1) erupted    2) initiated    3) cracked    4) launched

 23-

1) denouement    2) tirade    3) soliloquy    4) repugnance

 24-

1) nebulous    2) morbid    3) pallid    4) cursory

 25-

1) stalked    2) trembled    3) absconded    4) bolted

متن ۳:

جان برای ادامه دادن تحصیلاتش به «کیبک» کانادا رفت و برای پرداخت شهریه دانشگاهش مجبور بود هزینه‌هایی بپردازد. بنابراین، هیچ چاره‌ای نداشت جز این که در این مسیر کارهای عجیب انجام دهد. او پسری پرحرف است و توانایی این را دارد که از پس هر چیزی برآید و مخصوصاً در کار با ماشین‌آلات مهارت دارد. گرچه استعدادی هم در زبان‌ها دارد، اما اولین تلاشش برای گفتگو با یک فرانسوی کانادایی با شکست مواجه شد. او به گاراژداری برخورد کرد که او را با فرانسوی آکادمیک مورد خطاب قرار داد. چیزی که متعجبش کرد این بود که گاراژدار توجهی به او نکرد چون احتمالاً فکر می‌کرد جان قصد دست انداختن او را دارد. نفر بعدی یک مدیر حرافی بود که شروع به صحبت کرد که به نظر همانند نطقی آتشین علیه دشمنی گزنده بود و جان بیچاره درباره آن‌چه او داشت می‌گفت نظر مبهمی داشت و فقط سری تکان داد و به بیرون فرار کرد. او بعد از آن، زمان زیادی را صرف مطالعه زبان کرد و به زودی قادر به گفتگو شد، هرچند به‌طور نسبی هم فرانسه و هم انگلیسی را به کار می‌گرفت.

۱۶- گزینه «۳»

**Ally:** to help and support other people or countries, especially in a war or disagreement {متحد کردن}

If a memory, feeling, or possibility **recedes**, it gradually goes away {محو شدن}

**defray costs/ expenses:** to give someone back the money that they have spent on something {پس دادن}

**preempt:** to make what someone else has planned to do or say unnecessary, impossible, or ineffective by doing or saying something first {پیش دستی کردن}

**Turn your hand to (doing) sth:** to do sth well even if it is the first time you have tried

۱۷- گزینه «۲»

۱۸- گزینه «۳»

۴) اوج

۳) استعداد

۲) بلاغت

۱) درون مایه

**Flair:** a natural ability to do sth well

**To meet with something (also be met with something):** to get a particular reaction or result

۱۹- گزینه «۲ و ۴»

۲۰- گزینه «۱»

۴) اعطا کردن

۳) سر راه کسی سبز شدن

۲) تشخیص داد

۱) مخاطب قرار داد

۲۱- گزینه «۳»

**Much to sb's surprise, annoyance, embarrassment, relief etc:**

used for saying that something happens that surprises, annoys etc someone a lot

*Much to my surprise, they offered me a £4,000 scholarship.*

۲۲- گزینه «۴»

**Launch into sth:** to suddenly start a description or story, or suddenly start criticizing something.

*Nelson launched into a blistering criticism of greedy lawyers.*

۲۳- گزینه «۲»

۴) نفرت

۳) تک گویی

۲) نطق آتشین

۱) پایان نمایش

**Tirade:** a long angry speech criticizing someone or something

*He launched into a tirade against the church.*



«۲۴- گزینه «۱»

(۴) سرسری

(۳) رنگ پریده

(۲) شوم

(۱) مبهم

«۲۵- گزینه «۴»

**Bolt:** to suddenly run somewhere very quickly, especially in order to escape or because you are frightened

#### Cloze passage 4:

Laughter appears to stand in need of an echo. Listen to it carefully: It is not a/an ...(26)..., clear, well-defined sound; it is something which would be prolonged by reverberating from one to another, something beginning with a crash, to continue in successive ...(27)..., like thunder in a mountain. Still, this reverberation cannot go on forever. It can travel within ...(28)... you please: The circle remains, nonetheless, a closed one. Our laughter is always the laughter of a group. It may, ...(29)..., have happened to you, when seated in a railway carriage or table of hotel, to hear travelers relating to one another stories ...(30)..., for they laughed heartily. Had you been one of their company, you would have laughed like them; as you were not, you had no desire ...(31)... . A man who was once asked why he did not weep at a sermon, when everybody else was shedding tears, replied: "I don't belong to the parish! "What that man thought of tears would be still more true of laughter. ...(32)..., laughter always implies a kind of secret freemasonry, or even ...(33)..., with other laughers, real or imaginary. How often has it been said that the fuller the theater, ...(34)... . On the other hand, how often has the remark been made that many comic effects are incapable of translation from one language to another, because they refer to the customs and ideas of a particular social group! It is through not understanding the importance of this double fact that the comic has been looked upon as a mere curiosity in which the mind finds amusement, and laughter itself as a strange, isolated phenomenon, without any ...(35)... on the rest of human activity. (MA 90)

26-

- 1) grandiloquent      2) succinct      3) eloquent      4) articulate

27-

- 1) commotions      2) rumblings      3) histrionics      4) squeaks

28-

- 1) such a wide circle that      2) as wide a circle as      3) a wide circle such as      4) a circle as widely as

29-

- 1) beforehand      2) verbatim      3) perchance      4) whereupon

30-

- 1) they found them comic for themselves      2) you found them as comic as they did  
3) being as comic to them as being to you      4) which must have been comic to them

31-

- 1) in order to do so at all      2) to do so, if any at all      3) whatsoever to do so      4) if any, to do it so

32-

- 1) However spontaneous it seems      2) Spontaneous, however, it seems  
3) It seems, however spontaneously      4) However, it seems spontaneous

33-

- 1) compunction      2) complicity      3) rapport      4) penchant

## 34-

- 1) the laughter of the audience would become more uncontrolled
- 2) the more uncontrolled the laughter of the audience
- 3) the happier the uncontrolled audience would laugh then
- 4) the laughter of the audience cannot be controlled

## 35-

- 1) bearing
- 2) imposition
- 3) requisite
- 4) grievance

## متن ۴:

به نظر می‌رسد که خنده به پژواک نیاز دارد. به دقت به آن گوش کنید: صدایی رسا، واضح و مشخص نیست؛ آن چیزی است که از انعکاس از یک چیز به چیز دیگر طولانی می‌گردد، چیزی است که با غرش شروع می‌شود و با غرش متوالی ادامه می‌یابد مثل صدای رعد و برق در کوهستان. با این وجود، این انعکاس نمی‌تواند برای همیشه ادامه داشته باشد. می‌تواند در بین یک دایره‌ی بزرگ با این حال بسته حرکت کند. صدای خنده‌ی ما همیشه صدای خنده‌ی یک گروه است. ممکن است برحسب اتفاق برای شما اتفاق افتاده باشد موقعی که در یک واگن قطار یا پشت میزی نشسته‌اید، صدای مسافرانی را بشنوید که داستان‌های خنده‌دار تعریف می‌کنند و از ته دل می‌خندند. اگر با آن‌ها هم‌قطار می‌شدید، مثل آن‌ها می‌خندیدید، اما چون با آن‌ها هم‌قطار نیستید، تمایلی به انجام چنین کاری ندارید. روزی مردی در پاسخ به این سوال که چرا در مراسم موعظه با وجود گریه سایرین، گریه نمی‌کنی پاسخ داد: «من یک کشیش نشین نیستم!». نگرش و دیدگاه آن مرد در مورد اشک بیشتر در مورد خنده صحت دارد. مهم نیست چقدر خودجوش به نظر برسد، خنده همیشه به یک نوع همبستگی مرموز یا حتی همدستی با افراد خوش‌خنده اشاره دارد چه واقعی باشد چه تخیلی. بارها گفته شده است که هرچه تئاتر مضحک‌تر باشد، خنده‌ی حضار بیشتر غیرقابل کنترل می‌شود. از طرف دیگر، چند بار به این نکته اشاره شده است که مضامین خنده‌دار از یک زبان به زبان دیگر ترجمه‌ناپذیرند چون اشاره به آداب و رسوم و ایده‌های یک گروه اجتماعی خاص دارند! به خاطر عدم درک اهمیت این حقیقت دوگانه است که به طنز به عنوان یک چیز عجیب نگاه می‌شود و خود خنده به‌عنوان یک پدیدهٔ عجیب و مجزا بدون هیچ اثری بر بقیه فعالیت‌های انسان تلقی می‌شود.

## ۲۶- گزینه «۴»

- (۱) قلنبه‌نویسی (۲) مختصر (۳) فصیح، شیوا، سخنور (۴) رسا

## ۲۷- گزینه «۲»

- (۱) آشوب، هیاهو (۲) غرش (۳) تظاهر، تصنع (۴) جیغ

## ۲۸- گزینه «۲»

Option 3 is incorrect because *such as* is used when giving examples. Option 4 is wrong because *widely*, which is an adverb, cannot modify *circle*, which is noun. Only option 2 is correct. This option can be also rewritten as follows:  
 .... travel within a circle as wide as you please.

## ۲۹- گزینه «۳»

- (۱) از پیش (۲) لفظ به لفظ (۳) از قضا، برحسب اتفاق (۴) سپس، در نتیجه آن

Option 4 is the most straightforward option of all.

## ۳۰- گزینه «۴»

Option 3 is the most straightforward option of all.

## ۳۱- گزینه «۳»

**PART FOUR**  
**READING**  
**COMPREHENSION**







## 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.

## Types of questions

There are several kinds of reading comprehension questions, each of which tests a different skill. The reading comprehension questions ask about the following areas:

### *Main idea*

Each passage is a unified whole—that is, the individual sentences and paragraphs support and develop one main idea or central point. Sometimes you will be told the central point in the passage itself, and sometimes it will be necessary for you to determine the central point from the overall organization or development of the passage. You may be asked in this kind of question to

- recognize a correct restatement, or paraphrasing, of the main idea of a passage
- identify the author's primary purpose or objective in writing the passage
- assign a title that summarizes, briefly and pointedly, the main idea developed in the passage

The answers to these questions require considering the passage as a whole. The main idea may be the first sentence in the paragraph, but this is not always the case. The main idea may appear in the middle or toward the end. If the passage consists of only one paragraph, you should find the central point of that paragraph to determine the main idea. If a passage consists of more than one paragraph, you should study the beginning of each paragraph, then summarize and combine the main points of each paragraph to find the main idea.

Make sure the answer you select for the main idea question relates to the whole passage and not just to one part of it. You can scan the passage to see whether the main idea you have selected is discussed all through the passage.

There would be some wrong choices for main idea questions:

- 1- True statements that focus on one paragraph or a detail (too specific).
- 2- Statements that are too general and go beyond the passage (too general).
- 3- Statements that are incorrect misinterpretations of the main idea (incorrect).

### *Detail Questions (or supporting ideas questions)*

A stated detail question, unlike main idea questions, asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a statement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same. To answer the detail questions, focus on the key word or words used in the question. Then you need to scan the passage. When you scan a passage, you move your eyes quickly over the passage until you find the key words that you are looking for: a name, a date, a number. It is not necessary to read the whole passage again—just locate the keywords. Once you find the keywords, you can read the sentences that follow or come before to make sure you have found the right information. If the question has the word NOT or EXCEPT, choose the answer that is not true or not mentioned in the passage. Answers that are true or mentioned in the passage are not correct. Detail questions usually begin with the words:

**According to the passage.....**

### *Reference Questions*

Instead of repeating words or phrases, the second time we use them we refer to them by reference words. Reference words are many cases pronouns such as 'it', 'them', 'they', or 'this'. Reference questions ask what certain reference words, such as 'they' or 'this' refer to. The incorrect answers are other nouns that are mentioned in the passage. There would be some steps to check whether a reference is correct or not. Firstly, you need to check the answer choices' plurality and singularity with the same nouns in the content and also the pronoun itself. Sometimes some of the options will be omitted since they are not matched based on this feature. Secondly, substitute the four choices given to you for the reference word. The one that is the best substitute for it is the correct answer. In a



pronoun reference question, it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look before the pronoun to find the noun. When answering reference questions, you need to be aware that the noun closest to the reference word may not always be the correct answer. Moreover, reference words may refer to a noun or to a noun phrase made up of several words. The following is an example of such a question:

**The word “it” in line 7 refers to .....**

### ***Vocabulary Questions***

To answer a vocabulary question, it is, of course, helpful if you know the meaning of the word that is being tested. However, it is not necessary for you to know the meaning of the word; often there are skills that you can use to help you find the correct answer to the question: 1) finding definitions from structural clues, 2) determining meanings from word parts, 3) using context clues to determine meanings. Sometimes the meaning of the word is given near the word in the form of a synonym or paraphrase. Sometimes clues are not given but are implied. You can guess the meaning after you have read the whole passage. The answer choices for the vocabulary-in-context question may appear correct because they share the literal meaning of the word, but not the meaning as used in the passage. Look for the meaning as it is used in the passage. The following is an example of such a question:

**The word “...” underlined in the passage is closest in meaning to ....**

### ***Inference Questions***

Inference questions are perhaps the most difficult questions to answer in the reading comprehension section. The answers to these questions are not directly stated in the passage but are understood, or implied. To answer inference questions, you must decide what logical conclusion follows from the facts stated in the passage. These ideas may be what the author believes to be true but has not stated in the passage. You need to go beyond the information stated in the passage and remember that wrong answers will often be too exaggerated or overstated to be precisely correct. Questions of this type contain the words implied, likely, inferred, or probably to let you know that the answer is not directly stated. In this type of question, it is important to understand that you do not have to “pull the answer out of thin air”. Instead, some information will be given to draw a conclusion from that information. The following are examples of inference questions:

**Which of the following can be inferred about....?**

**From the passage, it can be inferred that .....**

**The author implies that.....**

**It is most probable that.....**

**The passage suggests that.....**

### ***Logical structure***

These questions require you to analyze and evaluate the organization and logic of a passage. They may ask you:

- how a passage is constructed—for instance, does it define, compare or contrast, present a new idea, or refute an idea?
- how the author persuades readers to accept his or her assertions
- the reason behind the author’s use of any particular supporting detail
- to identify assumptions that the author is making
- to assess the strengths and weaknesses of the author’s arguments
- to recognize appropriate counterarguments

These questions measure your ability not only to comprehend a passage but also to evaluate it critically. However, it is important for you to realize that logical structure questions do not rely on any kind of formal logic, nor do they require you to be familiar with specific terms of logic or argumentation. You can answer these questions using only the information in the passage and careful reasoning.

### *Style and tone questions*

Style and tone questions ask about the expression of a passage and about the ideas in a passage that may be expressed through its diction—the author’s choice of words. You may be asked to deduce the author’s attitude to an idea, a fact, or a situation from the words that he or she uses to describe it. You may also be asked to select a word that accurately describes the tone of a passage—for instance, “critical,” “questioning,” “objective,” or “enthusiastic.” To answer this type of question, you will have to consider the language of the passage as a whole. It takes more than one pointed, critical word to make the tone of an entire passage “critical.” Sometimes, style and tone questions ask what audience the passage was probably intended for or what type of publication it probably appeared in. Style and tone questions may apply to one small part of the passage or to the passage as a whole. To answer them, you must ask yourself what meanings are contained in the words of a passage beyond the literal meanings. Did the author use certain words because of their emotional content, or because a particular audience would expect to hear them? Remember, these questions measure your ability to discern meaning expressed by the author through his or her choice of words.

### **Additional Reading Skills**

- When answering tone or attitude questions, remember that tone and attitude are implied in a passage and not stated explicitly. When answering tone questions look for words that are neutral, positive, or negative. Beware of answer choices that are strong emotional words and also the ones which overstate and exaggerate the author’s attitude.
- Answers to questions about what probably came before the passage or what will probably come after it are not directly stated. You must draw a conclusion from the information you find. Look at information in the first sentence or beginning of the passage and also the end of the passage to find the best answer for these questions.
- Purpose questions are a combination of inference questions and main idea questions, asking you why the author wrote the passage. Draw a conclusion from the whole passage to find the writer’s purpose.
- No words are as conducive while reading as the prepositions and conjunctions that guide your mind along the pathways of the author’s ideas. Master these words and phrases and you will almost immediately become a better reader. Here’s what they are and what they say:

**Additive words:** Also, further, moreover, and, furthermore, too, besides, in addition

**Equivalent words:** As well as, at the same time, similarly, equally important, likewise

**Amplification words:** For example, (e.g.), specifically, as, for instance, such as, like

**Alternative words:** Either/or, other than, neither/nor, otherwise

**Repetitive words:** Again, in other words, to repeat, that is (i.e.)

**Contrast and Change words:** But, on the contrary, still, conversely, on the other hand, though, despite, instead of, yet, however, rather than, regardless, nevertheless, even though, whereas, in spite of, notwithstanding

**Cause and effect words:** Accordingly, since, then, because, so, thus, consequently, hence, therefore, for this reason

**Qualifying words:** If, although, unless, providing, whenever

**Concession words:** Accepting the data, granted that, of course

**Emphasizing words:** Above all, more important, indeed

**Order words:** Finally, second, then, first, next, last

**Time words:** Afterwards, meanwhile, now, before, subsequently, presently, formerly, ultimately, previously, later

**Summarizing words:** For these reasons, in brief, in conclusion, to sum up



## Practice Tests

### PASSAGE 1:

Natural selection is the only known theory that can account for the existence in nature of adaptation. However, that does not mean that natural selection is the driving force of all evolution, because not all evolutionary change is necessarily adaptive. At the molecular level, in particular, there is growing support for the idea that most evolutionary change is actually neutral. This "neutral theory of evolution" has been most effectively championed by the distinguished Japanese geneticist Motoo Kimura. The neutral theory does not state that genes are doing nothing useful. Rather, it suggests that different forms of the same gene are indistinguishable in their effects. Therefore, a mutation from one form of the gene to another is neutral in that the change has no effect upon the phenotype. The most obvious example is synonymous mutation. The final phenotypic expression of two forms of the gene can therefore be identical, and mutation from one form to the other is again neutral. Kimura and his colleagues point to evidence that the majority of gene substitutions in nature are neutral. It is, in their view, the main cause of genetic variation in wild populations.

The neutral theory is sometimes portrayed as anti-Darwinian, but this is very misleading. Neutral mutations are equivalent to changes in typeface from, for example, Times Roman to Baskerville Light: the meaning of the sentences written is unchanged. Darwinian selection judges genes by their phenotypic expression – by the meaning of the sentences. If a mutation has literally no effect on the phenotype- it is purely a change of typeface- natural selection will obviously be indifferent to it. The neutral theory says nothing, one way or the other, about the importance of Darwinian natural selection at the level of phenotypes.

The neutral theory was hotly disputed when first proposed in the late 1960s, perhaps partly because it was wrongly perceived- and even wrongly oversold- as anti- Darwinian. Since that time it has gained ground and is now widely supported. One interesting consequence of it is the idea of a "molecular generic clock". If most gene substitutions are neutral, the rate of substitution is expected to be roughly constant at any particular genetic locus. On this assumption, the time at which the common ancestor or any pair or species lived can be calculated from the number of amino acid differences between the two species. At first, such times may be measured in arbitrary units, but they can be calibrated in millions of years for any given gene, using lineages where the fossil record happens to be rich. It is from evidence of this kind that the branch points mentioned above for human and ape lineages have been dated.

Natural selection chooses the "fittest" but the fittest what? For Darwin the answer was clear: the fittest individual organisms. Fitness, for Darwin, meant whatever qualities assisted an organism to survive and reproduce. Components of fitness were qualities such as fal-running legs, keen eyes, and abundant, high quality milk. "fitness" later became a technical term used by mathematical geneticists to mean "whatever is favored is favored by natural selection". As a trivial consequence of this, it became possible to argue that "survival of the fittest" is a tautology.

Notwithstanding Darwin's emphasis on individual survival and reproduction, other evolutionists have sometimes thought of natural selection as choosing among larger units: groups of individuals, or species. Restraint in aggression, for instance, has been explained as resulting from natural selection between species: those species whose individual members tore each other limb from limb became extinct. At least in this simple, naïve form, such "group selectionism" is now discredited. The 1960s and 1970s saw a reversion among theorists, away from group selectionism, back to the Neo-Darwinian rigor of the 1930s. Evolutionary change comes about through gene substitutions in gene pools and these ordinarily result from differences in genetic effects on individual survival and reproduction. Subtle and indirect ways in which genes might influence their survival were also recognized. For example, worker ants are sterile, but they can still affect the representation of copies of their genes in the gene pool, by favoring the reproduction of their close relatives, such as their reproductive sisters. In a notable theoretical advance, W.D. Hamilton proposed "inclusive fitness" as a generalization of "Darwinian fitness" which took account of such indirect kinship effects. The phrase "kin selection" is helpfully used to distinguish this important theory from the discredited "group selection" which it superficially, and misleadingly, sometimes seems to resemble.

 1- The neutral theory ..... (MA 91)

- 1) supports that all evolutionary change is adaptive
- 2) indicates that genes aren't contributing anything to evolution
- 3) signifies that the contribution of the genes to evolution is neutral
- 4) expresses that the evolution would not occur without the help of genes

 2- Fitness can be described as ..... (MA 91)

- 1) the qualities all living organisms are highly required to possess
- 2) attributes an organism needs to survive and to reproduce
- 3) a technical term originated by mathematicians
- 4) the physical qualities natural selection favors

 3- In order NOT to become extinct, ..... (MA 91)


- 1) species became more and more aggressive
- 2) species have focused on reproducing more
- 3) members of some species avoided aggression
- 4) strong members of some species killed the weaker ones

 4- The purpose of the text is to ..... (MA 91)

- 1) inform the reader about natural selection and the neutral theory
- 2) prove that the neutral theory is more reliable than natural selection
- 3) prove that natural selection is more reliable than the neutral theory
- 4) inform the reader about some very important theoreticians such as Darwin and Kimura

 5- What does "mutation" in paragraph 2 mean? (MA 91)

- |              |           |             |           |
|--------------|-----------|-------------|-----------|
| 1) situation | 2) stance | 3) progress | 4) change |
|--------------|-----------|-------------|-----------|

 6- What does "it" underlined (third paragraph) refer to? (MA 91)

- |           |                |                    |                       |
|-----------|----------------|--------------------|-----------------------|
| 1) ground | 2) consequence | 3) anti- Darwinian | 4) the neutral theory |
|-----------|----------------|--------------------|-----------------------|

 7- What does "it" in the last line refer to? (MA 91)

- |               |                    |                      |                     |
|---------------|--------------------|----------------------|---------------------|
| 1) the phrase | 2) group selection | 3) inclusive fitness | 4) important theory |
|---------------|--------------------|----------------------|---------------------|

## PASSAGE 2:

Waste, rubbish or materials can be explained as the things that are not needed and are economically unusable without further processing. It may be in liquid, gas, or solid form and originate from a wide range of human operations, such as industry, commerce, transport, agriculture, medicine, and domestic activities. Waste may be classified in many different ways, such as according to its origin (for example, domestic, industrial, commercial, clinical, construction, nuclear, agricultural) or its properties (for example, inert, toxic, inflammable). Without suitable treatment such waste becomes a source of pollution of the environment at large, and leading to air pollution (such as acid rain or traffic pollution), water pollution, and oil pollution.

The amount of waste produced by human activities is increasing in most parts of the world, accompanied by problems of disposal. In developing countries waste-disposal facilities are minimal, but extensive quantities are diverted for recycling. Waste disposal operations in the developed world are becoming increasingly sophisticated with specialist companies of mineral (27 per cent), agricultural (40 per cent), industrial (20 per cent), and municipal (4 per cent) wastes, dirt mud (7 per cent), and searched spoil (2 per cent). Most UK solid waste disposal is done through landfill in 4,000 licensed sites. Suitable locations for landfill are becoming increasingly difficult to find and




disposal of waste by this method has potential environmental problems, such as leakage of toxins into groundwater and generation of explosive methane gas (which may also contribute to the greenhouse effect). Explosive wastes can be burned, but the process is expensive, may result in air pollution, and has a low level of public acceptability. Highly specialized incinerators are used to burn hazardous wastes and eliminate their toxic properties; they produce a solid remainder that is landfilled, but the volume is much reduced and it is unmoving. Sewage disposal in the United Kingdom used to see much dirt mud being dumped at sea, but in 1998 this was banned, and anaerobic digestion (in which waste decomposes in an enclosed chamber) and burning are now the common alternatives. Certain wastes represent special hazards and require appropriate treatment, for example, clinical waste, which may be polluted with pathogens, and nuclear waste for which highly engineered burial facilities are required.


Many countries are now adopting policies to encourage waste minimization, which consists of a hierarchy of management options ranging from termination of waste production (the most favored), reuse, recycling, combustion for fuel and disposal by landfill, and so on, to burning (the least favored). In order to encourage waste minimization, the UK government introduced a tax in 1996 of £7 per ton on landfill for many wastes (£7 per ton for chemically inert waste). Together with other strategies, such as encouragement of recycling centers and domestic composting of organic matter, it is likely that there will be an important move away from traditional waste-disposal practices. Indeed, the UK government has set a target for 2015 by when 33 per cent of household waste will be recycled. Finally, these measures will hopefully put an end to this alarming condition.

 **8- Which of the following is the most appropriate topic for the text?** (MA 91)

- 1) The reasons for pollution that is caused by waste and its chemicals.
- 2) The kinds of wastes people are responsible for and complain about.
- 3) Wastes and the precautions taken by governments against their harmful effects.
- 4) The increase in the amount of waste produced by human activities and dangers of it.

 **9- What makes wastes dangerous for human beings and environment?** (MA 91)


- 1) Inappropriate treatment makes waste become a source of air, water and oil pollution.
- 2) Waste-disposal facilities are minimal, but large quantities are diverted for recycling.
- 3) Explosive wastes can be burned, but the process is expensive and inapplicable.
- 4) Suitable locations for landfill are becoming increasingly difficult to find and reuse.

 **10- According to the text, which of the following waste doesn't have to get a special treatment while terminating?** (MA 91)

- 1) nuclear researches'      2) fertilized lands'      3) hospitals'      4) factories'

 **11- Why do most countries try to stay away from burning method in termination of wastes?** (MA 91)

- 1) It is unmoving.
- 2) It causes air pollution.
- 3) It is a very long process.
- 4) It requires special techniques.

 **12- Which of the following is NOT true according to the text?** (MA 91)

- 1) Sewage disposal was banned in almost all countries, so burning is now the most common alternative for it.
- 2) With special measures, an important move away from traditional waste-disposal practices may be achieved.
- 3) The waste produced by human activities is increasing in most parts of the world, accompanied by problems of disposal.
- 4) The UK government introduced a tax in 1996 of £7 per tone on landfill for many wastes to encourage waste minimization.

 **13- Who or what does "it" underlined refer to?** (MA 91)

- 1) landfilled      2) the volume      3) solid remainder      4) sewage disposal

**PASSAGE 3:**

Historical studies have indicated that family structure has been less changed by urbanization and industrialization than was once supposed. As far as is known, the nuclear family was the most customary pre-industrial unit and is still the basic unit of social organization in most modern industrial societies. The modern family differs from earlier traditional forms, however, in its functions, composition, and life cycle, and in the roles of mothers and fathers.

The only function of the family that continues to survive all changes is the provision of affection and emotional support by and to all its members, particularly infants and young children. Specialized institutions now perform many of the other functions that were once performed by the rural family: economic production, education, religious schooling, and recreation. Employment is usually separate from the family group; family members often work in different occupations and in locations away from the home. Education is provided by the state or by private groups. Religious training and recreational activities are available outside the home, although both still have a place in family life. The family is still responsible for the socialization of children, but even in this capacity, the influence of peers and of the mass media has assumed a larger role.

Family composition in industrial societies has changed dramatically since the start of the Industrial Revolution. The number of years separating the births of the youngest and oldest children has declined. This has occurred in conjunction with increased long longevity. In earlier times, marriage normally dissolved through the death of a spouse before the youngest child left home. Today, husbands and wives potentially have about as many years together after the children leave home as before. The proportion of traditional nuclear family households in the United Kingdom, comprising a couple with one or more dependent children, fell from a third in 1971 to just under a quarter in spring 2002.

During the 20th century, extended family households declined in popularity in the west. This change is associated particularly with increased residential mobility and with diminished financial responsibility of children for ageing parents, as pensions from jobs and government-sponsored benefits for retired people became more common.

By the 1970s the prototypical nuclear family had yielded somewhat to modified structure including the single-parent family, the stepfamily, and the family without children. One-parent families in the past were usually the result of the death of a partner or a spouse. Now, however, most one-parent families are the result of divorce, although some are created when unmarried mothers bear children. Between 1971 and 1991 the proportion of lone-parent households with dependent children doubled, from 3 to 6 per cent. The proportion remained at around this level in 2002. At the end of the 20th century, a total of around 3 million children- nearly a quarter of children- lived in a single-parent family. Almost one in five dependent children live in lone-mother families, while lone-father families accounted for around 2 per cent of all families with dependent children in 2000.

Families without children may be increasingly the result of deliberate choice on the part of the partner or spouses and facilitated by the wider availability of birth control. For many years the proportion of couples who were childless declined steadily as cures for diseases that cause infertility were discovered. In the 1970s, however, the changes in the status of women reversed this trend. Couples particularly in the West now often elect to have no children or to postpone having them until their careers are well established.

 14- Which of the following best summarizes the topic of the text?

(MA 91)

- 1) The variations on the family unit in developed countries like UK.
- 2) The change in the family structure and function over the centuries.
- 3) The ideal nuclear family and its functions, composition and life cycle.
- 4) The harmful effects of the innovations in family structure and function.