

**Section One: Vocabulary**

Read each statement below carefully and fill in the blank(s) with the best answer

(1, 2, 3, 4)

1- The doctor ..... the needle into the patient's arm.

- 1) thrust      2) treated      3) bewildered      4) pulled

2- It felt really ..... going back to my hometown after having been away for over 20 years.

- 1) abundant      2) weird      3) specific      4) focal

3- The Sun is the only star known to be ..... by extensive planetary system.

- 1) immersed      2) ignited      3) accompanied      4) maintained

4- It was ..... of him to arrange the schedule so precisely.

- 1) impulsive      2) cautious      3) negligence      4) ingenious

5- Psychology is a subject that ..... many areas of learning.

- 1) embraces      2) apologizes      3) transfers      4) expects

6- The troops prepared to ..... the enemy.

- 1) convey      2) prolong      3) engage      4) resign

7- The police said they would set up their plan to ..... the thief.

- 1) construct      2) denote      3) interact      4) capture

8- The animal will not attack unless it is ..... .

- 1) devised      2) emerged      3) provoked      4) revealed

9- When reviewing the human anatomy, it is important to remember the body is a/an ..... collection of systems working together.

- 1) gallant      2) intricate      3) sacred      4) harsh

10- The lawyer just wanted to ..... the truth, which he believed would show his client was innocent.

- 1) regret      2) dwindle      3) pursue      4) consent

11- While noticeable, his ..... appearance was less disagreeable than I expected.

- 1) damaged      2) hazy      3) tacit      4) flexible

12-Alex had ..... a lot of embarrassment because of the relationship between his parents.

- 1) insisted      2) endured      3) inspired      4) composed

13- A quick glance around the barn ..... that it was Sara.

- 1) confessed      2) admired      3) confirmed      4) realized

14- The teachers hope to ..... a desire for academic success in the disobedient teenagers.

- 1) cultivate      2) permit      3) focus      4) contact

15- You should be able to ..... fact from fantasy.

- 1) squeeze      2) announce      3) distinguish      4) dispute

16- The professor was quick to ..... that the student hadn't done his homework.

- 1) precede      2) assemble      3) presume      4) depart

17- The police ..... the house, but the criminal was somehow able to escape.

- 1) skimmed      2) surrounded      3) refused      4) complained

18- Prices are ..... by supply and demand.

- 1) appeared      2) neglected      3) respected      4) governed

19- As a teacher, you can expect to have a room full of students who will ..... you with questions.

- 1) inundate      2) recognize      3) accomplish      4) progress

20- When I was a little boy, my big brother used to ..... me from the neighborhood bully.

- 1) extend      2) protect      3) motivate      4) inform

21- At every job, Larson would ..... small histories about herself.

- 1) pretend      2) invent      3) enhance      4) resist

22- The purpose of the anxiety drug is to ..... control over the patient's physical and mental responses.

- 1) disturb      2) mention      3) impose      4) influence

23- She is trying her best to ..... food and blankets to the homeless.

- 1) connect      2) distribute      3) assume      4) contain

24- The ..... between right and wrong is easily blurred when you get into complex moral issues.

- 1) distinction      2) enrichment      3) eagerness      4) vivacity

25- The thief quickly ..... into the night when the alarm went off.

- 1) appeared      2) declined      3) vanished      4) consumed

**Section Two: Structure Part One**

Read the following sentences. In each sentence, choose the number of the underlined word or group of words that is NOT correct.

26- I will tell you an accident that occurred the other day and I am responsible for its truly.

1                      2                      3                      4

27- The consequence of not following the service instructions for your car is that the warranty is invalidate.

1                      2                      3                      4

28- As consequence of not having seen a dentist for several years, she had several cavities.

1                      2                      3                      4

29- The salesperson has an annoying characteristic- he always pushing his customers to buy the extended warranty.

1                      2                      3                      4

30- The salesperson implied that the warranty covered all damaged to the iPod for one year.

1                      2                      3                      4

31- The sales associate promised that our new mattress would arrived by noon on Saturday.

1                      2                      3                      4

32- The company knew that the reputation of its products was a most important asset it had.

1                      2                      3                      4

33- A car company may require the owner have it serviced by a certified mechanic.

1                      2                      3                      4

34- A variety of unexpected problem appeared after the product had been on the market for several years.

1                      2                      3                      4

35- The customer considered buying the DVD player until he learned which the warranty coverage was limited.

1                      2                      3                      4

36- A sentence refers to a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consist of a main clause and sometimes one or more subordinate clauses.

1                      2                      3                      4



37- The implication<sub>1</sub> is that if you drop<sub>2</sub> the product and it break<sub>3</sub>, the repairs are not covered by the warranty<sub>4</sub>.

38- For your own protect<sub>1</sub>, you should have a warranty<sub>2</sub> that provides<sub>3</sub> for a replacement<sub>4</sub> product.

39- The good reputation<sub>1</sub> of Iran Khodro inspired<sub>2</sub> many people try<sub>3</sub> their new products<sub>4</sub>.

40- The warranty usually require<sub>1</sub> that we go to an approved<sub>2</sub> service station<sub>3</sub> to have the car repaired<sub>4</sub>.

41- It has been ascertained that traffic safety<sub>1</sub> depends in<sub>2</sub> the integrated<sub>3</sub> and complex relationship between<sub>4</sub> various components.

42- These components are the<sub>1</sub> vehicle driver<sub>2</sub>, the traffic, the vehicle<sub>3</sub>, the environment<sub>4</sub> and the road infrastructure.

43- The component that, according to the statistics<sub>1</sub>, would appear to be<sub>2</sub> the most important, since it is responsible for the majority of accidents<sub>3</sub>, are<sub>4</sub> the behavior.

44- Driving behavior is strongly conditioned<sub>1</sub> by the perception of the road environment<sub>2</sub>, and it is very important to design road<sub>3</sub> that satisfy drivers' expectations<sub>4</sub>.

45- The traffic, in its complexity<sub>1</sub>, is undeniably conditioned<sub>2</sub> by vehicles, but also with driver<sub>3</sub> who have different psychological characteristics with multiform objectives<sub>4</sub> and purposes.

46- Consequently<sub>1</sub>, situations of imbalance<sub>2</sub> can occur of which<sub>3</sub> driving behavior can become<sub>4</sub> irrational.

47- The complexity<sub>1</sub> of the interactions that occurs<sub>2</sub> in traffic alters the specific behaviors<sub>3</sub> of the various players<sub>4</sub>.

48- In order to have safe circulation that respects<sub>1</sub> traffic, each<sub>2</sub> driver must participate<sub>3</sub> considering his/her owns<sub>4</sub> behavior.

49- Today vehicles are increasingly fitted assisted with driving systems that tend to relieve the driver of his responsibilities. Unfortunately, sometimes, prevent him from paying the necessary attention.

50- In fact, this is the first time I ever had a problem with anything I have purchased from you.

51- To avoid go out of business, owners ought to prepare a proper business plan.

52- Personality is the way of being a person. Therefore, personality is an individual manifestation representing in a form that can be processed by the environment and culture in which each one lives.

53- He did not finish his sentence, but his tone showed how he thought of his friend and how much he expected of him in the future.

54- After long considerations, I decided that the five-years warranty would be sufficient.

55- It was recognized as the flu, although records describe conditions, which were highly like to have been polio.

### Section Two: Structure Part Two

In each of the following sets of sentences, three sentences are grammatically correct and one sentence is not grammatical. Identify the incorrect sentence and mark your answer sheet.

56-

- 1) Is there much information about the new web?
- 2) The medication provided few relief from the pain.
- 3) Do your computers have adequate protection from spam?
- 4) Are there any messages for me?

57-

- 1) He didn't lose less weight this week.
- 2) There is no pressure in my new job.
- 3) There is fewer traffic on the roads on Fridays.
- 4) They have remodeled their kitchen.

58-

- 1) Modern English is a mixture of two different languages.
- 2) Nearly all one-syllable adjectives in Modern English use -er and -est.
- 3) We can divide two-syllable adjective into three groups.
- 4) He has been teaching for years. He is a bored professor.

59-

- 1) Please play the recorded message again.
- 2) They gave us a very encouraging response.
- 3) What he did was really amazing .
- 4) Smoking cause fewer deaths than before.

60-

- 1) The new design incorporates many beautiful features.
- 2) He finally got his newly issuing passport.
- 3) He deserves a much better job.
- 4) Be careful to take the correct amount of medicine.

61-

- 1) We have to replace the old curtains.
- 2) The company has fired many employees.
- 3) He gave a very long speech.
- 4) The movie is set at a desert island.

62-

- 1) He probably has a test in economics tomorrow.
- 2) He shouldn't worry for anything anymore.
- 3) He has been very sick lately.
- 4) He should run all the way from school every day.

63-

- 1) I have a test tomorrow. I will be working late tonight.
- 2) Ali will be returning from Shiraz tomorrow.
- 3) He is a good speaker and attracting the crowd.
- 4) They have never been to Paris.



64-

- 1) We are planning to expand the plant in Arak.
- 2) He should deliver a package to you today.
- 3) They can never threaten strong and independent countries.
- 4) He is a very experienced politician. No one can predict which policy he would adopt.

65-

- 1) You might hear about the problem today.
- 2) He easily attracted the crowd and can convince them.
- 3) He has been advising the new teachers all afternoon.
- 4) The drought will probably affect the agriculture next year.

### ***Section Three: Reading Comprehension***

**Directions: Read the passages and choose the one best answer, (1), (2), (3) or (4), for each question.**

#### **Passage 1**

Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning. They organize instruction so that students are the producers, not just the consumers, of knowledge. To best guide children in the habits of reflection, these teachers approach their role as that of "facilitator of meaning making."

In the role of facilitator, the teacher acts as an intermediary between the learner and the learning, guiding each student to approach the learning activity in a strategic way. The teacher helps each student monitor individual progress, construct meaning from the content learned *and* from the process of learning it, and apply the learning to other contexts and settings. Learning becomes a continual process of *engaging* the mind that *transforms* the mind.

Unfortunately, educators do not often ask students to reflect on their learning. Thus, when students are asked to reflect on an assignment, they are caught in a dilemma: "What am I supposed to do? How do I 'reflect'? I've already completed this assignment! Why do I have to think about it anymore?"

In response to our questions, students who are inexperienced with reflection offer simple answers such as "This was an easy assignment!" or "I really enjoyed doing this assignment." If we want students to get applying past knowledge to new situations, thinking about thinking (metacognition), and remaining open to continuous learning—we must teach them strategies to derive rich meaning from their experiences.

66- The major concern in reflective classes is .....

- 1) the topic
- 2) consuming knowledge
- 3) organization of materials
- 4) meaning

67- The major role of a the teacher is.....

- 1) to promote thinking
- 2) giving lectures
- 3) giving assignments
- 4) to know the students

68- The teacher is supposed to .....

- 1) provide the input
- 2) be the mediator
- 3) teach nonstop
- 4) be an observer

69- In reflective classrooms students .....

- 1) only learn new things which are not relevant to their life
- 2) are prepared to apply their learning in new contexts
- 3) are only monitored by the teacher
- 4) are taught to become blind followers of their teachers

70- Students who are not familiar with the process of reflection.....

- 1) are always more successful
- 2) can solve any problem
- 3) can read between the lines
- 4) lack the power of making interpretations

### Passage 2

Innateness must be clearly distinguished from heritability, at least in the scientific sense of that term. The idea that heritability scores measure the degree to which a characteristic is innate is a **vulgar** fallacy. Heritability is a statistical measure of the sources of individual differences in a population. While heritability itself is well understood, its relationship to the innate/acquired distinction remains highly controversial.

The belief that a trait is innate is today commonly expressed by saying it is 'in the genes'. But genes play an essential role in the production of every trait. Consequently, it will not do to say simply that innate traits are 'caused by genes' while acquired traits are 'caused by the



environment'. Any relationship between genetic causation and the innate/acquired distinction will be far more complex than this.

Recent philosophical analyses of the innate/acquired distinction can be classified into four types. The first identifies innate traits with those characteristics of an entire species and identifies acquired traits with those that vary between populations and individuals. A second type of analysis identifies innate traits with those that can be explained by natural selection. The third, and currently the most influential, identifies innate traits with **those** produced by particular patterns of interaction between genes and environment. A fourth, quite different, type of analysis suggests that labeling a trait 'innate' is a way to indicate that it lies outside the domain of psychology.

**71- The best title for the passage is .....**

- 1) Innate and Acquired Characteristics
- 2) The Fallacy of Heritability Scores
- 3) The Complexity of Genes in Heritability
- 4) Genes and Individual Differences

**72- The most powerful classification of the innate/acquired distinction states that innate traits are similar to the traits .....**

- 1) which can be explained by natural selection
- 2) produced by interaction between genes and environment
- 3) that vary between populations and individuals
- 4) that are common among an entire species

**73- The word "vulgar" in line 3 is closest in meaning to .....**

- 1) tasteless
- 2) decent
- 3) polite
- 4) supportive

**74- According to the passage, heritability .....**

- 1) shows the degree to which a characteristic is innate
- 2) is the source of the differences among different nations
- 3) can be explained by natural selection
- 4) is a well understood issue

**75- The word "those" in line 15 refers to .....**

- 1) particular patterns
- 2) traits
- 3) interaction
- 4) genes and environment

**Passage 3**

Silicon Valley is probably the most famous valley in the world. Although it is not the place where the first computer was built (that was Manchester, England), Silicon Valley, near San Francisco, was the birthplace of the modern computer industry. For **this**, we can say thank you to scientists at the universities in California, and to the Hippies of the 1960's.

It was in the nineteen-sixties that American "youth culture" really began. California, of course, already existed; but the Sixties Generation rediscovered it. At that time there were really two different forms of youth culture; the "Beach Boy" culture on the one hand, and the anti-establishment hippies and radical students on the other hand; and they all dreamed of California.

For the Beach Boys, that meant southern California, where they could sing about surfing and cars; for the Hippies and radicals, it meant San Francisco, "flower power" and revolutionary new ideas. The campuses at Berkeley and Stanford, near San Francisco, were hot-beds of new ideas, new technology, new culture, and new ways of living.

When **they** finished university, many of the best students did not look for jobs with big companies like Ford or Exxon. Instead, they wanted to be free and run their own operations and stay in California, not far from San Francisco. Silicon Valley is thus a group of small towns, including Palo Alto and San José, a few miles south of San Francisco. The high-technology industry was already present around San Francisco. Intel had been founded in 1968, and in the same year, the first computer mouse was built at Stanford University. In 1970, Xerox opened a research center in Palo Alto. There were also other electronics companies, like Hewlett Packard, and Fairchild, the world's first "semiconductor" company. Then, in 1976, an electronics student called Steve Jobs started a small computer company in his garage; he gave it the same name as the Beatles' record company: *Apple*. Very soon, more companies, like Seagate and Google appeared. "Silicon Valley" had arrived. There was even a sort of primitive Internet connecting many addresses in Silicon Valley, called the Arpanet. Today, Silicon Valley is still the home of the computer industry; it is still full of high technology, but it is not the only center for high-tech in the USA.

**76- According to the passage, which of the following is NOT true?**

- 1) Silicon Valley is not the place where the first computer was built.
- 2) Silicon Valley was established in 1976.
- 3) Intel had been founded in 1968 in Silicon Valley.
- 4) Steve Jobs started a small computer company in Silicon Valley.



77- The author believes that we can say thank you to the Hippies of the 1960's because they .....

- 1) were radical
- 2) had revolutionary new ideas
- 3) could sing about surfing and cars
- 4) wanted to be free and run their own operations

78- The word "they" in line 15 refers to .....

- 1) the best students
- 2) Hippies
- 3) Beach Boys
- 4) Silicon Valley residents

79- The author mentions Hewlett Packard and Fairchild to show that they .....

- 1) were the world's first "semiconductor" companies
- 2) could motivate Steve Jobs to start his work
- 3) represented some of the high-technology industries around San Francisco
- 4) were run by the students of Stanford University

80- The word "this" in line 3 refers to .....

- 1) San Francisco
- 2) birthplace
- 3) computer industry
- 4) scientists

#### Passage 4

Theories about how brain works remain a topic of debate. It is agreed, though, that the hippocampus, a part of the brain, is undeniably important for memory. When we experience something, the information is sent via our senses to the hippocampus, where it is processed. Scientists believe that brain cells called neurons first transform the sensory stimuli we experience into images in our immediate memory. Then, these images are sent to the hippocampus and stored temporarily in short-term memory. In the hippocampus, information is organized, and it is during this process that parts of the image of our experience fade away. Finally, certain information is then transferred to long-term memory in a section in the frontal lobe of the brain known as the cerebral cortex. Scientists think **this** process may happen while we are sleeping, but exactly how the information is transferred from one area of the brain to another is a mystery.



**81- The passage is mainly about .....**

- 1) how to improve memory
- 2) why some of the information in short-term memory fades away
- 3) how human brain processes and stores information
- 4) the importance of neurons in transferring sensory stimuli

**82- According to the passage, scientists agree that .....**

- 1) all the information is transferred to long-term memory
- 2) neurons send the information to long-term memory
- 3) hippocampus is not important for memory
- 4) the hippocampus is important in processing information

**83- According to the passage, scientists .....**

- 1) know that information is sent from the long-term memory to hippocampus
- 2) have discovered why some of the information is lost in hippocampus
- 3) are not sure how information is transferred from one area of the brain to another
- 4) still debate whether the hippocampus is important for memory

**84- The word "it" in line 3 refers to .....**

- 1) information
- 2) hippocampus
- 3) sense
- 4) processed

**85- According to the passage, while we are sleeping information is transferred**

- 1) from sensory memory to short-term memory
- 2) to an area called the cerebral cortex
- 3) to long-term memory in an unstructured way
- 4) in the form of colorful pictures which then fade away

**Section Four: Cloze Passage**

**Read the following passage and fill in the blanks with the most appropriate choice.**

The Tenth Revision of the International Classification of Diseases and Health Problems defines the dependence syndrome as ...(86).... a cluster of physiological, behavioral, ...(87)... cognitive phenomena in which the ...(88)... of a substance or a class of substances takes on a ...(89)... higher priority for a given individual ...(90)... other behaviors that once had greater value.

A ...(91)... descriptive characteristic of the ...(92)... syndrome is the desire (often strong, sometimes overpowering) to ...(93)... the psychoactive drugs (which may or not have been medically prescribed), alcohol, or tobacco. There may be evidence that ...(94)... to substance use after a period of abstinence ...(95)... to a more rapid reappearance of other features of the syndrome ...(96)... occurs with nondependent individuals.

In 1964, a WHO Expert Committee introduced the ...(97) ...'dependence' to replace the terms 'addiction' and 'habituation'. The ...(98)... can be used generally with reference to the range ...(99)... psychoactive drugs (drug dependence, chemical dependence, substance use dependence), or ...(100)... specific reference to a particular drug or class of drugs (e.g., alcohol dependence, opium dependence). While ICD-10 describes dependence in terms applicable across drug classes, there are differences in the characteristic dependence symptoms for different drugs.

- |                  |               |               |               |
|------------------|---------------|---------------|---------------|
| 86-1) is         | 2) being      | 3) be         | 4) have       |
| 87-1) then       | 2) because    | 3) and        | 4) since      |
| 88-1) use        | 2) hopes      | 3) claims     | 4) sound      |
| 89-1) big        | 2) great      | 3) much       | 4) lots       |
| 90-1) than       | 2) from       | 3) of         | 4) or         |
| 91-1) plural     | 2) coastal    | 3) singular   | 4) central    |
| 92-1) preference | 2) insistence | 3) confidence | 4) dependence |
| 93-1) fall       | 2) take       | 3) result     | 4) remodel    |
| 94-1) return     | 2) please     | 3) show       | 4) find       |
| 95-1) feels      | 2) leads      | 3) sends      | 4) covers     |
| 96-1) of         | 2) than       | 3) far        | 4) by         |
| 97-1) period     | 2) time       | 3) term       | 4) case       |
| 98-1) term       | 2) situation  | 3) condition  | 4) friction   |
| 99-1) of         | 2) at         | 3) by         | 4) with       |
| 100-1) for       | 2) with       | 3) the        | 4) by         |