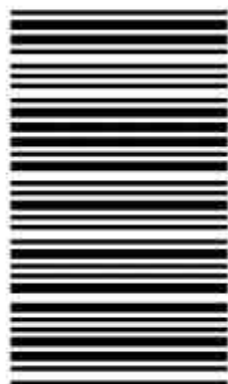


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نام:
نام خانوادگی:
محل امضاء:



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عصر جمعه
۹۳/۱۱/۱۷



جمهوری اسلامی ایران
وزارت علوم، تحقیقات و فناوری
سازمان سنجش آموزش کشور

اگر دانشگاه اصلاح شود، مملکت اصلاح می‌شود.
امام خمینی (ره)

آزمون ورودی دوره‌های کارشناسی ارشد ناپوسته داخل - سال ۱۳۹۴

مجموعه زبان انگلیسی - کد ۱۱۲۱

مدت پاسخگویی: ۱۵۰ دقیقه

تعداد سوال: ۲۴۰

عنوان مواد امتحانی، تعداد و شماره سوال‌ها

ردیف	مواد امتحانی	تعداد سوال	از شماره	تا شماره
۱	زبان عمومی	۶۰	۱	۶۰
۲	زبان تخصصی (ویژه گرایش آموزش زبان انگلیسی)	۶۰	۶۱	۱۲۰
۳	زبان تخصصی (ویژه گرایش ادبیات انگلیسی)	۶۰	۱۲۱	۱۸۰
۴	زبان تخصصی (ویژه گرایش مترجمی زبان انگلیسی)	۶۰	۱۸۱	۲۴۰

این آزمون نمره منفی دارد.
استفاده از ماشین حساب مجاز نمی‌باشد.

بهمن ماه - سال ۱۳۹۳

حق چاپ، تکثیر و انتشار سوالات به هر روش (الکترونیکی و ...) پس از برگزاری آزمون، برای تمامی اشخاص حقیقی و حقوقی تنها با مجوز این سازمان مجاز می‌باشد و با متخلفین برابر مقررات رفتار می‌شود.

- 8- **Modern cosmology has been spectacularly successful at explaining why the universe is as it is — pockmarked with stars and galaxies.**
 1) a geometrically flat expanding space
 2) a geometrically expanding flat space is
 3) with geometric flat space expanding and being
 4) which is a space of geometric flat expansion and
- 9- **“.....,” writes physicist, author and TV presenter Michio Kaku of consciousness research.**
 1) Not so many devoted nowhere in science and yet created so little consensus
 2) Nowhere in science have so many devoted so much to create so little consensus
 3) Not anywhere in science has existed so many consensus between so many devoting
 4) Never anywhere has so little consensus so many devoted and created than in science
- 10- **Oxygen also joins with the trace elements, forming metal oxides and phosphates. It is these compounds that make up the solid ash, which is an excellent fertilizer, nearly all the minerals originally taken from the soil.**
 1) give back
 2) giving back
 3) and gives back
 4) thereby giving back

Part B: Vocabulary

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

- 11- **The and skill with which Cranmer did the work entrusted to him must have fully satisfied his master.**
 1) encomium 2) impassivity 3) celerity 4) transcendence
- 12- **Only if his message isn't or drowned out or misunderstood will an accident be averted.**
 1) garbled 2) bemused 3) raucous 4) sacrosanct
- 13- **We respectfully ask you to complete that review and take all necessary steps to this iniquitous policy as soon as possible.**
 1) belie 2) countenance 3) entangle 4) overturn
- 14- **He, who has endured such vicissitudes with, has deprived misfortune of its power.**
 1) rapprochement 2) transience 3) equanimity 4) forte
- 15- **Out of context, many of our seemingly eerie behaviors—if limited to the mere of plain description—would raise many an eyebrow.**
 1) complacency 2) languor 3) prattle 4) veneer
- 16- **Life has taught me one supreme lesson. This is that we must—if we are really to live at all, if we are to enjoy the life more abundant promised by the Sages of Wisdom—we must put our convictions into action. My has been that I have been privileged to act out my faith.**
 1) eventuality 2) remuneration 3) euphemism 4) escapism
- 17- **Since I have many food allergies, I tend to be a eater who enjoys food through the stories of others.**
 1) vicarious 2) rapacious 3) finicky 4) fallible

Part D: Reading Comprehension

Directions: Read the following three passages and choose the number of the answer choice (1), (2), (3) or (4) that best answers each question. Then mark the answer on your answer sheet.

Passage 1:

If you find yourself stuttering your way through tourist French, spare a thought for the first modern humans. Travelling from Africa to Asia and Europe about 70,000 years ago, they would have encountered their evolutionary cousins, the Neanderthals, for the first time.

What did they say? In the past, many would have answered "not a lot" since Neanderthals weren't thought to have complex speech. But recent evidence suggests they probably had languages very similar to our own. Surprisingly, we may now have the means to glimpse those utterances in the words we speak today, with huge consequences for our understanding of language evolution.

The argument that Neanderthals spoke like us comes from many discoveries. Archaeological remains show that they had a sophisticated lifestyle, with human traits like caring for the infirm and the sick, and an advanced toolkit, including bone tools and body paint—complex behavior that should only be possible if they had language. We also have some more direct anatomical evidence: traces of nerve pathways through bones in the skull suggest Neanderthals could control their vocalizations, for instance—an adaptation necessary for language that other apes lack. It also looks as if Neanderthals had many gene variants associated with processing language.

So it seems reasonable to assume that their speech would have been similar to our own, with the differences either being down to their vocal anatomy, the way their brains were wired, or simply cultural evolution around the time they diverged from modern humans. The question is, can we guess what it sounded like?

Unlikely as it may seem, there is a way. Here's the rationale: when two groups that speak different languages come into contact, they exchange bits and pieces of language, like words or grammatical rules. Linguists can detect traces of such interactions even after thousands of years have passed. We know that once modern humans left Africa, they lived alongside Neanderthals and sometimes bred with them. They may have shared cultures, and there is evidence that Neanderthals gave our ancestors the idea for certain tools—so it seems likely they conversed too. The task, then, is to find out whether languages differ between the populations, mostly in Africa, that never came in contact with Neanderthals, and those that would have met them.

41- What is the passage mainly concerned with?

- 1) The variables that made it possible for the descendants of primitive people in Africa to plant the seeds of the greatest migrations in human history
- 2) Whether Neanderthals spoke a language and whether the properties of their speech can possibly be determined
- 3) The contribution made by early humans to the development of our present-day linguistic repertoire
- 4) What prompted the Neanderthals to traverse a long distance to reach other continents

- 42- Based on the passage, which of the following best describes the author's attitude towards the point made in the statement below?
"Traces of our ancient cousins' words are harder to find than a needle in a haystack—but that's not going to stop some linguists from trying."
- 1) Guarded optimism
 - 2) Pointed opposition
 - 3) Apprehensive and distrustful
 - 4) Deferential but deeply ambivalent
- 43- According to the passage, the archaeological remains mentioned in paragraph 2 are indicative of all of the following about Neanderthals EXCEPT that they
- 1) featured a number of traits which are still characteristic of human lifestyle
 - 2) enjoyed a sophisticated enough lifestyle to distinguish them from other creatures
 - 3) began to develop anatomical features which made the development of speech possible
 - 4) possessed qualities as diverse as caring for the infirm and the sick, and an advanced toolkit
- 44- The passage opens with
- 1) a pun
 - 2) a paradox
 - 3) an anecdote
 - 4) an analogy
- 45- Which of the following can be logically inferred from the information contained in the passage?
- 1) Body remains of Neanderthals have not yet been found.
 - 2) There is no correspondence between Neanderthals' nerve pathways and those of apes.
 - 3) Those trying to trace the ability to use speech to genetic codes are obviously erroneous.
 - 4) Neanderthals' vocal anatomy was probably not identical to that of the modern human race.
- 46- The word "those" in the last paragraph refers to
- 1) populations
 - 2) modern humans
 - 3) people living outside Africa
 - 4) humans' early ancestors
- 47- The function of the question at the end of paragraph 4 "The question is, can we guess what it sounded like?" is to
- 1) accentuate the many uncertainties surrounding the possible origin of speech
 - 2) provide information rather than pose a question that demands an answer
 - 3) pave the way for what is presented in the paragraph that follows
 - 4) cast doubt on the hypothesis raised in the same paragraph

Passage 2:

A revolution in education has been promised with a little help from technology. Massive Open Online Courses (MOOCs) are free, online university-level instruction that anyone can access from anywhere, at least in theory. They have dominated headlines in the sector in recent years.

Proponents have made bold claims for a fundamental change in higher education—drastically decreasing price and increasing access. Thomas Friedman, in an article in *The New York Times*, argued that nothing has greater potential to “lift more

people out of poverty” and to “unlock a billion more brains to solve the world's biggest problems. Anant Agarwal, founder of MOOC provider edX, believes they are making education “borderless, gender-blind, race-blind, class-blind, and bank account-blind.”

However, skeptics counter that they may make colleges more exclusive and exacerbate educational inequalities: affluent students will use the online courses to augment teaching on campus, while the less fortunate will be stuck with automated online instruction with little personal guidance. Others worry about the quality of course content, the ability of students to learn outside the classroom, and the creation of a few “super-professors” who reach millions of students while others reach none.

Until now, the debate has been a fact-free zone. Both sides strongly assert their claims but have had little data to draw on. Not anymore. The University of Pennsylvania conducted a survey of more than 400,000 active students in courses offered by the university through Coursera—the biggest MOOC provider—and received nearly 35,000 responses. The results provide much needed information on who is participating and why.

At least in their early stages, these courses are not providing the revolution in access that proponents claim. Two-thirds of participants come from the developed world—the US and other members of the OECD, the club of leading industrialized countries. This is despite the fact that these 34 countries only account for 18 per cent of the world population. And 83 per cent of MOOC students already have a two or four-year diploma or degree, even in regions of the world where less than 10 per cent of the adult population has a degree. Meanwhile, 69 per cent of them are employed.

Furthermore, 56 per cent are male, rising to 68 per cent in the BRICS nations of Brazil, Russia, India, China and South Africa, and 62 per cent in other developing countries. Even more alarming, the gap between male and female participation is far greater for these courses than in traditional education. The 36 per cent gap between male and female uptake in BRICS countries is nearly three times as large as in traditional higher education there. The US is one exception, where males and females participate in equal numbers in both.

48- What is the primary purpose of the passage?

- | | |
|----------------------------------|------------------------------------|
| 1) Analyze an argument | 2) Critique an approach |
| 3) Reconcile opposing viewpoints | 4) Suggest a solution to a dilemma |

49- Which of the following about MOOC is NOT true, according to the passage?

- 1) There are people who argue that the plan has somehow failed to live up to the bold claims of its initiators.
- 2) There are some who claim that it can help ameliorate the lifestyle of the deprived section of society.
- 3) The facts recently accumulated seem to vitiate the position of the champions of the program.
- 4) The idea of it first emerged in an article published in a magazine with a large readership.

50- The word "none" in paragraph 3 refers to

- | | |
|-----------------------|---------------------|
| 1) students | 2) guidance |
| 3) online instruction | 4) super-professors |

- 51- According to the passage, Massive Open Online Courses were primarily intended to
- 1) initiate free, online university courses that could create equality of access to higher education
 - 2) enhance the quality of a deteriorating tertiary level education by capitalizing on technology
 - 3) address educational problems which orthodox teaching methods had already attempted to overcome, but to no avail
 - 4) extend the province of higher education to include those deprived people who are unable to extricate themselves from the shackles of traditional classes
- 52- It can be understood from the passage that the proponents of MOOC
- 1) are not informed by recent technological developments
 - 2) look on the program from totally divergent perspectives
 - 3) make comments that are not based on hard facts and figures
 - 4) attach scant importance to the ability of students to learn outside the classroom
- 53- The passage supplies information that would answer which of the following questions?
- 1) What is the primary motive of the people who have participated in MOOC?
 - 2) Why is it that the majority of MOOC participants come from the so-called developed countries?
 - 3) Why did some of the people which the University of Pennsylvania survey not return their questionnaires?
 - 4) What is special about the proportion of the male US participants of MOOC to their female counterparts?

Passage 3:

Twenty thousand years ago, the average human brain was 10 per cent larger than it is today. Some people, such as David Geary, an eminent psychologist, claim that the dip in cranial capacity marks our dwindling intelligence. Others, like John Hawks, an anthropologist, attribute it to improved brain efficiency.

But for Bruce Hood, the author of *The Domesticated Brain* and a psychologist at the University of Bristol, UK, the shrinkage is best explained by changes in society. "We have been self-domesticating through the invention of culture and practices that ensure that we can live together," he writes. Our brains, he believes, are getting downsized by domesticity.

Domestication tends to have that effect. According to Hood, every species that has been domesticated by humans has lost brain capacity as a result. Bred for passivity, their testosterone decreases, reducing the size of all organs. Dogs are a good example and the effect on their behavior is telling: where wolves will try to solve a problem through cunning, dogs are adept at soliciting help from their masters.

Drawing on his research in developmental psychology, Hood often enlists parallels between dogs and children to support the notion of human domestication. Like dogs, kids are highly skilled at enlisting assistance. Even infants have the knack, getting parents to fetch an out-of-reach object with a glance. Also like dogs, they are great readers of social cues: only dogs and humans know to follow a pointed finger to an object.

Of course, human culture is more sophisticated than the domestication of dogs, and Hood is highly attentive to differences between humans and other creatures. Imitation is one interesting area of distinction. Chimps and pre-school children both mimic the actions of others in order to learn a new skill. But a chimp will imitate only the motions necessary to achieve the goal, whereas a child also mimics steps clearly unrelated to the task. "Why would children over-imitate a pointless action?" asks Hood. Because they are more interested in fitting in than in learning how best to solve the task, he says.

Hood argues that our social adeptness is both a cause and an effect of our self domestication, and suggests that our social behavior is key to our species' success. Knowledge can be broadly distributed, disparate areas of expertise collaboratively coordinated, and technology can develop over many generations.

Hood also acknowledges that our socially domesticated brains are responsible for prejudice, and can condone horrific acts, such as genocide. The importance we place on allegiances, for example, is all too easily manipulated by unscrupulous people, and deplorable actions are too readily committed through what Hood calls "diffusion of accountability".

Understanding the good or bad consequences of domestication is invaluable to us because the self-reflexiveness that made us who we are can also, potentially, improve us in the future. For that important reason, Hood is to be commended for writing *The Domesticated Brain* at a level that anyone can understand.

That said, in his effort to encompass all of psychology in just 300 pages—evidently the remit of a Pelican Introduction title—he often loses touch with his theme. The result is informative but, sadly, largely formless.

- 54- The passage refers to dogs' seeking help from their masters primarily to
- 1) argue that smart animals are more prone to brain downsizing than less smart ones
 - 2) bolster the Domesticity Hypothesis propounded by Bruce Hood
 - 3) manifest the effect of brain shrinkage on observable behavior
 - 4) state that brain downsizing is not confined to humans
- 55- The author mentions chimps and pre-school children in paragraph 5
- 1) to supply further evidence to buttress an already stated reason to account for human brain shrinkage
 - 2) to argue that dogs are not the only species that bear resemblances with humans
 - 3) to stress the fact that imitation in humans is acquired rather than innate
 - 4) to indicate that Hood's hypothesis should not be overgeneralized
- 56- Hood posits that human tendency to fit in with human society
- 1) can help avert atrocities by nurturing a more cultured behavior in human beings
 - 2) manifests its increasing prevalence as horrific acts, such as genocide, continue to expand
 - 3) is a human trait that can be manipulated by some ruthless people to the detriment of mankind
 - 4) may usher in a concatenation of disastrous events in our social life, whose prevention lies in highlighting the importance of allegiances

- 57- Which of the following best portrays the author's attitude towards Hood's argument?
 1) Critical 2) Disinterested 3) Cautious 4) Alarming
- 58- The word "remit" in the last paragraph is closest in meaning to
 1) advantage 2) failure 3) payment 4) function
- 59- According to the passage, the writer of *The Domesticated Brain* is to be specially acclaimed because the book
 1) is published by a sponsor whose books are made accessible to a great number of people
 2) gives us solutions to all the problems that has long plagued mankind
 3) does not require any expertise knowledge to be understood
 4) treats its subjects without bias
- 60- All of the following are used to develop the subject of the passage EXCEPT
 1) chronological time order 2) exemplification
 3) comparison and contrast 4) cause and effect

زبان تخصصی (ویژه گرایش آموزش زبان انگلیسی):

LINGUISTICS

- 61- A single grapheme which represents a word or a morpheme is known as a This stands in contrast to other writing systems, such as, where each symbol primarily represents a sound or a combination of sounds.
 1) logogram, alphabet 2) ideogram, alphabets
 3) pictogram, alphabets 4) pictogram, logogram
- 62- What is the constituent that has been identified with the help of the proform test in the following sentence?
Mary will open the door with her own key, and John will do so, too.
 1) open the door 2) open the door with her own key
 3) will open the door 4) will open the door with her own key
- 63- What does the following text show?
Jack saw an explosion in Madrid. The reporter did so, too.
 1) 'in Madrid' is an adjunct.
 2) 'saw an explosion in Madrid' is a CP.
 3) 'saw an explosion in Madrid' can be moved.
 4) 'saw an explosion in Madrid' is a constituent.
- 64- The following sentence is ungrammatical because
**The police arrested immediately the burglar.*
 1) the complement precedes the adjunct
 2) the adjunct precedes the complement
 3) there is no complement
 4) there is no adjunct
- 65- Which of the following is NOT one of the felicity conditions on "promise" in a sentence like "A promises B to do X"?
 1) A is able to do X. 2) A is willing to do X.
 3) X has already been done. 4) A believes B wants X done.

- 66- In which of the following sentences is the underlined section a constituent?
- 1) John read a book about philosophy.
 - 2) Young children go to bed very early.
 - 3) Susan handed Leah the blue stapler with a smile.
 - 4) The captains settled in the bay for hours and hours.
- 67- Which of the following statements is WRONG?
- 1) The place of articulation of a consonant is the point of contact where an obstruction occurs in the vocal tract.
 - 2) The place where the airstream is obstructed is significant for the exact production of sounds.
 - 3) Coronal consonants are dental and interdental, alveolar, post-alveolar and palato-alveolar sounds.
 - 4) English alveolar sounds include [t], [d], [n], [s], [z] and [w].
- 68- The words in column A have been created from the corresponding words in column B. Which of them is a case of backformation?
- | <u>Column A</u> | <u>Column B</u> |
|-----------------|-----------------|
| 1) Scavenge | Scavenger |
| 2) Sci-fi | Science fiction |
| 3) Decision | Decide |
| 4) Van | Caravan |
- 69- What is the thematic role of each of the underlined expressions in the following sentence?
- The tutor had the participant drop the ball.*
- 1) Agent, goal, theme
 - 2) Agent, theme, theme
 - 3) Agent, benefactory, theme
 - 4) Theme, agent, location
- 70- Which of the following is a voiced labial plosive?
- 1) /p/
 - 2) /t/
 - 3) /d/
 - 4) /b/
- 71- Which sound do the following features refer to?
- Voiced, labial-velar, median-approximant**
- 1) /b/
 - 2) /g/
 - 3) /w/
 - 4) /h/
- 72- Which of the given examples is NOT a type of word-formation?
- 1) Blend
 - 2) Backformation
 - 3) Conversion
 - 4) Inflection
- 73- Which of the following is NOT a perlocutionary act?
- 1) Inviting
 - 2) Convincing
 - 3) Scaring
 - 4) Persuading
- 74- What is the relationship between the following two sentences?
- "Bill is a better linguist than Mary".*
- "Mary is a linguist".*
- 1) The second sentence presupposes the first one.
 - 2) The first sentence presupposes the second one.
 - 3) The first sentence entails the second one.
 - 4) The second sentence entails the first one.
- 75- A boy has difficulty sensing touch on the left side of his body after having a tumor removed from his cerebral cortex. Where in his brain did he most likely suffer damage?
- 1) The right parietal lobe
 - 2) The left region of the temporal lobe
 - 3) The anterior region of the temporal lobe
 - 4) The posterior region of the temporal lobe

- 76- Which of the following is NOT one of the main symptoms of Wernicke's aphasia?
 1) Difficulty in getting the meanings conveyed by grammatical relationships
 2) Lesions that affect the posterior region of the temporal lobe
 3) Impairment in the comprehension of written language
 4) Difficulty producing words
- 77- What is the relationship between *finger* and *hand*?
 1) Reverse
 2) Meronymy
 3) Converse
 4) Gradable antonymy
- 78- What is the relationship between *offense* and *defense*?
 1) Hypernyms
 2) Converse
 3) Homonyms
 4) Antonyms
- 79- In Italian *flore* became *fiore*. This is an example of
 1) elision
 2) assimilation
 3) dissimilation
 4) liaison
- 80- Consider how the sounds of bold letters are produced in the following words. Which features distinguish them from each other?
 drum drug
 1) Place and manner
 2) Manner and voice
 3) Voice and place
 4) Manner and voice and place

TEACHING

- 81- Which of the following statements represents a principle of the Silent Way?
 1) The teacher should teach the language and not about the language.
 2) The teacher works with the student, and the student works on the language.
 3) The teacher should stress acquisition activities rather than learning activities.
 4) Human beings perceive much more in their environment than they consciously notice.
- 82- Which of the following is NOT represented by SARD, as used in the Community Language Learning?
 1) Security
 2) Discrimination
 3) Reflection
 4) Acculturation
- 83- The proponents of interlanguage do NOT believe in
 1) learners as producers of malinformed language
 2) legitimacy of learners' second language systems
 3) separateness of a second language learner's system
 4) a structurally intermediate status of the learner's language
- 84- Which of the following is NOT a feature of the synthetic approach to language teaching?
 1) Language elements are taught piece by piece.
 2) The content of the course is product-oriented.
 3) Learners are exposed to unsimplified language.
 4) Language rules are learned in an additive fashion.
- 85- A field independent style enables us to
 1) perceive the whole picture
 2) have field sensitivity
 3) be more empathic
 4) analyze separate variables
- 86- Discourse competence is mainly concerned with all of the following EXCEPT
 1) stretch of sentences
 2) sentence-level grammar
 3) intersentential relationships
 4) cohesive devices

- 87- In the task type called “information transfer,”
 1) a given text is translated from L2 to L1
 2) information is transferred from the teacher to students
 3) some information in one mode is applied to another mode
 4) two-way communication happens due to information gap
- 88- “Because of its global nature, it is a more permanent predisposition to be anxious.” This refers to
 1) communication apprehension 2) state anxiety
 3) trait anxiety 4) test anxiety
- 89- According to the affective filter hypothesis, the three kinds of affective variables related to second language acquisition are
 1) motivation, self-confidence, and anxiety
 2) self-confidence, security, and perseverance
 3) motivation, self-confidence, and security
 4) self-confidence, anxiety, and perseverance
- 90- Which of the following is true about approaches compared to methods?
 1) They offer a clear application of their principles in the classroom.
 2) They solve many of the problems novice teachers are faced with.
 3) They encompass a clear right or wrong way of teaching.
 4) They have a longer shelf life.
- 91- What are left-brained-dominant second language learners good at?
 1) Dealing with abstraction, classification, and reorganization
 2) Inductive classroom environment
 3) Artistic expressions
 4) Whole images
- 92- Code-switching is a typical example of a
 1) socioaffective strategy 2) metacognitive strategy
 3) compensatory strategy 4) cognitive strategy
- 93- Cognitive strategies
 1) indicate an executive function
 2) encompass deduction and inferencing
 3) have to do with social-mediating activity
 4) involve more indirect manipulation of the input
- 94- As a type of compensatory strategy, stalling strategies refer to
 1) asking for aid from interlocutors 2) the description of the target action
 3) translating a lexical item literally 4) the use of fillers
- 95- The Notional-Functional syllabus
 1) was a reaction to CLT
 2) considers space, time, and quantity as notions
 3) is mainly designed to present key notions in daily life
 4) can be organized around notions such as accepting and apologizing
- 96- The “why” questions that students typically ask to learn about the world around them reflect the function of language.
 1) regulatory 2) instrumental 3) heuristic 4) representational
- 97- Canale and Swain’s model of communicative competence includes
 1) grammatical, discourse, sociolinguistic, and strategic competences
 2) grammatical, sociolinguistic, discourse, and textual competences
 3) grammatical, discourse, pragmatic, and textual competences
 4) grammatical, pragmatic, textual, and strategic competences

- 98- **The Whole Language Approach**
- 1) advocates the use of commercial materials
 - 2) considers teachers as the subject matter teachers
 - 3) encourages teachers to transmit knowledge to students
 - 4) is based on the humanistic and constructivist learning theory
- 99- **Intrapersonal intelligence is most closely related to all of the following EXCEPT**
- 1) goal setting
 - 2) journal keeping
 - 3) field trips
 - 4) reflective learning
- 100- **In language classes, rhetorical questions are those that**
- 1) the teacher intends to answer
 - 2) require knowledge of spoken style
 - 3) attempt to elicit information already known
 - 4) request information not shared by the hearer

TESTING

- 101- **Consider a range of 20 points (1 to 20) and the mean 18. Such a test**
- 1) is positively skewed
 - 2) is negatively skewed
 - 3) reveals practice effect
 - 4) should be counterbalanced
- 102- **The unitary trait hypothesis was favored by language testing specialists who were proponents of**
- 1) integrative tests
 - 2) discrete-point tests
 - 3) task-based assessment
 - 4) the essay-translation approach
- 103- **Which of the following is NOT true about alternative assessment?**
- 1) It is a process-oriented continuous form of assessment.
 - 2) It is based on an untimed, free-response format.
 - 3) It is one-shot and presents decontextualized test items.
 - 4) It provides individualized feedback and washback.
- 104- **The formula $10z+50$ is used to**
- 1) change a raw score into a standardized score
 - 2) measure the dispersion of a set of scores
 - 3) calculate percentiles
 - 4) calculate T scores
- 105- **Imagine that only half of the students in the high-ability group in a class of 20 respond to one of the items correctly, and everyone in the low-ability group fails to respond to it. What would the discrimination index for this item be?**
- 1) 1
 - 2) 0.5
 - 3) 0
 - 4) -0.5
- 106- **What would be the standard error of measurement for a test with a reliability index of 0.75 and a standard deviation of 10?**
- 1) 75
 - 2) 50
 - 3) 25
 - 4) 5
- 107- **"Tom's score was 17 points higher than Jane's in a test with the highest score of 100." In this case, the scale of measurement is**
- 1) ordinal
 - 2) nominal
 - 3) interval
 - 4) ratio
- 108- **It is NOT true that a norm-referenced test**
- 1) is based on what students exactly expect of test questions
 - 2) relies on the normal distribution of scores around a mean
 - 3) measures general language abilities
 - 4) includes a variety of test content

- 119- A test is more reliable in all of the following ways EXCEPT
- 1) administering the test to heterogeneous students
 - 2) assessing different language materials
 - 3) having scores dispersed
 - 4) making the test longer
- 120- Which of the following is NOT needed to estimate the reliability of a test through KR-21 formula?
- | | |
|--------------------------|-------------------------|
| 1) Number of test-takers | 2) Number of test items |
| 3) Variance | 4) Mean score |

زبان تخصصی (ویژه گرایش ادبیات انگلیسی):

LITERARY TERMS AND CRITICISM

- 121- 'Fabian society', a society founded in 1884 by a group of English intellectuals,
- 1) had among its leading theorists and practitioners the critic Walter Pater and the poet Ernest Dowson
 - 2) originated in the poetry of such mid-19th c. Symbolist French poets as Charles Baudelaire and Stéphane Mallarmé
 - 3) rejected the idea of a socialist revolution but supported the gradual transformation of English government
 - 4) advocated a modified form of the early 19th century policy of laissez-faire
- 122- The contemporary school of American poets 'language poets'
- 1) emphasizes a number of defamiliarization techniques, including the condensation and distortion of words, phrases, and sentences
 - 2) aims to produce 'absolute forgetfulness' of language that conforms with the existing codes pervading contemporary culture
 - 3) is best represented in the poetry of William Carlos Williams and particularly Wallace Stevens
 - 4) values poetry's artistic purpose at the expense of its social and political functions
- 123- Which of the following about the stock character in classical drama 'the eiron' is NOT true?
- 1) The eiron is a basic figure in comedy, often portrayed as the good friend of the hero.
 - 2) His pose as a self-deprecating, humble figure enables him to outwit his opponents, particularly the alazon or boaster in the play.
 - 3) The real life prototype of the eiron was the philosopher Socrates, who always professed his own ignorance while exposing the faulty thinking of others.
 - 4) As friends with and confidant to a number of important characters in the play, he often has them reveal their inner feelings to the audience.

- 124- All the following about the term 'vaudeville' are true EXCEPT that
- 1) it was the American equivalent of the British music hall
 - 2) it enjoyed great popularity as a form of entertainment in the late 19th and early 20th c
 - 3) it saw the height of its popularity near the end of the 18th c. with the plays starring Edward Garrick
 - 4) it might include as performance jugglers, acrobats, magicians, dramatic soliloquies, and slapstick comedy
- 125- A(n) is a pictorial and poetic device containing a motto, an engraving that symbolically depicts the motto, and a short verse that comments on the motto and the engraving.
- 1) 'emblem'
 - 2) 'débat'
 - 3) 'trouvères'
 - 4) 'recension'
- 126- The term 'well-made play' refers to a play
- 1) in which the audience sits in front of a stage 'framed like a picture' that is revealed by the opening of the curtain
 - 2) that is skillfully constructed to please the audience, but lacks the substance and complexity of serious drama
 - 3) that exemplifies a dramatic conflict which is finally shown to be part of a larger—and often unresolvable— social or moral paradox
 - 4) which generally represents the world as a vast theatre in which human history can be played out
- 127- The poem termed 'complaint' was
- 1) a long lament on the cruelty of fate on the fortune of the aspiring poet
 - 2) an 18th c. type of 'socio-political' poem written by a poet to the sovereign
 - 3) appended to various petitions demanding justice in a particular case
 - 4) a kind of monologue which became highly conventional in love poetry
- 128- 'City comedy' or 'citizen comedy' is a kind of comic drama produced in the London theatres of the, characterized by its contemporary urban subject-matter and its,, portrayal of life and manners
- 1) early 17th c. / usually approving / middle-class
 - 2) early 17th c. / often satirical / middle-class
 - 3) Victorian age / usually approving / lower-class
 - 4) Victorian age / often satirical / middle class
- 129- A doggerel is clumsy verse, usually rhymed, rhythmically,
- 1) monotonously / awkward / and shallow in sentiment
 - 2) monotonously / consistent / and deep in sentiment
 - 3) variously / consistent / but shallow in sentiment
 - 4) variously / awkward / but deep in sentiment

- 130- Which of the following about the Roman critic Horace (65-8 B.C.E.) / his *Ars Poetica* is NOT true?**
- 1) He developed the concept of decorum in his *Ars Poetica*, according to which the poet had to fit the part to the whole, the subject to the appropriate genre, and meter and language to both character and circumstance.
 - 2) His *Ars Poetica* is less a formal verse epistle than a long conversational poem about poetry.
 - 3) He managed to break away with the Aristotlean tradition of criticism and theory (as represented in *Poetics* and *Rhetoric*) in *Ars Poetica* and thus create new ground for an indigenous 'Roman' kind of criticism.
 - 4) He is celebrated for his criticism as well as his poetry: he produced numerous lyric poems, odes, satires, and verse epistles (letters).
- 131- To the French critic Hippolyte Taine (1828-1893)**
- 1) the text is 'a living being', never an 'object' to be 'dissected' for the discovery of its meaning
 - 2) a text is similar to a fossil shell that naturally contains the likeness of its inhabiter, the author
 - 3) a complete analysis of the text is possible without considering its author or his or her inner psyche
 - 4) accurate understanding of a literary text depends on an investigation into the life and works of its author's peers
- 132- All the following statements about the cotemporary French literary theorist Julia Kristeva (b. 1941) / her work is true EXCEPT that she**
- 1) develops the concept of the 'ideologeme' based on Bahktin and Medvedev's *The Formal Method in Literary Scholarship*
 - 2) provides a complex account, based in psychoanalytic theory, of the relationship between the 'normal' and the 'poetic' (in her *The Revolution in Poetic Langage*)
 - 3) offers at once a radical critique of psychoanalysis – drawing on, but going beyond, Lacan – and a close textual method for the reading of texts which she terms 'schizoanalysis'
 - 4) draws on the work of Mikhail Bakhtin and the Russian Formalists to propose the idea of 'intertextuality', later associated with developments in poststructuralism
- 133- The French literary theorist Roland Barthes (1915-1980) posits the idea that**
- 1) 'the text of bliss' 'unsettles the reader's historical, cultural, psychological assumptions . . . brings a crisis to his relation with language'
 - 2) a realistic novel offers an 'open' text with unlimited meaning—like any other text that encourages the reader to *produce* meanings
 - 3) when we read as critics, we always step outside discourse and adopt a position invulnerable to a subsequent interrogative reading
 - 4) readers are free to open and close the text's signifying process only through veneration of the signified

- 134- Homi Bhabha's (b. 1949) mode of postcolonial criticism**
- 1) is characterized by his demotion of the idea of 'colonial ambivalence' and by his negation of aesthetic terms and categories for literary analysis
 - 2) rejects the idea of *différance* within an analysis of colonialism in favour of the performative dimension of cultural articulation
 - 3) focuses on the 'experience of social integration' as it emerges in canonical cultural forms or is produced and legitimized within non-canonical cultural forms
 - 4) deploys a specifically poststructuralist repertoire (Foucault, Derrida, Lacanian and Kleinian psychoanalysis) for his explorations of colonial discourse
- 135- The Hungarian theorist Georg Lukács (1885-1971) posits that**
- 1) a randomly presented sequence of images should always be interpreted as an *objective* and impartial reflection of reality regardless of its author or social milieu
 - 2) reality is 'mere flux', a mechanical collision of fragments, which nevertheless possesses an 'order', which the novelist renders in an 'intensive' form
 - 3) the truly realistic work possesses an 'intensive totality' through the 'artistic necessity' of its images which corresponds to the 'extensive totality' of the world itself
 - 4) the writer imposes an abstract order upon the world and presents the reader with an image of the richness and complexity of life from which a sense of the order emerges
- 136- According to the French theorist Jean Baudrillard (1929-2007)**
- 1) signs no longer correspond to, or mask, their 'real-life' referent but replace it in a world of autonomous 'floating signifiers'
 - 2) the 'explosion of signifiers' in our time leads 'into a non-space of reality', reality being defined in terms of the often electronic media (as opposed to more traditional forms of communication) in which it moves
 - 3) everything is 'reverentially' on display, moving translucently through a depth where there are numerous controls to stabilize reference or any prospect of transformation
 - 4) such image-creating communication technologies as the television have tended to obliterate the self-generating potential of images across the postmodern surface
- 137- Hans Robert Jauss (1921-1997), the German exponent of 'reception' theory (*Rezeptionästhetik*),**
- 1) believed that a literary work is an object which stands by itself and which offers essentially the same face to each reader in each period
 - 2) tried to achieve a compromise between Russian Formalism which ignores history, and social theories which ignore the text
 - 3) argued in his work that a writer can never affront the prevailing expectations of his or her day
 - 4) applied Heidegger's situational approach to literary theory in his *Truth and Method* (1975)

- 138- Which of the following statements about the English critic Raymond Williams / his thought and work (1921-1988) is TRUE?
- 1) He related the 'whole process of individuation' to structures of power and influence as well as to the poststructuralist notion of binary oppositions.
 - 2) He began his critical writing with a reaffirmation of the main English tradition of critical cultural thought which regarded 'culture' as 'a whole way of life'.
 - 3) He rejected the characterization of his theoretical work as 'Marxist' and developed his own critique of Marx in his (*Marxism and Literature*, 1977).
 - 4) His general project – the study of all forms of signification in their actual conditions of production – was always emphatically historical and materialist.
- 139- In his *Postmodernism, or the Cultural Logic of Late Capitalism* (1991), the American Marxist theorist Fredric Jameson
- 1) reads the odd materialist mysticism of Walter Benjamin 'against the grain' to produce a revolutionary and innovative Marxist criticism of capitalism
 - 2) looks in particular to the strategy he terms 'cognitive mapping' (as applied to the Bonaventure Hotel in Los Angeles) for the necessary understanding, critique and transcendence of the world capitalist system
 - 3) reviews the culture of 'the aesthetic' in post-Enlightenment Europe dialectically—seen as a binding agent in the formation of 'normal' capitalist subjectivity
 - 4) maintains that, as a totalizing system, postmodernism is merely a style, with no particular relevance to the 'cultural dominant' of our time, which is 'high capitalism'
- 140- The French poststructuralist critic Michel Foucault (1926-1984)
- 1) regards discourse as a central human activity, but not as a universal 'general text', a vast sea of signification
 - 2) is interested in the historical dimension of discursive *constants* – what it is possible to say will stay effectively the same from one era to another
 - 3) argues that the set of structural rules which informs the various fields of knowledge is within individual consciousness
 - 4) posits that individuals working within particular discursive practices think or speak without necessarily obeying the unspoken 'archive' of rules and constraints

HISTORY OF ENGLISH LITERATURE

- 141- Pre-Renaissance 'author: work' do NOT match in
- 1) Geoffrey of Monmouth: *The History of the Kings of Britain*
 - 2) John Gower: *The Tale of Philomena and Tereus*
 - 3) William Langland: *The Lover's Confession*
 - 4) Thomas of England: *Le Roman de Tristan*
- 142- Julian Norwich's (1342-1416) *A Book of Showings* was
- 1) built around the Virgin Mary's joys, sorrows, and the mystery of her virgin motherhood
 - 2) composed of devotional hymns taken from the Latin Bible and the liturgy of the church
 - 3) a long dramatic lyric dealing with the Christ's Crucifixion
 - 4) a collection of sixteen mystical visions received by the author

143- Which of the following descriptions is related to the Renaissance figure John Skelton (1460-1529)?

- 1) In his satires, he rejects the ornate rhetorical devices and aureate language that characterized his period's most ambitious poetry; he writes in short, rhymed lines, having from two to five beats, and the lines can keep on rhyming helter-skelter until the resources of the language give out.
- 2) His book (entitled in full) *Acts and Monuments of these latter and perilous days, touching matters of the church, wherein are comprehended and described the great persecution and horrible troubles that have been wrought and practiced by the Romish prelates from the year of Our Lord a thousand to the time now present* was in Latin in its first version and dealt with the persecutions suffered by the early reformers.
- 3) Many of his works, including his satires and his psalm translations, express an intense longing for "steadfastness" and an escape from the corruption, anxiety, and duplicity of the court. The praise, in his verse epistle to John Pains, of a quiet retired life in the country and the harsh condemnation of courtly hypocrisy derive from his own experience.'
- 4) His main concern in his major works is law in general and the several kinds of law; the nature, authority, and adequacy of Scripture; the rites, ceremonies, worship, and government of the English church; and various embodiments of authority, legitimate and illegitimate—elders, bishops, kings, and popes.

144- One of the great and influential books of the Renaissance, *Il Cortegiano (The Courtier)* (1530-1566), translated by the humanist and diplomat Sir Thomas Hoby and published in 1561, describes in the years 1504-08 the qualities of the ideal courtier.

- 1) through long passages of exquisite expository precision from the mouth of an imaginary man-of-the-world Duke Costello (written)
- 2) by means of dialogues between actual men and women living at the court of the duke of Urbino
- 3) through a blend of flowery prose and long verse epistles exposing the inner thoughts of some early Renaissance courtiers
- 4) in a lengthy correspondence between two 'courtiers-about-town', Count Zepirelli and Count Escada

145- Which of the following statements is NOT related to a description of the late sixteenth century figure Michael Drayton (1563-1631)?

- 1) His self-styled masterpiece is *Poly-Olbion*, a thirty-thousand-line historical-geographical poem celebrating all the counties of England and Wales.
- 2) He wrote tragedies, court masques, a historical epic called *The Civil Wars Between the Two Houses of Lancaster and York*, a prose *History of England*, several fine verse epistles, one of the best Elizabethan sonnet sequences, *Delia*, and a verse dialogue on the purpose of writing poetry, *Musophilus*.
- 3) He made a significant contribution as well to the period's vogue for sonnets, publishing a sequence called *Idea's Mirror* (1594) that, following substantial revision, he republished as *Idea*.
- 4) He collaborated on plays, wrote scriptural paraphrases, pastorals, odes, poetic epistles, verse legends, and a historical epic called *The Barons' Wars*.

- 146- Ben Jonson's *Timber, or Discoveries*—'the most important English commentary on poetics between Sidney and Thomas Hobbes'—(posthumously published 1640-41) would draw upon all the following EXCEPT
- 1) recent Continental critics
 - 2) major classical theorists like Aristotle, Cicero, Seneca, Quintilian, and Horace
 - 3) Sir Philip Sidney's *Defense of Poesy*
 - 4) medieval scholastic scholars William Oakham and Duns Scotus
- 147- Compared to his contemporary Michel de Montaigne's essays, Sir Francis Bacon (1561-1626) in his essays
- 1) seldom uses 'I,' but instead presents himself as a mouthpiece for society's accumulated practical wisdom
 - 2) employs few, if any aphorisms, and exhibits a tone of pure subjectivity in his lucid and yet unadorned sentences
 - 3) proposes to learn about humankind by an intensive analysis of his own body and mind and of his sensations, emotions, attitudes, and ideas
 - 4) is tentative in structure; witty, expansive, and reflective in style; intimate, candid, and affable in tone; and he speaks constantly in the first person
- 148- The correct order of the appearance of 18th c. texts is
- 1) Lawrence Sterne's *Tristram Shandy*→Henry Fielding's *Tom Jones*→Francis Burney's *Eveliva*
 - 2) Henry Fielding's *Tom Jones*→ Francis Burney's *Eveliva*→Lawrence Sterne's *Tristram Shandy*
 - 3) Henry Fielding's *Tom Jones*→Lawrence Sterne's *Tristram Shandy*→Francis Burney's *Eveliva*
 - 4) Lawrence Sterne's *Tristram Shandy*→Francis Burney's *Eveliva*→Henry Fielding's *Tom Jones*
- 149- Events in the 18th c. happened in the correct order in
- 1) James Cook voyages to Australia and New Zealand→Death of Queen Ann→Robert Walpole comes to power
 - 2) Death of Queen Ann→Robert Walpole comes to power→James Cook voyages to Australia and New Zealand
 - 3) Death of Queen Ann→James Cook voyages to Australia and New Zealand→Robert Walpole comes to power
 - 4) James Cook voyages to Australia and New Zealand→Robert Walpole comes to power→Death of Queen Ann
- 150- All the following about John Dryden's *All for Love* (1677) is true EXCEPT that it is
- 1) observant of the unities of time, place and action
 - 2) his only tragedy
 - 3) based on Shakespeare's *Anthony and Cleopatra*
 - 4) written in heroic couplets

- 151- Which of the following statements about the 1730s Alexander Pope is TRUE?**
- 1) There appeared, or reappeared, a youthful vein in his poetry, a tender concern with natural beauty and love which he tried to express with the publication of *The Pastorals*.
 - 2) The reigns of George I and George II appeared to him, as to Swift and other like-minded figures, a period of rapid moral, political, and cultural development on a national scale.
 - 3) He became a champion of the newly-emerging and vibrant mercantile class he would later appreciatively call the *nouveaux riche* in his work.
 - 4) He moved on to philosophical, ethical, and political subjects in such works as the *Imitations of Horace* and the *Epistles to Several Persons*.
- 152- Samuel Johnson's periodical the *Rambler* (1750-52) was**
- 1) far more relaxed and less serious in tone than his *Tatler* and *Spectator*
 - 2) co-written with Addison (with Steele appearing only in one issue)
 - 3) almost wholly written by Johnson himself
 - 4) published side by side with his *Tatler* and *Spectator*
- 153- William Blake (1757-1827) wrote *The French Revolution, America: A Prophecy, Europe: A Prophecy*, and the trenchant prophetic satire *The Marriage of Heaven and Hell***
- 1) in the early 1790s while he was an ardent supporter of the French Revolution
 - 2) near the end of his life (in short succession in 1821, 1823 and 1824 and 1826) disillusioned with the consequences of revolutions in France and America
 - 3) in the heat of the Napoleonic wars with France in the 1800s (when his works were, in fact, banished from publication)
 - 4) in the late 1790s in anticipation of the grim consequences of massive social upheavals in Europe and America
- 154- Which of the following essays is NOT by the Romantic essayist Charles Lamb (1775 -1834)?**
- 1) "Old China"
 - 2) "On Gusto"
 - 3) "On the Tragedies of Shakespeare, Considered with Reference to Their Fitness for Stage Representation"
 - 4) "Detached Thoughts on Books and Reading"
- 155- Lord Byron's conventional volume of poetry *Hours of Idleness* (1807) was so harshly treated by the that he was provoked to write in reply his first important poem *English Bards and Scotch Reviewers*, a vigorous satire in which he incorporated brilliant ridicule of important contemporaries, including**
- 1) *Edinburgh Review* / Scott, Wordsworth, and Coleridge
 - 2) *Edinburgh Review* / Robert Burns and Thomas Carlyle
 - 3) *Blackwood's Magazine* / Scott, Wordsworth, and Coleridge
 - 4) *Blackwood's Magazine* / Robert Burns and Thomas Carlyle
- 156- Victorian 'author: work' match in**
- 1) Elizabeth Gaskell: *Silly Novels by Lady Novelists*
 - 2) Thomas Henry Huxley: *Literature and Science*
 - 3) Henry Newman: *The Idea of a University*
 - 4) George Eliot: *Old Nurse's Story*

- 157- Which of the following two Victorian works draw upon the same subject matter for their creation, albeit in different fashions?
- 1) Edmund Gosse's *Father and Son* and Charles Dickens's *Hard Times*
 - 2) Charles Kingsley's *Alton Locke* and Walter Besant's *The Queen's Reign*
 - 3) William Morris's *The Defence of Guenevere* and Alfred Lord Tennyson's *Idylls of the King*
 - 4) Algernon Charles Swinburne's *Ave atque Vale* and George Meredith's *Modern love*
- 158- Which of the following about the South African writer Nadine Gordimer (1923-2014) is NOT true?
- 1) She has drawn criticism both for her apparent lack of attention to feminism in favour of race issues and for the wholeness and unfashionable completeness of her novels—their plottedness, meticulous scene paintings, fully realised characters.
 - 2) She wrote "Telephone Conversation," a mini verse drama of sorts in which two characters, a racist English landlady and an African trying to rent an apartment, are wittily pitted against one another.
 - 3) In her non-fiction, she self-consciously places her writing within a tradition of European realism, most notably that defined by the Hungarian philosopher and critic Georg Lukacs (1885-1971).
 - 4) Her *The House Gun* (1998) and *The Pickup* (2001) show an uncompromising focus on the inhabitants of a racially fractured culture.
- 159- 'Modernist manifestos' in the early 20th c. take on the different forms mentioned below EXCEPT that some are
- 1) individual statements, such as Hulme's lecture 'Romanticism and Classicism'
 - 2) meant to be declarations on behalf of an emergent group or movement, such as "A Few Don'ts by an Imagiste"
 - 3) a non-public declaration, unpublished in the author's lifetime, as in the case of Mina Loy's 'Feminist Manifesto'
 - 4) intended to delineate the duties of the avant-garde artist in the 'current deplorable state of cultural crisis', as in W. B. Yeats' *Responsibilities*
- 160- The seminal 20th century texts below appeared in the correct order in
- 1) Philip Larkin, *The Whitsun Weddings*→Chinua Achebe, *Things Fall Apart*→Premiere of Samuel Beckett's *Waiting for Godot*
 - 2) Premiere of Samuel Beckett's *Waiting for Godot*→Chinua Achebe, *Things Fall Apart*→Philip Larkin, *The Whitsun Weddings*
 - 3) Philip Larkin, *The Whitsun Weddings*→Premiere of Samuel Beckett's *Waiting for Godot*→Chinua Achebe, *Things Fall Apart*
 - 4) Premiere of Samuel Beckett's *Waiting for Godot*→Philip Larkin, *The Whitsun Weddings*→Chinua Achebe, *Things Fall Apart*

LITERARY GENRES

161- A well-known poem by John Donne's (1572-1631) opens with the lines

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- 1) 'When by thy scorn, O murderess, I am dead, / And that thou thinkst thee free / From all solicitation from me, / Then shall my ghost come to thy bed, / And thee, feigned vestal, in worse arms shall see.'
- 2) 'Adieu, farewell, earth's bliss, / This world uncertain is; / Fond are life's lustful joys, / Death proves them all but toys, / None from his darts can fly; / I am sick, I must die. / Lord, have mercy on us!'
- 3) 'There is a garden in her face, / Where roses and white lilies grow; / A heav'nly paradise is that place, / Wherein all pleasant fruits do flow. / There cherries grow, which none may buy / Till 'Cherry ripe!' themselves do cry.'
- 4) 'Now winter nights enlarge / The number of their hours, / And clouds their storms discharge / Upon the airy towers. / Let now the chimneys blaze / And cups o'erflow with wine, / Let well-tuned words amaze / With harmony divine.'

162- Which of the following statements about John Milton's *Il Penseroso* (1645) is NOT true?

- 1) It had a considerable influence on the meditative graveyard poems of the 18th cent., and there are echoes in Pope's 'Eloisa to Abelard', and later Gothic works.
- 2) It is an invocation to the goddess Melancholy, bidding her bring Peace, Quiet, Leisure, and Contemplation.
- 3) It challenges the goddess Mirth to a verbal duel on its utter futility amid the 'deceitful delights' of 'towered cities' and the 'busy hum of men'.
- 4) It describes the pleasures of the studious, meditative life, of tragedy, epic poetry, and music.

163- The lines 'Ye distant spires, ye antique towers, / That crown the watery glade, / Where grateful Science still adores / Her Henry's holy shade; / And ye, that from the stately brow / Of Windsor's heights the expanse below / Of grove, of lawn, of mead survey, / Whose turf, whose shade, whose flowers among / Wanders the hoary Thames along / His silver-winding way' open an 18th c. poem by

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- | | |
|---------------------|--------------------|
| 1) Oliver Goldsmith | 2) William Collins |
| 3) James Thomson | 4) Thomas Gray |

164- John Keats's *Endymion: A Poetic Romance* (1818)

- 1) is a poem of about 800 lines based on the classical myth of a mortal detested by the goddess of the moon
- 2) offers at its conclusion a way of resolving the opposition in the poem between the inevitably mortal pleasures of this world and the possibility of delights that would be eternal
- 3) deals partly with Endymion's vision of his love for a Chinese Queen offered to him by Bacchus, god of wine and revelry
- 4) tells of Endymion's long but pleasurable search for a mortal goddess, an earthly figure, whom he had seen in his childhood visions

- 165- Robert Browning's *Fra Lippo Lippi* (1855)**
- 1) charts the account of the hero's marriage to a beautiful widow, Lucrezia, 'an artful woman who made him do as she pleased in all things.'
 - 2) traces the feelings and emotions of a speaker whose students are bearing the body of their scholarly master (whose devotion to the Greek language made it possible for others to enjoy the more recognizably significant aspects of the revival of learning) to the mountaintop for burial
 - 3) seeks to explain why a Florentine master, one of the most skilful painters of the Renaissance, never altogether fulfilled the promise he had shown early in his career and why he had never arrived at the level of such artists as Raphael
 - 4) portrays the dawn of the Renaissance in Italy at a point when the medieval attitude toward life and art was about to be displaced by a fresh appreciation of earthly pleasures
- 166- 'First World War poet: poem' match in**
- 1) 'Edward Thomas: "Adlestrop" '
 - 2) 'Isaac Rosenberg: "The Owl" '
 - 3) 'Ivor Gurney: "The Cherry Trees" '
 - 4) 'Siegfried Sassoon: "As the Team's Head Brass" '
- 167- Which of the following does NOT open a poem by Philip Larkin (1922-1985)?**
- 1) 'Once I am sure there's nothing going on / I step inside, letting the door thud shut...'
 - 2) 'Those long uneven lines / Standing as patiently / As if they were stretched outside / The Oval or Villa Park...'
 - 3) 'I have heard that hysterical women say / They are sick of the palette and fiddle-bow / Of poets that are always gay...'
 - 4) 'Next year we are to bring the soldiers home / For lack of money, and it is all right / Places they guarded, or kept orderly...'
- 168- Ann Carson's (b. 1950) poem 'The Glass Essay'**
- 1) is a poetic parody of Agatha Christie's classic country-house murder-mystery play, *The Mousetrap*
 - 2) is a long semiautobiographical 'tale' into which she weaves commentary on the writings of Charlotte and Emily Bronte
 - 3) is about conversion to Roman Catholicism and its implications for a writer living and writing on the margins of the British Empire
 - 4) is a dramatic monologue in which she assumes the voices of mythological, historical and fictive characters, such a Medusa or Lazarus's imaginary wife
- 169- The set of characters** appear in William Shakespeare's *Twelfth Night, or What You Will* (written circa 1601).
- 1) 'Valentine, Silvia, Julia'
 - 2) 'Solinus, Egeon, Emilia'
 - 3) 'Duke Frederick, Rosalind, Celia'
 - 4) 'Sebastian, Orsino, Viola'

- 170- 'Character: character description' in William Congreve's Restoration comedy *The Way of the World* (premiered 1700) do NOT match in
- 1) 'Petulant: the booby squire from the country, who serves to throw into relief the high good breeding and fineness of nature of the hero and heroine'
 - 2) 'Fainall and Mrs. Marwood: the two villains as well as fully realized characters of the play whose stratagems and relations move the play'
 - 3) 'Witwoud: the would-be wit and character foil, with whom we contrast the true wit of Mirabell and Millamant'
 - 4) 'Lady Wishfort: though aging and ugly, she still longs for love, gallantry, and courtship and is led by her appetites into the trap that Mirabell lays for her'
- 171- Which of the following sets of plays are made exclusively of George Bernard Shaw's (1856-1950) 'Plays Pleasant' (1898)?
- 1) *Man and Superman, Candida, The Doctor's Dilemma*
 - 2) *Arms and the Man, The Man of Destiny, Candida*
 - 3) *Man and Superman, The Doctor's Dilemma, Major Barbara*
 - 4) *Arms and the Man, Major Barbara, The Man of Destiny*
- 172- 'Twentieth century playwright: play' do NOT correspond in
- 1) 'David Hare: *The Blue Room*'
 - 2) 'Tom Stoppard: *Dogg's Hamlet, Cahoot's Macbeth*'
 - 3) 'Sam Shepherd: *Fool for Love*'
 - 4) 'Edward Bond: *The Secret Rapture*'
- 173- 'Character / character description' in Mary Shelley's *Frankenstein* (1818) is correct in
- 1) 'Justine Morris / the monster creature's childhood playmate; the monster is in love with her and at one stage even attempts to marry her'
 - 2) 'Robert Walton / the novel begins with his death and the narrative is framed in such a way as to finally account for it'
 - 3) 'Victor Frankenstein / the monster creature's 'creator'; born into an affluent family, he hopes to leave a lasting impression upon his fellow humanity'
 - 4) 'William Frankenstein / Victor Frankenstein's friend, who stays with the monster creature in the novel out of a sense of compassion and is loved by him in return for it'
- 174- Thomas Hardy's *Far from the Madding Crowd* (1874) opens with
- 1) 'When Farmer Oak smiled, the corners of his mouth spread till they were within an unimportant distance of his ears, his eyes were reduced to chinks, and diverging wrinkles appeared round them...'
 - 2) 'To dwellers in a wood almost every species of tree has its voice as well as its feature. At the passing of the breeze the fir-trees sob and moan no less distinctly than they rock; the holly whistles as it battles with itself...'
 - 3) 'The schoolmaster was leaving the village, and everybody seemed sorry. The miller at Cresscombe lent him the small white tilted cart and horse to carry his goods to the city of his destination, about twenty miles off...'
 - 4) 'On an evening in the latter part of May a middle-aged man was walking homeward from Shaston to the village of Marlott, in the adjoining Vale of Blakemore, or Blackmoor....'

- 175- 'Novelist: novel' do NOT correspond in
- 1) Ian McEwan: *Amsterdam*
 - 2) Evelyn Waugh: *Men at Arms*
 - 3) Doris Lessing: *Leading the Cheers*
 - 4) Margaret Atwood: *The Handmaid's Tale*
- 176- Alice Munro's *Lives of Girls and Women* (1971) is a
- 1) bleakly funny novel, a dark example of both satire and feminism, tracing the revenge taken by one character on her husband
 - 2) novel of human observation and interpretive commentary uses for its point of departure a gathering of anthropologists
 - 3) comic novel featuring a first-person narrator, Fleur Talbot, who is herself a novelist
 - 4) special kind of bildungsroman known as a 'künstlerroman' or novel of the development of an artist's gifts
- 177- John Fowles' *The Magus* (1965) is
- 1) based on the experiences of the author in the Greek Aegean Islands and is deeply informed by classical mythology, Jungian psychology, and archetypal literary devices
 - 2) a bildungsroman featuring an ingenuous first-person narrator, Christopher Lloyd, who examines his life at three different periods
 - 3) the last of the novels that chronicle the experiences of the first-person narrator, Nicholas Jenkins during World War II and as such it sums up the war's toll on Britain
 - 4) set among the barge-dwellers along the Thames River at Battersea, and draws on the author's own residence in a barge community along the Thames in the 1960s
- 178- The novelist J. M. Coetzee's (b. 1940) most compelling indictment of colonialism
- 1) *Waiting for the Barbarians / A Larum for London, or the Siedge of Antwerp*, a rather obscure play by an anonymous Elizabethan playwright
 - 2) *Dusklands / A Larum for London, or the Siedge of Antwerp*, a rather obscure play by an anonymous Elizabethan playwright
 - 3) *Waiting for the Barbarians /* a well-known poem by the Greek poet Constantine Cavafy
 - 4) *Dusklands /* a well-known poem by the Greek poet Constantine Cavafy
- 179- V. S. Naipul (b. 1932) 'work: work description' match in
- 1) *In a Free State*: a travel narrative about the United States
 - 2) *The Mystic Masseur*: comedy of manners set in Trinidad
 - 3) *House for Mr. Biswas*: concerns the fortunes of Santosh, an Indian immigrant to the U.S.
 - 4) *Turn in the South*: tragicomedy following the declining fortune of a gentle hero from cradle to grave

- 180- Which of the following about the novelist Jean Rhys (1890-1979) is NOT true?
- 1) Her novel *Voyage in the Dark* is an account of a nineteen-year-old chorus girl in London who has come from Dominica.
 - 2) She wrote the stories of her first book, *The Left Bank: Sketches and Studies of Present-Day Bohemian Paris*, while living in Paris.
 - 3) Her fiction frequently depicts single, economically challenged women, rootless outsiders living in bohemian London or Paris.
 - 4) Her novel, *Postures*, set in Jamaica and Dominica in the 1830s and 1840s, is often taken as prelude to her masterpiece *Wide Sargasso Sea*.

زبان تخصصی (ویژه گرایش مترجمی زبان انگلیسی):

قسمت اول: اصول و مبانی نظری ترجمه

راهنمایی: پاسخ صحیح سوال های ۱۸۱ تا ۲۰۵ کدام است؟

- 181- The fact that translations normally show less linguistic variety than originals represents
- 1) Law of Standardization
 - 2) Law of Explicitation
 - 3) Law of Interference
 - 4) Law of Variation
- 182- Untranslatability emerges when
- 1) meaning conveys form
 - 2) cultural barriers increase
 - 3) form conveys meaning
 - 4) linguistic barriers increase
- 183- Toury warns against the reasoning involved in the analysis of shifts in translation because it
- 1) de-emphasizes errors in translation
 - 2) focuses on linguistic dimension
 - 3) ignores levels beyond sentence
 - 4) highlights translation loss
- 184- Nida's componential analysis relies on
- 1) semantic field
 - 2) binary opposites
 - 3) connotative meaning
 - 4) semotactic environment
- 185- In what phase of Nida's model does the translator decide on his/her translation strategy?
- 1) Adjustment
 - 2) Restructuring
 - 3) Analysis
 - 4) Transfer
- 186- Iteration in Koller's equivalence framework means
- 1) decision making in translation is subjective
 - 2) certain equivalents may be used repeatedly
 - 3) translational decisions are reviewed and changed
 - 4) equivalents of higher levels subsume those of lower levels
- 187- 'Textual salience' makes sense if it is
- 1) communicatively motivated
 - 2) logically motivated
 - 3) context independent
 - 4) text-based
- 188- Gutt's indirect translation gives primacy to
- 1) explicitation
 - 2) accuracy
 - 3) style
 - 4) fluency

- 189- Which of the following are among the standards of textuality?
 1) Coherence, clarity, dynamism
 2) Coherence, cohesion, reference
 3) Intertextuality, informativity, intentionality
 4) Intertextuality, intentionality, markedness
- 190- The stage where the translator captures the foreign text is described by Steiner as
 1) embodiment
 2) restitution
 3) incorporation
 4) penetration
- 191- Simplifying an English novel into an English story for young children is an instance of
 1) intralingual translation
 2) intersemiotic translation
 3) extralinguistic translation
 4) interlingual translation
- 192- Which of these developments took place in the 1990s?
 1) Manipulation school and polysystems theory
 2) Gender studies and postcolonial studies
 3) Cultural turn and Brazilian Cannibalism
 4) Polysystems theory and hermeneutics
- 193- The 'translation' branch of van Doorslaer map covers
 1) tenor, media, lingual mode
 2) media, mode, tenor
 3) field, mode, tenor
 4) media, mode, field
- 194- Which of the following describes the first phase of Chinese translation of Buddhist sutras?
 1) *Yiyi* was introduced.
 2) Transliteration was used freely.
 3) All texts were given literary polishing.
 4) Translation style was taken into account.
- 195- Which of the following represents Tytler's laws of translation in order of importance?
 1) Meaning, style, ease of composition.
 2) Ease of composition, meaning, manner.
 3) Meaning, manner, impact.
 4) Fidelity, meaning, impact.
- 196- Translation is possible if one adheres to
 1) linguistic relativism
 2) translation universals
 3) linguistic universalism
 4) translational determinism
- 197- Which one is NOT true about skopos theory?
 1) The *translatum* must be reversible.
 2) The *translatum* must be coherent in itself.
 3) The *translatum* must be coherent with the ST.
 4) The *translatum* must be determined by the skopos.
- 198- In Halliday's model of language, a change in modality results in a change in
 1) meta-function
 2) textual function
 3) ideational function
 4) interpersonal function
- 199- Newmark believes that translation is the best method of translation if equivalent effect is achieved.
 1) semantic
 2) literal
 3) pragmatic
 4) communicative

223- The difference between the sentences below in Persian and American English is due to

How many miles does it get to a gallon?

در هر ۱۰۰ کیلومتر چقدر بنزین می‌سوزاند؟

- 1) the fact that the new information in Persian is the distance the car can cover on a certain amount of gasoline, but in English this is not the case
- 2) the difference between the miles and gallon in English and their equivalents in Persian, which are kilometers and liters
- 3) the difference between the patterns of thought in the speakers of the languages
- 4) the fact that the new and given information in each language are different

224- The advocates of the moderate version of Contrastive Analysis Hypothesis claim that

- 1) the more similar items in the source and target language are easier to learn
- 2) the more different items are the more difficult and the less different ones are the less difficult to learn
- 3) the linguistic elements which are different in the source and target language are the most difficult ones to learn
- 4) linguistic elements which are similar in source and target language, but are minutely different, are the source of errors

225- Which one of the following choices is correct about the two sentences below?

Mary loves poetry. She was born in Shiraz.

- 1) The sentences are both coherent and cohesive, because they refer to the same person Mary.
- 2) The sentences are coherent, because we know that there is an association between being from Shiraz and loving poetry.
- 3) The sentences are cohesive, because we know that there is an association between being from Shiraz and loving poetry.
- 4) The sentences are coherent, because the pronoun she in the second sentence refers to the noun phrase Mary in the first one.

قسمت چهارم: واژه‌شناسی

راهنمایی: پاسخ صحیح سوال‌های ۲۲۶ تا ۲۳۵ کدام است؟

226- The English word "*synchronization*" consists of

- 1) four bound morphemes
- 2) three bound morphemes
- 3) one free morpheme and two bound morphemes
- 4) one free morpheme and three bound morphemes

227- The sentence "*The workman set the boxes down carefully*" consists of morphemes.

- 1) 12
- 2) 11
- 3) 10
- 4) 9

228- The sentence "*Since she hadn't written a report before, Janet asked her brother for help*" consists of functional morphemes.

- 1) 3
- 2) 4
- 3) 5
- 4) 6

- 229- "en" and "ed" in "the darkened doorway" are
- 1) an inflectional morpheme and a derivational morpheme respectively
 - 2) a derivational morpheme and an inflectional morpheme respectively
 - 3) both derivational morphemes
 - 4) both inflectional morphemes
- 230- The English word "yuppie" (young urban professional) is made through the processes of
- 1) acronym-hypocorism
 - 2) clipping-derivation
 - 3) blending-derivation
 - 4) initialism-hypocorism
- 231- The word formation process observed in the expression "do's and don'ts" is
- 1) clipping
 - 2) conversion
 - 3) compounding
 - 4) back formation
- 232- Which word is morphologically different from others?
- 1) flattery
 - 2) delivery
 - 3) army
 - 4) roomy
- 233- Which of the following words consists of three derivational morphemes?
- 1) condolences
 - 2) contaminated
 - 3) departure
 - 4) demographer
- 234- Which sentence includes a zero morph?
- 1) Our teachers put a lot of emphasis on the grammar.
 - 2) The children fought with each other yesterday.
 - 3) The furniture cost them a small fortune.
 - 4) She'll find a job that she likes some day.
- 235- The word "pram" (perambulator) is an example of
- 1) acronym
 - 2) blending
 - 3) clipping
 - 4) conversion

قسمت پنجم: مهارت جمله

راهنمایی: بهترین پاسخ به سوال‌های ۲۳۶ تا ۲۴۰ کدام است؟

۲۳۶- صالحان تنها از (طریق) آنچه خدا در مورد آنان بر زبان بندگان خود جاری می‌کند شناخته می‌شوند.

- 1) Those who ward off evil are known merely by (the way of) that which Allah circulates in the words of His bondsmen.
- 2) The prosperous are only recognized through that which God brings into existence within the tongues of His bondservants.
- 3) The God-fearing men are recognized only by what Allah creates on the tongues of His creatures.
- 4) The righteous are only known by that God causes to pass concerning them on the tongues of His servants.

که شکری ندانم که در خورد اوست

۲۳۷- نفس می‌نیارم زد از لشکر دوست

- 1) Breath I cannot take in to thank the Friend (God),
Since I do not know the thanks worthy of Him.
- 2) Breath I cannot draw to thank the Friend,
For I consider no thanks worthy of Him.
- 3) I cannot strike a breath for thanks to my Friend,
For, I know not a praise that is worthy of Him.
- 4) I cannot express a breath for thanking Friend,
As I am not aware of the thanks worthy of Him.

وگر نه چه آید ز بی مغز پوست؟

۲۳۸- عبادت به اخلاص نیت نکوست

- 1) Worship, with sincerity of intention, is good;
Otherwise, what comes from the husk, without kernel?
- 2) Devotion, sincere in intention, is to be preferred,
But what can be derived from a cover with no content?
- 3) Worshipping (God) is accepted with sincerity of intention;
Otherwise, what can derive from a shell without kernel?
- 4) Devotion is good when it is sincerely performed,
But what can come from the shell without kernel?

۲۳۹- بدان که در بسیاری از آنان تنگ‌نظری (خست) فاحش، بخل (یا حرص) زشت، احتکار برای (تحصیل) منافع و خودسری در (نرخ‌گذاری) فروختنی‌ها وجود دارد.

- 1) Be aware that in most of them there is detestable short-sightedness, ugly greed, hoarding of interests and stubbornness in sellings.
- 2) Know that in many of them is obvious illiberality, hateful miserliness, hoarding interests and opinionatedness in sales.
- 3) Know that in many of them is shameful miserliness, detestable avarice, hoarding of benefits and arbitrariness in sales.
- 4) Be aware that in most of them there is a shameful insularity, ugly avidity, forestalling interests and obstinacy in sellings.

۲۴۰- اما سپاهیان، به اذن خدا، دژهای رعیت، زینت زمامداران، عزت دین و وسیله امنیت هستند.

- 1) But the soldiers, by God's permission, are castles of the peasants, ornament of governors, power of religion and a way to tranquillity.
- 2) But the soldiers are, by Allah's will, the castles of the common people, the beauty of the rulers, the glory of the religion and the cause of peace.
- 3) Now the army is, by God's will, the fortress of the people, the decoration of governors, the strength of the religion and the means to safety.
- 4) Now soldiers, by the leave of God, are the fortresses of the subjects, the adornment of rulers, the might of religion and the means to security.