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نام:
نام خانوادگی:
محل امضا:

عصر جمعه
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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 ناپیوسته داخل - سال ۱۳۹۵

مجموعه زبان انگلیسی - کد ۱۱۲۱

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تعداد سؤال: ۲۴۰

عنوان مواد امتحانی، تعداد و شماره سؤال‌ها

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

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

اردیبهشت‌ماه - سال ۱۳۹۵

حق چاپ، تکثیر و انتشار سؤالات 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.

عناوین و ضرایب دروس امتحانی مجموعه زبان انگلیسی - کد ۱۱۲۱

زبان تخصصی (مترجمی زبان انگلیسی)		زبان تخصصی (زبان و ادبیات انگلیسی)		زبان تخصصی (آموزش زبان انگلیسی)		زبان عمومی		ضرایب و مواد امتحانی
								رشته
۰	۰	۳	۰	۲	۱) آموزش زبان انگلیسی			
۰	۳	۰	۰	۲	۲) زبان و ادبیات انگلیسی			
۳	۰	۰	۰	۲	۳) مترجمی زبان انگلیسی			

PART A: Grammar

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

- 1- A paper published online last year in *Behavioral and Brain Sciences* by José L. Duarte and his colleagues attempts to organize
 - 1) the debate existed in the relevant research
 - 2) the research existing and relevant to the debate
 - 3) the debate existing and the research being relevant
 - 4) the existing research relevant to this debate
- 2- Philosophers long ago suggested that awe binds people together,, an assistant professor of psychology and social behavior at the University of California, Irvine.
 - 1) as explained lead author Paul Piff
 - 2) explains lead author Paul Piff
 - 3) a lead author Paul Piff explains
 - 4) explained by the lead author Paul Piff
- 3-, but it gave her much needed time to refocus and heal.
 - 1) Grad school's giving up was a blow
 - 2) A blow it was to grad school to give up
 - 3) Giving up on grad school was a blow
 - 4) To give up on grad school though a blow was
- 4- Every Mirus transfection product is the result of intensive scientific discovery and development facilitated by a team of chemists and biologists the very best transfection reagents in the world.

1) to deliver	2) deliver
3) delivered	4) by delivering
- 5- Networks have come into their own at precisely the same time that the world is going through a wave of free-market reforms,
 - 1) that later there is much more to say
 - 2) about which I have more to say later
 - 3) only to say more about it later
 - 4) later saying more about it
- 6- The practices of creating signature science artifacts, playing with identities, and negotiating new roles for participation integral components of school science, resulting in what we refer to as new hybrid spaces.
 - 1) which allowed the sociocultural worlds of girls by becoming
 - 2) and allowing the sociocultural worlds of the girls to become
 - 3) allowing the girls the sociocultural worlds that become
 - 4) allowed the sociocultural worlds of the girls to become

- 7- A computer equipped with signature-recognition software, which restricts access to a computer to those people whose signatures are on file, identifies a person's signature by analyzing not only the form of the signature
- 1) but also by characterizing such things as pen pressure and signing speed
 - 2) but also such characteristics as pen pressure and signing speed
 - 3) characterized but also by pen pressure and signing speed
 - 4) characterized by also pen pressure and signing speed
- 8-, the language of James Merrill is chatty, arch, and conversational—given to complex syntactic flights as well as to prosaic free-verse strolls.
- 1) Like Auden's
 - 2) As was Auden
 - 3) As well as Auden
 - 4) Likewise, the language by Auden
- 9- In his study of television advertising, Geis found that, although proper nouns are generally thought to have strictly a referring function, the choice of lexical items used to construct the names of products advertised could result in the name itself impact.
- 1) to persuasively have an
 - 2) of a persuasive
 - 3) having a persuasive
 - 4) and having as persuasive as an
- 10- In a certain population, there are 3 times twenty-one or under as there are people over twenty-one.
- 1) older than those of
 - 2) as many people aged
 - 3) of people with the age of
 - 4) as much as those whose age is

PART B: Vocabulary

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

- 11- The chairperson was not noted for being; on the contrary, the members praised her flexibility.
- 1) ductile
 - 2) recalcitrant
 - 3) exhilarated
 - 4) frivolous
- 12- Though Socrates was by his students who found truth in his teachings, his philosophy constituted a menace to the existent government.
- 1) revered
 - 2) mandated
 - 3) elicited
 - 4) discerned
- 13- Much to the of her parents, Stephanie, who was only eighteen, announced her engagement to a man twice her age.
- 1) reservations
 - 2) contrition
 - 3) aspersions
 - 4) consternation
- 14- The sale of books and related items increased dramatically as the popularity of television cooking shows rose.
- 1) gourmet
 - 2) didactic
 - 3) culinary
 - 4) savory
- 15- The Williams' basement was even before the rainy winter season.
- 1) dank
 - 2) crass
 - 3) vernal
 - 4) moot

- 34- 1) and quickly deteriorating the road quality
2) where the quality of the road quickly deteriorated
3) with the quality of the road quickly deteriorated
4) thereby quickly deteriorating the road quality
- 35- 1) negotiated 2) precipitated 3) rambled 4) appraised
- 36- 1) passing the focused scenery 2) at focusing on the passing scenery
3) focused on the passing scenery 4) of focus on the scenery passing
- 37- 1) involving 2) bustling 3) fleeting 4) propagating
- 38- 1) tarry 2) dally 3) tumble 4) sully
- 39- 1) an indigent young mother sitting on a street corner
2) an indigent young mother's sitting on a street corner
3) a street corner with an indigent young mother sitting
4) on a street corner was sitting an indigent young mother
- 40- 1) which made their progress as fast as a crawl
2) making to a crawl the progress being made
3) slowing their progress to a crawl
4) and their progress slowed to a crawl

PART D: Reading Comprehension

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

PASSAGE 1:

As the previous two sections have demonstrated, the comparative method relies quite heavily on linguistic evidence to establish genetic relationships among languages.

However, non-linguistic evidence, such as historical information and archeological evidence, can supplement linguistic evidence to help in the classification of languages, especially to help date the origins of proto-languages for which no linguistic evidence exists. The farther back in time one goes, the more sketchy historical information about languages and their speakers becomes. This explains why we know so little about either Proto-Indo-European or Proto-Germanic. In the case of Proto-Indo-European, while the reconstruction of this language has, as Olson (2003:142) comments, provided considerable information concerning how speakers of PIE lived, we currently have no hard evidence about "when and where these people lived." For this reason, we can only guess when this language might have initially been spoken, who spoke it, and how migrations of PIE speakers led to the development of sub-families of PIE (e.g. Proto-Germanic). Dixon (1997:48) states that although the common consensus is that PIE began around 6,000 years ago, he notes that others have provided evidence that the language could have originated up to 10,500 years ago.

We can also only speculate about where PIE was initially spoken. The most widely accepted view of the origins of PIE is the Kurgan Hypothesis, which was originally

proposed by the archeologist Marija Gimbutas (1956). This hypothesis places the original speakers of PIE just north of the Black Sea c. 6,000 years ago. Through a series of migrations, these speakers spread their language all the way to Europe, spawning over time the various sibling languages of PIE, including Proto-Germanic. Archeological and linguistic evidence suggests that original speakers of PIE were warriors who rode horses as they made their way to Europe. An alternative but much less widely accepted hypothesis is Renfrew's (1987) farming-dispersal hypothesis.

- 41- Which of following is most probably the topic of the paragraph immediately following this passage?
- 1) Further evidence to solidify the Kurgan Hypothesis
 - 2) More information about how the original PIE speakers lived
 - 3) Another speculation concerning where PIE was initially spoken
 - 4) Scientific ways to use to verify the claims made about the origin of PIE
- 42- Which of the following does the passage suggest as the primary source of evidence to establish genetic relationships?
- 1) Historical information and archeological evidence
 - 2) Investigation of languages with no linguistic evidence
 - 3) Reconstruction of an ancient language based on present-day linguistic models
 - 4) A comparative study of different languages in terms of the available linguistic evidence
- 43- It can be understood from the passage that the view according to which PIE began up to 10,500 years ago is a view which
- 1) not all the concerned scientific community members accede to
 - 2) gives the most credence to the tenets of the so-called the Kurgan Hypothesis
 - 3) is the most significant view challenging the common consensus that PIE began around 6,000 years ago
 - 4) is founded on more recent evidence and hence is more reliable than previous related conjectures in this regard
- 44- According to the passage, Proto-Germanic is
- 1) a language that started at the same time as PIE
 - 2) actually an offshoot of what we refer to as PIE
 - 3) a language whose time and place of origin is already well established
 - 4) a sub-family of PIE about whose time and place we are more certain than we are about PIE itself
- 45- According to the passage, it is NOT true that
- 1) PIE may have been taken to Europe by some warriors
 - 2) Dixon was the first to contend that Proto-Germanic is a sibling language of PIE
 - 3) Renfrew's farming-dispersal hypothesis is less widely accepted than the Kurgan Hypothesis
 - 4) the comparative method mentioned in the passage is a method mostly drawing on linguistic evidence as its source of evidence
- 46- Which of the following best reveals the author's attitude about the controversy regarding the origin of PIE and its sibling languages?
- 1) Calculated indifference
 - 2) Perfunctory dismissal
 - 3) Disapproval
 - 4) Impartiality

PASSAGE 2:

Intelligence has always been tricky to quantify, not least because it seems to involve most of the brain and so is almost certainly not one "thing". Even so, scores across different kinds of IQ tests have long shown that people who do particularly well—or badly—on one seem to do similarly on all. This can be crunched into a single general intelligence factor, or "g", which correlates pretty well with academic success, income, health and lifespan.

So more intelligence is clearly a good thing, but where does it come from? A large part of the answer seems to be genetics. In 1990, the first twin studies showed that the IQ scores of identical twins raised apart are more similar to each other than those of non-identical twins raised together. Since then a few genes have been linked to IQ, but all of them seem to have a tiny effect and there are probably thousands of genes involved.

That doesn't mean the environment plays no part, at least in childhood. While the brain is developing, everything from diet to education and stimulation plays a huge part in developing the brain structures needed for intelligent thought. Children with a bad diet never fulfill their genetic potential.

But even for educated and well-fed children, the effects of environment wear off over time. By adulthood genes account for 60 to 80 per cent of the variance in intelligence scores, compared with less than 30 per cent in young children. Whether we like it or not, we get more like our close family members the older we get.

So if genes play such a big part, is there anything adults can do to improve IQ? The good news is that one type of intelligence keeps on improving throughout life. Most researchers distinguish between fluid intelligence, which measures the ability to reason, learn and spot patterns, and crystallized intelligence, the sum of all our knowledge so far. Fluid intelligence slows down with age, but crystallized intelligence doesn't. So while we all get a little slower to the party as we get older, we can rest assured that we are still getting cleverer.

- 47- What is the best title for the passage?
- 1) Intelligence: Nature and Improvement
 - 2) Intelligence: An Unknown Quantity
 - 3) "G" Factor: A Myth or A Reality?
 - 4) Ways to Enhance Intelligence
- 48- What does the word "all" in paragraph 1 refer to?
- 1) people
 - 2) scores
 - 3) tests
 - 4) intelligence components
- 49- The author mentions the twin studies in paragraph 2 mostly in order to
- 1) uncover the complexity of understanding the nature of intelligence
 - 2) support an earlier assertion about the genesis of intelligence
 - 3) cast doubt on the validity of such things as IQ test scores
 - 4) prove that factors other than genetics contribute to intelligence
- 50- The word "those" in paragraph 2 refers to
- 1) twins
 - 2) studies
 - 3) genes
 - 4) IQ scores

- 51- Which of the following is TRUE about the effect of genetics on intelligence, according to the passage?
- 1) Genetics exerts its influence on children's intelligence, with the environment playing no role.
 - 2) The level of intelligence is more determined by genes in children than it is in adults.
 - 3) The impact of the environment on the level of intelligence tends to diminish as one ages.
 - 4) The variance in intelligence scores that genes account for in adulthood does not vary from person to person.
- 52- Which of the following best describes the author's attitude towards the attempts an adult can make to improve their intelligence?
- 1) Conditional sanguinity
 - 2) Unjustified hope
 - 3) Unguarded optimism
 - 4) Total frustration
- 53- The passage provides sufficient information to answer which of the following questions?
- 1) Why does the ability to reason, learn and spot patterns wear off over time?
 - 2) Why does the author state, "We get more like our close family members the older we get,"?
 - 3) What is the correlation coefficient between intelligence and academic success, income, health and lifespan?
 - 4) What are some of the efficacious strategies one can employ in order to ameliorate crystallized intelligence?

PASSAGE 3:

Learning is what your brain does naturally. In fact, it has been doing it every waking minute since about a month before you were born. It is the process by which you acquire and store useful (and useless) information and skills. Can you make it more efficient?

The answer lies in what happens physically as we learn. As it processes information, the brain makes and breaks connections, growing and strengthening the synapses that connect neurons to their neighbors, or shrinking them back. When we are actively learning, the making of new connections outweighs the breaking of old ones. Studies in rats have shown that this rewiring process can happen very quickly—within hours of learning a skill such as reaching through a hole to get a food reward. And in some parts of the brain, notably the hippocampus, the brain grows new brain cells as it learns.

But once a circuit is in place, it needs to be used if it is going to stick. This largely comes down to myelination—the process whereby a circuit that is stimulated enough times grows a coat of fatty membrane. This membrane increases conduction speed, making the circuit work more efficiently.

What, then, is the best way to learn things and retain them? The answer won't come as a huge surprise to anyone who has been to school: focus attention, engage working memory and then, a bit later, actively try to recall it.

Alan Baddeley of the University of York, UK, says it is a good idea to test yourself in this way as it causes your brain to strengthen the new connection. He also suggests consciously trying to link new bits of information to what you already know. That makes the connection more stable in the brain and less likely to waste away through underuse.

The learning process carries on for life, so why is it so much harder to learn when we reach adulthood? The good news is that there seems to be no physiological reason for the slowdown. Instead, it seems to be a lot to do with the fact that we simply spend less

time learning new stuff, and when we do, we don't do it with the same potent mix of enthusiasm and attention as the average child.

Part of the problem seems to be that adults know too much. Research by Gabriele Wulf at the University of Nevada, Las Vegas, has shown that adults tend to learn a physical skill, like hitting a golf ball, by focusing on the details of the movement. Children, however, don't sweat the details, but experiment in getting the ball to go where they want. When Wulf taught adults to learn more like kids, they picked up skills much faster.

This also seems to be true for learning information. As adults we have a vast store of mental shortcuts that allow us to skip over details. But we still have the capacity to learn new things in the same way as children, which suggests that if we could resist the temptation to cut corners, we would probably learn a lot more.

A more tried-and-tested method is to keep active. Ageing leads to the loss of brain tissue, but this may have a lot to do with how little we hare about compared to youngsters. With a little exercise, the brain can spring back to life. In one study, 40 minutes of exercise three times a week for a year increased the size of the hippocampus—which is crucial for learning and memory. It also improved connectivity across the brain, making it easier for new things to stick.

- 54- The main purpose of the passage is to
- 1) portray what we can do in order to streamline the act of learning
 - 2) explain the relationship between age and learning strategies
 - 3) compare children and adults with regard to learning
 - 4) delineate the steps involved in the learning process
- 55- The word "them" in paragraph 2 refers to
- 1) old connections
 - 2) neurons and their neighbors
 - 3) neurons
 - 4) synapses
- 56- Which of the following is TRUE about the rewiring process mentioned in the passage?
- 1) It is a process that solely takes place in the hippocampus.
 - 2) It is triggered when one attempts to learn something new.
 - 3) It is a process that automatically starts, making us learn unconsciously.
 - 4) It is the result of the brain's growing new brain cells as it learns new skills .
- 57- Which of the following best describes Alan Gabriele Wulf's attitude towards a person's endeavor to begin learning a new skill late in life?
- 1) Ambivalent but deferential
 - 2) Uncertain but interested
 - 3) Interested and favorable
 - 4) Profound skepticism
- 58- Which of the following contentions is best supported by the information contained in the passage?
- 1) Learning is a life-long process that commences right after we are born.
 - 2) Adult's already acquired knowledge almost always facilitates the speed at which they learn new things.
 - 3) Children in schools are unduly required to focus on memory skills, which is a deterrent to active learning.
 - 4) It is interesting to note that physical exercise can give adults a helping hand in the act of learning new skills.

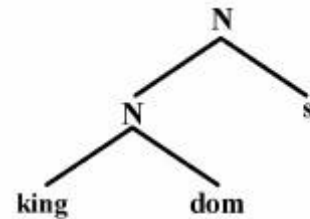
- 59- Which of the following words is the word "hare" in the last paragraph most related to?
 1) Move
 2) Think
 3) Concentrate
 4) Improve
- 60- Which of the following best represents the main rhetorical function of the passage?
 1) Process time order
 2) Comparison and contrast
 3) Instruction
 4) Classification

زبان تخصصی (آموزش زبان انگلیسی):

LINGUISTICS

- 61- Which of the following is the correct division of the English word *repaired* (meaning *mended, fixed*) into morphemes?
 1) repair-ed
 2) repaired
 3) re-paired
 4) re-pair-ed

- 62- Which of the words has a tree structure like the following for the word "kingdoms"?
 1) Activists
 2) Truthfully
 3) Neighborhoods
 4) Acceptability



- 63- The English words *through* and *threw* are examples of
 1) meronymy
 2) homophony
 3) polysemy
 4) synonymy
- 64- Articulatory phonetics is concerned with
 1) the auditory features of speech sounds
 2) the perception of speech sounds
 3) the physical properties of speech sounds
 4) the anatomy involved in the production of speech sounds
- 65- Plosives, fricatives, nasals, and approximants are all manners of articulation. Which group of sounds is always voiced?
 1) Approximants
 2) Plosives
 3) Nasals
 4) Fricatives
- 66- A plosive and a fricative differ in
 1) height of the tongue
 2) position of the velum
 3) vibration of vocal cords
 4) total vs. partial obstruction of the airflow
- 67- Which of the following refers to backformation?
 1) Reducing a word such as a noun to a shorter one and using it as a new word such as a verb
 2) Changing the function of a word, such as a noun to a verb
 3) Combining two or more words to form a new word
 4) Adding a derivational suffix to a word and using it as a different part of speech

- 68- Which of the following is NOT a case of structural ambiguity?
 1) Harry saw the people with a telescope.
 2) Some women cannot bear children.
 3) He called out to the man with a loudspeaker.
 4) They described the scene in the old attic.
- 69- Which of the following is NOT a case of conjoining?
 1) I wanted a green truck and the same type of canopy that she bought.
 2) Loves syntax and listens enthusiastically
 3) Above and beyond the call of duty
 4) On the table, John put the book.
- 70- Some typical speech acts include all of the following EXCEPT
 1) warning
 2) writing
 3) promising
 4) questioning
- 71- Which of the following short conversations shows that the maxim of relevance has been flouted?
 1) Did Sarah sing at the party? She made a series of tonal sounds with her mouth.
 2) How much did that new dress cost, darling? 30 pounds (the tag: 50 pounds)
 3) Will Sally be at the meeting? Her car broke down.
 4) What are your parents' names? Michael.
- 72- Which of the following is representative of a commissive act?
 1) A speech act that commits a speaker to some future action
 2) A speech act that causes the hearer to take a particular action
 3) A speech act that expresses the speaker's attitudes and emotions
 4) A speech act that commits a speaker to the truth of the expressed proposition
- 73- If Velenjak Street is defined as meaning wealth, power and greed, what kind of meaning is it?
 1) Collocative
 2) Thematic
 3) Connotative
 4) Denotative
- 74- Which of the following shows a case of movement?
 1) Jack will not help me with the dishes, but his sister will.
 2) Off the bus got an angry man carrying a heavy bag.
 3) They say she is very smart and so she may be.
 4) Who are you ringing up? My sister.
- 75- Which of the following is a case of spoonerism?
 1) Good punctuation means not to be late.
 2) He's a wolf in cheap clothing.
 3) "Don't" is a contraption.
 4) Mardon me padam.
- 76- Which of the following is NOT an analytic statement?
 1) New Orleans is the largest city in Louisiana.
 2) Bachelors are unmarried men.
 3) Two halves make up a whole.
 4) Frozen water is ice.

- 77- Which of the following is a case of entailment?
- 1) Your aunt is waiting outside for you. You have an aunt.
 - 2) Where is the boy with the phone? There is a person with a phone.
 - 3) The Queen of England attended a cooking workshop. There is a queen of England.
 - 4) At least three students solved the problem. At least two students solved the problem.

- 78- Which of the following is NOT a marked element in language?
- 1) Negative sentence
 - 2) Superlative adjective
 - 3) Active sentence
 - 4) Plural noun
- 79- Which of the following is an example of the rebus system of writing?



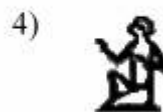
Belief



heat

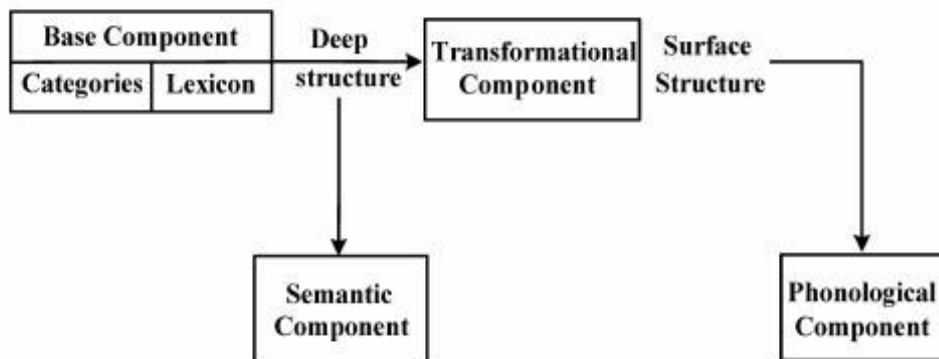


star



Man

- 80- The following diagram represents Chomsky's



- 1) Extended Standard Theory
- 2) Standard Theory
- 3) Revised Extended Standard Theory
- 4) Universal Grammar

TEACHING

- 81- Which of the following is a main criticism of the Natural Approach?
- 1) There is no emphasis on vocabulary learning.
 - 2) It is not based on any specific theory of language.
 - 3) There is an optimizing emotional preparedness for learning.
 - 4) There is no period of attention to what the language learners hear.

- 82- All of the following are true about critical pedagogy EXCEPT
- 1) language is a politically-loaded phenomenon
 - 2) no language is the exclusive property of its native speakers
 - 3) holding learners to native-speaker standards is necessary
 - 4) there is an appreciation for how much of one's identity comes from speaking a particular language or languages
- 83- The Modern Language Aptitude Test (MLAT) predicted a prospective student's success in language learning based on factors such as
- 1) language analytic ability, grammatical sensitivity, and deductive learning ability
 - 2) phonemic coding ability, grammatical sensitivity, and deductive learning ability
 - 3) language analytic ability, deductive learning ability, and rote learning
 - 4) phonemic coding ability, grammatical sensitivity, and rote learning
- 84- According to Littlewood, pre-communicative activities include
- 1) structural and quasi-communicative activities
 - 2) structural and functional communicative activities
 - 3) quasi-communicative and social interaction activities
 - 4) quasi-communicative and functional communicative activities
- 85- All of the following are true about the Language Experience Approach EXCEPT
- 1) students produce a text individually
 - 2) students produce a text whose content is significant to them
 - 3) students practice reading their stories with the teacher's help
 - 4) the link between the student's text and meaning is facilitated
- 86- Which of the following statements represents Piaget's view about learning?
- 1) Teachers should provide a relaxed learning environment so that students will reach their full potential.
 - 2) If we wish to control behavior, say, to teach someone something, we ought to attend to reinforcers.
 - 3) Children's thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment.
 - 4) Learning is a developmental process that involves change, self-generation, and construction, each building on prior learning experiences.
- 87- Which of the following statements is true?
- 1) Phatic talk is associated with the transactional function of language and referential talk is associated with the interactional function of language.
 - 2) Phatic talk is associated with the interactional function of language and referential talk is associated with the transactional function of language.
 - 3) Both phatic and referential talks are associated with the transactional function of language.
 - 4) Both phatic and referential talks are associated with the interactional function of language.

- 88- All of the following are guidelines still followed in contemporary Berlitz schools EXCEPT
- 1) never explain: act
 - 2) never imitate mistakes: correct
 - 3) never make a speech: ask questions
 - 4) never use your lesson plan: use the textbook
- 89- Which of the following is a lesson to be learned from Larsen-Freeman's examination of chaos/complexity theory?
- 1) Beware of reductionist thinking
 - 2) Be sure to make false dichotomies for similar concepts
 - 3) Ignore insignificant factors in second language learning
 - 4) Promote linear, causal second language learning approaches
- 90- All of the following are main criticisms of Community Language Learning EXCEPT
- 1) the teacher is expected to attempt counselling without special training
 - 2) the lack of a specific syllabus makes objectives unclear and evaluation difficult to accomplish
 - 3) the teacher must be prepared to accept the adolescent aggression of learners as they strive for autonomy
 - 4) it promotes fluency rather than accuracy, which may lead to inadequate control of the target language system
- 91- Which of the following is an affective strategy?
- 1) Cooperating with others
 - 2) Keeping a language learning diary
 - 3) Developing cultural understanding
 - 4) Asking for clarification or verification
- 92- Which of the following is true about high-structure teaching?
- 1) It is an approach that puts heavy emphasis on learner accuracy.
 - 2) It is an approach that puts heavy emphasis on learner fluency.
 - 3) It is an approach in which learners have little power or control on the process of learning.
 - 4) It is an approach in which learners are provided with numerous options and a great deal of autonomy.
- 93- Which of the following is true about the skills model of reading?
- 1) Reading is a precise process.
 - 2) Function precedes form in reading.
 - 3) Reading has no one sequence of skills.
 - 4) Reading is an alternate language process.
- 94- Why do reasoning-gap tasks work better than information-gap and opinion-gap tasks?
- 1) They tend to be open-ended and hence promote further interaction.
 - 2) They promote a more sustained engagement with meaning.
 - 3) They are abstract in nature and hence generate more talk.
 - 4) They often involve a single step transfer of information.

- 95- Which of the following involves peripheral learning?
- 1) Asking students to read a text and underline the unfamiliar words
 - 2) Asking students to present an oral summary of an extensive reading project
 - 3) Looking at a number of flash cards and write a sentence to describe each picture
 - 4) Placing posters containing some grammatical information on the classroom walls
- 96- Research shows that students will benefit from strategies-based instruction if they
- 1) understand the strategy itself and perceive it to be effective
 - 2) understand the strategy itself and reflect upon using it for a while
 - 3) critically evaluate the strategy itself and perceive it to be effective
 - 4) critically evaluate the strategy itself and reflect upon using it for a while
- 97- A learner who prefers the teacher to explain everything and likes to have his or her own textbook is a(n)
- 1) analytic learner
 - 2) concrete learner
 - 3) authority-oriented learner
 - 4) communicative learner
- 98- Which of the following is true about the strong and weak versions of the Communicative Approach?
- 1) The weak version claims that language is merely acquired through authentic communication.
 - 2) The weak version asserts that language learning is facilitated through explicit teaching of grammar.
 - 3) The strong version emphasizes using English to learn it, while the weak version emphasizes learning to use English.
 - 4) The strong version emphasizes learning to use English, while the weak version emphasizes using English to learn it.
- 99- Which of the following is true about the banking method of teaching?
- 1) It is a teaching philosophy that was advocated by educationalists like Dewey and Freire.
 - 2) It is a teaching method in which students' lives and local cultural norms become the content of learning.
 - 3) It is a teaching process in which students closely collaborate with the teacher to make learning a valuable investment.
 - 4) It is a teaching method in which the assumption is that the teacher knows everything the students need to learn.
- 100- Telling the summary of a short story to the rest of the students in the class is an example of
- 1) sustained talking with activity
 - 2) sustained talking to activity
 - 3) non-sustained talking to activity
 - 4) non-sustained talking with activity

TESTING

- 101- Which of the following is a principle that underlies the discrete-point testing theory?
- 1) Language can be dismantled into its small units.
 - 2) Learning could not be achieved through habit formation.
 - 3) Several aspects of a skill should be tested at one time.
 - 4) The discrete elements of language should not be measured separately.

- 102- What does the measurement assumption that test scores are unidimensional mean?**
- 1) An individual's expected performance on an item is a function of the individual's level of ability and the level of difficulty of the item.
 - 2) An individual's response to a given test item does not depend upon how he responds to other items that are of equal difficulty.
 - 3) Test scores can be used to relate an individual's test performance to that individual's level of ability.
 - 4) The parts or items of a given test all measure the same single ability.
- 103- In a computer-adaptive test, the computer is programmed to**
- 1) let test takers answer questions in an order already fixed
 - 2) score each question before selecting the next one
 - 3) start with easy questions that almost all test takers can answer
 - 4) let test takers see the whole set of questions before they start the test
- 104- In interpreting a student's score on a criterion-referenced test,**
- 1) there is no need for any reference to the actual number of test questions the student has answered correctly
 - 2) the primary focus is on how much of the material the student has learned in relative terms
 - 3) there is no need for any reference to the performances of other students
 - 4) the focus must be on the student's percentile rank
- 105- Which of the following statements is NOT true about systematic measurement error?**
- 1) Its general and specific effects tend to increase the generalizability of test scores.
 - 2) It increases estimates of reliability but may decrease validity.
 - 3) Systematic errors tend to be correlated across measures.
 - 4) It introduces bias into our measures.
- 106- If there is a mismatch between a placement test and what is taught in a program, the danger is that**
- 1) there won't be a wide range of abilities in the program
 - 2) the groupings of similar ability levels will not occur
 - 3) classes will contain students with relatively homogeneous ability levels
 - 4) there will not be a criterion level against which students' performances can be judged
- 107- In test construction, which of the following factors is NOT taken into account to determine the function of a test?**
- 1) The scope of the test
 - 2) The content of the test
 - 3) The characteristics of the examinees
 - 4) The specific purpose of the test
- 108- What is the major limitation of content validity as the sole basis for validity?**
- 1) It is difficult to demonstrate that the contents of a test accurately represent a given domain of ability.
 - 2) It affects the performance of different test takers in the same way.
 - 3) It will vary across different groups of examinees.
 - 4) It focuses on tests, rather than test scores.

- 109- What makes a certain integrative test pragmatic is the extent to which the test
- 1) involves candidates in the communication act
 - 2) assesses a unified underlying linguistic competence
 - 3) pertains to decontextualized forms of the language
 - 4) samples all four skills and as many linguistic discrete points as possible
- 110- What does a test taker's percentile rank of 72 mean?
- 1) Most of the test-takers performed better than this test-taker.
 - 2) 72% of the test-takers performed as well as this test-taker.
 - 3) 28% of the test-takers outperformed him.
 - 4) He answered 72% of the questions correctly.
- 111- A test item for which the upper group had an item facility of 0.20 and the lower group an IF of 0.60
- 1) would have an item discrimination of -0.8
 - 2) is somehow testing something quite different from the rest of the test
 - 3) is a good candidate for retention in any revised version of the test
 - 4) would have a low but positive item discrimination index
- 112- What is construct validation research mainly concerned with?
- 1) Estimating the ability levels of test takers and the characteristics of test items
 - 2) Eliciting language test performance that is characteristic of language performance in non-test situations
 - 3) The relationships between performance on language tests and the abilities that underlie this performance
 - 4) A conceptual framework and a set of procedures for examining different sources of error simultaneously
- 113- All of the following are measures of variability EXCEPT
- 1) mean
 - 2) range
 - 3) variance
 - 4) standard deviation
- 114- A classroom test designed to assess mastery of a point of grammar in communicative use will have criterion validity if
- 1) test scores are at least 1 standard deviation above the mean
 - 2) it predicts students' subsequent performance in the course accurately
 - 3) it requires the test-takers to use the grammar point in question to perform certain communicative tasks
 - 4) test scores are corroborated by other communicative measures of the grammar point in question
- 115- Which of the following is a problem with the classical true score theory (CTS)?
- 1) It considers all errors to be systematic.
 - 2) It treats error variance as homogeneous in origin.
 - 3) It distinguishes systematic errors from random errors.
 - 4) It defines reliability in terms of true score variance.
- 116- The process of administering a newly developed test to a group of examinees with characteristics similar to those of the target group is known as
- 1) objective testing
 - 2) validation
 - 3) indirect testing
 - 4) pretesting

- 117- Unlike holistic marking scales, analytical writing scales
- 1) are not very reliable
 - 2) are not useful for diagnostic feedback
 - 3) provide a profile of the student's writing ability
 - 4) overlook the various sub-skills that make up writing
- 118- Which of the following is NOT an assumption that underlies the Pearson product-moment correlation coefficient?
- 1) The variables must be either nominal or interval measurements.
 - 2) The relationship between the two sets of scores is linear.
 - 3) Each of the two sets of scores is normally distributed.
 - 4) Each pair of scores is independent from all other pairs.
- 119- All of the following are among the problems with task-based assessment EXCEPT
- | | |
|----------------|-----------------------|
| 1) reliability | 2) authenticity |
| 3) validity | 4) representativeness |
- 120- Compared to the K-R 21, K-R 20
- 1) is less difficult to calculate
 - 2) is a less accurate estimate of reliability
 - 3) requires multiple administrations of a test
 - 4) avoids the problem of underestimating reliability

زبان تخصصی (زبان و ادبیات انگلیسی):

LITERARY TERMS AND CRITICISM

- 121- 'Theatre of cruelty', a term introduced by the French actor Antonin Artaud in a series of manifestos in the 1930s,
- 1) refers to his projected revolution in drama, whereby great stress was placed on a theatre of psychology intended to lead the audience to a violent awareness of man's inner mind
 - 2) derived its idea partly from surrealism and the idea that the audience should undergo a catharsis through being possessed by a 'plague' or epidemic of irrational responses
 - 3) never proved to be practical on stage— Peter Brook's production in 1964 of Peter Weiss's *Marat/Sade* was one of the most notable instances of its utter failure with the audience
 - 4) is best exemplified in the huge success and popularity of the playwright's own attempts at putting his theory into dramatic practice—in works such as *Les Cenci*
- 122- The term 'surfiction', coined in 1973 by the American writer Raymond Federman, would best designate a kind of fiction in which
- 1) 'character development' is so much impeded by the narrative's 'plot' that the reader is practically faced by a 'narrative halt' in the work
 - 2) the idea of metafiction is represented as having had its origins in the 19th century writer's penchant for intruding into his narrative
 - 3) realism is abandoned in favour of metafiction, self-consciously advertising its own fictional status
 - 4) the writer employs a blend of realistic conventions for resolutely postmodern novels and short stories

- 123- 'Perlocutionary act', a term used in speech act theory, refers to an utterance that
- 1) has an effect upon the actions, thoughts, or feelings of the listener
 - 2) would induce the listener to accept the truth validity of a statement
 - 3) attempts to be convincing without being alarming, insulting or boring
 - 4) is concerned with the emotive (and not the 'factual') content of statements
- 124- 'Analepsis' and 'prolepsis' are specifically two basic forms of
- 1) 'apocrypha'
 - 2) 'anachrony'
 - 3) 'anapest'
 - 4) 'aubade'
- 125- 'Caesura', a pause in a line of verse, often coinciding with a break between clauses or sentences,
- 1) is also applied to a break between words within a 'foot'
 - 2) is almost always placed in the middle of the line of a poem
 - 3) was called 'feminine caesura' if it followed a stressed syllable
 - 4) was used in the Old English and Middle English alliterative metre
- 126- Typical involves the unveiling of a disguised character or the reappearance of one assumed by the audience to be dead.
- 1) 'deus ex machina'
 - 2) 'peripeteia'
 - 3) 'coups de theatre'
 - 4) 'feuilleton'
- 127- 'Hyperbaton' is a very common form of, of which affords many spectacular examples.
- 1) 'poetic licence' / Gray's *Elegy Written in a Country Churchyard*
 - 2) 'elegaic metre' / Gray's *Elegy Written in a Country Churchyard*
 - 3) 'elegaic metre' / Milton's *Paradise Lost*
 - 4) 'poetic licence' / Milton's *Paradise Lost*
- 128- Which of the following about a 'madrigal' is TRUE?
- 1) There is no fixed metrical form or rhyme scheme for a madrigal, but it usually ends with a rhyming couplet.
 - 2) It originated in 14th-century Italy, but it was revived and adopted by composers throughout Europe in the 16th century.
 - 3) It is a variety of long lyric poetry, usually of love and courtly life, developed in extremely elaborate metrical patterns.
 - 4) Madrigals were often set to music as a song for one or two voices with minimal instrumental accompaniment.
- 129- 'New Comedy', as (eventually) applied to the comic theatre of, for instance, the 17th century playwright Moliere,
- 1) portrayed the fortunes of a family whose members consisted mainly of stock characters
 - 2) was preceded by a phase of 'low comedy' (of which almost nothing has survived)
 - 3) abandoned topical satire in favour of fictional plots based on contemporary life
 - 4) employed a chorus which would then act as part of an extensive musical interlude

- 130- The term 'strophe' is applied in a special sense to
- 1) stanzas, or any regular subdivision of a poem, that have to be sung for their effect
 - 2) the opening section (and every third succeeding section) of a Greek choral ode
 - 3) a section in a Pindaric ode made up of two epodes followed by an antistrophe
 - 4) the chorus having to chant it in a play while standing in front of the audience
- 131- John Dryden's *An Essay of Dramatic Poesy* (1668; rev. 1684) best treats, through his four speakers, the
- 1) strengths of Restoration comedy (his own preferred genre), relationship between the ancients and the moderns, and the use of blank verse in drama
 - 2) relationship between the ancients and the moderns, French dramatic theory and English practice, and the use of rhyme in drama
 - 3) strengths of Restoration comedy (his own preferred genre), English dramatic theory, and the use of blank verse in drama
 - 4) relationship between the ancients and the moderns, English dramatic theory, the use of rhyme in drama
- 132- Friedrich Schleiermacher (1768-1834) maintained that we had no way of knowing a text creator's purpose other than through 'reconstruction' and outlined several types of positive hermeneutical reconstruction
- 1) consisting of two types of grammatical or objective reconstruction and two types of psychological or subjective reconstruction
 - 2) based solely on rigorous objective criteria to the exclusion of what he termed 'reconstructive psychologism'
 - 3) more having to do with the psychological or subjective processes at work in the creation of a text's meaning
 - 4) developed upon a complex conflation of grammatical / objective factors and psychological / subjective factors
- 133- In what they practiced as 'critical theory', major thinkers of the Frankfurt School
- 1) embraced realism whole-heartedly despite the fact that some, such as Brecht and Lukács, held conflicting views of the school
 - 2) regarded the social system, in Hegelian fashion, as a totality in which all the aspects reflected the same essence
 - 3) practiced a wide-ranging form of social analysis grounded in Marxism and resolutely negating Freudian concepts
 - 4) argued that great literature has to, is indeed forced to, directly address social reality though not in strictly realistic fashion
- 134- Which of the following about Louis Althusser, the French Marxist philosopher who has had a major influence on Marxist literary theory, is TRUE?
- 1) He believes in the idea of the 'social formation', which he regards as a 'decentred' structure—unlike a living organism this structure has no governing principle, no originating seed, no overall unity to him.
 - 2) He does not treat the text as a 'production' in which disparate materials are worked over and changed in the process—he regards it instead as a 'creation' or a self-contained artefact.
 - 3) He maintains that irrespective of prevailing aesthetic norms and authorial intentions, the artistic text, in working the pre-given materials, is always fully 'aware of what it is doing'.
 - 4) He tends to treat art as simply a form of ideology: in 'A Letter on Art', he locates it right inside the everyday praxis of ideological knowledge.

- 135- **The key to understanding postmodernist thinker Jean Baudrillard's thought is his**
- 1) concept of the consumer's triumph whereby our natural needs or desires are able to defeat the desires stimulated by cultural discourses of the media
 - 2) argument that the things signified have now taken priority over signs thus leaving the signs devoid of any real significance
 - 3) reversal of the commonsense understanding of the relation of culture to nature, of sign to thing signified
 - 4) idea of 'simulacra' in which representations can represent only the 'surface' of the objects they purport to represent
- 136- **Major twentieth-century 'critic / theorist: work' match in.....**
- 1) 'Edward Said: *The Resistance to Theory*'
 - 2) 'Harold Bloom: *Romanticism and Contemporary Criticism*'
 - 3) 'Haydon White: *Allegories of Reading: Figural Language in Rousseau, Nietzsche, Rilke, and Proust*'
 - 4) 'Paul de Man: *Blindness and Insight: Essays in the Rhetoric of Contemporary Criticism*'
- 137- **Which of the following central figures in French structuralism would, following Aristotle's view of plot as the prime category of tragedy, take plot as the central abstract structure of narrative in his / her development of narratology?**
- 1) Roland Barthes
 - 2) Tzvetan Todorov
 - 3) Gerald Graff
 - 4) Julia Kristeva
- 138- **The Indian-American critic Gayatri Chakravorty Spivak**
- 1) continually interrogates and undermines the 'politics of the open end' in which deconstruction works in effect to the detriment 'alterities'
 - 2) would tend to de-emphasize deconstruction's interest in hierarchical binary oppositions and thus carve a passage from literary theory to radical politics
 - 3) writes against the 'epistemic violence' done by discourses of knowledge that carve up the world and condemn to oblivion the pieces that do not easily fit
 - 4) self-consciously explores in her works what she dubs 'structures of affection' in an attempt to counteract 'the despotism of the binary' persistent in Western culture
- 139- **As a literary critical school, New Historicism begins its quest to be political by denying that**
- 1) the literary work, due to its special constructed status, can play a significant role in the competition among various groups to gain their ends
 - 2) fictional works can reveal the growth of forms of power that continuously affect subjects' lives in actual human societies
 - 3) literary symbols can have any real capacity to bind social agents emotionally to institutions and practices
 - 4) any social world is stable and that artworks are separated from the power struggles constituting social reality
- 140- **Which of the following works opens with the famous exhortation 'Always historicize!' thus effectively setting out the methodological approach called 'metacommentary' and providing a theoretically sophisticated answer to the perennial question of the relation of aesthetics to social history?**
- 1) Fredric Jameson's *The Political Unconscious*
 - 2) Terry Eagleton's *Marxism and Literary Theory*
 - 3) Stuart Hall's *Cultural Studies and Its Theoretical Legacies*
 - 4) Stephen Greenblatt's *The Power of Forms in the English Renaissance*

HISTORY OF ENGLISH LITERATURE

- 141- Medieval dramas known as the morality plays**
- 1) were, unlike mystery plays, composed individually and not in cycles
 - 2) address questions of the ultimate fate of the soul and the body on earth
 - 3) enjoy the same methods of attaining their religious purpose as mystery plays
 - 4) dramatize biblical and sacred history from the creation of the world to Judgment
- 142- Which of the following about John Donne's 'Satire 3' opening with 'Kind pity chokes my spleen; brave scorn forbids / Those tears to issue which swell my eyelids' is TRUE?**
- 1) It was written in the early 17th century urbane and witty English style to defend King James's Protestant religious politics.
 - 2) It would, unusually for an early Donne satire, steer completely away from the topical theological problems of the day.
 - 3) It resembles the satires of the third Roman satirist, Persius, known for an abstruse style and moralizing manner.
 - 4) It is one of his five verse satires written in the 1590s in protest against the vogue for 'classical' satires in England.
- 143- The English philosopher Thomas Hobbes (1588-1679)**
- 1) has been generally described as an anti-Nominalist, owing to his disregard for established definition of the meaning of terms
 - 2) resembles Francis Bacon (1561-1626) in the practical or utilitarian importance that he attaches to knowledge
 - 3) is concerned with nature and man as objects of his enquiry and shares the general scientific zest of his time for the inductive method
 - 4) considers man's intellect as the basis of all knowledge but maintains that the intellect alone is less than sufficient for man's prosperity
- 144- Jonathan Swift's *The Drapier's Letters* (1724) was**
- 1) a long vociferous letter in several instalments addressed to 'the right honourable people of Ireland' on the question of the 'imported English mint of brass'
 - 2) addressed to 'Lord Chancellor Middleton' and to 'both Houses of Parliament' warning of the dangers of 'circulating brass in Dublin the brain of Ireland'
 - 3) a collection of letters in plain language asking the Irish populace to rise against the idea of getting 'an English mint' established in Dublin
 - 4) a series of four pamphlets in which he prophesies economic ruin to the Irish if 'Wood's half-pence' were admitted into circulation in Ireland
- 145- Which of the following statements about William Godwin's *Enquiry Concerning Political Justice* (1793) is correct?**
- 1) Law and government and the idea of property would be strengthened as part of a gradual process by which human perfectibility can be achieved.
 - 2) Rousseau's cult of sensibility and his innate religiosity is substituted for a rigid adherence to the leading principle of reason.
 - 3) He looks forward to a gradual melting away of all government to be replaced by a new system of radical anarchy.
 - 4) He views human happiness and social well-being as only one of the purposes of man's existence.

- 146- Edmund Burke's *Reflections on the Revolution in France* (1790)
- 1) includes a passage on the downfall of Marie Antoinette leading to the lament that 'the age of chivalry is gone. . .All the decent drapery of life is to be rudely torn off'
 - 2) asserts that the king of England owes his throne to the choice of the people, who are constitutionally at liberty to cashier him for misconduct 'if need be'
 - 3) argues that the inherited rights of which the English are tenacious can be consistent with the 'rights of man' as promulgated in post-Revolution France
 - 4) extols the goodwill of the men who made the French Revolution, but censures the bloody turn of events instigated by the French National Assembly
- 147- A chance discovery of a seventeenth-century manuscript in which a number of ballads had been copied down led to the three-volume ballad collection
- 1) F. J. Child *English and Scottish Popular Ballads*
 - 2) Bishop Percy's *Reliques of Ancient English Poetry*
 - 3) Walter Scott's *Minstrelsy of the Scottish Border*
 - 4) Robert Burns's *The Melodies of Scotland*
- 148- William Blake's *An Island in the Moon* (1784-5) is
- 1) an epic of the First Crusade, with the addition of romantic and fabulous elements
 - 2) despite its title, a fictionalized romantic comedy, framed by the comments of Oberon, king of fairies
 - 3) a pamphlet poem in praise of idealistic social causes in England
 - 4) a satirical portrait of scientific and cultural dilettantism and pretension
- 149- The Romantic figure excelled as a songwriter both in standard English (as in "Up! quit thy bower") and in the Scottish dialect (as in "Woo'd and married").
- 1) 'Joanna Baillie'
 - 2) 'Charlotte Smith'
 - 3) 'Mary Robinson'
 - 4) 'Maria Edgeworth'
- 150- Wordsworth and Coleridge's landmark *Lyrical Ballads* appeared in 1798 along with
- 1) Walter Scott's *The Lay of the Last* and Matthew Gregory Lewis's *The Monk*
 - 2) William Godwin's *Caleb Williams* and Ann Radcliffe's *The Mysteries of Udolpho*
 - 3) John Clare's *Poems Descriptive of Rural Life* and Felicia Hemans's *Records of Woman*
 - 4) Jeremy Bentham's *Political Economy* and Thomas Malthus's *An Essay on the Principle of Population*
- 151- The novel written (roughly) in the Romantic period,, has as its hero / heroine a 'natural' man, a primitive who is brought up by American Indians without the constrictions of civilised religion, morality, and ethics.
- 1) Mary Wollstonecraft's *Mary*
 - 2) Robert Bage's *Hermesprong*
 - 3) Frances Burney's *Evelina*
 - 4) Elizabeth Inchbald's *Nature and Art*

- 152- The following events, important as part of context material for the Romantic period, occurred in three consecutive years in**
- 1) the Fall of the Bastille→The Reign of Terror→The fall of Robespierre
 - 2) W. A. Mozart's *Don Giovanni*→Napoleon crowned emperor→*Blackwood's Edinburgh Magazine* founded
 - 3) Abolition of the slave trade in Britain→Ludwig van Beethoven's Symphonies 5 and 6→*Quarterly Review* founded
 - 4) Parliamentary Union of Ireland and Great Britain→The Prince of Wales becomes regent for George III→*Blackwood's Edinburgh Magazine* founded
- 153- The Victorian poet Elizabeth Barrett Browning (1806-1861)**
- 1) concurred with other major poets of her generation, such as Arnold, that the Victorian age did not contain the right materials for an epic poetry
 - 2) wrote her *Sonnets from the Portuguese* (1850), a sequence of eighty-three sonnets, some in the Portuguese, to record the stages of her love for Robert Browning
 - 3) tended, in her early work, to use the visionary modes of Romantic narrative poetry, but she turned increasingly to contemporary topics, particularly to liberal causes of her day
 - 4) depicted the growth of a woman poet in her verse novel *Aurora Leigh* (1857), the first extensive poem in English by a woman poet written in tribute to another woman poet
- 154- *Idylls of the King*, a series of 12 connected poems by Alfred Tennyson (1809-1892),**
- 1) presents the story of Arthur, from his first meeting with Guinevere to the ruin of his kingdom and his death in the 'last, dim, weird battle of the west'
 - 2) of which a major portion is 'The Passing of Arthur' (subsequently incorporated in 'Morte d'Arthur') was composed after his friend's Hallam's death in 1850
 - 3) depicts major protagonists such as Launcelot and Elaine in detail—at the expense of dealing with the fates of its various minor characters
 - 4) was begun in 1833-4 with 'Enid', which he followed by 'Merlin and Vivien', later developed into 'The Marriage of Geraint'
- 155- The Victorian light verse as represented by W.S. Gilbert (1836-1911)**
- 1) creates its comic worlds through exaggeration and absurdity removed from the ordinary world and its everyday concerns
 - 2) has proved especially attractive to psychoanalytically minded readers interested in literary parody and philosophical speculation
 - 3) embraces a wide variety of humorous material from non-sense poetry to songs for the stage to pseudo-serious satire of political events
 - 4) was written in the burlesque mode, employed to poke fun at a host of social and political issues and figures, similar to what was found in the pages of the *Punch*

- 156- 'Victorian figure / work' are both correct in**
- 1) Henry Mayhew: *London Labour and the London Poor* AND Annie Besant: 'The "White Slavery" of London Match Workers'
 - 2) Thomas Babington Macaulay: 'Minute on Indian Education' AND James Anthony Froude: 'On the Study of Celtic Literature'
 - 3) Charles Kingsley: *The Great Towns* AND Coventry Patmore: *The Angel in the House*
 - 4) Mona Caird: 'Marriage' AND Walter Besant: 'A Review of Southey's *Colloquies*'
- 157- Which of the following statements about Samuel Beckett (1906-89) is TRUE?**
- 1) His *The Unnamable* opens with the characteristic sentence 'I shall soon be quite dead at last in spite of all'.
 - 2) His early attempts at drama were influenced by the work of the South African playwright and stage-director Athol Fugard.
 - 3) His first published work was an essay on Joyce (1929) and he assisted with the translation into French of part of his *Finnegans Wake*.
 - 4) His trilogy *Molloy* (1951), *Malone Dies* (1958) and *The Unnamable* (1960) were all (except *Malone Dies*) originally written in French and were then translated into English.
- 158- The description matches the contemporary British poet and playwright Carol Ann Duffy (b. 1955).**
- 1) 'Along with poetry, she has published books of criticism on classical literature, translations from Greece and a novel in verse *Autobiography of Red*'
 - 2) 'The great puzzle of her career has been how to embrace Irish identity while rejecting certain male-centered assumptions that have long dominated Irish literary culture.'
 - 3) 'She illustrates many of her poems with line drawings ('doodles') that reinforce the effect of mock-naiveté—in part, as a gendered deflection and subversion of masculine cultural norms'
 - 4) 'She is particularly skilful in her use of dramatic monologue, fashioning and assuming the voices of mythological, historical and active characters such as Medusa or Lazarus's imaginary wife'
- 159- The British poet C. Day-Lewis (1904-1972)**
- 1) seems never to have fallen for the idea of feeling small when faced with a working-class Communist: 'My sympathies are Left. On paper and in my soul', he wrote, 'But not in my heart or my guts.'
 - 2) with his *Overtures to Death* (1938) and *Poems in Wartime* (1940) signalled that he, like Stephen Spender, had begun to retreat from confident Marxist analyses as the Second World War approached
 - 3) published, at the beginning of his career, a series of verse dialogues with the title 'eclogue' ('Eclogue for Christmas', 'Eclogue by a Five-barred Gate', 'Eclogue from Iceland', and 'Eclogue between the Motherless')
 - 4) describes in his unfinished autobiography, *The Strings are False*, his enthusiasm as a schoolboy for *The Waste Land*, an enthusiasm which expressed itself in paddling a hired canoe 'beneath the gas works, a fine place ... for reading Webster'.

- 160- Samuel Beckett's one foray into the cinema, *Film* (1964) was
- 1) a complex 'script' as a tribute to Buster Keaton
 - 2) based on his private interviews with Charles Chaplin
 - 3) partly inspired by his own *Words and Music*, his 1962 radio play
 - 4) a montage of comedy films made in France since the invention of the cinema

LITERARY GENRES

- 161- The poem is a personal testament or book of worship, antiphonally arranged in lines beginning alternately with *Let* and *For*, which seeks to join the material and spiritual universes in one unending prayer.
- 1) *A Better Answer* by Matthew Prior
 - 2) *Jubilate Agno* by Christopher Smart
 - 3) *The Definition of Love* by Andrew Marvel
 - 4) *Silence, and Stealth of Days* by Henry Vaughan
- 162- Which of the following about James Thomson's (1700-1748) *The Seasons* is correct?
- 1) The distinction of the poem was recognized not as lying with the prevalent 18th c. emphasis on didacticism but with the force and diversity its meditations.
 - 2) Mercantile enterprise is interpreted as an interference with the natural organism of nature all to the detriment of man's real happiness and prosperity.
 - 3) The working landscape of the four seasons emanates best from Home Counties around London and spreads thence to the fertile island of Britain.
 - 4) Throughout the work great emphasis is laid on the interrelationship, and not the conflict, of the interests of the country and the town.
- 163- The poems ALL appeared in William Wordsworth's *Lyrical Ballads* (1800).
- 1) 'Steamboats, Viaducts, and Railways', 'Simon Lee, the old Huntsman' and 'The Thorn'
 - 2) 'Nutting', 'Simon Lee, the old Huntsman' and 'Steamboats, Viaducts, and Railways'
 - 3) 'Nutting', 'Simon Lee, the old Huntsman' and 'The Thorn'
 - 4) 'The Thorn', 'Nutting' and 'Surprised by joy'
- 164- "Victorian poet: poem" match in
- 1) Matthew Arnold: 'Lines Written in Kensington Gardens'
 - 2) Dante Gabriel Rossetti: 'The Starlight Night'
 - 3) Robert Browning: 'Tithonus'
 - 4) Alfred Tennyson: 'The Lost Leader'
- 165- The poem 'Invictus' opening 'Out of the night that covers me / Black as the Pit from pole to pole / I thank whatever gods may be / For my unconquerable soul' is by the Victorian poet
- 1) Gerard Manley Hopkins
 - 2) Michael Field
 - 3) Rudyard Kipling
 - 4) W. E. Henley

- 166- The following poems by W. B. Yeats (1865-1939) appeared in the correct order in
- 1) 'The Wild Swans at Coole' → 'The Second Coming' → 'The Lake Isle of Innisfree'
 - 2) 'The Lake Isle of Innisfree' → 'The Wild Swans at Coole' → 'The Second Coming'
 - 3) 'The Wild Swans at Coole' → 'The Lake Isle of Innisfree' → 'The Second Coming'
 - 4) 'The Lake Isle of Innisfree' → 'The Second Coming' → 'The Wild Swans at Coole'
- 167- T. S. Eliot's poem 'East Coker' in his *Four Quartets* (1943) opens with
- 1) 'Time present and time past / Are both perhaps present in time future, / And time future contained in time past. / If all time is eternally present / All time is unredeemable...'
 - 2) 'I do not know much about gods; but I think that the river / Is a strong brown god—sullen, untamed and intractable, / Patient to some degree, at first recognised as a frontier...'
 - 3) 'In my beginning is my end. In succession / Houses rise and fall, crumble, are extended, / Are removed, destroyed, restored, or in their place / Is an open field, or a factory, or a by-pass...'
 - 4) 'Midwinter spring is its own season / Sempiternal though sodden towards sundown, / Suspended in time, between pole and tropic. / When the short day is brightest, with frost and fire...'
- 168- Which of the following about the poetry of Philip Larkin (1922-1985) is correct?
- 1) He explores eternal themes of death and change within novel rhythms and syntax, and innovative poetic forms.
 - 2) His vision is unsentimental, albeit at times unrealistic, and he prefers to be indirect and ironic.
 - 3) He writes about what appears to be normal and everyday, while exploring the paradox that the mundane is both familiar and limited.
 - 4) He strongly asserts and (re-)claims the right of the poet to exploit his own personal experience for the creation of poetry.
- 169- Seamus Heaney's 'Punishment' (1975) opens with
- 1) 'I almost love you / but would have cast, I know / the stones of silence / I am the artful voyeur'
 - 2) 'I can feel the tug / of the halter at the nape / of her neck, the wind / on her naked front'
 - 3) 'As if he had been poured / in tar, he lies / on a pillow of turf / and seems to weep'
 - 4) 'It was a day of cold / Raw silence, wind-blown / Surplice and soutane'

- 170- Which of the following statements about the Scottish novelist Tobias Smollett (1721-1771) / work by him is correct?
- 1) Smollett often selects his characters from the ranks of high society and, unlike his contemporary Sterne, shows little interest in servants as engines for his fiction.
 - 2) His *Peregrine Pickle* is concerned with and supports the kind of grand tour which Sterne had mocked in his *A Sentimental Journey*.
 - 3) In his enthusiasm for comic effects, Smollett tends to shun the harsh realities of life in his tales, and usually stops short of introducing controversial issues.
 - 4) Like many of his contemporaries, including William Goldsmith, Smollett used journalism as a vehicle for his ideas which are frequently dominated by anger.
- 171- George Eliot's *Adam Bede* (1859) opens with
- 1) 'With a single drop of ink for a mirror, the Egyptian sorcerer undertakes to reveal to any chance comer far-reaching visions of the past. This is what I undertake to do for you, reader. With this drop of ink at the end of my pen...'
 - 2) 'On the first of September, in the memorable year 1832, someone was expected at Transome Court. As early as two o'clock in the afternoon the aged lodge-keeper had opened the heavy gate, green as the tree trunks were green...'
 - 3) 'Who that cares much to know the history of man, and how the mysterious mixture behaves under the varying experiments of Time, has not dwelt, at least briefly, on the life of Saint Theresa...'
 - 4) 'More than three centuries and a half ago, in the mid spring-time of 1492, we are sure that the angel of the dawn, as he travelled with broad slow wing from the Levant to the Pillars of Hercules...'
- 172- Which of the following about Anne Brontë / her work is correct?
- 1) Her *Agnes Grey* was co-published with her sister Charlotte's *The Professor* in 1846.
 - 2) Her *The Tenant of Wildfell Hall* (1848) deals with the fortunes and misfortunes of its heroine Helen Graham.
 - 3) She was the only one of the Bronte sisters who chose to be published under her name (and not under a pseudonym).
 - 4) She co-wrote (with Harriet Martineau) and published several important proto-feminist pamphlets in the *Quarterly Review*.
- 173- Thomas Hardy's use of 'dialect' for his characters in his fiction was
- 1) primarily to distinguish between his characters, particularly with reference to their social position and to the social and psychological contexts in which they find themselves
 - 2) done in an effort to neutralise the linguistic and social dualities and clashes in values produced by the employment of seldom-heard types of speech
 - 3) usually applied to dialectspeaking characters who were idiosyncratic, lacked education, or who were exaggeratedly 'low' in society
 - 4) sometimes done with a view to representing the speech of his characters in dialect form to entertain the audience for his work

- 174- **Arguably one of the most innovative and successful exponents of the 'conversational or dialogue novel', Ivy Compton-Burnett (1884- 1969)**
- 1) chooses one-word titles such as *Caught* (1943), *Loving* (1945), and *Nothing* (1950) for the published novels, which takes the form to new heights, being written almost entirely in dialogue form
 - 2) depicts, in the novel of the factory floor, *Living* (1929), a vivid example of the dialogue novel— colloquial, ungrammatical, and highly revealing about both the workers and the managerial class
 - 3) develops a style described as combining the upper class with the demotic, with novels in many ways marking the transition between the novel of upper- and middle-class concerns and the working-class novels of the 1950s
 - 4) provides the reader with chilling and disturbing pictures of family and society largely written in dialogue, and depicts an enclosed world somewhere before the First World War—she is more frequently compared with post-Impressionism in painting than with the literary fashions of the time
- 175- **Several writers in English have followed the French writer Marcel Proust's *Remembrance of Things Past* in writing multi-novel sequences, a prime example being which consists of eleven novels.**
- 1) Hartley's *The Go-Between*
 - 2) Greene's *The Power and the Glory*
 - 3) Snow's *Strangers and Brothers*
 - 4) Waugh's *Officers and Gentlemen*
- 176- **'Novelist: description' match in**
- 1) 'Barbara Comyns: her characters are frequently spinsters, and her novels of loneliness and pain, such as *Hotel du Lac*, are among the most classically refined treatments of the theme of solitude in the twentieth century'
 - 2) 'May Sinclair: her novels such as *Our Spoons Came from Woolworth's* (1950) and *Mr Fox* (1987) combine the everyday with the macabre in a very individual way in their treatment of poverty'
 - 3) 'Barbara Pym: From *Excellent Women* in 1952 to the tragic *Quartet in Autumn* in 1977, she explores a world that is small in scale, but profound in its emotional impact'
 - 4) 'Anita Brookner: in novels such as *Who Was Changed and Who was Dead* (1954) deals with the effects of the plague on a village'
- 177- **Which of the following set of characters in William Shakespeare's *Julius Caesar* are among the conspirators against Caesar?**
- 1) Trebonius and Caius Legarius
 - 2) Calpurnia and Portia Cinna
 - 3) Lepidus and Flavius
 - 4) Artemidorus and Marullus
- 178- **The prologue of William Congreve's comedy *The Way of the World* (1700) 'Spoken by Mr. Betterton' opens with**
- 1) 'What flocks of critics hover here to-day / As vultures wait on armies for their prey / All gaping for the carcass of a play! / With croaking notes they bode some dire event / And follow dying poets by the scent.'
 - 2) 'Of those few fools, who with ill stars are cursed / Sure scribbling fools, called poets, fare the worst / For they're a sort of fools which Fortune makes / And after she has made 'em fools, forsakes.'
 - 3) 'Now, luck yet send us, and a little wit / Will serve to make our play hit / According to the palates of the season / Here is rhyme not empty of reason.'
 - 4) 'Why should a foolish marriage vow / Which long ago was made / Oblige us to each other now / When passion is decayed?'

- 179- Which of the following three are entirely made up of D.H Lawrence's plays about working class life?
- 1) *The Plough and the Stars, A Collier's Friday Night, The Daughter-in-Law*
 - 2) *The Silver Tassie, The Widowing of Mrs Holroyd, A Collier's Friday Night*
 - 3) *The Widowing of Mrs Holroyd, Juno and the Paycock, The Daughter-in-Law*
 - 4) *A Collier's Friday Night, The Daughter-in-Law, The Widowing of Mrs Holroyd*
- 180- John Osborne's hero, Jimmy Porter, in his *Look Back in Anger* (1956)
- 1) is married to a wife who has had to spend her childhood and part of her adolescent years with her family in the British African colonies
 - 2) has a brother-in-law educated at the expensive Sandhurst academy and is now a member of Parliament (characterized as 'the platitude from outer space')
 - 3) is a revolutionary with 'revolutions to fight for', or, to put it in terms readily grasped in the 1950s, he is a rebel with 'causes he has to put to the right' through hard action
 - 4) has been an obsessive reader of Shakespeare and Eliot for the last couple of years though he fulminates against the crumbling authority of what he identifies as Establishment values

زبان تخصصی (مترجمی زبان انگلیسی):

قسمت اول: اصول و مبانی نظری ترجمه

راهنمایی: پاسخ صحیح سؤال‌های ۱۸۱ تا ۲۰۵ کدام است؟

- 181- The process whereby the translator creates substantially the same effect on the target text reader as the source text reader is captured by the concept of equivalence.
- 1) denotative
 - 2) formal
 - 3) dynamic
 - 4) literal
- 182- All of the following are Tytler's general laws of translation EXCEPT that the
- 1) translation should avoid Latinate and unusual forms
 - 2) translation should give a complete transcript of the ideas of the original work
 - 3) style and manner of writing should be of the same character with that of the original work
 - 4) translation should have all the ease of the original composition
- 183- The phenomenon in which the same word within a text is used repeatedly to refer to different concepts is concordance.
- 1) quasi
 - 2) semi
 - 3) pseudo
 - 4) real
- 184- The process of departing from formal correspondence in the process of going from the source language to the target language is defined as the translation
- 1) comprehensibility
 - 2) relevance
 - 3) interference
 - 4) shift

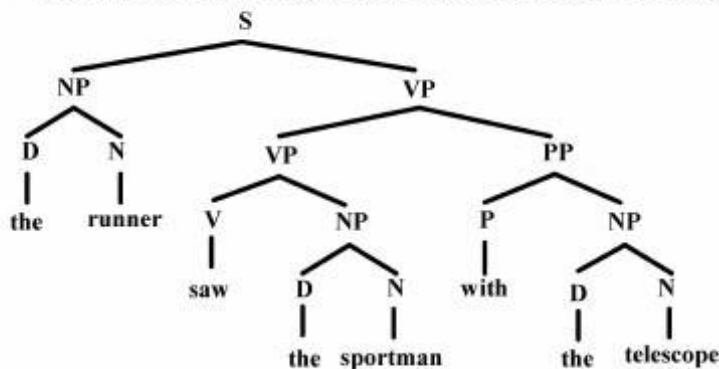
- 194- According to Vinay and Darbelnet, which of the following is NOT a step for the translator to follow from source text to target text?
- 1) Evaluating the socio-pragmatic effects of the translation
 - 2) Identifying the units of translation
 - 3) Examining the source language text to evaluate the descriptive, affective, and intellectual contents of the translation units
 - 4) Reconstructing the metalinguistic context of the message
- 195- According to Newmark, collocations are divided into two types:
- 1) horizontal and neutral
 - 2) descriptive and substantial
 - 3) descriptive and vertical
 - 4) syntagmatic and paradigmatic
- 196- According to Newmark, the latest translation turn which has started since 2000 is called the stage.
- 1) ethical
 - 2) linguistic
 - 3) functionalist
 - 4) communicative
- 197- The translational technique in which a disembodied voice can be heard over the original soundtrack is known as
- 1) dubbing
 - 2) respeaking
 - 3) voice-over
 - 4) real-time subtitling
- 198- All of the following are advantages of subtitles EXCEPT that
- 1) they are added to the original version rather than substituting part of it
 - 2) the act of listening and reading simultaneously may be disorienting
 - 3) the original dialog is always present and potentially accessible
 - 4) the source language is not distorted in any way
- 199- The three main operations that the translator must carry out in order to obtain effective subtitling are
- 1) elaboration, rendering, and manipulation
 - 2) elimination, rendering, and simplification
 - 3) elimination, insertion, and simplification
 - 4) elaboration, insertion, and manipulation
- 200- According to Nida, the three types of adjustment in translation are
- 1) addition, subtraction, and alteration
 - 2) addition, manipulation, and alteration
 - 3) abridgement, manipulation, and addition
 - 4) abridgement, subtraction, and manipulation
- 201- The hermeneutic movement consists of four parts, including
- 1) expansion, clarification, ennoblement, and rationalization
 - 2) expansion, clarification, incorporation, and rationalization
 - 3) initiative trust, aggression, ennoblement, and compensation
 - 4) initiative trust, aggression, incorporation, and compensation
- 202- Translations often fall on a continuum from to
- 1) very literal, idiomatic
 - 2) very literal, unduly free
 - 3) literal, unduly free
 - 4) literal, idiomatic
- 203- According to Larson, assessing a translated work involves checking its
- 1) accuracy, fluency, and clarity
 - 2) fluency, clarity, and naturalness
 - 3) accuracy, clarity, and naturalness
 - 4) accuracy, clarity, and communicativeness

- 204- All of the following are the types of efforts used in simultaneous interpreting EXCEPT the
- 1) chunking effort
 - 2) production effort
 - 3) short-term memory effort
 - 4) listening and analysis effort
- 205- The polysemiotic nature of audiovisual products is captured by the division.
- 1) visual/acoustic vs. overt/covert
 - 2) verbal/non-verbal vs. overt/covert
 - 3) verbal/non-verbal vs. implicit/explicit
 - 4) visual/acoustic vs. verbal/non-verbal

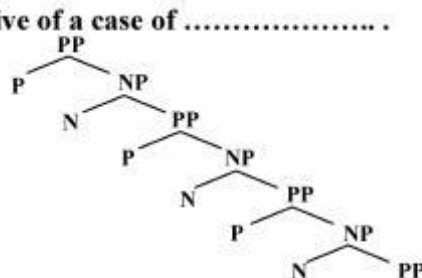
قسمت دوم: زبان شناسی

راهنمایی: پاسخ صحیح سؤال‌های ۲۰۶ تا ۲۱۵ کدام است؟

- 206- Which of the following sentences matches this tree diagram?



- 1) The sportsman and the runner had a telescope.
 - 2) The sportsman that the runner saw had a telescope.
 - 3) The runner used the telescope to see the sportsman.
 - 4) The sportsman saw the telescope with the astronomer.
- 207- Which of the following bracketed sections does NOT make up a constituent?
- 1) We ate our lunch [near the river bank] yesterday.
 - 2) Steve looked [up the number] in the book.
 - 3) The tragedy upset [the whole family].
 - 4) [The old] man the bridge.
- 208- Which of the following is a case of homonymy?
- 1) Foot: foot of the body, foot of the mountain
 - 2) Race: contest of speed, ethnic group
 - 3) Venus: evening star, morning star
 - 4) Widower: + human, + male
- 209- The following tree diagram is representative of a case of
- 1) recursion
 - 2) conjunction
 - 3) embedding
 - 4) conjoining



210- Which of the following is wrong?

- 1) Sounds produced without active use of the tongue or other parts of the mouth: glottal
- 2) Sets of sounds that behave as a group in phonological processes: natural classes
- 3) Sounds formed with the back of the tongue against the velum: velars
- 4) Tongue raised, side of tongue lowered to allow air to escape: glides

211- Which of the following is a case of dissimilation?

- 1) [f ɪ f t] for fifth
- 2) [θ ɪ ŋ k] for think
- 3) [prɪnts] for prince
- 4) [æks] for ask

212- Which of the following is a violation of the maxim of relevance?

- 1) Mother: Did you study all day long?
Son who has been playing all day long: Yes, I've been studying till now!
- 2) John: Where have you been? I searched everywhere for you during the past three months!
Mike: I wasn't around. So, what's the big deal?
- 3) Teacher: Why didn't you do your homework?
Student: May I go and get some water? I'm so thirsty.
- 4) Sarah: Did you enjoy the party last night?
Anna: There was plenty of oriental food on the table, lots of flowers all over the place, people hanging around chatting with each other...

213- Which of the following does NOT have a marked structure?

- 1) Lioness
- 2) Cat
- 3) How slow can he run?
- 4) Susie was arrested by the police.

214- What is the thematic role of *Barbie* in this sentence?

Ken sent Barbie some pretty plastic flowers.

- 1) source
- 2) instrument
- 3) agent
- 4) goal

215- Which of the following is NOT a case of presupposition?

- 1) Every student loves learning English. Most students love learning English.
- 2) John regretted having failed the exam. John failed the exam.
- 3) She did not realize he was ill. He was ill.
- 4) I am glad it is over. It is over.

قسمت سوم: بررسی مقابله‌ای

راهنمایی: پاسخ صحیح سؤال‌های ۲۱۶ تا ۲۲۵ کدام است؟

216- In the strong version of Contrastive Analysis Hypothesis, the ultimate goal is the of two languages.

- 1) amalgamation
- 2) separation
- 3) generalization
- 4) interaction

217- When an item in the source language is absent in the target language, the difficulty level is called

- 1) underdifferentiation
- 2) reinterpretation
- 3) coalescence
- 4) split

218- Which of the following accounts for the error in the sentence "I lost my road"?

- 1) omission
- 2) addition
- 3) substitution
- 4) ordering

- 229- Rules used to link one lexeme to another are called
- 1) derivational
 - 2) hypocoristic
 - 3) inflectional
 - 4) reduplication
- 230- Which of the following is a phrasal word?
- 1) sky-blue
 - 2) moonlight
 - 3) stick in the mud
 - 4) brother-in-law
- 231- The variation in the vowel sound in the words "sing, sang, sung, song" is known as
- 1) allomorph
 - 2) allophone
 - 3) ablaut
 - 4) morph
- 232- Which of the following compounds is exocentric?
- 1) jackknife
 - 2) lazybone
 - 3) bluebird
 - 4) scarecrow
- 233- Which of the following statements is TRUE about circumfixes?
- 1) They are rarely used in the English word formation.
 - 2) They can come either at the beginning or end of a word.
 - 3) They are affixes that are surrounded by other affixes and inside a word.
 - 4) They are affixes that have two parts, one placed at the start of a word, and the other at the end.
- 234- The word "ad" (meaning advertisement) is a word created through
- 1) clipping
 - 2) backformation
 - 3) blending
 - 4) zero derivation
- 235- A cranberry morpheme is one that
- 1) can stand alone or can appear with other lexemes
 - 2) is part of a word that remains when all affixes have been removed
 - 3) describes the relationship between the word-forms in a lexeme's paradigm
 - 4) involves a type of bound morpheme that cannot be assigned an independent meaning or grammatical function, but nonetheless serves to distinguish one word from the other

قسمت پنجم: مهارت جمله

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

- ۲۳۶- کسانی که در نهان از پروردگارشان می‌ترسند، مسلماً آمرزش و پاداشی بزرگی دارند.
- 1) Those who fear their Lord unseen, theirs will be forgiveness and a reward
 - 2) Those who fear their Lord in secret, they shall surely have forgiveness and a great reward.
 - 3) For those who fear their Lord, although they have not seen Him, shall have forgiveness and a great reward.
 - 4) There is forgiveness and a reward for those who fear their Lord though they cannot see Him.

۲۳۷- ای کسانی که ایمان دارید، از صبر و نماز یاری جوئید که همانا خدا با صابران است.

- 1) You who believe, seek help through steadfastness and prayer, for God is with the steadfast.
- 2) O you who believe, seek courage in fortitude and prayer, for God is with those who are patient and persevere.
- 3) O believers, seek help through patience and prayer; God stands alongside those who are patient.
- 4) O' believers! Seek My assistance with patience and prayer: surely, Allah is with those who are patient.

۲۳۸- هرگز مگذار نیکوکار و بدکار به نزد تو مقامی مساوی داشته باشند.

- 1) You should never let a good-doer and a wretched man possess the same position for you.
- 2) You should never allow the virtuous and the vicious to be equal in front of you.
- 3) Never let the good-doer and the evil-doer have an equal status before you.
- 4) Never let a good-doer and an evil man have the same situation before you.

۲۳۹- ای پیامبر با کفار و منافقان جهاد کن و بر آنان سخت بگیر. جایگاهشان جهنم است و چه بد سرانجامی است.

- 1) O Prophet! Strive hard against the unbelievers and the hypocrites, and be hard against them; their abode is hell, and evil is the resort.
- 2) O Prophet! Make Jihad against the unbelievers and the hypocrites and deal sternly with them. Hell shall be their home, an evil destination.
- 3) O Prophet! Fight against the disbelievers and the hypocrites and be harsh against them; their abode will be Hell, a worst place.
- 4) O Prophet! Strive hard against the disbelievers and the hypocrites. Deal with them harshly. Hell will be their home, and that is an evil abode.

۲۴۰- و آنگاه که به فرشتگان گفتیم: برای آدم سجده کنید، پس همه سجده کردند جز ابلیس که خودداری کرد و برتری جست و از کافران گردید.

- 1) When We asked the angels to bow in homage to Adam, they all bowed but Iblis, who disdained and turned insolent, and so became disobedient.
- 2) We said to the angels, "Bow down to Adam," and they bowed down. Not so Iblis; he refused and was haughty; he was of those who reject Faith.
- 3) When We ordered the angels: "Prostrate before Adam in respect," they all prostrated except Satan who rejected in his arrogance and became disobedient.
- 4) When We told the angels, "Bow down before Adam," they all bowed. But not Iblis, who refused and was arrogant: he was one of the disbelievers.

