

کنکور کارشناسی، ارشد و دکتری (مبحث زبان)
بسته های آموزشی متنوع با تخفیف های ویژه
با ارائه مدرک معتبر از آکادمی شریف زاده

با عرض تبریک فراوان

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Academic IELTS Reading Sample 11: The Rocket from East to West

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You should spend about 20 minutes on Questions 1-14, which are based on the following reading passage:

A

The concept of the rocket, or rather the mechanism behind the idea of propelling an object into the air, has been around for well over two thousand years. However, it wasn't until the discovery of the reaction principle, which was the key to space travel and so represents one of the great milestones in the history of scientific thought, which rocket technology was able to develop. Not only did it solve a problem that had intrigued man for ages, but, more importantly, it literally opened the door to the exploration of the universe.

B

An intellectual breakthrough, brilliant though it may be, does not automatically ensure that the transition is made from theory to practice. Despite the fact that rockets had been used sporadically for several hundred years, they remained a relatively minor artefact of civilization until the twentieth century. **Prodigious** efforts, accelerated during two world wars, were required before the technology of primitive rocketry could be translated into the reality of sophisticated astronauts. It is strange that the rocket was generally ignored by writers of fiction to transport their heroes to mysterious realms beyond the Earth, even though it had been commonly used in fireworks displays in China since the thirteenth century. The reason is that nobody associated the reaction principle with the idea of traveling through space to a neighbouring world.

C

A simple analogy can help us to understand how a rocket operates. It is much like a machine gun mounted on the rear of a boat. In reaction to the backward discharge of bullets, the gun, and hence the boat, move forwards. A rocket motor's 'bullets' are minute, high-speed particles produced by burning propellants in a suitable chamber. The reaction to the ejection of these small particles causes the rocket to move forwards. There is evidence that the reaction principle was applied practically well before the rocket was invented. In his *Noctes Atticae* or Greek Nights, Aulus Gellius describes 'the **pigeon** of Archytas', an invention dating back to about 360 BC. Cylindrical in shape, made of wood, and hanging from string, it was moved **to and fro** by steam blowing out from small exhaust ports at either end. The reaction to the discharging steam provided the bird with motive power.

D

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The invention of rockets is linked inextricably with the invention of 'black powder'. Most historians of technology credit the Chinese with its discovery. They base their belief on studies of Chinese writings or on the notebooks of early Europeans who settled in or made long visits to China to study its history and civilisation. It is probable that, sometime in the tenth century, black powder was first compounded from its basic ingredients of **saltpetre**, charcoal and sulphur. But this does not mean that it was immediately used to propel rockets. By the thirteenth century, powder propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce **incendiary projectiles** of many sorts, explosive grenades and possibly cannons to repel their enemies. One such weapon was the 'basket of fire' or, as directly translated from Chinese, the 'arrows like flying leopards'. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the 'arrow as am flying **sabre**', which could be fired from **crossbows**. The rocket, placed in a similar position to other rocket-propelled arrows, was designed to increase the range. A small iron weight was attached to the 1.5m bamboo shaft, just below the feathers, to increase the arrow's stability by moving the centre of gravity to a position below the rocket. At a similar time, the Arabs had developed the 'egg which moves and burns'. This 'egg' was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail.

E

It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons. Prior to this, rockets were used only in **pyrotechnic** displays. The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century. The Indian rockets used against the British were described by a British Captain serving in India as 'an iron envelope about 200 millimetres long and 40 millimetres in diameter with sharp points at the top and a 3m-long bamboo guiding stick'. In the early nineteenth century, the British began to experiment with incendiary barrage rockets. The British rocket differed from the Indian version in that it was completely encased in a **stout**, iron cylinder, terminating in a **conical** head, measuring one metre in diameter and having a stick almost five metres long and constructed in such a way that it could be firmly attached to the body of the rocket. The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century. A long cylindrical tube was **propped up** by two sticks and fastened to the top of the launcher, thereby allowing the rockets to be inserted and lit from the other end. However, the results were sometimes not that impressive as the behaviour of the rockets in flight was less than predictable. Since then, there have been huge developments in rocket technology, often with devastating results in the forum of war. Nevertheless, the modern day space programs owe their success to the humble

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beginnings of those in previous centuries who developed the foundations of the reaction principle. Who knows what it will be like in the future?

Questions 1-4

Reading passage 11 has six paragraphs labelled A-F.

Choose the most suitable headings for paragraphs B-E from the list of headings below.

Write the appropriate numbers (i-ix) in boxes 1-4 on your answer sheet.

List of Headings

- i How the reaction principle works
- ii The impact of the reaction principle
- iii Writer's theories of the reaction principle
- iv Undeveloped for centuries
- v The first rockets
- vi The first use of steam
- vii Rockets for military use
- viii Developments of fire
- ix What's next?

Example Paragraph A Answer ii

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E

Questions 5 and 6

Choose the appropriate letters A-D and write them in boxes 5 and 6 on your answer sheet.

5. The greatest outcome of the discovery of the reaction principle was that

- A rockets could be propelled into the air.
- B space travel became a reality.
- C a major problem had been solved.
- D bigger rockets were able to be built.

6. According to the text, the greatest progress in rocket technology was made

- A from the tenth to the thirteenth centuries.

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- B from the seventeenth to the nineteenth centuries.
- C from the early nineteenth to the late nineteenth century.
- D from the late nineteenth century to the present day.

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Questions 7-10

From the information in the text, indicate who **FIRST** invented or used the items in the list below.

Write the appropriate letters **A-E** in boxes **7-10** on your answer sheet.

NB You may use any letter more than once.

Example
rockets for displays

Answer
A

- 7. black powder
- 8. rocket-propelled arrows for fighting
- 9. rockets as war weapons
- 10. the rocket launcher

FIRST invented or used by

- A the Chinese
- B the Indians
- C the British
- D the Arabs
- E the Americans

Questions 11-14

Look at the drawings of different projectiles below, **A-H**, and the names of types of projectiles given in the passage, Questions **11-14**. Match each name with one drawing.

Write the appropriate letters **A-H** in boxes **11-14** on your answer sheet.

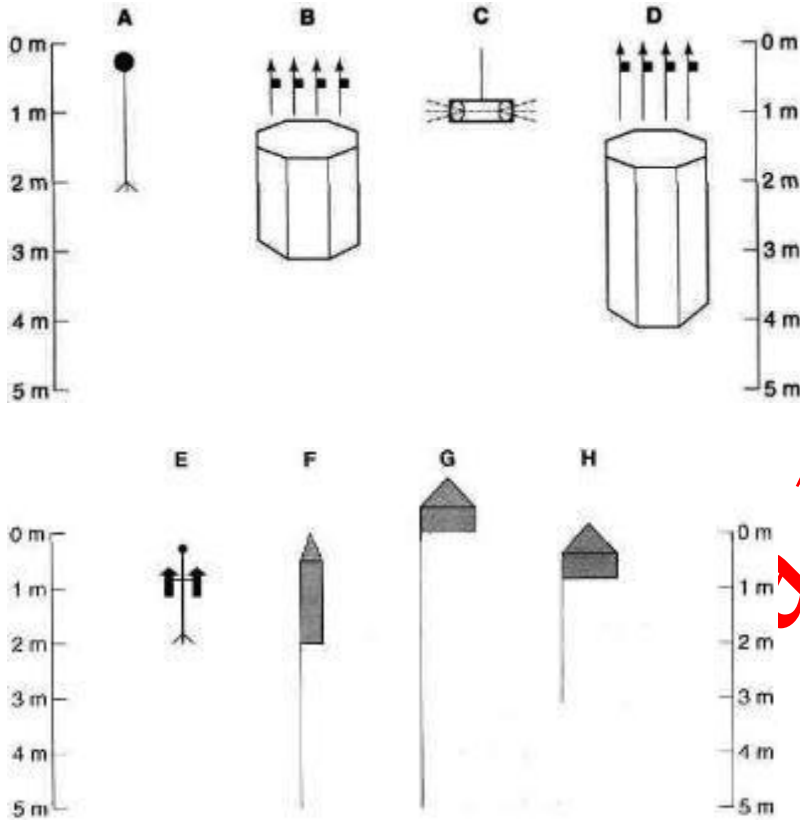
Example
The Greek 'pigeon of Archytas'

Answer
C

- 11. The Chinese 'basket of fire'
- 12. The Arab 'egg which moves and burns'
- 13. The Indian rocket
- 14. The British barrage rocket

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Answers

- iv
- i
- v
- vii
- B
- D
- A
- A
- B
- E
- B
- E
- F
- G

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Academic IELTS Reading Sample 12: The Scientific Method

Page | 9 You should spend about 20 minutes on Questions 29-40 which are based on the Reading Passage below.

A

'Hypotheses,' said Medawar in 1964, are imaginative and inspirational in character; they are 'adventures of the mind'. He was arguing in favour of the position taken by Karl Popper in The Logic of Scientific Discovery (1972, 3rd edition) that the nature of scientific method is hypothetico-deductive and not, as is generally believed, inductive.

B

It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way.

C

The myth of scientific method is that it is inductive: that the formulation of scientific theory starts with the basic, raw evidence of the senses -- simple, unbiased, unprejudiced observation. Out of these sensory data -- commonly referred to as 'facts' -- generalisations will form. The myth is that from a disorderly array of factual information an orderly, relevant theory will somehow emerge. However, the starting point of induction is an impossible one.

D

There is no such thing as an unbiased observation. Every act of observation we make is a function of what we have seen or otherwise experienced in the past. All scientific work of an experimental or exploratory nature starts with some expectation about the outcome. This expectation is a hypothesis. Hypotheses provide the initiative and incentive for the inquiry and influence the method. It is in the light of an expectation that some observations are held to be relevant and some irrelevant, that one methodology is chosen and others discarded, that some experiments are conducted and others are not. Where is, your naive, pure and objective researcher now?

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E

Hypotheses arise by guesswork, or by inspiration, but having been formulated they can and must be tested rigorously, using the appropriate methodology. If the predictions you make as a result of deducing certain consequences from your hypothesis are not shown to be correct then you discard or modify your hypothesis. If the predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it not to be correct. Once you have arrived at your hypothesis, which is a product of your imagination, you then proceed to a strictly logical and rigorous process, based upon deductive argument — hence the term ‘hypothetico-deductive’.

F

So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean. The closest we ever get to this situation is when something happens by accident; but even then the researcher has to formulate a hypothesis to be tested before being sure that, for example, a **mould** might prove to be a successful **antidote** to bacterial infection.

G

The myth of scientific method is not only that it is inductive (which we have seen is incorrect) but also that the hypothetico-deductive method proceeds in a step-by-step, inevitable fashion. The hypothetico-deductive method describes the logical approach to much research work, but it does not describe the psychological behaviour that brings it about. This is much more holistic -- involving guesses, reworkings, corrections, blind alleys and above all inspiration, in the deductive as well as the hypothetic component -- than is immediately apparent from reading the final thesis or published papers. These have been, quite properly, organised into a more serial, logical order so that the worth of the output may be evaluated independently of the behavioural processes by which it was obtained. It is the difference, for example between the academic papers with which Crick and Watson demonstrated the structure of the DNA molecule and the fascinating book *The Double Helix* in which Watson (1968) described how they did it. From this point of view, ‘scientific method’ may more usefully be thought of as a way of writing up research rather than as a way of carrying it out.

Questions 29-30

Reading Passage 12 has seven paragraphs A-G.

Choose the most suitable headings for paragraphs C-G from the list of headings below.

Write the appropriate numbers i-x in boxes 29-33 on your answer sheet.

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List of Headings

i	The Crick and Watson approach to research	
ii	Antidotes to bacterial infection	
iii	The testing of hypotheses	
iv	Explaining the inductive method	
v	Anticipating results before data is collected	
vi	How research is done and how it is reported	
vii	The role of hypotheses in scientific research	
viii	Deducing the consequences of hypotheses	
ix	Karl Popper's claim that the scientific method is hypothetico-deductive	
x	The unbiased researcher	
<i>Example</i>	Paragraph A	ix
29	Paragraph C	
30	Paragraph D	
31	Paragraph E	
32	Paragraph F	
33	Paragraph G	

Questions 34 and 35

In which TWO paragraphs in Reading Passage 12 does the writer give advice directly to the reader?

Write the TWO appropriate letters (A—G) in boxes 34 and 35 on your answer sheet.

Questions 36-39

Do the following statements reflect the opinions of the writer in Reading Passage 12?

In boxes 36-39 on your answer sheet write

- YES** if the statement reflects the opinion of the writer.
NO if the statement contradicts the opinion of the writer.
NOT GIVEN if it is impossible to say what the writer thinks about this

36. Popper says that the scientific method is hypothetico-deductive.

37. If a prediction based on a hypothesis is fulfilled, then the hypothesis is confirmed as true.

38. Many people carry out research in a mistaken way.

39. The 'scientific method' is more a way of describing research than a way of doing it.

Question 40

Choose the appropriate letter **A-D** and write it in box 40 on your answer sheet.

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Which of the following statements best describes the writer's main purpose in Reading Passage 3?

- A. to advise Ph.D students not to cheat while carrying out research.
- B. to encourage Ph.D students to work by guesswork and inspiration.
- C. to explain to Ph.D students the logic which the scientific research paper follows.
- D. to help Ph.D students by explaining different conceptions of the research process.

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Answers

- 29. iv
- 30. vii
- 31. iii
- 32. v
- 33. vi
- 34. B
- 35. F
- 36. YES
- 37. No
- 38. NOT GIVEN
- 39. YES
- 40. D

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Academic IELTS Reading Sample 13: A.D.D. - Missing Out on Learning

Page | 14 You are advised to spend about 20 minutes on Questions 27-40.



Study requires a student's undivided attention. It is impossible to acquire a complex skill or absorb information about a subject in class unless one learns to concentrate without undue stress for long periods of time. Students with Attention Deficit Disorder (A.D.D.) are particularly deficient in this respect for reasons which are now known to be microbiological and not behavioral, as was once believed. Of course, being unable to concentrate, and incapable of pleasing the teacher and oneself in the process, quickly leads to **despondence** and low self-esteem. This will naturally induce behavioral problems. It is estimated that 3-5% of all children suffer from Attention Deficit Disorder. There are three main types of Attention Deficit Disorder: A.D.D. without Hyperactivity, A.D.D. with Hyperactivity (A.D.H.D.), and Undifferentiated A.D.D.

The characteristics of a person with A.D.D. are as follows:

- has difficulty paying attention
- does not appear to listen
- is unable to carry out given instructions
- avoids or dislikes tasks which require sustained mental effort
- has difficulty with organization
- is easily distracted
- often loses things
- is forgetful in daily activities

Children with A.D.H.D. also exhibit excessive and inappropriate physical activity, such as constant **fidgeting** and running about the room. This **boisterousness** often interferes with the educational development of others. Undifferentiated A.D.D. sufferers exhibit some, but not all, of the symptoms of each category.

It is important to base remedial action on an accurate diagnosis. Since A.D.D. is a physiological disorder caused by some structural or chemically-based **neurotransmitter** problem in the

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nervous system, it responds especially well to certain psycho stimulant drugs, such as Ritalin. In use since 1953, the drug enhances the ability to structure and complete a thought without being overwhelmed by non-related and distracting thought processes.

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Psycho stimulants are the most widely used medications for persons with A.D.D. and A.D.H.D. Recent findings have validated the use of stimulant medications, which work in about 70-80% of A.H.D.D. children and adults (Wilens and Biederman, 1997). In fact, up to 90% of **destructibility** in A.D.D. sufferers can be removed by medication. The specific dose of medicine varies for each child, but such drugs are not without side effects, which include reduction in appetite, loss of weight, and problems with falling asleep.

Not all students who are inattentive in class have Attention Deficit Disorder. Many are simply unwilling to commit themselves to the task at hand. Others might have a specific learning disability (S.L.D.). However, those with A.D.D. have difficulty performing in school not usually because they have trouble learning, but because of poor organization, inattention, compulsion and **impulsiveness**. This is brought about by an incompletely understood phenomenon, in which the individual is, perhaps, best described as 'tuning out' for short to long periods of time. The effect is analogous to the switching of channels on a television set. The difference is that an A.D.D. sufferer is not 'in charge of the remote control'. The child with A.D.D. is unavailable to learn -- something else has involuntarily captured his or her whole attention.

It is commonly thought that A.D.D. only affects children, and that they grow out of the condition once they reach adolescence. It is now known that this is often not the case. Left undiagnosed or untreated, children with all forms of A.D.D. risk a lifetime of failure to relate effectively to others at home, school, college and at work. This brings significant emotional disturbances into play, and is very likely to negatively affect self-esteem. Fortunately, early identification of the problem, together with appropriate treatment, makes it possible for many victims to overcome the substantial obstacles that A.D.D. places in the way of successful learning.

1 approximately 15% of A.D.H.D. children do, however, have learning disabilities

Alternative Treatments for A.D.D.	Evaluation
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<ul style="list-style-type: none">• EEG Biofeedback• Dietary intervention (<i>removal of food additives - preservatives, colorings etc.</i>)• Sugar reduction (in A.D.H.D.)• Correction of (supposed) inner-ear disturbance• Correction of (supposed) yeast infection (<i>Candida albicans</i>)• Vitamin/mineral regimen for (supposed) genetic abnormality• Body manipulations for (supposed) misalignment of two bones in the skull	<ul style="list-style-type: none">• expensive• trials flawed - (sample groups small, no control groups)• ineffective• numerous studies disprove link.• slightly effective (but only for a small percentage of children)• undocumented, unscientific studies• inconsistent with current theory• lack of evidence• inconsistent with current theory• lack of evidence• theory disproved in the 1970s• lack of evidence• inconsistent with current theory
---	--

Figure 1. Evaluations of Controversial Treatments for A.D.D.

Questions 27-29

You are advised to spend about 5 minutes on Questions 27-29.

Refer to Reading Passage 13 "A.D.D. - Missing Out On Learning", and decide which of the answers best completes the following sentences. Write your answers in boxes **27-29** on your Answer Sheet. The first one has been done for you as an example.

Example: The number of main types of A.D.D. is:

- a) 1
- b) 2
- c) 3
- d) 4

Q27. Attention Deficit Disorder:

- a) is a cause of behavioural problems
- b) is very common in children
- c) has difficulty paying attention
- d) none of the above

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Q28. Wilens and Biederman have shown that:

- a) stimulant medications are useful
- b) psychostimulants do not always work
- c) hyperactive persons respond well to psychostimulants
- d) all of the above

Q29. Children with A.D.D.:

- a) have a specific learning disability
- b) should not be given medication as a treatment
- c) may be slightly affected by sugar intake
- d) usually improve once they become teenagers



Questions 30-37

You are advised to spend about 10 minutes on Questions 30-37.
The following is a summary of Reading Passage 13.

Complete each gap in the text by choosing 30-37 on your Answer Sheet.
Write your answers in boxes. Note that there are more choices in the box than gaps.

You will not need to use all the choices given, but you may use a word, or phrase more than once.

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Attention Deficit Disorder is a neurobiological problem that affects 3 - 5% of all(Ex:). Symptoms include inattentiveness and having difficulty getting (30), as well as easily becoming distracted. Sometimes, A.D.D. is accompanied by (31) In these cases, the sufferer exhibits excessive physical activity. Psychostimulant drugs can be given to A.D.D. sufferers to assist them with the (32) of desired thought processes, although they might cause (33) Current theory states that medication is the only (34) that has a sound scientific basis. This action should only be taken after an accurate diagnosis is made. Children with A.D.D. do not necessarily have trouble learning; their problem is that they involuntarily (35) their attention elsewhere. It is not only (36) that are affected by this condition. Failure to treat A.D.D. can lead to lifelong emotional and behavioral problems. Early diagnosis and treatment, however, are the key to (37) overcoming learning difficulties associated with A.D.D.

side effects, successfully, completion, adults, medicine, switch, drug, Ritalin, hyperactivity, organized, losing, weight, A.D.H.D. , children, attention, remedial action, paying

Questions 38 - 40

You are advised to spend about 5 minutes on Questions 38-40.

Refer to Reading Passage 13, and decide which of the following pieces of advice is best suited for child listed in the table below.

Write your answers in boxes 38-40 on your Answer Sheet.

ADVICE:

- A current treatment ineffective - suggest increased dosage of Ritalin.
- B supplement diet with large amounts of vitamins and minerals.
- C probably not suffering from A.D.D. - suggest behavioral counseling.
- D bone manipulation to realign bones in the skull.
- E EEG Biofeedback to self-regulate the child's behavior.
- F daily dose of Ritalin in place of expensive unproven treatment.

	CHILD 1	CHILD 2	CHILD 3
Problems	<ul style="list-style-type: none">• does not listen to given instructions• loses interest easily• cannot complete tasks	<ul style="list-style-type: none">• often forgets to do homework• sleeps in class• disturbs other students	<ul style="list-style-type: none">• excessively active• unable to pay attention• dislikes mental effort• disturbs other students

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	<ul style="list-style-type: none">quiet and withdrawn		
Current Treatment	<ul style="list-style-type: none">EEG Feedback	<ul style="list-style-type: none">none	<ul style="list-style-type: none">diet contains no food additiveslow dose of Ritalin
Best Advice	(38).....	(39).....	(40).....

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Answers

27. a

28. d

29. c

30. organised

31. hyperactivity

32. completion

33. side effects

34. remedial action

35. switch

36. children

37. successfully

38. F

39. C

40. A

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Academic IELTS Reading Sample 14: The Beam-operated Traffic System

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Questions 1-12

You are advised to spend about 20 minutes on Questions 1-12 which are based on the following reading passage:



The Need for Change

The number of people killed each year on the road is more than for all other types of avoidable deaths except for those whose lives are cut short by tobacco use. Yet road deaths are tolerated -- so great is our need to travel about swiftly and economically. Oddly, modern vehicle engine design -- the combustion engine -- has remained largely unchanged since it was conceived over 100 years ago. A huge amount of money and effort is being channeled into alternative engine designs, the most popular being based around substitute fuels such as heavy water, or the electric battery charged by the indirect burning of conventional fuels, or by solar power. Nevertheless, such innovations will do little to halt the carnage on the road. What is needed is a radical rethinking of the road system itself.

Section (ii)

The Beam-Operated Traffic System, proposed by a group of Swedish engineers, does away with tarred roads and independently controlled vehicles, and replaces them with innumerable small carriages suspended from electrified rails along a vast interconnected web of steel beams crisscrossing the skyline. The entire system would be computer-controlled and operate without human intervention.

Section (iii)

The most preferable means of propulsion is via electrified rails atop the beams. Although electric transport systems still require fossil fuels to be burnt or dams to be built, they add much less to air pollution than the burning of petrol within conventional engines. In addition, they help keep polluted air out of cities and restrict it to the point of origin where it can be more

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easily dealt with. Furthermore, electric motors are typically 90% efficient, compared to internal combustion engines, which are at most 30% efficient. They are also better at accelerating and climbing hills. This efficiency is no less true of beam systems than of single vehicles.

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Section (iv)

A relatively high traffic **throughput** can be maintained -- automated systems can react faster than can human drivers -- and the increased speed of movement is expected to compensate for loss of privacy. It is estimated that at peak travel times passenger capacity could be more than double that of current subway systems. It might be possible to arrange for two simultaneous methods of vehicle hire: one in which large carriages (literally buses) run to a timetable, and another providing for **hire** of small independently occupied cars at a slightly higher cost. Travelers could order a car by swiping a card through a machine, which recognizes a personal number code.

Section (v)

Monorail systems are not new, but they have so far been built as **adjuncts** to existing city road systems. They usually provide a limited service, which is often costly and fails to address the major concern of traffic choking the city. The Beam-Operated Traffic System, on the other hand, provides a complete solution to city transportation. Included in its scope is provision for the movement of pedestrians at any point and to any point within the system. A city relieved of roads carrying fast-moving cars and trucks can be given over to pedestrians and **cyclists** who can walk or pedal as far as they wish before hailing a quickly approaching beam-operated car. Cyclists could use fold-up bicycles for this purpose.

Section (vi)

Since traffic will be designated an area high above the ground, human activities can take place below the transit system in complete safety, leading to a dramatic drop in the number of deaths and injuries sustained while in transit and while walking about the city. Existing roads can be dug up and grassed over, or planted with low growing bushes and trees. The look of the city is expected to improve considerably for both pedestrians and for people using the System.

Section (vii)

It is true that the initial **outlay** for a section of the beam-operated system will be more than for a similar stretch of **tarred** road. However, costs for the proposed system must necessarily include vehicle costs, which are not **factored into** road-building budgets. Savings made will include all tunnels, since it costs about US \$120,000 per kilometer to build a new six-lane road tunnel. Subway train tunnels cost about half that amount, because they are smaller in size. Tunnels carrying beamed traffic will have a narrower cross-sectional diameter and can be dug at less depth than existing tunnels, further reducing costs.

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Objections

The only major drawbacks to the proposal are entrenched beliefs that resist change, the potential for **vandalism**, and the loss of **revenue** for car manufacturers. Video camera **surveillance** is a possible answer to vandalism, while the last objection could be overcome by giving car manufacturers beam-operated vehicle building contracts. 60% of all people on earth live in cities; we must **loosen the immediate environment from the grip** of the road-bound car.

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Questions 1-4

You are advised to spend about 5 minutes on Questions 1-4.

Refer to Reading Passage 14 "The Beam-Operated Traffic System", and complete the flowchart below with appropriate words or phrases from the passage. Write your answers in boxes 1-4 on your Answer Sheet.

Current City Traffic System:

internal combustion engine	independently controlled vehicles	conventional tarred road system	traffic choking the city
----------------------------	-----------------------------------	---------------------------------	--------------------------

Proposed City Traffic System:

(1)..... rails	(2)..... -controlled carriages	(3)..... System	City without any (4)....
----------------	--------------------------------	-----------------	--------------------------

Questions 5-9

You are advised to spend about 8 minutes on Questions 5-9. Choose the most suitable heading from the list of headings below for the seven sections of Reading Passage 14 "The Beam-Operated Traffic System". Write your answers in boxes 5-9 on your Answer Sheet.

List of Headings

A. Returning the city to the people
B. Speed to offset loss of car ownership
C. Automation to replace existing roads
D. A safe and cheap alternative
E. The monorail system
F. Inter-city freeways
G. Doing the sums (Example)

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- H. The complete answer to the traffic problem
- I. Cleaner and more efficient

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Example: Section (vii)

- 5. Section (ii)
- 6. Section (iii)
- 7. Section (iv)
- 8. Section (v)
- 9. Section (vi)

Questions 10-12

You are advised to spend about 7 minutes on Questions 10-12.

Refer to Reading Passage 14, and look at the statements below.

Write **S** if the statement is Supported by what is written in the passage, and write **NS** if the statement is Not Supported. Write your answers in boxes 10-12 on your Answer Sheet.

Example: The combustion engine was designed over 100 years ago. **S**

- 10. The increased speed of traffic in a Beam-Operated Traffic System is due to electric motors being 90% efficient.
- 11. Beamed traffic will travel through tunnels costing less to build than subway tunnels.
- 12. A possible solution to willful damage to the System is to install camera equipment.

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Answers

1. electrified
2. computer
3. Beam-Operated Traffic
4. roads
5. C
6. I
7. B
8. H
9. A
10. NS
11. S
12. S

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Academic IELTS Reading Sample 15: Beneath The Canopy

Page | 26 You are advised to spend about 20 minutes on Questions 16-26.

BENEATH THE CANOPY

1.

The world's tropical rainforests comprise some 6% of the Earth's land area and contain more than half of all known life forms, or a conservative estimate of about 30 million species of plants and animals. Some experts estimate there could be two or even three times as many species hidden within these complex and fast-disappearing ecosystems, scientists will probably never know for certain, so vast is the amount of study required.

2.

Time is running out for biological research. Commercial development is responsible for the loss of about 17 million hectares of virgin rainforest each year - a figure approximating 1% of what remains of the world's rainforests.

3.

The current devastation of once impenetrable rainforest is of particular concern because, although new tree growth may in time repopulate felled areas, the biologically diverse storehouse of flora and fauna is gone forever. Losing this bountiful inheritance, which took millions of years to reach its present highly evolved state, would be an unparalleled act of human stupidity.

4.

Chemical compounds that might be extracted from yet-to-be-discovered species hidden beneath the tree canopy could assist in the treatment of disease or help to control fertility. Conservationists point out that important medical discoveries have already been made from material found in tropical rainforests. The drug aspirin, now synthesised, was originally found in the bark of a rainforest tree. Two of the most potent anti-cancer drugs derive from the rosy periwinkle discovered in the 1950s in the tropical rainforests of Madagascar.

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5.

The rewards of discovery are potentially enormous, yet the outlook is **bleak**. Timber-rich countries **mired** in debt, view potential financial gain decades into the future as less attractive than short-term profit from logging. Cataloguing species and analysing newly-found substances takes time and money, both of which are in short supply.

6.

The developed world takes every opportunity to **lecture** countries which are the guardians of rainforest. Rich nations **exhort** them to preserve and care for what is left, ignoring the fact that their wealth was in large part due to the exploitation of their own natural world.

7.

It is often forgotten that forests once covered most of Europe. Large tracts of forest were destroyed over the centuries for the same reason that the remaining rainforests are now being felled -- timber. As well as providing material for housing, it enabled wealthy nations to build large navies and shipping fleets with which to continue their **plunder** of the world's resources.

8.

Besides, it is not clear that developing countries would necessarily benefit financially from extended **bioprospecting** of their rainforests. Pharmaceutical companies make huge profits from the sale of drugs with little return to the country in which an original discovery was made.

9.

Also, cataloguing tropical biodiversity involves much more than a search for medically useful and therefore commercially viable drugs. Painstaking biological fieldwork helps to build immense databases of genetic, chemical and behavioural information that will be of benefit only to those countries developed enough to use them.

10.

Reckless logging itself is not the only danger to rainforests. Fires lit to clear land for further logging and for housing and agricultural development played **havoc** in the late 1990s in the forests of Borneo. Massive clouds of smoke from burning forest fires swept across the southernmost countries of South-East Asia choking cities and reminding even the most **resolute** advocates of rainforest clearing of the swiftness of nature's **retribution**.

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11.

Nor are the dangers entirely to the rainforests themselves. Until very recently, so-called "lost" tribes -- indigenous peoples who have had no contact with the outside world -- still existed deep within certain rainforests. It is now unlikely that there are any more truly lost tribes. Contact with the modern world inevitably brings with it exploitation, loss of traditional culture, and, in an alarming number of instances, complete **obliteration**.

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12.

Forest-dwellers who have managed to live in harmony with their environment have much to teach us of life beneath the tree canopy. If we do not listen, the impact will be on the entire human race. Loss of **biodiversity**, coupled with climate change and ecological destruction, will have profound and lasting consequences.

Questions 16-20

You are advised to spend about 8 minutes on Questions 16-20.

Refer to Reading Passage 15 "Beneath the Canopy" and answer the following questions. The left-hand column contains quotations taken directly from the reading passage. The right-hand column contains explanations of those quotations. Match each **quotation** with the correct **explanation**. Select from the choices A-F below and write your answers in boxes 16-20 on your Answer Sheet.

Example: 'a conservative estimate'B.....

Quotation	Explanation
Ex: 'a conservative estimate' (paragraph 1)	A. with many trees but few financial resources
16. 'biologically diverse storehouse of flora and fauna' (paragraph 3)	B. purposely low and cautious reckoning
17. 'timber-rich countries mired in debt' (paragraph 5)	C. large-scale use of plant and wildlife
18. 'exploitation of their own natural world' (paragraph 6)	D. profit from an analysis of the plant and animal life
19. 'benefit financially from extended bioprospecting of their rainforests' (paragraph 8)	E. wealth of plants and animals
	F. being less rich in natural wealth

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20. 'loss of biodiversity' (paragraph 12)

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Questions 21-23

You are advised to spend about 5 minutes on Questions 21-23. Refer to Reading Passage 15, and look at Questions 21-23 below. Write your answers in boxes 21-23 on your Answer Sheet.

- Q21. How many medical drug discoveries does the article mention?
Q22. What two shortages are given as the reason for the writer's pessimistic outlook?
Q23. Who will most likely benefit from the bioprospecting of developing countries' rainforests?

Questions 24-26

You are advised to spend about 7 minutes on Questions 24-26. Refer to Reading Passage 15, and decide which of the answers best completes the sentences.

Write your answers in boxes 24-26 on your Answer Sheet.

- Q 24. The amount of rainforest destroyed annually is:
a) approximately 6% of the Earth's land area
b) such that it will only take 100 years to lose all the forests
c) increasing at an alarming rate
d) responsible for commercial development

Q 25. In Borneo in the late 1990s:

- a) burning forest fires caused air pollution problems as far away as Europe
b) reckless logging resulted from burning forest fires

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- c) fires were lit to play the game of havoc
- d) none of the above

Q 26. Many so-called "lost" tribes of certain rainforests:

- a) have been destroyed by contact with the modern world
- b) do not know how to exploit the rainforest without causing harm to the environment
- c) are still lost inside the rainforest
- d) must listen or they will impact on the entire human race.

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Answers

16. E
17. A
18. C
19. D
20. F
21. 3
22. time (and) money
23. pharmaceutical companies / developed countries
24. b
25. d
26. a

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Academic IELTS Reading Sample 16: Destinations for International English Students

Page | 32 You are advised to spend about 20 minutes on Questions 1-15.

Paragraph (i)

At any given time, more than a million international students around the world are engaged in the study of the English language in a predominantly English-speaking country. The five most popular destinations, in order of popularity, are the U. S., Britain, Australia, New Zealand, and Canada. The reasons for choosing to study English abroad differ with each individual, as do the reasons for the choice of destination.

Paragraph (ii)

Numerous studies conducted in Britain and the United States show that the country of choice depends to a large extent on economic factors. While this should not provoke much surprise, careful analysis of the data suggests that students and their parents are most influenced by the preconceptions they have of the countries considered for study abroad, which, in turn, influence the amount they or their parents are prepared to outlay for the experience. The strength of international business connections between countries also gives a good indication of where students will seek tuition. In the main, students tend to follow the traditional pattern of study for their national group.

Paragraph (iii)

The United States attracts the most diverse array of nationalities to its English language classrooms -- this heterogeneity being largely due to its immense pulling power as the world's foremost economy and the resulting extensive focus on U.S. culture. Furthermore, throughout the non-European world, in Asia and North and South America especially, the course books used to teach English in most elementary and high schools introduce students to American English and the American accent from a very early age. Canada also benefits from worldwide North American exposure, but has the most homogenous group of students -- most with French as their first language. Before furthering their English skills, students in Europe study from

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predominantly British English material; most Europeans, naturally, opt for neighbouring Britain, but many Asian, Middle-Eastern, and African students decide upon the same route too.

Paragraph (iv)

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Australia and New Zealand are often overlooked, but hundreds of thousands of international students have discovered the delights of studying in the Southern Hemisphere. The majority are Asian for reasons that are not difficult to comprehend: the proximity of the two countries to Asia, (Jakarta, the capital of Australia's closest Asian neighbor, Indonesia, is only 5506 kilometers from Sydney), the comparatively inexpensive cost of living and tuition, and, perhaps of most importance to many Asian students whose English study is a prelude to tertiary study, the growing awareness that courses at antipodean universities and colleges are of an exceptionally high standard. In addition, revised entry procedures for overseas students have made it possible for an increasing number to attend classes to improve their English for alternative reasons.

Paragraph (v)

Australia and New Zealand have roughly the same mix of students in their language classrooms, but not all students of English who choose these countries are from Asia. The emerging global consciousness of the late twentieth century has meant that students from as far as Sweden and Brazil are choosing to combine a taste for exotic travel with the study of English 'down under' and in 'the land of the long white cloud'. But even the Asian economic downturn in the 1990s has not significantly altered the demographic composition of the majority of English language classrooms within the region.

Paragraph (vi)

Nor have the economic problems in Asia caused appreciable drops in full-time college and university attendances by Asian students in these two countries. This is partly because there has always been a greater demand for enrolment at Australian and New Zealand tertiary institutions than places available to overseas students. In addition, the economic squeeze seems to have had a compensatory effect. It has clearly caused a reduction in the number of students from affected countries who are financially able to study overseas. However, there has been a slight but noticeable shift towards Australia and New Zealand by less wealthy Asian students who might otherwise have chosen the United States for English study.

Paragraph (vii)

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The U.S. and Britain will always be the first choice of most students wishing to study the English language abroad, and it is too early to tell whether this trend will continue. However, economic considerations undoubtedly wield great influence upon Asian and non-Asian students alike. If student expectations can be met in less traditional study destinations, and as the world continues to shrink, future international students of English will be advantaged because the choice of viable study destinations will be wider.

Questions 1-3

You are advised to spend about 5 minutes on Questions 1-3.

Complete the missing information in the table below by referring to Reading Passage 1 "Destinations for International English Students".

Write your answers in boxes 1 - 3 on your Answer Sheet. The first one has been done for you as an example.

	U.S.	Britain	Australia	New Zealand	Canada
order of popularity	1 st	Ex: 2 nd	3 rd	4 th	5 th
type of English in course books used in this country	American	1.....	2.....	not given	not given
student heterogeneity (1 = most heterogenous 5 = least heterogenous)	1	2	3.....	Equal 3	5

You are advised to spend about 5 minutes on Questions 4-9.

Choose the most suitable heading from the list of headings below for the seven paragraphs of Reading Passage 1 "Destinations for International English Students". Write your answers in boxes 4-9 on your Answer Sheet.

Example: Paragraph (vii) E.....

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List of Heading	
A. Heterogeneity in the language classroom	Q 4. Paragraph (i)
B. Enrollment demand in Australia & New Zealand.	Q 5. Paragraph (ii)
C. Reasons for the choice of destination	Q 6. Paragraph (iii).....
D. The attractions of studying in the antipodes	Q 7. Paragraph (iv).....
E. Conclusion	Q 8. Paragraph (v).....
F. Additional student sources	Q 9. Paragraph (vi).....
G. Student destinations	

Questions 10-15

You are advised to spend about 10 minutes on questions 10-15.

Refer to Reading Passage 1 "Destinations for International English Students", and look at the statements below.

Write your answers in boxes 10-15 on your Answer Sheet.

Write **T** if the statement is True; **F** if the statement is False; **N** if the information is Not Given in the text.

Example: There are presently more than 1,000,000 foreign students of English abroad.

T F N

Q10. Study destination choices are mostly influenced by proximity to home.

T F N

Q11. Students who wish to study business will probably study English overseas.

T F N

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Q12. Students of the same nationality usually make similar study choices.

T F N

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Q13. English language classrooms in the U.S. have the widest range of student nationalities.

T F N

Q14. Standards at Australian and New Zealand tertiary institutions are improving.

T F N

Q15. Despite the 1990s Asian economic crisis, Asian students still dominate the English language classrooms of Australia and New Zealand.

T F N

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Answers

1. British
2. not given
3. (equal) 3
4. G
5. C
6. A
7. D
8. F
9. B
10. F
11. N
12. T
13. T
14. N
15. T

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Academic IELTS Reading Sample 17: The Danger of Ecstasy

Page | 38 You are advised to spend about 20 minutes on Questions 32 - 40.



The Danger of ECSTASY

Use of the illegal drug named Ecstasy (MDMA) has increased alarmingly in Britain over the last few years, and in 1992 the British Medical Journal claimed that at least seven deaths and many severe adverse reactions have followed its use as a dance drug. 14 deaths have so far been attributed to the drug in Britain, although it is possible that other drugs contributed to some of those deaths. While it is true that all drugs by their very nature change the way in which the body reacts to its environment and are therefore potentially dangerous, it is still unclear whether the casual use of Ecstasy is as dangerous as authorities believe. What is certain is that the drug causes distinct changes to the body which, unless understood, may lead to fatal complications in certain circumstances.

In almost all cases of MDMA-related deaths in Britain, overheating of the body and inadequate replacement of fluids have been noted as the primary causes of death. Yet in the United States, studies appear to implicate other causes since no deaths from overheating have yet been reported. It seems that normal healthy people are unlikely to die as a result of taking MDMA, but people with pre-existing conditions such as a weak heart or asthma may react in extreme ways and are well-advised not to take it.

Not all physical problems associated with the drug are immediate. Medium-term and long-term effects have been reported which are quite disturbing, yet not all are conclusively linked to the drug's use. Medium-term effects include the possibility of contracting the liver disease hepatitis or risking damage to the kidneys. However, animal studies show no such damage (although it is readily admitted by researchers that animal studies are far from conclusive since humans react in different ways than rats and monkeys to the drug), and cases of human liver or kidney damage have so far only been reported in Britain. Nonetheless, evidence to date

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suggests that alcohol and Ecstasy taken at the same time may result in lasting harm to bodily organs.

Evidence that MDMA causes long-term cellular damage to the brain has, until recently, been based on experiments with animals alone; the most common method of detection is to cut out a section of the brain, and measure the level of the chemical **serotonin**. This is performed weeks or months after use of a suspect drug. If the serotonin level, which is lowered as a result of the use of many drugs, fails to return to normal, then it is probable that the drug in question has caused damage to the cells of that part of the brain. Ecstasy has been implicated in causing brain damage in this way, but in most cases, the serotonin level returns to normal, albeit after a long time.

Early experiments with monkeys, in which they were found to have permanent brain damage as a result of being administered MDMA, were used to link brain damage in humans to Ecstasy use. These early concerns led to the drug being classified as extremely dangerous, and although the results of the research were doubted by some and criticised as invalid, no attempt was made to change the classification. However, the latest available data regarding permanent brain damage in humans who have taken Ecstasy regularly over many years (as little as once a week for four years) seem to justify the cautious approach taken in the past. The psychological effects of taking Ecstasy are also a major cause for concern. It is clear that the mind is more readily damaged by the drug than is the body. It is not difficult to find occasional or regular users of the drug who will admit to suffering mental damage as a result. Paranoia, depression, loss of motivation and desire, **outbursts** of mania -- all are common, and not unusual side effects of the drug.

To be fair to those who claim that Ecstasy frees the personality by removing one's defences against psychological attack, it is true that the drug can be liberating for some users. Unfortunately, the experience is likely to be short-lived, and there is always the danger is that one's normal life might seem dull by comparison.

Perhaps the most damning evidence urging against the use of Ecstasy is that it is undoubtedly an addictive substance, but one that quickly loses its ability to transport the mind, while it increases its effect upon the body. Yet, unlike the classic addictive drugs, heroin, **cocaine**, morphine and so on, Ecstasy does not produce physical withdrawal symptoms. In fact, because one becomes quickly tolerant of its effect on the mind, it is necessary to **forgo** its use for a while in order to experience again its full effect. Any substance which produces such a strong effect on the user should be treated with appropriate respect and caution.

You are advised to spend about 10 minutes on Questions 32-35.

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Refer to Reading Passage 17 "The Dangers of Ecstasy", and decide which of the answers best completes the following sentences.

Write your answers in boxes 32-35 on your Answer Sheet.

The first one has been done for you as an example.

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Example: In recent years, use of the illegal drug Ecstasy in Britain:

- a) has increased
- b) has decreased alarmingly
- c) has decreased
- d) has increased a little

Q32. It is not known whether:

- a) drugs change the way the body reacts
- b) the British Medical Journal has reported seven deaths caused by Ecstasy
- c) Ecstasy alone was responsible for the 14 deaths in Britain
- d) Ecstasy causes changes to the body

Q33. The use of Ecstasy:

- a) is usually fatal
- b) is less dangerous than the authorities believe
- c) is harmless when used as a dance drug
- d) none of the above

Q34. Deaths from Ecstasy are sometimes caused by:

- a) people with pre-existing conditions
- b) too much fluid in the body
- c) overheating of the body
- d) all of the above

Q35. MDMA studies conducted on animals:

- a) show damage to the kidneys
- b) cannot provide absolute proof of the effect of the drug on humans
- c) are cruel and have been discontinued
- d) have yet to indicate a long-term brain damage

Questions 36-40

Using information from Reading Passage 17, complete the following sentences using **NO MORE THAN THREE WORDS**.

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Write your answers in boxes **36-40** on your Answer Sheet.

Q36. Permanent damage to the body may result if Ecstasy is taken simultaneously with

Q37. Cellular damage to the brain is detected by measuring the amount of

Q38. The **serotonin** level of Ecstasy users takes a long time to

Q39. One of the positive effects of taking Ecstasy is that it can

Q40. Ecstasy produces no withdrawal symptoms even though it is

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Answers

32. c

33. d

34. c

35. b

36. alcohol

37. (the chemical) serotonin

38. return to normal

39. free the personality / liberate some users / remove one's defenses

40. addictive

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Academic IELTS Reading Sample 18: The Discovery of Uranus

Page | 43 You are advised to spend about 20 minutes on Questions 27 - 40

Someone once put forward an attractive though unlikely theory. Throughout the Earth's annual revolution around the sun, there is one point of space always hidden from our eyes. This point is the opposite part of the Earth's orbit, which is always hidden by the sun. Could there be another planet there, essentially similar to our own, but always invisible?

If a space probe today sent back evidence that such a world existed it would cause not much more sensation than Sir William Herschel's discovery of a new planet, Uranus, in 1781. Herschel was an extraordinary man — no other astronomer has ever covered so vast a field of work — and his career deserves study. He was born in Hanover in Germany in 1738, left the German army in 1757, and arrived in England the same year with no money but quite exceptional music ability. He played the violin and oboe and at one time was organist in the Octagon Chapel in the city of Bath. Herschel's was an active mind, and deep inside he was conscious that music was not his destiny; he, therefore, read widely in science and the arts, but not until 1772 did he come across a book on astronomy. He was then 34, middle-aged by the standards of the time, but without hesitation he embarked on his new career, financing it by his professional work as a musician. He spent years mastering the art of telescope construction, and even by present-day standards his instruments are comparable with the best.

Serious observation began 1774. He set himself the astonishing task of 'reviewing the heavens', in other words, pointing his telescope to every accessible part of the sky and recording what he saw. The first review was made in 1775; the second, and most momentous, in 1780-81. It was during the latter part of this that he discovered Uranus. Afterwards, supported by the royal grant in recognition of his work, he was able to devote himself entirely to astronomy. His final achievements spread from the sun and moon to remote galaxies (of which he discovered hundreds), and papers flooded from his pen until his death in 1822. Among these, there was one sent to the Royal Society in 1781, entitled An Account of a Comet. In his own words:

On Tuesday the 13th of March, between ten and eleven in the evening, while I was examining the small stars in the neighbourhood of H Geminorum, I perceived one that appeared visibly larger than the rest; being struck with its uncommon magnitude, I compared it to H Geminorum and the small star in the quartile between Auriga and Gemini, and finding it to be much larger than either of them, suspected it to be a comet.

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Herschel's care was the **hallmark** of a great observer; he was not prepared to jump any conclusions. Also, to be fair, the discovery of a new planet was the last thought in anybody's mind. But further observation by other astronomers besides Herschel revealed two curious facts. For the comet, it showed a remarkably sharp disc; furthermore, it was moving so slowly that it was thought to be a great distance from the sun, and comets are only normally visible in the immediate vicinity of the sun. As its orbit came to be worked out the truth **dawned** that it was a new planet far beyond Saturn's realm, and that the 'reviewer of the heavens' had **stumbled** across an **unprecedented** prize. Herschel wanted to call it georgium sidus (Star of George) in honour of his royal patron King George III of Great Britain. The planet was later for a time called Herschel in honour of its discoverer. The name Uranus, which was first proposed by the German astronomer Johann Elert Bode, was in use by the late 19th century.

Uranus is a giant in construction, but not so much in size; its diameter compares unfavourably with that of Jupiter and Saturn, though on the terrestrial scale it is still **colossal**. Uranus' atmosphere consists largely of hydrogen and helium, with a trace of methane. Through a telescope, the planet appears as a small bluish-green disc with a faint green periphery. In 1977, while recording the occultation of a star behind the planet, the American astronomer James L. Elliot discovered the presence of five rings encircling the equator of Uranus. Four more rings were discovered in January 1986 during the exploratory flight of Voyager 2. In addition to its rings, Uranus has 15 satellites ('moons'), the last 10 discovered by Voyager 2 on the same flight; all revolve about its equator and move with the planet in an east-west direction. The two largest moons, Titania and Oberon, were discovered by Herschel in 1787. The next two, Umbriel and Ariel, were found in 1851 by the British astronomer William Lassell. Miranda, thought before 1986 to be the innermost moon, was discovered in 1948 by the American astronomer Gerard Peter Kuiper.

Glossary:

'Occultation': in astronomy, when one object passes in front of another and hides the second from view, especially, for example, when the moon comes between an observer and a star or planet

'Voyager 2': an unmanned spacecraft sent on a voyage past Saturn, Uranus and Jupiter in 1986; during which it sent back information about these planets to scientists on earth .

Questions 27-31

Complete the table below. Write a date for each answer.

Write your answers in boxes 27-31 on your answer sheet.

Event	Date
Example	Answer

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William Herschel was born in	1738
Herschel began investigating astronomy	(27).....
Discovery of the planet Uranus	(28).....
Discovery of the moons Titania and Oberon	(29).....
First discovery of Uranus' rings	(30).....
Discovery of the last 10 moons of Uranus	(31).....

Questions 32-36

Do the following statements reflect the claims of the writer of the Reading Passage?
In boxes 32-36 on your answer sheet write

YES if the statement reflects the claims of the writer
NO if the statement contradicts the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

Example

Herschel was multi-talented

Answer

YES

32. It is improbable that there is a planet hidden behind the sun.
33. Herschel knew immediately that he had found a new planet.
34. Herschel collaborated with other astronomers of his time.
35. Herschel's newly-discovered object was considered to be too far from the sun to be a comet.
36. Herschel's discovery was the most important find of the last three hundred years.

Questions 37-40

Complete each of the following statements (Questions 37-40) with a name from the Reading Passage.

Write your answers in boxes 37-40 on your answer sheet.

The suggested names of the new planet started with (37), then (38), before finally settling on Uranus. The first five rings around Uranus were discovered by (39) From 1948 until 1986, the moon (40) was believed to be the moon closest to the surface of Uranus.

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Answers

27. 1772
28. 1781
29. 1787
30. 1977
31. 1986
32. YES
33. NO
34. NOT GIVEN
35. YES
36. NOT GIVEN
37. georgium sidus
38. Herschel
39. James L. Elliot
40. Miranda

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Academic IELTS Reading Sample 19: Creating Artificial Reefs

Page | 47 You should spend about 20 minutes on Questions 1-13 which are based on Reading Passage 19 below.

In the coastal waters of the US, a nation's leftovers have been discarded. **Derelict** ships, concrete blocks, scrapped cars, army tanks, tyres filled with concrete and redundant planes **litter** the sea floor. However, this is not waste disposal, but part of a coordinated, state-run programme. To recently arrived fish, plants and other sea organisms, these artificial reefs are an ideal home, offering food and shelter.



Sea dumping incites widespread **condemnation**. Little surprise when oceans are seen as 'convenient' dumping grounds for the rubbish we have created but would rather forget. However, scientific evidence suggests that if we dump the right things, sea life can actually be enhanced. And more recently, purpose-built structures of steel or concrete have been employed -- some the size of small apartment blocks -- principally to increase fish harvests.

Strong currents, for example, the choice of design and materials for an artificial reef depends on where it is going to be placed. In areas of a solid concrete, structure will be more appropriate

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than **ballasted** tyres. It also depends on what species are to be attracted. It is pointless creating high-rise structures for fish that prefer flat or low-relief habitat. But the most important consideration is the purpose of the reef.

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In the US, where there is a national reef plan using cleaned up **rigs** and tanks, artificial reefs have mainly been used to attract fish for recreational fishing or sport-diving. But there are many other ways in which they can be used to manage the marine habitat. For as well as protecting existing habitat, providing purpose-built accommodation for commercial species (such as lobsters and octopi) and acting as sea defences, they can be an effective way of improving fish harvests.

Japan, for example, has created vast areas of artificial habitat -- rather than isolated reefs -- to increase its fish stocks. In fact, the cultural and historical importance of seafood in Japan is reflected by the fact that it is a world leader in reef technology; what's more, those who construct and deploy reefs have sole rights to the harvest.

In Europe, artificial reefs have been mainly employed to protect habitat. Particularly so in the Mediterranean where reefs have been sunk as physical obstacles to stop illegal **trawling**, which is destroying sea grass beds and the marine life that depends on them. If you want to protect areas of the seabed, you need something that will stop trawlers dead in their tracks,' says Dr Antony Jensen of the Southampton Oceanography Centre.

Italy **boasts** considerable artificial reef activity. It deployed its first scientifically planned reef using concrete cubes assembled in pyramid forms in 1974 to enhance fisheries and stop **trawling**. And Spain has built nearly 50 reefs in its waters, mainly to discourage trawling and enhance the productivity of fisheries. Meanwhile, Britain established its first **quarried** rock artificial reef in 1984 off the Scottish coast, to assess its potential for attracting commercial species.

But while the scientific study of these structures is a little over a quarter of a century old, artificial reefs made out of readily available materials such as bamboo and coconuts have been used by fishermen for centuries. And the benefits have been enormous. By placing reefs close to home, fishermen can save time and fuel. But unless they are carefully managed, these areas can become over-fished. In the Philippines, for example, where artificial reef programmes have been **instigated** in response to declining fish populations, catches are often allowed to exceed the maximum potential of new production of the artificial reef because there is no proper management control.

There is no doubt that artificial reefs have lots to offer. And while purpose-built structures are effective, the real challenge now is to develop environmentally safe ways of using recycled

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waste to increase marine diversity. This will require more scientific research. For example, the **leachates** from one of the most commonly used reef materials, tyres, could potentially be harmful to the creatures and plants that they are supposed to attract. Yet few extensive studies have been undertaken into the long-term effects of disposing of tyres at sea. And at the moment, there is little consensus about what is environmentally acceptable to dump at sea, especially when it comes to oil and gas rigs. Clearly, the challenge is to develop environmentally acceptable ways of disposing of our rubbish while enhancing marine life too. What we must never be allowed to do is have an excuse for dumping anything we like at sea.

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Questions 1-3

The list below gives some of the factors that must be taken into account when deciding how to construct an artificial reef. Which **THREE** of these factors are mentioned by the writer of the article? Write the appropriate letters **A-F** in boxes 1-3 on your answer sheet.

- | | |
|---|--|
| A | The fishing activity in the area |
| B | The intended location of the reef |
| C | The existing reef structures |
| D | The type of marine life being targeted |
| E | The function of the reef |
| F | The cultural importance of the area |

Questions 4-8

Complete the table below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 4-8 on your answer sheet.

Area/Country	Type of Reef	Purpose
US	Made using old (4)	To attract fish for leisure activities
Japan	Forms large area of artificial habitat	to improve (5)
Europe	lies deep down to form (6)	to act as a sea defence

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Italy	Consists of pyramid shapes of (7)	to prevent trawling
Britain	made of rock	to encourage (8) fish species

Questions 9-12

Page | 50 Using **NO MORE THAN THREE WORDS**, complete the following sentences. Write your answers in boxes 9-12 on your answer sheet.

In (9), people who build reefs are legally entitled to all the fish they attract. Trawling inhibits the development of marine life because it damages the (10), In the past, both (11) were used to make reefs. To ensure that reefs are not over-fished, good (12) is required.

Question 13

Choose the appropriate letter A-D and write it in box 13 on your answer sheet.

13. According to the writer, the next step in the creation of artificial reefs is
- A to produce an international agreement.
 - B to expand their use in the marine environment.
 - C to examine their dangers to marine life.
 - D to improve on purpose-built structures.

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Answers

- 1, 2 & 3: B, D, E (In any order)
4. rigs and/or tanks
5. fish stocks
6. physical obstacles
7. concrete
8. commercial
9. Japan
10. sea (grass) beds/floor/bottom
11. bamboo and coconuts
12. management (control)
13. C

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Academic IELTS Reading Sample 20: The Pursuit of Happiness

Page | 52 You should spend about 20 minutes on Questions 28-40 which are based on Reading Passage 20 below.

The Pursuit of Happiness

"New research uncovers some anti-intuitive insights into how many people are happy - and why."

Compared with misery, happiness is a relatively unexplored terrain for social scientists. Between 1967 and 1994, 46,380 articles indexed in Psychological Abstracts mentioned depression, 36,851 anxiety, and 5,099 anger. Only 2,389 spoke of happiness, 2,340 life satisfaction, and 405 joy.

Recently we and other researchers have begun a systematic study of happiness. During the past two decades, dozens of investigators throughout the world have asked several hundred thousand representative-sampled people to reflect on their happiness and satisfaction with life or what psychologists call "subjective well-being". In the US, the National Opinion Research Center at the University of Chicago has surveyed a representative sample of roughly 1,500 people a year since 1957; the Institute for Social Research at the University of Michigan has carried out similar studies on a less regular basis, as has the Gallup Organization. Government-funded efforts have also probed the moods of European countries.

We have uncovered some surprising findings. People are happier than one might expect, and happiness does not appear to depend significantly on external circumstances. Although viewing life as a tragedy has a long and honorable history, the responses of random samples of people around the world about their happiness paints a much rosier picture. In the University of Chicago surveys, three in 10 Americans say they are very happy, for example. Only one in 10 chooses the most negative description "not too happy". The majority describe themselves as "pretty happy", ...

How can social scientists measure something as hard to pin down as happiness? Most researchers simply ask people to report their feelings of happiness or unhappiness and to assess how satisfying their lives are. Such self-reported well-being is moderately consistent over years of retesting. Furthermore, those who say they are happy and satisfied seem happy to their close friends and family members and to a psychologist-interviewer. Their daily mood ratings reveal

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more positive emotions, and they smile more than those who call themselves unhappy. Self-reported happiness also predicts other indicators of well-being. Compared with the depressed, happy people are less self-focused, less hostile and abusive, and less susceptible to disease.

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We have found that the even distribution of happiness cuts across almost all demographic classifications of age, economic class, race and educational level. In addition, almost all strategies for assessing subjective well-being -- including those that sample people's experience by polling them at random times with beepers -- turn up similar findings. Interviews with representative samples of people of all ages, for example, reveal that no time of life is notably happier or unhappier. Similarly, men and women are equally likely to declare themselves "very happy" and "satisfied" with life, according to a statistical digest of 146 studies by Marilyn J, Haring, William Stock and Morris A, Okun, all then at Arizona State University.

Wealth is also a poor predictor of happiness. People have not become happier over time as their cultures have become more affluent. Even though Americans earn twice as much in today's dollars as they did in 1957, the proportion of those telling surveyors from the National Opinion Research Center that they are "very happy" has declined from 35 to 29 percent.

Even very rich people -- those surveyed among Forbes magazine's 100 wealthiest Americans -- are only slightly happier than the average American. Those whose income has increased over a 10-year period are not happier than those whose income is stagnant. Indeed, in most nations the correlation between income and happiness is negligible -- only in the poorest countries, such as Bangladesh and India, is income a good measure of emotional well-being.

Are people in rich countries happier, by and large, than people in not so rich countries? It appears in general that they are, but the margin may be slim. In Portugal, for example, only one in 10 people reports being very happy, whereas in the much more prosperous Netherlands the proportion of very happy is four in 10. Yet there are curious reversals in this correlation between national wealth and well-being -- the Irish during the 1980s consistently reported greater life satisfaction than the wealthier West Germans. Furthermore, other factors, such as civil rights, literacy and duration of democratic government, all of which also promote reported life satisfaction, tend to go hand in hand with national wealth. As a result, it is impossible to tell whether the happiness of people in wealthier nations is based on money or is a by-product of other felicities.

Although happiness is not easy to predict from material circumstances, it seems consistent for those who have it. In one National Institute on Aging study of 5,000 adults, the happiest people in 1973 were still relatively happy a decade later, despite changes in work, residence and family status.

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Questions 28-30

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Choose the appropriate letters A-D and write them in boxes 28-30 on your answer sheet.

28. What point are the writers making in the opening paragraph?
- A Happiness levels have risen since 1967.
 - B Journals take a biased view on happiness.
 - C Happiness is not a well-documented research area,
 - D People tend to think about themselves negatively.
29. What do the writers say about their research findings?
- A They had predicted the results correctly.
 - B They felt people had responded dishonestly.
 - C They conflict with those of other researchers.
 - D Happiness levels are higher than they had believed.
30. In the fourth paragraph, what does the reader learn about the research method used?
- A It is new.
 - B It appears to be reliable.
 - C It is better than using beepers.
 - D It reveals additional information.

Questions 31-34

According to the passage, which of the findings below (31-34) is quoted by which Investigative Body (A-G)? Write your answers in boxes 31-34 on your answer sheet.

NB There are more Investigative Bodies than findings, so you do not have to use all of them.

- 31. Happiness is not gender related.
- 32. Over fifty percent of people consider themselves to be 'happy'.
- 33. Happiness levels are marginally higher for those in the top income brackets.
- 34. 'Happy' people remain happy throughout their lives.

Investigative Bodies

- A. The National Opinion Research Center, University of Chicago
- B. Arizona State University
- C. The Institute for Social Research, University of Michigan
- D. Forbes Magazine

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- E. The National Institute on Aging
- F. The Gallup Organization
- G. The Government

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Questions 35-40

Complete the summary of Reading Passage 20 below. Choose your answers from the box at the bottom of the page and write them in boxes **35-40** on your answer sheet.

NB There are more words than spaces so you will not use them all. You may use any of the words more than once.

HOW HAPPY ARE WE?

Example:

Our happiness levels are by relatively few factors.

Answer

Affected

For example, incomes in the States have (35) over the past forty years but happiness levels have (36) over the same period. In fact, people on average incomes are only slightly (37) happy than extremely rich people and a gradual increase in prosperity makes (38) difference to how happy we are. In terms of national wealth, populations of wealthy nations are (39) happier than those who live in poorer countries. Although in some cases this trend is (40) and it appears that other factors need to be considered.

List of Words							
Stopped	Slightly	too	great	Doubled	Significant	similar	some
Stabilized		Remarkably			reversed		dropped
No	Less		much		affected	Crept	up
down	more	clearly					Slowed

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Answers

- 28. C
- 29. D
- 30. B
- 31. B
- 32. A
- 33. D
- 34. E
- 35. doubled
- 36. dropped
- 37. less
- 38. no
- 39. slightly
- 40. reversed

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