

# خدمات آکادمی شریف زاده

ویرایش نینتو مقالات ترجمه فارسی به انگلیسی  
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تصحیح مقاله مطابق با فرمت مجله انتخاب بهترین مجلات مشاوره اخذ بورسیه تحصیلی و فرصت مطالعاتی  
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# نمونه سوالات تافل

بخش ۴

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## Passage 4

In general, the influence of Anglo patrons has been much less pronounced on Hispanic arts than on American Indian arts. The Hispanic crafts revival was confined to a much shorter period of time, beginning in the early 1920's, reaching its peak in the late 1930's, and dying down by the Second World War, less than 20 years. During this period, in spite of the enthusiasm of the wealthy Anglo patrons in northern New Mexico, Hispanic crafts never "caught on" nationally in the way American Indian crafts did. Interest was fairly well limited to the Southwest and Southern California, the areas in which the adobe hacienda revival was taking place. The major interest in Hispanic crafts was as furnishings for these comfortable Southwestern-style adobe homes. ~~These crafts were not as were American Indian crafts viewed as valuable art objects in themselves purchased with an eye for speculation.~~ Hispanic arts, to a great degree, have been ignored by the speculative Anglo art market. A beneficial consequence of this oversight is that the artisans have been freer to work according to their own standards and within their own traditions. Their work has not been "emptied of previous vital meanings" and become a meaningless revival as has so much ethnic art of this day. Rather it has remained as an object of cultural pride and identity and not simply the product of the tastes and demands of the art market.

### 1. What does this passage mainly discuss?

- (A) Differences in the degree to which Hispanic and American Indian arts have been influenced by Anglo patrons
- (B) Marketing strategies for Hispanic artists
- (C) American Indian influence on Hispanic crafts
- (D) Negative consequences of the influence American Indian and Hispanic arts have had on Anglo artists

### 2. According to the passage, during which of the following periods were Hispanic crafts most popular?

- (A) The early 1920's
- (B) The late 1930's
- (C) In the middle of the Second World War

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(D) At the end of the Second World War

**3. In line 6, the author says that Hispanic crafts never "caught on" to indicate that they .....**

- (A) failed to become fashionable
- (B) were hard to hang on walls
- (C) were impossible to understand.
- (D) seldom stayed glued together

**4. In line 14 of the passage, to which of the following does the word "it" refer?**

- (A) The clay
- (B) Ethnic art
- (C) Their work
- (D) A meaningless revival

**5. Which of the following places is NOT mentioned in the passage as a place in which Hispanic crafts were popular?**

- (A) Northern New Mexico
- (B) The Southwest
- (C) Southern California
- (D) New England

**6. Where in the passage does the author indicate the primary use of the Hispanic crafts purchased prior to the Second World War?**

- (A) Lines 2-4
- (B) Lines 8-9
- (C) Lines 11-13
- (D) Lines 15-16

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## Passage 5

**Botany**, the study of plants, occupies a **peculiar** position in the history of human knowledge. For many thousands of years, it was the one field of awareness about which humans had anything more than the vaguest of insights. It is impossible to know today just what our Stone Age ancestors knew about plants, but from what we can observe of pre-industrial societies that still exist, a detailed learning of plants and their properties must be extremely ancient. **This is logical**. Plants are the basis of the food pyramid for all living things, even for other plants. They have always been enormously important to the welfare of peoples, not only for food but also for clothing, **weapons**, tools, **dyes**, medicines, shelter, and a great many other purposes. Tribes living today in the jungles of the Amazon recognize literally hundreds of plants and know many properties of each. To them, botany, as such, has no name and is probably not even recognized as a special branch of knowledge at all.

Unfortunately, the more industrialized we become, the farther away we move from direct contact with plants, and the less distinct our knowledge of botany grows. Yet everyone comes unconsciously on an amazing amount of botanical knowledge, and few people will fail to recognize a rose, an apple, or an orchid. When our neolithic ancestors, living in the Middle East about 10,000 years ago, discovered that certain grasses could be harvested and their seeds planted for richer yields the next season, the first great step in a new association of plants and humans was taken. Grains were discovered and from them flowed the marvel of agriculture: cultivated crops. From then on, humans would increasingly take their living from the controlled production of a few plants, rather than getting a little here and a little there from many varieties that grew wild, and the accumulated knowledge of tens of thousands of years of experience and intimacy with plants in the wild would begin to fade away.

**1. Which of the following assumptions about early humans is expressed in the passage?**

- (A) They probably had extensive knowledge of plants.
- (B) They thought there was no need to cultivate crops.
- (C) They did not enjoy the study of botany.
- (D) They placed great importance on the ownership of property.

**2. What does the comment "This is logical" in line 6 mean?**

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- (A) There is no clear way to determine the extent of our ancestor's knowledge of plants.
- (B) It is not surprising that early humans had a detailed knowledge of plants.
- (C) It is reasonable to assume that our ancestors behaved very much like people in preindustrial societies.
- (D) Human knowledge of plants is well organized and very detailed.

**3. According to the passage, why has general knowledge of botany begun to fade?**

- (A) People no longer value plants as a useful resource.
- (B) Botany is not recognized as a special branch of science.
- (C) Research is unable to keep up with the increasing numbers of plants.
- (D) Direct contact with a variety of plants decreased.

**4. In line 16, what is the author's purpose in mentioning "a rose, an apple, or an orchid"?**

- (A) To make the passage more poetic
- (B) To cite examples of plants that are attractive
- (C) To give botanical examples that all readers will recognize
- (D) To illustrate the diversity of botanical life

**5. According to the passage, what was the first great step toward the practice of agriculture?**

- (A) The invention of agricultural implements and machinery
- (B) The development of a system of names for plants
- (C) The discovery of grasses that could be harvested and replanted
- (D) The changing diets of early humans

**6. The relationship between botany and agriculture is similar to the relationship between zoology (the study of animals) and .....**

- (A) deer hunting
- (B) bird watching
- (C) sheep raising
- (D) horseback riding

**7. In which lines in the passage, does the author describe the beneficial properties that plants have for humans?**

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- (A) Lines 1-2
- (B) Lines 7-9
- (C) Lines 11-12
- (D) Lines 14-16

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1991-10

## Passage 1

Having no language, infants cannot be told what they need to learn. Yet by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence. Acquiring their language is a most impressive intellectual **feat**. Studies on how children learn language generally agree that the most remarkable aspect of this feat is the rapid acquisition of grammar. Nevertheless, the ability of children to conform to grammatical rules is only slightly more wonderful than their ability to learn words. It has been **reckoned** that the average high school graduate in the United States has a reading vocabulary of 80,000 words, **which** includes idiomatic expressions and proper names of people and places. This vocabulary must have been learned over a period of 16 years. From the figures, it can be calculated that the average child learns at a rate of about 13 new words per day. Clearly a learning process of great complexity goes on at a rapid rate in children.

### 1. What is the main subject of the passage?

- (A) Language acquisition in children
- (B) Teaching languages to children
- (C) How to memorize words
- (D) Communicating with infants

### 2. The word "feat" in line 5 is closest in meaning to which of the following?

- (A) Experiment
- (B) Idea
- (C) Activity
- (D) Accomplishment

### 3. The word "reckoned" in line 7 is closest in meaning to which of the following?

- (A) Suspected
- (B) Estimated
- (C) Proved

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(D) Said

4. In line 8, the word "which" refers to .....

- (A) their ability
- (B) reading vocabulary
- (C) idiomatic expression
- (D) learning process

5. According to the passage, what is impressive about the way children learn vocabulary?

- (A) They learn words before they learn grammar.
- (B) They learn even very long words.
- (C) They learn words very quickly.
- (D) They learn the most words in high school.

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## Passage 2

The temperature of the Sun is over 5,000 degrees Fahrenheit at the surface, but it rises to perhaps more than 16 million degrees at the center. The Sun is so much hotter than the Earth that matter can exist only as a gas, except at the core. In the core of the Sun, the pressures are so great against the gases that, despite the high temperature, there may be a small solid core. However, no one really knows, since the center of the Sun can never be directly observed.

Solar astronomers do know that the Sun is divided into five layers or zones. Starting at the outside and going down into the Sun, the zones are the **corona, chromosphere, photosphere, convection zone**, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.

The Sun's outermost layer begins about 10,000 miles above the visible surface and can be seen during an eclipse such as the one in February 1979. ~~At any goes outward for millions of miles.~~ This is the only part of the Sun that other time, the corona can be seen only when special instruments are used on cameras and telescopes to shut out the glare of the Sun's rays.

The corona is a brilliant, **pearly white, filmy** light about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has **wispy** spike-like rays near the Sun's north and south poles. The corona is thickest at the sun's equator.

The corona rays are made up of gases streaming outward at tremendous speeds and reaching a temperature of more than 2 million degrees Fahrenheit. The rays of gas thin out as they reach the space around the planets. By the time the Sun's corona rays reach the Earth, they are weak and invisible.

**1. Matter on the Sun can exist only in the form of gas because of the Sun's .....**

- (A) size
- (B) age
- (C) location

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(D) temperature

**2. With what topic is the second paragraph mainly concerned?**

(A) How the Sun evolved

(B) The structure of the Sun

(C) Why scientists study the Sun

(D) The distance of the Sun from the planets

**3. All of the following are parts of the Sun's atmosphere EXCEPT .....**

(A) corona

(B) chromosphere

(C) photosphere

(D) core

**4. According to the passage as the corona rays reach the planets, they become .....**

(A) hotter

(B) clearer

(C) thinner

(D) stronger

**5. The paragraphs following the passage most likely discuss which of the following?**

(A) The remaining layers of the Sun

(B) The evolution of the Sun to its present form

(C) The eclipse of February 1979

(D) The scientists who study astronomy

**6. Where in the passage does the author compare the light of the Sun's outermost layer to that of another astronomical body?**

(A) Lines 2-3

(B) Lines 9-10

(C) Lines 16

(D) Lines 22-23

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## Passage 3

The agricultural revolution in the nineteenth century involved two things: the invention of labor-saving machinery and the development of scientific agriculture. Labor-saving machinery naturally appeared first where labor was scarce. "In Europe," said, Thomas Jefferson, the object is to make the most of their land, labor being abundant. Here it is to make the most of our labor, land being abundant. It was in America, therefore, that the great advances in nineteenth-century agricultural machinery first came. At the opening of the century, with the exception of a crude plow farmers could have carried practically all of the existing agricultural implement on their backs. By 1860, most of the machinery in use today had been designed in an early form. The most important of the early inventions, was the iron plow. As early as 1790, Charies Newbold of New Jersey had been working on a cast-iron plow and spent his entire fortune in introducing his invention. The farmers, however, would have none of it, claiming that the iron poisoned the soil had made the weeds grow. Nevertheless, many people devoted their attention to the plow, until in 1869 James Oliver of South Bend, Indiana, turned out the first chilled-steel plow.

### 1. What is the main topic of the passage?

- (A) The need for agricultural advances to help feed a growing population
- (B) The development of safer machines demanded by the labor movement
- (C) Machinery that contributed to the agricultural revolution
- (D) New Jersey as a leader in the agricultural revolution

### 2. The word "naturally" as used in line 3 is closest in meaning to which of the following?

- (A) Gradually
- (B) Unsurprisingly
- (C) Apparently
- (D) Safely

### 3. The expression "make the most of" in line 4 is closest in meaning to which of the following?

- (A) Get the best yield from
- (B) Raise the price of

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(C) Exaggerate the worth of

(D) Earn a living on

**4. Which of the following can be inferred from what Thomas Jefferson said?**

- (A) Europe was changing more quickly than America.  
(B) Europe had greater need of farm machinery than America did.  
(C) America was finally running out of good farmland.  
(D) There was a shortage of workers on American farms.

**5. It can be inferred that the word 'here' in line 4 refers to .....**

- (A) Europe  
(B) America  
(C) New Jersey  
(D) Indiana

**6. What point is the author making by stating that farmers could carry nearly all their tools on their backs?**

- (A) Farmers had few tools before the agricultural revolution.  
(B) Americans were traditionally self-reliant.  
(C) Life on the farm was extremely difficult.  
(D) New tools were designed to be portable.

**7. Why did farmers reject Newbold's plow?**

- (A) Their horses were frightened by it.  
(B) They preferred lighter tools.  
(C) It was too expensive.  
(D) They thought it would ruin the land.

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## Passage 4

Telecommuting -- substituting the computer for the trip to the job -- has been **hailed** as a solution to all kinds of problems related to office work. For workers it promises freedom from the office, less time wasted in traffic, and help with child-care conflicts. For management, telecommuting helps keep high performers on board, minimizes **tardiness** and **absenteeism** by eliminating commutes, allows periods of solitude for high-concentration task, and provides scheduling flexibility. In some areas, such as Southern California and Seattle, Washington, local governments are encouraging companies to start telecommuting programs in order to reduce rush-hour congestion and improve air quality.

But these benefits do not come easily. Making a telecommuting program work requires careful planning and an understanding of the differences between telecommuting realities and popular images.

Many workers are seduced by **rosy** illusions of life as a telecommuter. A computer programmer from New York City moves to the tranquil Adirondack Mountains and stays in contact with her office via computer. A manager comes in to his office three days 8 week and works at home the other two. An accountant stays home to care for child; she hooks up her telephone modem connections and does office work between calls to the doctor.

These are powerful images, but they are a limited reflection of reality. Telecommuting workers soon learn that it is almost impossible to concentrate on work and care for a young child at the same time. Before a certain age, young children cannot recognize much less respect, the necessary boundaries between work and family. Additional child support is necessary if the parent is to get any work done.

Management, too, must separate the myth from the reality. Although the media has paid a great deal of attention to telecommuting. In most cases, it is the employee's situation not the availability of technology that **precipitates** a telecommuting arrangement. That is partly why despite the widespread press coverage, the number of companies with work-at-home programs or policy guidelines remains small.

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## 1. What is the main subject of the passage?

- (A) Business management policies
- (B) Driving to work
- (C) Extending the workplace by means of commuters
- (D) Commuters for child - care purposes

## 2. Which of the following is NOT mentioned as a problem for office employees?

- (A) Being restricted to the office
- (B) Incurring expenses for lunches and clothing
- (C) Taking care of sick children
- (D) Driving in heavy traffic

## 3. Which of the following is NOT mentioned as a problem for employers that is potentially solved by telecommuting?

- (A) Employees' lateness for work
- (B) Employees' absence from work
- (C) Employees' need for time alone to work intensively
- (D) Employee's' conflicts with second jobs

## 4. Which of the following does the author mention as a possible disadvantage of telecommuting?

- (A) Small children cannot understand the boundaries of work and play.
- (B) Computer technology is not advanced enough to accommodate the needs of every situation.
- (C) Electrical malfunctions can destroy a project.
- (D) The worker often does not have all the needed resources at home.

## 5. Which of the following is an example of telecommuting as described in the passage?

- (A) A scientist in a laboratory developing plans for a space station
- (B) A technical writer sending via computer documents created at home
- (C) A computer technician repairing an office computer network
- (D) A teacher directing computer - assisted learning in a private school



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## Passage 5

Camen Lomas Garza's **eloquent etchings**, **lithographs**, and **gouache** paintings depict **primal** images of the rural environment and **communal** cultural experience of Mexican descended people in the United States. In an **introspective** and personal language, she describes the customs, traditions, and way of life of her Texan-Mexican heritage.

By 1972, Lomas Garza had evolved her distinctive *monitos*, paintings of **stylized** figures in culturally specific social environments. She **transposes** images and scenes from her past, combining cultural documentation with invention in an interplay of fact and fiction. Through selection, emphasis, and creation, these *monitos* **delineate** facets of experience, expressing deeper truths.

Oral tradition is a **mainstay** of Chicano culture. In both urban and rural communities, a rich and varied **repertoire** of ballads, tales, and poetic forms is preserved in memory and passed from generation to generation. Lomas Garza's *monitos* function as an oral tradition in visual form. Her unique art of storytelling employs **iconographic** elements to create a concentrated narration. Visual episodes within an unfolding epic tale of cultural regeneration, the *monitos* keep alive the customs and daily practices that give meaning and coherence to Chicano identity. **Their** basic aim is to delight and instruct. For those outside Chicano culture, the precise and minutely detailed *monitos* provide a glimpse into the rich and vibrant lifestyle of the largest Spanish speaking cultural group within United States society.

Although her art has an innocent **earnestness** and **folkloric affinity**. Lomas Garza's expression is neither naive nor **instinctive**. The artist is highly trained academically, but has chosen to remain independent of dominant artistic trends in order to work toward a private aesthetic response to social concerns. While her work does not **posit** an overt political statement, it originates from a desire to respond to the contemporary situation of Mexican Americans by expressing positive images of their culture.

### 1. What does the passage mainly discuss?

- (A) Cultural aspects of Carmen Lomas Garza's work
- (B) Carmen Lomas Garza's artistic training

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(C) Political aspects of Carmen Lomas Garza's work

(D) Critical reviews of Carmen Lomas Garza's work

**2. What does the passage say about the oral tradition in Chicano culture?**

- (A) It is very important.  
(B) It is no longer relevant.  
(C) It is being replaced by the written word.  
(D) It is primarily rural.

**3. The writer compares Lomas Garza's visual works to .....**

- (A) customs  
(B) facts and fiction  
(C) storytelling  
(D) artistic trends

**4. The author refers to Carmen Lomas Garza's work as all of the following EXCEPT .....**

- (A) instructive  
(B) precise  
(C) detailed  
(D) naive

**5. The word "Their" in line 16 refers to which of the following?**

- (A) Elements  
(B) Monitos  
(C) Customs  
(D) Practices

**6. Where in the passage does the author discuss the effect of Garza's work on non-Chicanos?**

- (A) Lines 1-3  
(B) Lines 10-12  
(C) Lines 16-19

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(D) Lines 21-23

**7. What can be inferred from the passage about Carmen Lomas Garza's art training?**

- (A) She pursued conventional academic art studies.  
(B) She was self-taught.  
(C) She learned by copying dominant artistic trends.  
(D) She learned by copying folk artists.

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1992-01

## Passage 1

The first navigational lights in the New World were probably **lanterns** hung at harbor entrances. The first **lighthouse** was put up by the Massachusetts Bay Colony in 1776 on Little Brewster Island at the entrance to Boston Harbor. Paid for and maintained by light dues levied on ships, the original **beacon** was blown up in 1776. By then there were only a dozen or so true lighthouses in the colonies. Little over a century later, there were 700 lighthouses.

The first eight erected on the West Coast in the 1850's featured the same basic New England design: a Cape Cod dwelling with the tower rising from the center or standing close by. In New England and elsewhere, though, lighthouses reflected a variety of architectural styles. Since most stations in the Northeast were built on rocky **eminences**, enormous towers were not the rule. Some were made of stone and brick, others of wood or metal. Some stood on **pilings** or **stilts**: some were fastened to rock with iron rods. Farther south from Maryland through the Florida Keys, the coast was low and sandy. It was often necessary to build tall towers there -- massive structures like the majestic Cape Hatteras, North Carolina, the lighthouse which was lit in 1870. At 190 feet, it is the tallest brick lighthouse in the country.

Notwithstanding differences in appearance and construction, most American lighthouses shared several features: a light, living quarter and sometimes a bell (or later a **foghorn**). They also had something else in common: a keeper and usually the keeper's family. The keeper's essential task was **trimming** the lantern's **nick** in order to maintain a steady bright flame. The earliest keepers came from every **walk of life** -- **they** were seamen, farmers, and mechanics. ~~Rough mill hands and~~ appointments were often **handed out** by local **customs** commissioners as political **plums**. After the administration of lighthouses was taken over in 1852 by the United States Lighthouse 803<sup>rd</sup>, an agency of the Treasury Department, the keeper **corps** gradually became highly professional.

### 1. What is the best title for the passage?

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- (A) The Lighthouse on Little Brewster Island
- (B) The Life of a Lighthouse Keeper
- (C) Early Lighthouses in the United States
- (D) The Modern Profession of Lighthouse Keeping

## 2. Why does the author mention the Massachusetts Bay Colony?

- (A) It was the headquarters of the United States Lighthouse Board.
- (B) Many of the tallest lighthouses were built there.
- (C) The first lantern wicks were developed there.
- (D) The first lighthouse in North America was built there.

## 3. It can be inferred from the passage that lighthouses in the Northeast did not need high towers because .....

- (A) ships there had high masts
- (B) coastal waters were safe
- (C) the coast was straight and unobstructed
- (D) the lighthouses were built on high places

## 4. According to the passage, where can the tallest brick lighthouse in the United States be found?

- (A) Little Brewster Island
- (B) The Florida Keys
- (C) Cape Hatteras
- (D) Cape Cod

## 5. In line 19, to which of the following does the word "They" refer?

- (A) Lighthouses
- (B) Differences
- (C) Quarters
- (D) Features

## 6. It can be inferred from the passage that the Treasury Department, after assuming control of the lighthouses, improved which of the following?

- (A) The training of the lighthouse keepers

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- (B) The sturdiness of the lighthouses
- (C) The visibility of the lights
- (D) The locations of the lighthouses

7. Where in the passage does the author tell how lighthouses in the Northeast were fastened to the surrounding rock?

- (A) Lines 3-4
- (B) Line 12
- (C) Lines 14-15
- (D) Line 19

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## Passage 2

**Homing pigeons** are placed in a training program from about the time they are twenty-eight days of age. They are taught to enter the **loft** through a trap and to exercise above and around the loft, and gradually they are taken away for short distances in **wicker** baskets and released. They are then expected to find their way home in the shortest possible time.

In their training flights or in actual races, the birds are taken to prearranged distant points and released to find their way back to their own lofts. Once the birds are liberated, their owners, who are standing by at the home lofts, anxiously watch the sky for the return of their entries. Since time is of the essence, the speed with which the birds can be induced to enter the loft trap may make the difference between gaining a win or a second place.

The head of a homing pigeon is comparatively small, but its brain is one quarter larger than that of the ordinary pigeon. The homing pigeon is very intelligent and will persevere to the point of stubbornness some have been known to fly a hundred miles off course to avoid a storm.

Some homing pigeon experts claim that this bird is gifted with a form of built-in radar that helps it find its own loft after hours of flight, for hidden under the head feathers are two very sensitive ears, while the sharp, prominent eyes can see great distances in daytime.

Why do homing pigeons fly home? They are not unique in this inherent skill: it is found in most **migratory** birds, in bees, ants, **toads**, and even turtles, which have been known to travel hundreds of miles to return to their homes. But in the animal world, the homing pigeon alone can be trusted with its freedom and trained to carry out the missions that people demand.

### 1. What is the purpose of the passage?

- (A) To convince the reader to buy a homing pigeon
- (B) To inform the reader about homing pigeons and their training
- (C) To protect homing pigeons against the threat of extinction
- (D) To encourage the owners of homing pigeons to set the birds free

### 2. According to the passage, what happens to homing pigeons when they are about a month old?

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- (A) They are kept in a trap.  
(B) They enter their first race.  
(C) They begin a training program.  
(D) They get their wings clipped and marked.

3. In line 8, when the author states that the owners "anxiously watch the sky" there is the implication that the owners .....

- (A) want their pigeon to win the race  
(B) are sending radar signals to their pigeons  
(C) do not know whether the race began on time  
(D) do not trust the rules set down by the judges

4. According to the passage, what is the difference between a homing pigeon and an ordinary one?

- (A) The span of the wings  
(B) The shape of the eyes  
(C) The texture of the feathers  
(D) The size of the brain

5. The author mentions all of the following at tributes that enable a homing pigeon to return home **EXCEPT** .....

- (A) instinct  
(B) air sacs  
(C) sensitive ears  
(D) good eyes

6. In line 16, the pronoun "it" refers to which of the following?

- (A) Radar  
(B) Bird  
(C) Loft  
(D) Form

7. Why does the author mention bees, ants, toads, and turtles in the last paragraph?

- (A) To describe some unusual kinds of pets

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- (B) To measure distances traveled by various animals
- (C) To compare their home - finding abilities with those of homing pigeons
- (D) To interest the reader in learning about other animals

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## Passage 3

Central Park, emerging from a period of abuse and neglect, remains one of the most popular attractions in New York City, with half a million out-of-towners among the more than 3 million people who visit the park yearly. About 15 million individual visits are made each year.

Summer is the season for softball, concerts, and Shakespeare; fall is **stunning**; winter is wonderful for **sledding**, skating, and skiing; and **springtime** is the loveliest of all. It was all planned that way.

About 130 years ago Frederic Law Olmsted and his collaborator Calvert Vaux submitted their **landscaping** plan for a **rectangular parcel** two miles north of the town's center. The **barren swampy tract**, home for **squatters** and bone-boiling works that made glue, was reported as a **pestilential** spot where **miasmatic** odors **taint** every breath of air. It took 16 years for workers with **pickaxes** and shovels to move 5 million cubic feet of earth and rock, and to plant half a million trees and shrubs, being a **tribute** to nature, a romantic nineteenth-century perception of nature.

What exists today is essentially Olmsted and Vaux's plan with more trees, buildings, and **asphalt**. Landscape architects still speak **reverently** of Olmsted's genius and foresight, and the sensitive visitor can see the effects he sought.

### 1. With what subject is the passage mainly concerned?

- (A) The lives of Olmsted and Vaux
- (B) New York City's tourist industry
- (C) Examples of nineteenth-century art in New York City
- (D) The development of Central Park

### 2. According to the passage, which is the prettiest time of year in Central Park?

- (A) Winter
- (B) Spring
- (C) Summer

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(D) Fall

**3. It can be inferred that the rectangular parcel mentioned in line 9 is .....**

(A) the site of Central Park

(B) a gift presented to New York

(C) a skyscraper in New York

(A) the proposed design for Central Park

**4. According to the passage, before Olmsted and Vaux began their work, the area now occupied by Central Park was .....**

(A) a romantic place

(B) an infertile, **marshy** space

(C) a green and hilly park

(D) a baseball field

**5. It can be inferred from the passage that today's landscape architects praise Olmsted for his .....**

(A) enthusiasm for sport

(B) skill at designing factories

(C) concern for New York's homeless people

(D) foresight in anticipating New York's urbanization

**6. Where in the passage does the author mention unpleasant smells?**

(A) Lines 1-3

(B) Lines 5-7

(C) Lines 10-12

(D) Lines 15-16

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## Passage 4

The difference between a liquid and a gas is obvious under the conditions of temperature and pressure commonly found at the surface of the Earth. A liquid can be kept in an open container and fills it to the level of a free surface. A gas forms no free surface but tends to **diffuse** throughout the space available; it must therefore be kept in a closed container or held by a gravitation field, as in the case of a planet's atmosphere. The distinction was a prominent feature of early theories describing the phases of matter. In the nineteenth century, for example, one theory maintained that a liquid could be "dissolved" in a vapor without losing its identity, and another theory held that the two phases are made up of different kinds of molecules: liquidons and gasons. The theories now prevailing take a quite different approach by emphasizing what liquids and gases have in common. They are both forms of matter that have no permanent structure, and they both flow readily. They are fluids.

The fundamental similarity of liquids and gases becomes clearly apparent when the temperature and pressure are raised somewhat. Suppose a closed container partially filled with a liquid is heated. The liquid expands, or in other words becomes less dense; some of it evaporates. In contrast, the vapor above the liquid surface becomes denser as the evaporated molecules are added to it. The combination of temperature and pressure at which the densities become equal is called the critical point. Above the critical point the liquid and the gas can no longer be distinguished; there is a single, undifferentiated fluid phase of uniform density.

**1. Which of the following would be the most appropriate title for the passage?**

- (A) The Properties of Gases and Liquids
- (B) High Temperature Zones on the Earth
- (C) The Beginnings of Modern Physics
- (D) New Containers for Fluids

**2. According to the passage, the difference between a liquid and a gas under normal conditions on Earth is that the liquid .....**

- (A) is affected by changes in pressure
- (B) has a permanent structure
- (C) forms a free surface

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(D) is considerably more common

**3. It can be inferred from the passage that the gases of the Earth's atmosphere are contained by .....**

- (A) a closed surface
- (B) the gravity of the planet
- (C) the field of space
- (D) its critical point

**4. According to the passage, in the nineteenth century some scientists viewed liquidons and gasons as .....**

- (A) fluids
- (B) dissolving particles
- (C) heavy molecules
- (D) different types of molecules

**5. According to the passage, what happens when the temperature is increased in a closed container holding a liquid?**

- (A) The liquid and gas phases become more similar.
- (B) The liquid and the gas become less dense.
- (C) The container expands.
- (D) The liquid evaporates out of the container.

**6. According to the passage, which of the following is the best definition of the critical point?**

- (A) When the temperature and the pressure are raised
- (B) When the densities of the two phases are equal
- (C) When the pressure and temperature are combined
- (D) When the container explodes

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## Passage 5

Lucinda Childs's spare and orderly dances have both **mystified** and **mesmerized** audiences for more than a decade. Like other so-called "postmodern" **choreographers**, Childs sees dance as pure form. Her dances are mathematical explorations of geometric shapes, and her dancers are expressionless, genderless instruments who **etch** intricate patterns on the floor in precisely timed, repetitive sequences of relatively simple steps. The development of Childs's career, from **its** beginning in the now legendary Judson Dance Theater, paralleled the development of minimalist art, although the choreographer herself has taken issue with those critics who describe her work as minimalist. In her view, each of her dances is simply "an intense experience of intense looking and listening." In addition to performing with her **troupe**, the Lucinda Childs Dance Company, Childs has appeared in the avant-garde opera *Einstein on the Beach*, in two off-Broadway plays, and in the films *Jeonne d'Iman* by Marie Jimenez and *21:12 Piano Bor*.

As a little girl, Childs had dreamed of becoming an actress. She appeared regularly in student productions throughout her school years, and when she was about eleven she began to take drama lessons. It was at the suggestion of her acting coach that the youngster, who was by her own admission "clumsy, shapeless, and on the heavy side", enrolled in a dancing class. Among her early teachers were Hanya Holm, the dancer and choreographer who introduced the Wigman system of modern dance instruction to the United States, and Helen Tamiris, the Broadway choreographer. Pleased with her pupil's progress, Ms. Tamiris eventually asked the girl to perform **onstage**. After that **exhilarating** experience, Lucinda Childs wasn't sure [she] even wanted to be an actress anymore.

### 1. What is the passage mainly about?

- (A) Minimalist art
- (B) Mathematical forms
- (C) A choreographer
- (D) Broadway plays

### 2. The word "its" in line 6 refers to .....

- (A) career

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(B) development

(C) steps

(D) the Judson Dance Theater

**3. The work of Lucinda Childs has been compared to which of the following?**

(A) Avant-garde opera

(B) The Wigman system

(C) Realistic drama

(D) Minimalist art

**4. In which artistic field did Childs first study?**

(A) Painting

(B) Dance

(C) Drama

(D) Film

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1992-05

## Passage 1

In 1781, twelve families trooped north from Mexico to California. On a stream along the desert's edge they built a settlement called Los Angeles. For many years it was a market town where nearby farmers and ranchers met to trade.

Then in 1876 a railroad linked Los Angeles to San Francisco and, through San Francisco to the rest of the country. The next year farmers sent their first **trainload** of oranges east by a new railroad which provided a direct route between Los Angeles and Chicago.

Then in the 1890's oil was discovered in the city. As **derricks** went up, workers built many highways and pipe lines. Digging began on a harbor that would make Los Angeles not only an ocean port but also a fishing center. The harbor was completed in 1914. That year the Panama Canal opened. Suddenly Los Angeles was the busiest port on the Pacific Coast.

Today the city is the main industrial center in the West. It produces goods not only for other West Coast communities but also for those in other parts of the country. It leads the nation in making airplanes and equipment for exploring outer space. Many motion pictures and television programs are filmed in Los Angeles. The city is also the business center for states in the West. Improvements in transportation are the main reason for Los Angeles' growth.

**1. According to the passage what was the main commercial activity of Los Angeles during the years directly following its settlement?**

- (A) Fruit growing
- (B) Oil drilling
- (C) Fishing
- (D) Trading

**2. According to the passage in which year were oranges first shipped from Los Angeles to the East Coast by train?**

- (A) 1781

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(B) 1876

(C) 1877

(D) 1890

**3. San Francisco is mentioned in the passage for which of the following reasons?**

(A) The settlers who founded Los Angeles came from San Francisco.

(B) San Francisco linked Los Angeles with the rest of the country.

(C) San Francisco was a market town where farmers came to trade.

(D) Oil was discovered in San Francisco in the 1890's.

**4. Where in the passage does the author state the principal cause of the expansion of Los Angeles?**

(A) Line 5

(B) Line 7

(C) Line 11

(D) Lines 15-16

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## Passage 2

As many as one thousand years ago in the Southwest, the Hopi and Zuni tribes of North America were building with adobe, **sunbaked** brick plastered with mud. Their homes looked remarkably like modern apartment houses. Some were four stories high and contained quarters for perhaps a thousand people along with storerooms for grain and other goods. These buildings were usually put up against cliffs, both to make construction easier and for **defense** against enemies. They were really villages in themselves as later Spanish explorers must have realized since they called them "pueblos", which is Spanish for town.

The people of the pueblos raised what are called **the three sisters** -- corn, beans, and squash. They made excellent pottery and wove marvelous baskets, some so fine that they could hold water. The Southwest has always been a dry country with water scarce. The Hopi and Zuin brought water from streams to their fields and gardens through irrigation ditches. Water was so important that it played a major role in their religion. They developed elaborate ceremonies and religious rituals to bring rain.

The way of life of less settled groups was simpler and more strongly influenced by nature. Small tribes such as the Shoshone and Ute wandered the dry and mountainous lands between the Rocky Mountains and the Pacific Ocean. They gathered seeds and hunted small animals such as rabbits and snakes. In the Far North, the ancestors of Pawnee and Inuit hunted **seals, walruses**, and the great whales. They lived right on the frozen seas in shelters called igloos built of blocks of packed snow. When summer came, they fished for salmon and hunted the **lordly caribou**.

The Cheyenne, Pawnee, and Sioux tribes, known as the Plains Indians, lived on the grasslands between the Rocky Mountains and the Mississippi River. They hunted the bison, commonly called the buffalo. Its meat was the chief food of these tribes, and its hide was used to make their clothing and the covering of their tents and **tepees**.

### 1. Which of the following is the best title for the passage?

- (A) Building with Adobe
- (B) One Thousand Years of Hunting

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- (C) The Hopi and Zuni Tribes  
(D) Early North American Societies

2. It can be inferred from the passage that the dwellings of the Hopi and Zuni were .....

- (A) very small  
(B) family advanced  
(C) conveniently located  
(D) extremely fragile

3. The author uses the phrase the three sisters in line 9 to refer to .....

- (A) Hopi women  
(B) family members  
(C) important crops  
(D) rain ceremonies

4. Which of the following animals was most important to the Plains Indians?

- (A) The salmon  
(B) The caribou  
(C) The seal  
(D) The buffalo

5. According to the passage, which of the following tribes lived in the grasslands?

- (A) The Shoshone and Ute  
(B) The Cheyenne and Sioux  
(C) The Hop and Zuni  
(D) The Pawnee and Inuit

6. Which of the following is **NOT** mentioned by the author as a dwelling space of the first North Americans?

- (A) Log cabins  
(B) Adobe houses  
(C) Tepees  
(D) Igloos

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### 7. The author groups North American Indians according to their .....

- (A) tribes and environment
- (B) impact on the Europeans
- (C) rituals and ceremonies
- (D) date of appearance on the continent

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## Passage 3

The term 'virus' is derived from the Latin word for poison or slime. It was originally applied to the **noxious stench emanating** from swamps that was thought to cause a variety of diseases in the centuries before microbes were discovered and specifically linked to illness. But it was not until almost the end of the nineteenth century that a true virus was proven to be the cause of a disease.

The **nature** of viruses made them impossible to detect for many years even after bacteria had been discovered and studied. Not only are viruses too small to be seen with a light microscope, they also cannot be detected through their biological activity except as it occurs in conjunction with other organisms. In fact, viruses show **no traces** of biological activity by themselves. Unlike bacteria, they are not living agents in the strictest sense. Viruses are very simple pieces of organic material composed only of **nucleic acid**, either DNA or RNA, enclosed in a coat of protein made up of simple structural units. (Some viruses also contain carbohydrates and lipids.) They are parasites, requiring human, animal, or plant cells to live. The virus replicates by attaching to a cell and injecting its nucleic acid. Once inside the cell, the DNA or RNA that contains the virus's genetic information takes over the cell's biological machinery, and the cell begins to manufacture viral proteins rather than its own.

### 1. Which of the following is the best title for the passage?

- (A) New Developments in Viral Research
- (B) Exploring the Causes of Disease
- (C) DNA: Nature's Building Block
- (D) understanding Viruses

### 2. Before microbes were discovered, it was believed that some diseases were caused by .....

- (A) germ-carrying insects
- (B) certain strains of bacteria
- (C) foul odors released from swamps
- (D) slimy creatures living near swamps

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3. The word "proven" in line 4 is closest meaning to which of the following?

- (A) Shown
- (B) Feared
- (C) Imagined
- (D) Considered

4. The word "nature" in line 6 is closest in meaning to which of the following?

- (A) Self-sufficiency
- (B) Shapes
- (C) Characteristics
- (D) Speed

5. The author implies that bacteria were investigated earlier than viruses because .....

- (A) bacteria are easier to detect
- (B) bacteria are harder to eradicate
- (C) viruses are extremely poisonous
- (D) viruses are found only in hot climates

6. All of the following may be components of a virus EXCEPT .....

- (A) RNA
- (B) plant cells
- (C) carbohydrates
- (D) a coat of protein

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## Passage 4

Dancer Martha Graham trained her body to move in different ways and in different contexts from any before attempted. "Life today is nervous, sharp, and zigzag," she said. "It often stops in **midair**. That is what I aim for in my dances." She insists she never started out to be a rebel. It was only that the emotions she had to express could not be projected through any of the traditional forms. This was in 1925. All forms of art were undergoing a revolution. The theories of psychology were being used to extend the boundaries of poetry, music, and painting.

Martha Graham's **debut** dance concert in her new idiom occurred on April 18, 1926. **Connoisseurs** of dance, gathered at the Forty-eighth Street Theater in New York, witnessed Martha Graham's first **foray** into this new realm of dance. They saw through such dance sequences as "Three Gobi Maidens" and "A Study in Lacquer" desires and conflicts expressed through **bodily** movements. These critics agreed that something entirely new, a departure from all previous forms, had been witnessed.

In the early thirties, she founded the Martha Graham School of Contemporary Dance. Her classes were used as a **laboratory** for her stage works, and her stage works in turn were a means for attaching new pupils to her school, a sort of **self-winding** process, with herself as the key to the development.

Martha Graham and the school she has founded are virtually synonymous with the modern dance. She had not only produced a technique of the dance, choreographed and taught it, but her **disciples** have gone out to fill the modern dance world.

### 1. What does the passage mainly discuss?

- (A) Martha Graham's development of modern dance
- (B) The revolution of art forms in the 1920's
- (C) A dancer's view of life
- (D) The Martha Graham School of Contemporary Dance

### 2. It can be inferred from the passage that, in the beginning of her career, Martha Graham's mode of dance was .....

- (A) readily accepted



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- (B) considered rebellious
- (C) virtually ignored
- (D) accepted only in New York

3. It can be inferred from the passage that Martha Graham's style of dance differed from traditional dance in the .....

- (A) type of movements
- (B) speed of the performance
- (C) variety of themes
- (D) ages of the performers

4. In lines 16-17, the author uses the phrase "a sort of self-winding process" to illustrate .....

- (A) the new steps Graham developed for dance
- (B) the relationship between Graham's performances and her school
- (C) the discipline demanded in Graham's school
- (D) the physical endurance of Graham's dancers

5. According to the passage, what is the present status of Martha Graham's work?

- (A) It is historically interesting, but is no longer popular.
- (B) It has evolved into something completely different.
- (C) It is carried on by her students.
- (D) It causes heated debates.

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## Passage 5

If the salinity of ocean waters is analyzed, it is found to vary only slightly from place to place. Nevertheless, some of these small changes are important. There are three basic processes that cause a change in **oceanic salinity**. One of these is the subtraction of water from the ocean by means of evaporation, conversion of liquid water to water vapor. In this manner, the salinity is increased since the salts stay behind. If this is carried to the extreme, of course, white crystals of salt would be left behind: this, by the way, is how much of the table salt we use is actually obtained.

The opposite of evaporation is precipitation, such as rain, by which water is added to the ocean. Here the ocean is being **diluted** so that the **salinity** is decreased. This may occur in areas of high rainfall or in coastal regions where rivers flow into the ocean. Thus salinity may be increased by the subtraction of water by evaporation or decreased by the addition of fresh water by precipitation or **runoff**.

Normally in tropical regions where the Sun is very strong, the ocean salinity is somewhat higher than it is in other parts of the world where there is not as much evaporation. Similarly, in coastal regions where rivers dilute the sea salinity is somewhat lower than in other oceanic areas.

A third process by which salinity may be altered is associated with the formation and melting of sea ice. When seawater is frozen, the dissolved materials are left behind. In this manner, seawater directly beneath freshly formed sea ice has a higher salinity than **it** did before the ice appeared. Of course, when this ice melts, it will tend to decrease the salinity of the surrounding water. In the Weddell Sea, off Antarctica, the densest water in the oceans is formed as a result of this freezing process, which increases the salinity of cold water. This heavy water sinks and is found in the deeper portions of the oceans of the world.

### 1. What does the passage mainly discuss?

- (A) The bodies of water of the world
- (B) The elements of salt
- (C) The many forms of ocean life

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انتخاب بهترین مجلات

(D) The salinity of ocean water

2. According to the passage, the ocean generally has more salt in .....

- (A) coastal areas
- (B) tropical areas
- (C) rainy areas
- (D) turbulent areas

3. All of the following are processes that decrease salinity **EXCEPT** .....

- (A) evaporation
- (B) precipitation
- (C) runoff
- (D) melting

4. Which of the following statements about the salinity of a body of water can best be inferred from the passage?

- (A) The temperature of the water is the most important factor.
- (B) How quickly the water moves is directly related to the amount of salt.
- (C) Ocean salinity has little effect on sea life.
- (D) Various factors combine to cause variations in the salt content of water.

5. The word "it" in line 19 refers to which of the following?

- (A) Sea ice
- (B) Salinity
- (C) Seawater
- (D) Manner

6. Why does the author mention the Weddell Sea?

- (A) To show that this body of water has salinity variations
- (B) To compare Antarctic waters with Arctic waters
- (C) To give an example of cold-water salinity
- (D) To point out the location of deep waters

7. Which of the following is **NOT** a result of the formation of ocean ice?

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- (A) The salt remains in the water.  
(B) The surrounding water sinks.  
(C) Water salinity decreases.  
(D) The water becomes denser.

## 8. What can be inferred about the water near the bottom of oceans?

- (A) It is relatively warm.  
(B) Its salinity is relatively high.  
(C) It does not move.  
(D) It is formed by melting sea ice.

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1992-08

## Passage 1

It reflects badly on the order of priorities in our society that schoolchildren can tell you the make of many cars on the road but cannot identify any but the most familiar trees and wildflowers. This is because, generally speaking, the educational system of the United States is squeezed indoors to a degree that stifles young minds. Few schools take advantage of the vast classroom of the outdoors to teach the things that really matter -- the basics of life on a threatened planet. Children study insect larvae and tadpoles in paper cups inside a classroom instead of having their knowledge filled out by examining the complex environment in which these creatures actually live. This is a pity, because a child is normally nature's most avid student. Every parent knows the propensity of small children to bring home caterpillars, grasshoppers, toads, and other small living things. But parents rarely encourage this instinctive attraction by imparting a knowledge of nature to their children. Too often, the interest of children in the natural world is diverted by the example of their elders into a concentration on the inanimate objects that money will buy.

**1. It can be inferred from the passage that the author thinks the educational system of the United States is too .....**

- (A) strict
- (B) defensive
- (C) limited
- (D) experimental

**2. Which of the following sentences best summarizes the author's main point?**

- (A) Children should learn to follow the example of their elders.
- (B) Children should learn about financial responsibility by saving for the future.
- (C) Children should study individual organisms in school laboratories that are better equipped.
- (D) Children should be taken outside the classroom to study the natural sciences.

**3. Why does the author mention cars in line 2?**

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- (A) To provide an example of the typical means of transportation for schoolchildren  
(B) To emphasize the variety of **automobiles** available today  
(C) To compare children's knowledge of the automobile to their knowledge of nature  
(D) To criticize the automobile as a major source of pollution of the natural environment

4. According to the author, children often lose interest in nature because .....

- (A) their curiosity is not encouraged  
(B) their environment on the planet is threatened  
(C) they think the outdoors is like a schoolroom  
(D) they tend to be afraid of insects and other small living things

5. The author indicates that children imitate their parents .....

- (A) pity for helpless creatures  
(B) love of knowledge  
(C) choice of professions  
(D) interest in material possessions

6. Where in the passage does the author describe how children learn about nature in the schools?

- (A) Lines 1-3  
(B) Lines 6-8  
(C) Lines 9-11  
(D) Lines 12-14

# خدمات آکادمی شریف زاده

ویرایش نینتو مقالات ترجمه فارسی به انگلیسی نوشتن یا تصحیح مقالات نوشتن یا تصحیح رزومه انگلیسی  
نوشتن یا تصحیح انگیزه نامه انگلیسی نوشتن یا تصحیح کاورلتر ارسال مقاله به مجله و اخذ پذیرش  
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