

- 1) A fuel is a substance used ..... light, heat, or energy.  
 1) generating  
 2) generates  
 3) **to generate**  
 4) it is generating
- 2) The state of Maine generally has cooler temperatures than .....  
 1) there are most other states  
 2) most other state which have  
 3) **most other states have**  
 4) having most other states
- 3) Fruit is one of the most abundant, nutritious, and ..... foods a person can eat.  
 1) **delicious**  
 2) too delicious  
 3) is it delicious  
 4) tastes delicious
- 4) Prescriptions for corrective lenses that are provided by an optometrist are often brought to an optician who ..... the lenses.  
 1) grinding  
 2) **grinds**  
 3) they grind  
 4) are ground
- 5) Loganberries can be used in jams ..... their juice.  
 1) **and for**  
 2) while  
 3) too  
 4) in which
- 6) From her early teens .....  
 1) Blanche Willis Howard's determination to be an author  
 2) Was determined to be an author, Blanche Willis Howard  
 3) **Blanche Willis Howard was determined to be an author**  
 4) An author, Blanche Willis Howard was determined to be
- 7) Adhesive, such as glue, tape, and gum, vary with the purpose ..... intended.  
 1) they were for  
 2) for they were  
 3) which were they  
 4) **for which they were**
- 8) Alaskan forests ..... five or six miles inland from the Pacific coast.  
 1) **penetrate more rarely than**  
 2) more rarely than penetrate  
 3) more penetrate than rarely  
 4) rarely penetrate more than
- 9) **At** the future, banks will be offering an **increasingly broad** spectrum of **financial** services.
- 10) **Considered** one of America's **greatest** playwrights, Eugene O'Neill **win** the Nobel Prize for literature **in** 1936.
- 11) **The density** of a substance is **calculus** by **divide** its **mass** by its volume.
- 12) The grouper is an **ocean** fish that lives in **warm** and temperate seas, **most** around rocky shores and **coral** reefs.

- 13) In the 1950's, aircraft were developed that **flew high** they **could hardly** be seen from the **ground**.

### Reading 1

For later Greeks the Trojan War was the best remembered event of the Mycenaen age: it is the central fact of history behind the Iliad and Odyssey; and it was constantly present to the Greek mind as a turning-point of the heroic age. The two greatest Greek historians both refer to it in the opening chapters of their work: Herodotus recalls it as an earlier conflict of east and west, analogous to a that of the Persian Wars; Thucydides speaks of it as the first united foreign enterprise of the Greeks. That it was a united Greek enterprise is a point of some importance. The fame and glory of it were a joint inheritance of all the Greeks, just as the Homeric epics were. But we should be wrong to suggest that it was the Homeric epic that made it so, or that the epic was the soul source of the knowledge of the war. It is true that are considered reading of Iliad and the Odyssey will give one the outline - that Agarnernon mustard a force of men and ships from all Greece against Troy to avenge the abduction of Helen, wife of his brother Menelaus of Sparta, and that Troy vase eventually sacked after a long-drawn-out siege. Homer's purpose was to tell a tale of human experience of universal application; and his narratives have the Trojan War for their backcloth because the period of that war and its aftermath was the most momentous in the then remembered past of the Greeks, and was universally recognized as such. Indeed the fact that the Trojan War was accepted as historical by all the ancient Greek world, and that no writer in all that nation of sceptics ever questioned its historicity, is the most compelling evidence that it really did take place.

- 14) What does the passage mainly discuss?
- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1) the historicity of the Trojan War | 2) Epics of the Iliad and the Odyssey |
| 3) the works of Horner               | 4) the ancient of Greece              |
- 15) According to passage, the Trojan War is:
- |                       |                          |
|-----------------------|--------------------------|
| 1) a mythical venture | 2) a literary device     |
| 3) an ancient hoax    | 4) a historical incident |
- 16) The following are all fictional characters except:
- |               |              |
|---------------|--------------|
| 1) Thucydides | 2) Agamemnon |
| 3) Menelaous  | 4) Helen     |

- 17) In the Iliad and the Odyssey, Homer:
- 1) gives us the sole source of knowledge of the Trojan War.
  - 2) recall the Trojan War as an earlier conflict of east and west.
  - 3) recounts with accuracy the events pertaining to the Trojan War
  - 4) alludes to the events of the Trojan War as if they were known facts.
- 18) By writing Iliad and Odyssey Homer intended to tell:
- 1) the tale of Achaean uniting all Greece for the first time
  - 2) a universal tale of human experience
  - 3) the efforts of human beings in the world
  - 4) a story of national heroism and pride for the Greece
- 19) The word "analogous" in paragraph 2 is closest in meaning to:
- 1) abnormal
  - 2) negligible
  - 3) contrasting
  - 4) comparable
- 20) The word "joint" in paragraph 2 is closest in meaning to:
- 1) spiritual
  - 2) ordinary
  - 3) shared
  - 4) physical
- 21) The word "abduction" in paragraph 3 is closest in meaning to:
- 1) kidnap
  - 2) resignation
  - 3) assassination
  - 4) conspiracy
- 22) The word "momentous" in paragraph 4 is closest in meaning to:
- 1) desperate
  - 2) punctual
  - 3) unimportant
  - 4) significant
- 23) The word "compelling" in paragraph 4 is closest in meaning to:
- 1) fragile
  - 2) convincing
  - 3) concise
  - 4) confusing

## Reading 2

The concept of subculture is essential to social history, with its attention to social classes or other groups out of power. Most social historians dealing with peasants or workers, with ethnic groups, or even with age groups such as youth identify cultural features different from the dominant culture. In the nineteenth century, thus, workers in Britain become aware of dominant middle-class values but deliberately **preserved** elements of a separate culture, or subculture even though they had little chance to gain wider legitimacy for **their** values. A youth subculture developed. In many parts of Europe and North America by the later 19<sup>th</sup> century, even within the middle class.

Subcultures reflect the beliefs of various groups not fully captured by the dominant culture, capable also of influencing it, but not powerful enough to replace it. Some subcultures seem more defiant of mainstream values than is actually the case. Middle-class utopian movements after 1850, in the United States, **blasted** middle-class beliefs in manage and property but **unwittingly** upheld other beliefs about gender roles or sexual or emotional propriety (women, thus, were kept domestic and inferior). Other subcultures are traditionally very separate, like gypsy culture in Western Europe.

The importance of subcultures to social history steadily grows as greater attention is given to group beliefs and to cultural causation. No theoretical definitions of subcultures are available in social history. Attention to contemporary fad groups, like punk rockers motorcycle gangs, sometimes involves use of the term "subculture", here applied to rather small categories and often with little attention to relationships to the wider culture save the obvious claim of the defiance.

Journalists and anthropologists interested in describing varieties of popular culture do not use terms like "subculture" exactly as social historians do. It is clearly desirable to work toward sharp definitions and former overall characterization of subcultures and their contacts with dominant cultures in different periods of social history. At present subculture is not an essential category but a potentially vague catchall in the **junction** between social and cultural history.

- 24) Features of subcultures are:
- 1) different from those of the dominant culture
  - 2) the dominant features of a culture
  - 3) the same as those of the dominant culture
  - 4) values shared between the sub and the dominant culture
- 25) According to the passage, which of the following is not an instance of a subculture?
- 1) youth within the European middle-class
  - 2) gypsy culture in Western Europe
  - 3) workers within the British middle-class
  - 4) social historians in ethnic groups
- 26) The case of middle-class utopian movement after 1850 in the United States illustrated the claim that:
- 1) women were kept domestic and inferior in the 1850s.
  - 2) a subculture can not be based on beliefs about gender roles or emotional propriety.
  - 3) some subculture challenges the dominant culture less than what appears to be the case.
  - 4) in marriage and property, mainstream middle-class are unusually dominant.
- 27) With punk rockers and motorcycle gangs, the term " subculture" ...
- 1) does not signify small categories
  - 2) mostly signify the claim of defiance
  - 3) does not signify the claim of defiance
  - 4) mostly signifies the relationships to the wider culture
- 28) The following are all true about the definition of the term " subculture" EXCEPT:
- 1) Journalists and anthropologists use the terms like subcultures exactly as social historians do.
  - 2) The meaning of this term can be ambiguous.
  - 3) No theoretical definitions of subculture are available in social history.
  - 4) It is describable to try and find a precise definition of subculture.

- 29) The word "preserved" in paragraph 1 is closest in meaning to:
- |              |              |
|--------------|--------------|
| 1) corrupted | 2) stole     |
| 3) upheld    | 4) conversed |
- 30) The word "their" in paragraph one refers to:
- |             |             |
|-------------|-------------|
| 1) values   | 2) elements |
| 3) features | 4) workers  |
- 31) The word "blasted" in paragraph 2 is closest in meaning to:
- |               |            |
|---------------|------------|
| 1) criticized | 2) damaged |
| 3) exploited  | 4) praised |
- 32) The word "unwittingly" in paragraph 2 is closest in meaning to:
- |               |                    |
|---------------|--------------------|
| 1) contrarily | 2) unintentionally |
| 3) earnestly  | 4) fortunately     |
- 33) The word "juncture" in paragraph 4 is closest in meaning to:
- |                |                 |
|----------------|-----------------|
| 1) penetration | 2) dispute      |
| 3) trade off   | 4) intersection |

### Reading 2

Lightning is an example of high-energy physics you can **witness** from home. One hundred times a second lightning strikes somewhere on the earth. It is a great killer which causes a lot of damage. Hundreds of deaths are caused by lightning each year, and most of the forest fires are **set off** by lightning. Therefore, scientists are very interested in controlling lightning. In ancient times, people thought that lightning was fire thrown from heaven to earth by the angry gods. Modern scientists, however, know that thunder clouds, like all clouds, are filled with ions-atoms with either too many or too few electrons. The scientists cannot understand why the ions separate in the clouds, but the positive ions move to the top of the cloud, and the negative ions move to the bottom. The negative ions in the bottom of the cloud repel, or push against, the negative ions in the earth below. But **they** attract the positive ions in the ground. The amount of the electrical force between the cloud and the earth becomes great. A lot of ionized particles suddenly **breakaway** toward ground to combine the cloud's negative ions and the earth's positive ones. Scientists are trying to control this lightning. They drop a lot of small pieces of aluminum- covered glass into the cloud. These small pieces of glass are making a magnetic field in the clouds. This lets the electrons in the cloud move from top to bottom. The electric force is lessened and **diminishes** are prevented.

- 34) Lightning strikes the surface of the earth at the rate of:
- 1) 25000000 per day
  - 2) 100000 per thunderstorm
  - 3) 100 per second
  - 4) 100000 per year
- 35) All of the following are true about lightning EXCEPT:
- 1) It strikes everywhere on earth simultaneously.
  - 2) It causes a lot of damage.
  - 3) It is responsible for many deaths.
  - 4) It starts many forest fires.
- 36) After the ions separate in the clouds, .
- 1) The positive ions in the cloud repel the negative ions in the earth.
  - 2) The positive ions move down.
  - 3) The negative ions in the earth push against the top of cloud.
  - 4) The negative ions move down.
- 37) In paragraph 2, "they" refers to .
- 1) The negative ions in the cloud
  - 2) The positive ions in the ground
  - 3) The negative ions in the ground
  - 4) The positive ions in the cloud
- 38) The following statements are true EXCEPT:
- 1) People of the past believed the lightning was fire thrown from heaven to earth.
  - 2) Scientists can explain why ions separate in the clouds.
  - 3) In the past people thought that gods caused lightning.
  - 4) All clouds have ions in them.
- 39) What does the scientists use pieces of aluminum-covered glass for?
- 1) To reap the energy of the lightning
  - 2) To make enormous lightning that can attack the enemy
  - 3) To capture the lightning
  - 4) To stop the lightning from striking
- 40) The word "witness" in paragraph 1 is closest in meaning to:
- 1) observe
  - 2) attest
  - 3) evade
  - 4) record

- 41) The word "set off" in paragraph 1 is closest in meaning to:
- |             |            |
|-------------|------------|
| 1) ignored  | 2) located |
| 3) hindered | 4) ignited |
- 42) The word "break away" in paragraph 2 is closest in meaning to:
- |         |          |
|---------|----------|
| 1) flee | 2) fly   |
| 3) poll | 4) flirt |
- 43) The word "diminishes" in paragraph 3 is closest in meaning to:
- |             |             |
|-------------|-------------|
| 1) dwells   | 2) responds |
| 3) subsides | 4) sustains |

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