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آزمون «۹ دی ماه ۱۴۰۱»

دفترچه اختصاصی منحصرأ زبان

زمان پاسخ‌گویی: ۱۰۵ دقیقه

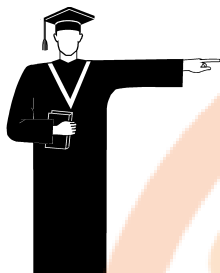
تعداد کل سؤالات: ۷۰

اختصاصی				
نام درس	تعداد سؤال	شماره سؤال	شماره صفحه	زمان پاسخ‌گویی
زبان انگلیسی تفصیلی	۷۰	۱-۷۰	۱-۸	۱۰۵ دقیقه

بنیاد علمی آموزشی قلم‌چی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۰۲۱-۸۴۵۱

«تمام دارایی‌ها و درآمدهای بنیاد علمی آموزشی قلم‌چی وقف عام است بر گسترش دانش و آموزش»



پدید آورندگان

آزمون منحصرأ زبان

۹ دی ماه ۱۴۰۱

طراحان

نام درس	نام طراحان
زبان تخصصی	محمد طاهری، محسن رحیمی، آرمین رحمانی، رحمت‌اله استیری، عادلہ حیدری، تیمور رحمتی، عقیل محمدی‌روش، سحر خسروشاهی، عبدالرشید شفیعی، مرجان شیخی

گزینشگران و ویراستاران

نام درس	زبان انگلیسی تخصصی
گزینشگر	رحمت‌الله استیری
مسئول درس	رحمت‌الله استیری
ویراستار	فاطمہ نقدی، سعید آقچه‌لو، عقیل محمدی‌روش، محمدحسین مرتضوی

گروه فنی و تولید

مدیران گروه	محدثه مرآتی
مسئول دفترچه	معصومه شاعری
مستندسازی و مطابقت با مصوبات	مدیر: محیا اصغری مسئول دفترچه: مهریار لسانی
حروف‌نگاری و صفحه‌آرایی	زهرآ تاجیک
ناظر چاپ	حمید عباسی

بنیاد علمی آموزشی قلمچی «وقف عام»

دفتر مرکزی: خیابان انقلاب بین صبا و فلسطین - پلاک ۹۲۳ - تلفن: ۰۲۱-۶۴۶۳

زبان تخصصی

۱۰۵ دقیقه

هدف‌گذاری قبل از شروع هر درس در دفترچه سؤال

لطفاً قبل از شروع پاسخ‌گویی به سؤال‌های درس منحصراً زبان، هدف‌گذاری چند از ۱۰ خود را بنویسید:
 از هر ۱۰ سؤال به چند سؤال می‌توانید پاسخ صحیح بدهید؟
 عملکرد شما در آزمون قبل چند از ۱۰ بوده است؟
 هدف‌گذاری شما برای آزمون امروز چیست؟

هدف‌گذاری چند از ۱۰ برای آزمون امروز

چند از ۱۰ آزمون قبل

Part A: Grammar

Directions: Questions 1-10 are incomplete sentences. Beneath each sentence you will see four words or phrases marked (1), (2), (3), and (4). Choose the one word or phrase that best completes the sentence. Then mark the correct choice on your answer sheet.

1-The head of the police said that the robbers' usual prey were newlyweds ... houses might contain expensive wedding gifts.

- 1) that
2) which
3) in which
4) whose

2-Nelson Mandela would not be the most famous anti-apartheid fighter in South Africa now ... years of his life in Robben Island prisons.

- 1) if he didn't spend
2) not having spent
3) had he not spent
4) if he wasn't spending

3-Greyhound dogs do well in small homes or even apartments and they don't mind ... alone all day.

- 1) to leave
2) to be left
3) leaving
4) being left

4-Look! The professor ... is instructing the college students how to present well in the conference.

- 1) I was telling you about
2) about who I was telling you
3) about that I was telling you
4) whom I was telling you about him

5-The Sumerians ... approximately 3000 to 2500 B.C. in a region known as the "Fertile Crescent" located along the Tigris River and were considered to be the world's first civilization.

- 1) had been emerged
2) emerged
3) were emerged
4) have emerged

6-... in the first draft of the budget will not necessarily be in the final draft.

- 1) Although it appears
2) It appears
3) What appears
4) Despite its appearance

7-It goes without saying that putting grease in the pan before cooking ... the food doesn't stick during frying.

- 1) will lubricate unless
2) to lubricate it and
3) it lubricates, otherwise
4) lubricates it so that

8-Personally, of the two halls, I prefer the one closer to the airport, but ... seems suitable to hold our conference in.

- 1) both
2) all
3) either
4) none

9-I wasn't planning to stay for more than two days, so I had very little luggage with

- 1) me
2) mine
3) myself
4) my own

10-New developments came from a ... understanding of what happens to eyes when they're dry compared to the past.

- 1) well
2) better
3) much best
4) best

Part B: Vocabulary

Directions: Questions 11-25 are incomplete sentences. Beneath each sentence you will see four words or phrases marked (1), (2), (3), and (4). Choose the one word or phrase that best completes the sentence. Then mark the correct choice on your answer sheet.

11-Reports of casualties in the accident were greatly ...; in fact, there were only 30 people injured, as opposed to the 100 originally suggested.

- 1) concluded
2) exaggerated
3) outlined
4) advocated

- 12-The rate at which erosion of a sea cliff occurs depends on the durability of the rock and the degree to which the coast is ... to attack by ocean waves.
- 1) endorsed
 - 2) baffled
 - 3) exposed
 - 4) declined
- 13-In the recent study, we measured three facets of antisocial behaviors: physical aggression, ..., and theft.
- 1) vandalism
 - 2) chaos
 - 3) dent
 - 4) expenditure
- 14-It seems that the files have been stored in such a/an ... manner that they are impossible to find.
- 1) laudatory
 - 2) prolific
 - 3) incessant
 - 4) haphazard
- 15-Every skyscraper is designed within physical constraints such as climate and geology, and then has to ... with the most stringent safety regulation.
- 1) comply
 - 2) collide
 - 3) vanish
 - 4) boast
- 16-Providing help for weaker students while still challenging strong students is a ... problem for teachers of mixed-level classes.
- 1) thorny
 - 2) thrilling
 - 3) divine
 - 4) crumbling
- 17-A bit of sleep ... is a small price to pay for spending your Friday morning on top of this beautiful mountain.
- 1) pattern
 - 2) devotion
 - 3) deprivation
 - 4) survival
- 18-He found the clock ticking beside his bed a ... that kept him from going to sleep.
- 1) privilege
 - 2) distractor
 - 3) blessing
 - 4) menace
- 19-After seeing how much evidence the police had collected against him, he decided to ... guilty to the crime.
- 1) tolerate
 - 2) impose
 - 3) discriminate
 - 4) plead
- 20-Only a/an ... person like you would believe the robber would walk into the bank and return the money he stole!
- 1) naive
 - 2) assertive
 - 3) talented
 - 4) indulgent
- 21-The ... had grown in the decade since Stan's graduation; there was a new science building, as well as an addition to the student union.
- 1) expertise
 - 2) campus
 - 3) premise
 - 4) territory
- 22-After long hours of negotiation, the company agreed to ... with only a four percent pay increase, which was far below what the workers asked for.
- 1) compensate
 - 2) aggregate
 - 3) presume
 - 4) compromise
- 23-Even though she knew it probably wouldn't be a long-term solution, Wanda found the job offer ... and decided to take it.
- 1) tempting
 - 2) adroit
 - 3) doubtful
 - 4) massive
- 24-The sentences used in the paper were ... selected from an academic phrase book, and the reviewers could not locate any serious language issues.
- 1) promptly
 - 2) artificially
 - 3) precisely
 - 4) desperately
- 25-The economy is just one of the critical problems that the modern world is ...; there are several other political and social problems that require immediate attention.
- 1) reveling in
 - 2) grappling with
 - 3) punching out
 - 4) drawing on

Part C: Sentence Structure

Directions: Choose the sentence with the best word order for each of the following series. Then mark the correct choice on your answer sheet.

26-

- 1) Before I hand in my essay, I went it through very carefully, checking for mistakes.
- 2) Before handing in my essay, I went it through very carefully, I checked for mistakes.
- 3) Before handing my essay in, I went through it very carefully, checking for mistakes.
- 4) Before I hand my essay in, I went through it very carefully, I checked for mistakes.

27-

- 1) The main speaker gave prominent in his speech to the need to better opportunities of jobs.
- 2) The speaker mainly gave prominence in his speech for the need to better opportunities of jobs.
- 3) The main speaker gave prominence in his speech to the need for better job opportunities.
- 4) The speaker mainly gave prominent in his speech for the need for better job opportunities.

28-

- 1) It is of crucial importance that we make more use of technology if we make progress.
- 2) It is of crucial importance that we make more use of technology if we are to make progress.
- 3) It is with crucial importance that we make more use of technology if we make progress.
- 4) It is with crucial importance that we make more use of technology if we are to make progress.

29-

- 1) Completely confusing by his explanation, I had to ask someone else what he meant.
- 2) I was completely confused by his explanation, and had to ask someone else what he meant.
- 3) Confused completely I was by his explanation, and had to ask someone else what did he mean.
- 4) His explanation was completely confusing, and had to ask someone else what did he mean.

30-

- 1) She gave us the impression that we had done something to upset her, although we had done nothing of the sort.
- 2) Upsetting her, she gave us the impression that we had done something; therefore we had done nothing of the sort.
- 3) Although nothing had we done of the sort, she gave us the impression that we had done some things that upsets her.
- 4) We had done some things which upsets her; therefore she gave us the impression that we had done nothing of the sort.

Part D: Language Function

Directions: Read the following conversations between two people and answer the questions about the conversations by choosing one of the choices (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

A: I can't believe I let you ...(31)... taking the driving test. I've always been scared of ...(32)... and now I'm going to fail!

B: Calm down! You've ...(33)... in a cold sweat. If you don't ...(34)..., you may fail.

- | | | |
|-----|-----------------------------|---------------------------|
| 31- | 1) pass me over | 2) talk me into |
| | 3) let me down | 4) cross me off |
| 32- | 1) getting behind the wheel | 2) going down the drain |
| | 3) paying through the nose | 4) losing my temper |
| 33- | 1) called off | 2) passed out |
| | 3) broken out | 4) sold off |
| 34- | 1) get on your case | 2) get a hold of yourself |
| | 3) get a word in edgewise | 4) get cold feet |

A: What's special about your school?

B: Our school can ...(35)... arrangements for pupils with special needs.

- | | | |
|-----|---------|------------|
| 35- | 1) do | 2) take |
| | 3) make | 4) perform |

A: By the way, I heard a storm had struck your village. Are you OK?

B: Yeah, we're fine. It just ...(36)... some damage to our roof.

A: Actually, I was worried as I heard that the villagers ...(37)... a risk to run out of their homes while the storm was blowing up.

- | | | |
|-----|----------|-----------|
| 36- | 1) did | 2) made |
| | 3) had | 4) got |
| 37- | 1) shook | 2) took |
| | 3) did | 4) played |

A: The little girl was ...(38)... Tears were streaming down her face.

B: Gosh! My heart went sick when I heard she had lost her parents in an accident.

A: Awful! It must have ...(39)... her massive pain.

- 38- 1) at death's door 2) thrilled to bits
3) in floods of tears 4) in seventh heaven
- 39- 1) made 2) caused
3) added 4) done

A: I said my goodbyes and ...(40)... back to central Nashville.

B: When did you arrive?

- 40- 1) made a pig of myself 2) hit the road
3) had a second helping 4) went to waste

Part E: Cloze Test

Directions: Read the following passage and decide which choice (1), (2), (3), or (4) best fits each space. Then mark the correct choice on your answer sheet.

It's no secret that curiosity makes learning more effective and enjoyable. Curious students ...(41)... ask questions, but also actively seek out the answers. ...(42)... curiosity, Sir Isaac Newton would have never formulated the laws of physics, Alexander Fleming probably wouldn't have discovered penicillin, and Marie Curie's pioneering research on radioactivity may not have existed.

Instilling students with a strong desire to know or learn something ...(43)... every teacher lives for, and research has even shown that curiosity is just as important as intelligence in determining ...(44)... in school. But how much do we really know about its role in the learning process?

Recently, researchers from the University of California ...(45)... a series of experiments to discover what exactly goes on in the brain when our curiosity is ...(46)... . For the study, the researchers had participants ...(47)... how curious they were to learn the answers to more than 100 trivia questions. At certain points throughout the study, MRI scans were carried out ...(48)... what was happening in the brain when participants felt particularly curious about the answer to a question. So what did these experiments ...(49)...? Here is one of the most important findings.

...(50)... might be no big surprise that we're more likely to remember what we've learned when the subject matter ...(51)... us, it turns out that curiosity also helps us learn information we don't consider all that interesting or important. The researchers found that, once the subjects' curiosity had been ...(52)... by the right question, they were better ...(53)... learning and remembering completely unrelated information. One of the study's co-authors, Dr. Matthias Gruber, explains that this is because curiosity puts the brain in a ...(54)... that allows it to learn and retain any kind of information, like a ...(55)... that sucks in what you are motivated to learn, and also everything around it.

- 41- 1) do not 2) not 3) not only 4) don't only
- 42- 1) Despite 2) Besides 3) Instead 4) Without
- 43- 1) is 2) is what 3) is which 4) which is
- 44- 1) how well students do 2) how do students do well
3) students doing how well 4) and students doing well
- 45- 1) which conducted 2) conducting
3) are conducted 4) conducted
- 46- 1) prevented 2) aroused 3) frustrated 4) persisted
- 47- 1) to rate 2) rating 3) rated 4) rate
- 48- 1) seeing 2) and see 3) and seen 4) to see
- 49- 1) reveal 2) halt 3) relieve 4) possess
- 50- 1) It 2) While it 3) Unless 4) There
- 51- 1) revives 2) intrigues 3) articulates 4) perceives
- 52- 1) refined 2) irritated 3) piqued 4) carved
- 53- 1) in 2) on 3) into 4) at
- 54- 1) state 2) humor 3) dialect 4) magnet
- 55- 1) vortex 2) chamber 3) sting 4) lightning

Part F: Reading Comprehension

Directions: In this part of the test, you will read two passages. Each passage is followed by some questions. Answer the questions about the passages by choosing the best choice (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

PASSAGE 1:

Researchers in the field of psychology have found that one of the best ways to make an important decision, such as choosing a university to attend or a business to invest in, involves the utilization of a decision worksheet. Psychologists who study optimization compare the actual decisions made by people to theoretical ideal decisions to see how similar they are. Proponents of the worksheet procedure believe that it will yield optimal, that is, the best decisions. Although there are several variations on the exact format that worksheets can take, they are all similar in their essential aspects.

Worksheets require defining the problem in a clear and concise way and then listing all possible solutions to the problem. Next, the pertinent considerations that will be affected by each decision are listed, and the relative importance of each consideration or consequence is determined. Each consideration is assigned a numerical value to reflect its relative importance. A decision is mathematically calculated by adding these values together. The alternative with the highest number of points emerges as the best decision.

Since most important problems are multifaceted, there are several alternatives to choose from, each with unique advantages and disadvantages. One of the benefits of a pencil and paper decision-making procedure is that it permits people to deal with more variables than their minds can generally comprehend and remember. On the average, people can keep about seven ideas in their minds at once. A worksheet can be especially useful when the decision involves a large number of variables with complex relationships. A realistic example for many college students is the question "What will I do after graduation?" A graduate might seek a position that offers specialized training, pursue an advanced degree, or travel abroad for a year.

A decision-making worksheet begins with a succinct statement of the problem that will also help to narrow it. It is important to be clear about the distinction between long-range and immediate goals because long-range goals often involve a different decision than short-range ones. Focusing on long-range goals, a graduating student might revise the question above to "What will I do after graduation that will lead to a successful career?"

56-What is the main idea of the passage?

- 1) A tool to assist in making complex decisions
- 2) A comparison of actual decisions and ideal decisions
- 3) Research on how people make decisions
- 4) Differences between long-range and short-range decision making

57-Of the following steps, which occurs before the others in making a decision worksheet?

- 1) Listing the consequences of each solution
- 2) Calculating a numerical summary of each solution
- 3) Deciding which consequences are more important
- 4) Writing down all possible solutions

58-The author develops the discussion in paragraph 2 by means of

- 1) classifying types of worksheets
- 2) describing a process
- 3) providing historical background
- 4) explaining a theory

59-The word "its" in paragraph 2 refers to

- | | |
|--------------|------------------|
| 1) worksheet | 2) value |
| 3) decision | 4) consideration |

60-According to decision-worksheet theory, an optimal decision is defined as one that

- 1) has the fewest variables to consider
- 2) uses the most decision worksheets
- 3) has the most points assigned to it
- 4) is agreed to by the greatest number of people

61-The author states that “On the average, people can keep about seven ideas in their minds at once” to explain that

- 1) most decisions involve seven steps
- 2) human mental capacity has limitations
- 3) some people have difficulty making minor as well as major decisions
- 4) people can learn to keep more than seven ideas in their minds with practice

62-The word “succinct” in paragraph 3 is closest in meaning to

- 1) concise
- 2) introductory
- 3) beneficial
- 4) fundamental

63-Which of the following terms is defined in the passage?

- 1) Proponents
- 2) Optimal
- 3) Variables
- 4) Long-range goals

PASSAGE 2:

Most animals use more than one species as food. Therefore, the term “food web” is a better description of food relationship than the term “food chain.” A “food web” is a complex feeding system that contains several food chains. For example, mice, rabbits and deer eat plants, owls eat meat and rabbits, and mountain lion eats rabbits and deer. These five species are parts of food chains that together form a food web.

The first link in a food chain is always a green plant. Only organisms with chlorophyll, such as green plants, can make food. For example, the first link in the aquatic chains is algae. Most algae are microscopic green plants that produce food by photosynthesis, a process in which energy from sunlight converts carbon dioxide to glucose, and water to oxygen. Tiny fish in lakes, streams and oceans eat algae. In turn, they are eaten by larger fish. These larger fish are eaten by still larger fish. The food supply for fish is made by algae. This food is then passed through the food chains as one animal eats another.

Organisms may be divided into three groups based on how they obtain food. These groups are producer, decomposer and consumer. Organisms containing chlorophyll are producers. Thus, green plants are producers. Animals that eat other animals and plants are consumers. Microbes, one-celled organisms that cause the decay of the dead animals and plants are decomposers. Since decomposers cannot make their own food, they are also consumers.

64-What is the main purpose of this passage?

- 1) To determine which food chain is the most efficient
- 2) To describe the food network among plants and animals
- 3) To explain the process of photosynthesis in green plants
- 4) To appeal to conservationists to protect endangered plant species

65-According to the author, what is the “food web”?

- 1) A complicated system of several food chains
- 2) A society that distributes food
- 3) The relationship of one green plant to another
- 4) Organisms that make their own food

66-Why does the author offer an example in paragraph 1?

- 1) To illustrate the differences between animals
- 2) To show how complicated a food web is
- 3) To explain what a food chain is
- 4) To clarify the importance of a food web

67-What are the two final products of photosynthesis?

- 1) Water and oxygen
- 2) Carbon dioxide and glucose
- 3) Water and carbon dioxide
- 4) Glucose and oxygen

68-The author divides the organisms according to

- 1) how they use energy
- 2) how they get food
- 3) how much energy they require in order to move
- 4) whether they live on the land or in the sea

69-The word “decay” in paragraph 3 is closest in meaning to

- 1) rejection
- 2) extinction
- 3) interaction
- 4) destruction

70-According to the passage, which statement is NOT true?

- 1) Producers are organisms which contain chlorophyll.
- 2) Decomposers, such as microbes, are also producers.
- 3) The process of photosynthesis happens in organisms with chlorophyll.
- 4) Algae is the first link in the aquatic chains.

آزمون آمادگی شناختی ۹ دی ۱۴۰۱

دانش آموز عزیز!

یادگیری فرآیندی است که نیازمند پشتیبانی ساز و کارهای شناختی مغز است. آگاهی از این ساز و کارها می‌تواند توانایی یادگیری شما را توسعه دهد. آمادگی شناختی، توانایی بهره‌مندی از کارکردهای شناختی مغز در موقعیت‌های مختلف است.

آمادگی شناختی					
توجه و حافظه	فراشناخت	حل مساله	تصمیم‌گیری	سازگاری	خلاقیت

بنیاد علمی آموزشی قلم‌چی در راستای حمایت از فراگیران با همکاری اساتید علوم اعصاب شناختی دانشگاه شهید بهشتی در مرکز پژوهشی علوم اعصاب شناختی رفتار، در نظر دارد آمادگی شناختی داوطلبان را به صورت دوره‌ای مورد سنجش قرار دهد. سوالات این بخش پاسخ درست و یا غلط ندارد و هدف این سوالات آگاهی شما از میزان آمادگی شناختی خود است. هدف این بخش حمایت شرکت‌کنندگان برای استفاده بهتر از توانایی‌های شناختی خود در فرآیند یادگیری است. ما برای ارتقاء این توانایی‌ها توصیه‌هایی را به همراه کارنامه‌ی مربوطه، برای شما فراهم خواهیم نمود.

سوالات را به دقت بخوانید و نزدیکترین پاسخ مرتبط با خود را انتخاب و در پاسخبرگ علامت بزنید.

۷۱- در موقع مطالعه افکار مزاحم سراغم می‌آید.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۲- مراحل مختلف رسیدن به هدف خود را می‌دانم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۳- من ارتباط بین فعالیت درسی و هدفم را می‌دانم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۴- من ارزش و یا زبان گزینه‌های پیش روی خود را قبل از انتخاب بررسی می‌کنم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۵- من از نقاط قوت و ضعف خود در مطالب درسی آگاهم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۶- من برای اینکه مطالب درسی را بفهمم، مثال‌های خودم را می‌زنم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۷- من برای مشکلات پیش روی خود در مطالعه یک راه حل پیدا می‌کنم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۸- اگر برنامه‌ریزی‌ام به خوبی پیش نرفت، می‌توانم برنامه‌ای جایگزین برایش قرار دهم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۷۹- تغییر شرایط محیطی مانع مطالعه‌ام می‌شود.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۰- تمرکز برای مطالعه برایم دشوار است.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۱- من روی کاربردهای مختلف مطالب درسی فکر می‌کنم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۲- من مطالب درسی را با زبان خودم بازگویی می‌کنم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۳- من می‌توانم بین انتخاب‌های مختلف برای مطالعه تصمیم بگیرم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۴- من می‌دانم برای هدف خود از کجا باید شرع کنم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۵- من می‌دانم چه مطالبی برای یادگیری مهم‌تر است.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۶- موقع مطالعه به راحتی حواسم پرت می‌شود.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۷- می‌توانم به خاطر یک هدف ارزشمند آینده، از لذت کنونی بگذرم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۸- نمی‌توانم درس‌های مختلف را در یک روز بخوانم.

(۱) هرگز (۲) به ندرت (۳) گاهی اوقات (۴) همیشه

۸۹- چه میزان مایل به دریافت توصیه‌های مرتبط با بهبود آمادگی شناختی خود هستید؟

(۱) بسیار زیاد (۲) زیاد (۳) بسیار کم (۴) مایل نیستم.

۹۰- تاچه میزان انتظار دارید این توصیه‌ها در بهبود آمادگی شناختی شما موثر باشند؟

(۱) بسیار زیاد (۲) زیاد (۳) بسیار کم (۴) انتظار ندارم.


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