



# University of Isfahan English Proficiency Test (UIEPT)

## آزمون بسندگی زبان انگلیسی دانشگاه اصفهان



ماده امتحانی	تعداد سؤال	از شماره	تا شماره
شنیداری	۱۵	۱	۱۵
گرامر	۲۰	۱۶	۳۵
واژگان	۱۰	۳۶	۴۵
درک مطلب	۲۵	۴۶	۷۰
نوشتاری	یک موضوع از دو موضوع داده شده	بخش E	

دوره آزمون: ۱۱۸



تعداد سؤالات: ۷۰ سؤال چهارگزینه‌ای + ۱ سؤال نوشتاری



تعداد صفحات سوال: ۱۱ صفحه



زمان پاسخگویی: ۱۱۰ دقیقه (۲۰ دقیقه بخش نوشتاری و ۹۰ دقیقه برای ۷۰ سؤال بقیه بخش‌ها)



تاریخ برگزاری: ۱۴۰۴/۰۲/۱۷



محل برگزاری: اصفهان، میدان آزادی، دانشگاه اصفهان، سه راه زبان، ساختمان شهید بهشتی

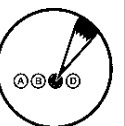
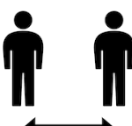


نام و نام خانوادگی: .....

شماره دانشجویی: .....

رشته/گرایش تحصیلی: .....

دانشگاه/دانشکده: .....



(۱) کلیه پاسخ‌ها باید در پاسخنامه علامت زده شود. پاسخ سؤالات باید با مداد مشکی نرم و پرنرنگ در بیضی مربوط علامت گذاری شود.

(۲) لطفاً در دفترچه سؤالات و ذیل پاسخنامه، کلیه مشخصات خواسته شده را درج و امضا نمایید.

(۳) فرایند برگزاری آزمون به شرح زیر است: در ابتدا بخش نوشتاری به مدت ۲۰ دقیقه انجام خواهد شد. سپس بخش شنیداری و پس از آن بخش‌های دیگر. مدت زمان بخش شنیداری و دیگر بخش‌ها، ۹۰ دقیقه می‌باشد. مدت زمان کل آزمون از زمان شروع بخش نوشتاری ۱۱۰ دقیقه می‌باشد.

(۴) این آزمون نمره منفی ندارد.

(۵) این آزمون شامل ۷۰ سؤال چهارگزینه‌ای به علاوه بخش نوشتاری می‌باشد. همه سؤالات بخش‌های شنیداری، گرامر، واژگان و درک مطلب نمره مساوی دارند. هر سؤال ۱.۲۹ نمره از ۹۰ دارد. بخش نوشتاری ۱۰ نمره از ۱۰۰ نمره دارد.

(۶) نمره کلی آزمون از ۱۰۰ محاسبه می‌شود:  $70 \times 1.29 = 90 + 10 = 100$

(۷) در بخش نوشتاری آزمون باید یکی از دو موضوع داده شده را انتخاب کرده و حدود ۱۵۰ کلمه در مدت زمان ۲۰ دقیقه درباره آن بنویسید.

(۸) دفترچه سؤالات، بدون احتساب صفحه حاضر، ۱۱ صفحه دارد. یک برگ پاسخنامه برای سؤالات چهارگزینه‌ای و یک برگ پاسخنامه بخش نوشتاری نیز داده خواهد شد. پاسخنامه اضافی نوشتاری تحویل نخواهد شد ولی در صورت نیاز می‌توانید از صفحه پشت پاسخنامه نوشتاری استفاده کنید.

(۹) نمرات به صورت کارنامه، حداکثر تا ۷۲ ساعت بعد در سایت مرکز زبان آموزی به نشانی [ulc.ui.ac.ir](http://ulc.ui.ac.ir) اعلام خواهد شد.

(۱۰) هرگونه نظر در خصوص آزمون و یا تذکر اشکال احتمالی را می‌توانید به ایمیل مرکز زبان آموزی دانشگاه اصفهان به نشانی [ulc.ui.ac.ir@gmail.com](mailto:ulc.ui.ac.ir@gmail.com) ارسال فرمایید.

(۱۱) به عنوان نمونه سؤال، پس از تحویل پاسخنامه، و صرفاً پس از اتمام آزمون، می‌توانید دفترچه سؤالات را به همراه خود ببرید.

(۱۲) کلید اولیه سؤالات پس از آزمون در کانال ایتهای مرکز زبان آموزی قرار می‌گیرد. اگر در هنگام آزمون، پاسخ هر سؤال را علاوه بر درج در پاسخنامه، در کنار هر سؤال هم بگذارید، پس از آزمون هم می‌توانید نمره خود را محاسبه نمایید و هم اشکالات خود را ملاحظه نمایید. این امر جنبه یادگیری هم دارد.

(۱۳) قبل و بعد از آزمون، همه تلاش برای به حداکثر رساندن میزان روایی و پایایی آزمون انجام می‌شود. پس از آزمون نیز، تک تک سؤالات مورد بررسی قرار می‌گیرد و اگر سؤالی دارای استانداردهای آزمون سازی نباشد حذف می‌شود و نمره آن به دیگر سؤالات اضافه می‌شود.

(۱۴) دوره دفترچه سؤالات، فایل صوتی و کلید آزمونهای گذشته به صورت رایگان در سایت مرکز زبان آموزی وجود دارد. برای ایجاد انگیزه جهت مطالعه این آرشیو ارزنده، در هر دوره آزمون، تعداد ۱۰ سؤال از سؤالات دوره‌های گذشته انتخاب خواهد شد. برای دسترسی به این آرشیو، به سایت مرکز مراجعه نمایید یا از طریق لینک مستقیم [b2n.ir/uiiept\\_archive](http://b2n.ir/uiiept_archive) دانلود نمایید.

(۱۵) جهت اطمینان از عدم به همراه داشتن هر گونه وسیله الکترونیک، با استفاده از ابزار تشخیص وسایل الکترونیک، در هنگام ورود به جلسه و نیز در هنگام برگزاری آزمون، بررسی‌های لازم انجام می‌شود.

برای شما داوطلبین گرامی، آرزوی موفقیت داریم.

## Part A: Listening



Listen and mark your answers to questions 1-15 in the answer sheet. The audio will be played only once.

به فایل صوتی با دقت گوش دهید و پاسخ سؤالات ۱ تا ۱۵ را در پاسخنامه علامت بزنید. فایل صوتی تنها یک بار پخش خواهد شد.



### Section A: Questions 1-11

#### Short Conversations



1) What does the woman imply about the apartment?

- A) It was nicer when she moved in.
- B) It was hard to find.
- C) It was not a nice place at first.
- D) The man has seen it before.

2) What did the man say?

- A) He won't hire anyone.
- B) The woman won't get the job.
- C) The job application was incomplete.
- D) He can't tell her anything.

3) What does the woman imply?

- A) The man should talk to his mother.
- B) The man should call his mother later.
- C) The man's mother will not be in.
- D) Anyone could call his mother.

4) What does the man mean?

- A) He doesn't like rain.
- B) He likes soccer very much.
- C) The game isn't important.
- D) He doesn't like to watch soccer.

5) What does the woman say about her appearance?

- A) She looks old enough.
- B) She looks younger than 21.
- C) The man looks older than she does.
- D) She looks older than 21.

6) What describes the man?

- A) He enjoys sports.
- B) He doesn't like his team.
- C) He doesn't want to lose.
- D) He is not athletic.

7) What would the woman suggest?

- A) Wait for better weather.
- B) Don't skate so early.
- C) Skate with a friend.
- D) Buy a new pair of skates.

8) Where did this conversation take place?

- A) at a restaurant
- B) in a kitchen
- C) at a theater
- D) at a grocery store

9) What does the woman mean?

- A) She has never seen the man.
- B) She doesn't know any European history.
- C) She and the man were classmates.
- D) She doesn't remember the man.

10) Whom is the soccer ball for?

- A) Jeremy's brother
- B) Jeremy
- C) the woman
- D) the man

**11) What did the woman say about the man's call?**

- A) She's glad he called. C) She's angry because he didn't call.  
B) She thought he would call. D) She doesn't mind that he didn't call.

## Section B: Questions 12-15

Lecture



**12) What is Harriet Beecher Stowe most famous for today?**

- A) her large body of work  
B) the novel Uncle Tom's Cabin  
C) the work she did in the antislavery movement  
D) her novels, which describe nineteenth century New England life

**13) Which of the following adjectives best characterize Harriet Beecher Stowe?**

- A) prejudiced B) charming C) dedicated D) wealthy

**14) When did Harriet Beecher Stowe buy a plantation?**

- A) immediately after publishing Uncle Tom's Cabin  
B) after the liberation of the slaves  
C) before the Civil War  
D) when she joined the antislavery movement

**15) What claim did Harriet Beecher Stowe make about Uncle Tom's Cabin?**

- A) It was not abolitionist propaganda. C) It would be her last work.  
B) The characters were real. D) It was a very risky venture.

## Part B: Grammar



**Section 1. Read each test item carefully and answer the questions by choosing the answer (a), (b), (c) or (d). Then mark the correct choice on your answer sheet.**

تشخیص گزینه صحیح

**16) He was very satisfied ... that he managed to order the meal in English.**

- A) with him B) with himself C) from him D) from himself

**17) When I arrived there for the first time in five years, I ... to see so many changes.**

- A) was surprising B) have surprised C) surprised D) was surprised

**18) Oil ... in many parts of the Persian Gulf.**

- A) has found B) is found C) finds D) is finding

**19) He is ... deaf to hear what we say.**

- A) so B) enough C) too D) such

**20) What ... he has brought.**

- A) a useful information C) useful information  
B) an useful information D) useful informations

21) As he owed me money, he tried to avoid ... me.

A) meet

B) to meet

C) meeting

D) be meeting

22) Walking across the road, ....

A) a bus knocked him down

B) he was by a bus knocked

C) he was knocked down by a bus

D) a bus knocked down him

23) His brother was born ....

A) at 1949, in April

B) on April, 1949

C) 1949, at April

D) in April, 1949

24) He told me he ....

A) had already the film seen

B) had seen already the film

C) the film had already seen

D) had seen the film already

25) Which sentence is correct?

A) This lazy boy even cannot get to school on time.

B) This lazy boy cannot even get to school on time.

C) Even this lazy boy cannot even get to school on time.

D) Even this lazy boy cannot get to school on time.



**Section 2.** Choose the underlined words or phrases that need to be corrected. Mark the answers on your answer sheet.

تشخیص گزینه غلط

26) Proteins are made up of long, folded irregularly chains, the links of which are amino acids.

A

B

C

D

27) Today's farmers have increased milk production greatly through improved methods of breeding, feeding, and manage daily cattle.

A

B

C

D

28) Chaplin wanted some reels of his films to be destroyed but he had been saved by his manager.

A

B

C

D

29) His test results were rather mediocre because he did not study very hardly.

A

B

C

D

30) Three months after they have been laid, crocodile eggs are ready hatched.

A

B

C

D

31) A Geiger counter is an electronic instrument is used to measure the presence and intensity of radiation.

A

B

C

D

- 32) Natural gas was probably formed from plants and animals that decayed million of years ago.  
A B C D
- 33) The skin receives nearly the third of the blood pumped out by the heart.  
A B C D
- 34) In 1780, Italian scientist Luigi Galvani mistaken concluded that frogs' legs contain electricity.  
A B C D
- 35) Warning coloration protects a skunk by reminding the animal's enemies of their ability to spray a foul-smelling liquid.  
A B C D

## Part C: Vocabulary



Read each test item carefully and answer the questions by choosing the answer (a), (b), (c) or (d). Then mark the correct choice on your answer sheet.

### Vocabulary Part 1: Gap-Filling

- 36) The electricity ... is not enough to meet the country's needs.  
A) required B) achieved C) generated D) collected
- 37) The night-shift workers were forced to stop working when the ... went out; everywhere was dark.  
A) power B) fuel C) rule D) coal
- 38) Parents often forget how important it is to talk to a child, and I think the lack of communication between these two ... makes understanding more difficult.  
A) customs B) diversities C) combinations D) generations
- 39) Ever since I moved, none of my old friends have gotten in touch with me. It's ... with them, evidently.  
A) easy come, easy go C) out of sight, out of mind  
B) all the same D) birds of a feather flock together
- 40) With all his energy ... already, the jogger was not able to take one more step ahead and sat down to rest.  
A) turned off B) passed away C) used up D) given up

### Vocabulary Part 2: Synonym

- 41) The radio communications were subject to sporadic sunspot interference.  
A) occasional B) perpetual C) never-ending D) constant

42) The diver put himself in a precarious situation among the sharks.

- A) fascinating      B) interesting      C) exciting      D) hazardous

43) The underestimated demand for tickets made the theater manager plan better for the next performance.

- A) miscalculated      B) misunderstood      C) clearly understandable      D) misfortunate

44) The lack of investment savings has a debilitating effect on the economy.

- A) tremendous      B) facilitating      C) weakening      D) fascinating

45) They could conceivably earn first place with their science project.

- A) certainly      B) possibly      C) incredibly      D) subjectively

## Part D: Reading Comprehension

➤ Read the texts carefully and choose the best answer to the questions that follow.



### Reading 1

Grad students often agonize about the composition of their thesis committee—and with good reason. Your committee members are the oligarchs who read, digest, wrestle with, guide, and criticize years of your labor and the way you choose to present it. They meet with



you annually to hear your progress and ask why you haven't made more progress. They suggest future experiments. They question previous experiments. They decide whether the number of years you spend at their institution is four, or seven, or 10. They read your thesis (probably). They're human beings with their own anxieties and shortcomings, but to you, they're the gatekeepers of your career.

I remember the struggle vividly from my own time in grad school. One assistant professor was young and insecure, and students worried he would grill them to prove his own rigor to the rest of the committee. Another was a respected department head, but his lab focused on a subject tangential to my research, so would it make sense to even ask him to serve on my committee? Another seemed appropriate but had some kind of personal squabble with my thesis adviser. Yet another would have been great, but his sabbatical would mean postponing my thesis committee meetings by a few months—significantly delaying my

graduation, potentially, just so that he could be in the room. Then there was the professor who had a reputation for kindness and fairness—but this led to a running department joke that he was so nice he was on *everyone's* committee. If I chose him, would it look like I was trying to take an easy out?

And these were not even the struggles of whom to *select* for my thesis committee. If only grad students had that kind of power. These were the struggles of whom to *ask* to be on my thesis committee. Any of them, at any time, for any reason, could say no.

All of this comes to mind now, 20 years after the fact, because last month, a professor tweeted a seemingly innocuous request: “Not sure who is giving this guidance, but PhD students: we don’t need to meet to discuss whether or not I should be on your thesis committee. Just send a description of what you do and why I might be helpful. I can decide based on that.” The post has now been viewed more than 1.7 million times. As can be expected in academia from a brief, neutrally presented opinion on whether a meeting should be an email, it became an emotionally charged proxy for everything wrong with higher education.

Primarily, the post attracted the vitriol of students, and some professors, who found the attitude not only unnecessarily aloof, but even offensively ignorant of the power one’s thesis committee holds. The process of assembling a thesis committee is already so one-sidedly daunting that even a gentle rebuke looks like an epic antistudent smackdown. Commenters called the professor an uncaring narcissist, suggested he was unfit for a career in academia, used red flag emojis, and even posted the ultimate burn, a gif of Bernie Sanders disappointedly shaking his head.



✓ متن فوق از مقالات منتشر شده در ساینس (Science) است.

✓ این مقاله در تاریخ ۳۰ آگوست ۲۰۲۳ منتشر شده است. آزمون حاضر در تاریخ ۸ مه ۲۰۲۵ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.science.org/content/article/your-thesis-committee-jury-not-your-peers>

**46) What is the primary concern of graduate students regarding their thesis committee?**

- A) The committee's expertise
- B) The committee's approval
- C) The committee's composition
- D) The committee's location

**47) How do committee members influence a graduate student's career?**

- A) By providing financial support
- B) By deciding the length of their studies
- C) By writing their thesis for them
- D) By selecting their research topics

**48) What was the professor's tweet about meeting with PhD students?**

- A) He wanted to meet in person to discuss their work.
- B) He preferred email communication for committee inquiries.
- C) He was not interested in serving on any committees.
- D) He wanted to change the committee selection process.

**49) What is a synonym for the word “agonize” as used in line 1 of the passage?**

- A) Worry
- B) Celebrate
- C) Suffer
- D) Ignore

**50) What can be inferred about the author’s feelings towards thesis committee members?**

- A) They are always supportive.
- B) They have no influence over students.
- C) They are irrelevant to the process.
- D) They are often intimidating.

**51) What does the author suggest about the power dynamics in forming a thesis committee?**

- A) Students have complete control.
- B) It is a collaborative effort.
- C) It is a straightforward process.
- D) Professors have all the power.

**52) What does the reaction of the commenters suggest about academic culture?**

- A) It is supportive and friendly.
- B) It is indifferent to student concerns.
- C) It is critical and reactive.
- D) It encourages open dialogue.



## Reading 2

Teenagers with mental-health conditions spend more time on social media than their peers — on average, 50 more minutes on a typical day. They are also more likely to be dissatisfied with aspects of the experience, such as their number of online friends, a survey of



3,340 adolescents in the United Kingdom has revealed. The study, published today in *Nature Human Behaviour*, explores how teens with specific mental-health conditions use social media, finding that participants with disorders such as anxiety and depression are more **vulnerable** to negative online experiences than are those with conditions such as attention-deficit hyperactivity disorder (ADHD). “That is a question that very few studies have addressed, especially on such a large sample,” says study co-author Luisa Fassi, a specialist in young people’s mental health and social-media use at the University of Cambridge, UK.

The results are “a good warning to families that if your youth is vulnerable because of anxiety, a tendency to have depression or be low in mood, then social



media is something that really needs to be carefully monitored”, says Anne Marie Albano, a clinical child and adolescent psychologist at Columbia University Irving Medical Center in New York City. The researchers analysed data from a 2017 survey of 11- to 19-year-olds conducted by the UK National Health Service (NHS). Participants underwent an in-depth clinical assessment and were asked about their use of social-media sites and how they feel about them. Sixteen per cent of respondents had at least one mental-health condition. Of those, 8% had ‘internalizing’ conditions, such as depression and anxiety — characterized by negative emotions towards the self — and 3% had externalizing conditions, such as ADHD, characterized by negative emotions towards others.

The analysis found that young people with mental-health conditions spent more time on social media overall, and those with internalizing conditions were more likely to compare themselves with others online than were those with externalizing conditions or no mental-health condition. Those with internalizing conditions were also more affected by comments or reactions to their posts and had less control over how much time they spent on platforms. The findings could inform how clinicians treat adolescents struggling with different mental-health issues. “They can use this information to think of ways of intervening, for example, by using techniques to help young people regulate their use of social media, or do less social comparison,” says Fassi. Albano agrees that the results could have clinical implications. “We do a lot of work around social-media literacy,” she says. “We help our kids with social-anxiety disorder, for example, learn how to respond to messaging, select sites that are enhancing of their interests rather than sites that aggravate their negative feelings of self-worth.”

Fassi notes that the analysis cannot explain whether social media causes mental-health issues among teenagers, a subject of ongoing debate among researchers. Addressing this would require experiments that randomly assign different types of social-media use to groups of participants, or longitudinal studies that track participants over time.



**53) What recommendation does Anne Marie Albano make regarding social media for youth with mental health vulnerabilities?**

- A) Monitor their social media use carefully      C) Allow unrestricted access to social media  
B) Encourage more social media use      D) Limit their online friendships

**54) What can be inferred about the relationship between social media use and mental health in teenagers?**

- A) Social media use has no impact on mental health.  
B) Social media is beneficial for all teenagers.  
C) Mental health issues are unrelated to social media.  
D) Increased social media use may exacerbate mental health issues.

**55) What is a synonym for the word “vulnerable” as used in line 11 of the passage?**

- A) Strong      B) Resilient      C) Exposed      D) Independent

**56) What does the passage suggest about the diversity of mental health conditions among teenagers?**

- A) All conditions have the same impact on social media use.  
B) Different conditions require different approaches.  
C) Mental health conditions are rare among teenagers.  
D) There is no difference between internalizing and externalizing conditions.

**57) What can be inferred about the impact of social comparison on teenagers with internalizing conditions? It ....**

- A) has no effect on their self-esteem.      C) may worsen their feelings of self-worth.  
B) positively influences their mental health.      D) encourages them to engage more online.

**58) Why might the researchers have included a large sample size in their study?**

- A) To ensure accuracy and reliability of the findings  
B) To limit the scope of the research  
C) To focus only on specific conditions  
D) To reduce costs of the study

**59) Which mental health conditions are mentioned as making teens more vulnerable to negative online experiences?**

- A) ADHD      B) Bipolar disorder      C) Schizophrenia      D) Anxiety and depression

**60) What does the author suggest about the future of research on social media and mental health?**

- A) It is unlikely to change.      C) It needs more experimental approaches.  
B) It should focus on qualitative studies.      D) It is already conclusive.

**61) What can be inferred about the role of clinicians in helping adolescents with mental health conditions?**

- A) They should discourage social media use entirely.  
B) They provide strategies to manage social media use.  
C) They have little influence on social media habits.  
D) They should focus only on medication.

62) How much more time do teenagers with mental health conditions spend on social media compared to their peers?

A) 30 minutes

B) 50 minutes

C) 70 minutes

D) 90 minutes



### Reading 3



Leopold von Ranke (1795- 1886) was a leading German historian of the 19th century, whose scholarly method and way of teaching had a great influence on Western historiography. He was ennobled (with the addition of von to his name) in 1865.

Ranke was born into a devout family of Lutheran pastors and lawyers.

After attending the renowned Protestant boarding school of Schulpforta, he entered the University of Leipzig. He studied theology and the classics, concentrating on philological work and the translation and exposition of texts. This approach he later developed into a highly influential technique of philological and historical textual criticism. His predilection for history arose from his studies of the ancient writers, his indifference to the rationalistic theology still in vogue in Leipzig, and his intense interest in Luther as a historical character.

But he decided in favor of history only in Frankfurt an der Oder, where he was a secondary school teacher from 1818 to 1825. Apart from the contemporary patriotic enthusiasm for German history, his decision was influenced by Barthold Georg Niebuhr's Roman history (which inaugurated the modern scientific historical method), the historiographers of the Middle Ages, and Sir Walter Scott's historical novels, as well as by the German Romantic poet and philosopher Johann Gottfried von Herder, who regarded history as a **chronicle** of human progress. Yet Ranke's strongest motive was a religious one: influenced by the philosophy of Friedrich Schelling, he sought to comprehend God's actions in history. Attempting to establish that God's omnipresence revealed itself in the

“context of great historical events,” Ranke the historian became both priest and teacher.

The typical features of Ranke’s historiographical work were his concern for universality and his research into particular limited periods. In 1824 he produced his maiden work, the History of the Latin and Teutonic Nations from 1494 to 1514, which treats the struggle waged between the French and the Habsburgs for Italy as the phase that ushered in the new era. The appended treatise, Zur Kritik neuerer Geschichtsschreiber, in which he showed that the critical analysis of tradition is the historian’s basic task, is the more important work. As a result of these publications, he was appointed associate professor in 1825 at the University of Berlin, where he taught as full professor from 1834 to 1871. Many of the students in his famous seminars were to become prominent historians, continuing his method of research and training in other universities.

Ranke’s concept and writing of history predominated in German historiography up to World War I and even after; it also influenced a great many distinguished foreign historians who studied in Germany. Unfortunately, many of Ranke’s disciples simply continued, canonized, and debased Ranke’s concepts, retaining all of their limitations without the universality of view that gave them meaning. Ranke’s own achievements, however, remain unquestioned. He contributed greatly to the progress of historiography: it became more self-assured in its method and proved itself capable of transforming the widely felt need for a historical understanding of the world (“historicism”) into an interpretation of the past based on scientific research.



✓ متن فوق از مقالات منتشر شده در دانشنامه بریتانیکا (Britannica) است.

✓ این مقاله در تاریخ ۱۷ دسامبر ۲۰۲۴ منتشر شده است. آزمون حاضر در تاریخ ۸ مه ۲۰۲۵ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.britannica.com/biography/Leopold-von-Ranke>

### 63) What was Leopold von Ranke's primary contribution to historiography?

- A) He invented the printing press.
- B) He created a scientific method for historical research.
- C) He wrote engaging novels about historical events.
- D) He focused solely on contemporary history.

**64) What legacy did Ranke leave in the field of historiography?**

- A) He is remembered for his fictional writing rather than historical analysis.
- B) He contributed to a more scientific and self-assured approach to history.
- C) He is primarily known for his poetry and literary works.
- D) He focused on local history and neglected broader contexts.

**65) In which year was Ranke elevated to nobility?**

- A) 1795
- B) 1818
- C) 1865
- D) 1871

**66) Which influential figure's work inspired Ranke's historical methodology?**

- A) Johann Wolfgang von Goethe and his literary contributions.
- B) Friedrich Nietzsche and his philosophical ideas.
- C) Barthold Georg Niebuhr and his approach to Roman history.
- D) Immanuel Kant and his theories on ethics.

**67) What was Ranke's role at the University of Berlin? He was**

- A) a student
- B) the university president
- C) a visiting lecturer
- D) an associate professor

**68) What is a synonym for the word "chronicle" in the second paragraph?**

- A) Record
- B) Fiction
- C) Summary
- D) Analysis

**69) What was one of the main themes in Ranke's historiographical approach?**

- A) The exploration of myths and legends in ancient cultures.
- B) The emphasis on universality and detailed research of specific periods.
- C) The rejection of scientific methods in favor of narrative storytelling.
- D) The focus on economic factors influencing historical events.

**70) What criticism is mentioned regarding Ranke's disciples? They ....**

- A) improved upon his methods significantly.
- B) rejected his teachings entirely.
- C) canonized and debased his concepts.
- D) focused only on foreign history.



## Part E: Writing

Choose one of the following topics and write an essay about it. Write for at least 150 words in no more than 20 minutes.

**A) Countries should try to produce all the food for the population and import as little food as possible.** To what extent do you agree with this view? Give reasons for your answer and include any relevant examples from your own experience or knowledge.

**B) Some argue that teachers should focus on academics more than motivating students.** To what extent do you agree or disagree? Give reasons for your answer and include any relevant examples from your own experience or knowledge.



**THIS IS THE END OF THE TEST.**

جهت مشاهده نتیجه آزمون تصویر زیر را با دوربین گوشی خود اسکن نمایید. نتیجه آزمون حداکثر تا ۷۲ ساعت پس برگزاری اعلام می شود.



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