



# University of Isfahan English Proficiency Test (UIEPT)

## آزمون بسندگی زبان انگلیسی دانشگاه اصفهان



مواد 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	

نام و نام خانوادگی: .....

شماره دانشجویی: .....

رشته/گرایش تحصیلی: .....

دانشگاه/دانشکده: .....

دوره آزمون: ۱۲۹



تعداد سؤالات: ۷۰ سؤال چهارگزینه‌ای + ۱ سؤال نوشتاری



تعداد صفحات: ۱۲ صفحه



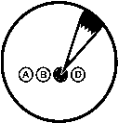
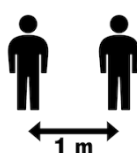
زمان پاسخگویی: ۱۱۰ دقیقه (۲۰ دقیقه بخش نوشتاری و ۹۰ دقیقه برای ۷۰ سوال بقیه بخش ها)



تاریخ برگزاری: ۱۴۰۴/۸/۲۲



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



- کلیه پاسخ‌ها باید در پاسخنامه علامت زده شود. پاسخ سؤالات باید با مداد مشکی نرم و پرنک در بیضی مربوط علامت گذاری شود.
- لطفاً در دفترچه سؤالات و ذیل پاسخنامه، کلیه مشخصات خواسته شده را درج و امضا نمایید.
- 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.
- این آزمون نمره منفی ندارد.
- 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. نمره کلی آزمون از ۱۰۰ محاسبه می‌شود:  $70 \times 1.29 = 90 + 10 = 100$
- 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.
- 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.
- 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.
- 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.
- به عنوان نمونه سؤال، پس از تحویل پاسخنامه، و صرفاً پس از اتمام آزمون، می‌توانید دفترچه سؤالات را به همراه خود ببرید.
- کلید اولیه سؤالات پس از آزمون در کانال ایتای مرکز زبان آموزی قرار می‌گیرد. اگر در هنگام آزمون، پاسخ هر سوال 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.
- 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 سوالی دارای استانداردهای آزمون سازی نباشد حذف می‌شود و نمره آن به دیگر سؤالات اضافه می‌شود.
- ۷۳ دوره دفترچه سؤالات، فایل صوتی و کلید آزمونهاى 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.
- 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.
- پس از اعلام نمرات، سامانه نمرات اتوماتیک بسته می‌شود و امکان هیچ گونه تغییر نمره وجود نخواهد داشت.

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 1-10

#### Short Conversations



1) What does the man say about the price of groceries?

- A) They're cheaper than before.
- B) They're about the same as usual.
- C) He doesn't care about the price.
- D) They're too expensive.

2) How does the woman respond to the man's idea?

- A) She encourages him to pursue his dream.
- B) She warns him about the difficulties.
- C) She offers to help him with his business plan.
- D) She suggests he stay in his current job.

3) What does the woman imply about the seminar?

- A) The seminar was confusing.
- B) The seminar was boring.
- C) The seminar was very informative.
- D) The seminar was too long.

4) How does the man respond to the woman's complaint?

- A) He blames her for not getting the promotion.
- B) He suggests she accept the situation.
- C) He offers to help her find a new job.
- D) He suggests she talk to her boss about it.

5) What does the woman say about Sam?

- A) His favorite team won the championship game.
- B) His favorite team was defeated in the championship game.
- C) He doesn't have a favorite team.
- D) He couldn't watch the championship game.

6) What does the woman suggest the man do?

- A) Change his job.
- B) Take medication.
- C) See a therapist.
- D) Take short breaks.

7) Who was the man?

- A) A journalist.
- B) A public relations officer.
- C) A secretary.
- D) A teacher.

8) Where does this conversation probably take place?

- A) At an amusement park.
- B) At a zoo.
- C) At a museum.
- D) At a botanical garden.

9) What does the woman suggest the man do?

- A) Buy a new phone immediately.
- B) Consider a less expensive option.
- C) Stick with his old phone.
- D) Upgrade his phone's software.

10) What will the woman probably do next?

- A) Start working out in the gym.
- B) Go for a run outside.
- C) Look for a different exercise routine.
- D) Sit and rest in the gym.

## Section B: Questions 11-15

### Lecture



**11) What is the general idea of the passage?**

- A) The history of sustainable energy sources
- B) The advantages of solar power over other sources
- C) The potential of various sustainable energy sources
- D) The challenges of implementing hydropower projects

**12) According to the lecture, what is one advantage of wind power?**

- A) Its ability to produce electricity during the night.
- B) Its cost-effectiveness compared to solar power.
- C) Its reliance on thermal energy conversion.
- D) Its installation in areas with low wind speeds.

**13) What is the process involved in obtaining bioenergy?**

- A) Extracting heat from beneath the Earth's surface
- B) Converting sunlight into electrical energy
- C) Burning organic matter or undergoing fermentation
- D) Harnessing the kinetic energy of tidal currents

**14) What does the term "carbon-neutral" mean in the context of bioenergy?**

- A) The absence of carbon dioxide emissions during combustion
- B) The ability to generate electricity without any carbon emissions
- C) The complete elimination of carbon dioxide from the atmosphere
- D) The balance between carbon dioxide emissions and absorption

**15) According to the lecture, where are large wind turbines typically placed?**

- A) In areas with minimal wind flow
- B) Along riverbanks and streams
- C) In coastal regions or open plains
- D) Near active volcanic regions



### Note-taking Box

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## 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) Snakes have an organ in a pit on their heads .... infrared rays.

- A) detects                      B) a detection of                      C) it detects                      D) that detects

17) .... other cells in the body, nerve cells are not healed or replaced when they are damaged or destroyed.

- A) Different                      B) Unlikely                      C) Unlike                      D) But

18) Helium is not inflammable, .... therefore safer than hydrogen

- A) that is                      B) and is                      C) but is                      D) and it

19) The higher the content of carbon dioxide in the air, .....

- A) more heat it retains                      C) it retains more heat  
B) than it retains more heat                      D) the more heat it retains

20) In 1849 Walter Hunt, .... American inventor, patented a design that served as the basis for modern safety pins.

- A) an                      B) he was an                      C) being                      D) who was, as an

21) .... most brilliant Greek inventor was Archimedes, who lived about 2,250 years ago.

- A) The                      B) One of the                      C) As the                      D) Of the

22) Ansel Adams was a landscape photographer.... photographs of the western United States show nature on a grand scale.

- A) of whom                      B) of his                      C) whose                      D) his

23) .... flying, a bat emits a rapid series of ultrasonic signals, which bounce off any object in its path.

- A) When it                      B) When it is                      C) It is                      D) When is

24) .... does not circle around the earth was proven by Galileo.

- A) Since the rest of the universe                      C) The rest of the universe  
B) As the rest of the universe                      D) That the rest of the universe

25) Contact lenses .... of acrylic are more transparent and less fragile than lenses made of glass.

- A) making                      B) made                      C) are made                      D) which make

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

تشخیص گزینه غلط

26) Other, more common, name for crocidolite is blue asbestos because of its color.

- A                      B                      C                      D

27) Navajo Indians are far more numerous today as they were in the past.

- A                      B                      C                      D

- 28) Though it is one of the rarest metals, gold was one of the first to be discover.  
 A B C D
- 29) The first laser is made by an American scientist called Theodore Maiman working in California in 1960.  
 A B C D
- 30) Almost medical doctors have had some training in psychology and psychiatry.  
 A B C D
- 31) Washington Irving, one of America's most famous authors, was a lawyer, a businessman, and a United States diplomatic to England and Spain.  
 C D A B
- 32) The Douglas fir is a very tall American evergreen tree that is grown not only for ornament and for its high-quality timber.  
 C D A B
- 33) Nuclear energy, a almost limitless source of power, was harnessed during the mid-1 900s.  
 A B C D
- 34) Plants, which make up 90 percentage of visible living organisms, get their food energy from sunlight.  
 A B C D
- 35) Total eclipses of the moon are considerably rarest than total eclipses of the sun.  
 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 scientist conducted experiments to ..... the effectiveness of the new drug.  
 A) analyze B) celebrate C) ignore D) enhance
- 37) The artist used vibrant colors to ..... the emotions of the scene.  
 A) conceal B) reflect C) distort D) suppress
- 38) Many people believe that exercise can ..... stress and improve mental health.  
 A) exacerbate B) generate C) increase D) alleviate
- 39) The committee decided to ..... the proposal after much debate.  
 A) reject B) fabricate C) endorse D) ignore
- 40) The new policy aims to ..... the gap between rich and poor.  
 A) widen B) bridge C) complicate D) maintain

## Vocabulary Part 2: Synonym

41) The students were eager to participate in the science fair.

- A) reluctant      B) indifferent      C) hesitant      D) enthusiastic

42) The committee will convene next week to discuss the new policy.

- A) assemble      B) disperse      C) ignore      D) separate

43) The intricate designs of Isfahan's mosques exemplify the artistry and craftsmanship of Persian architecture.

- A) obscure      B) complicate      C) illustrate      D) diminish

44) Ali Daei is widely recognized for his exceptional achievements in football.

- A) ignored      B) acknowledged      C) forgotten      D) criticized

45) The scientist conducted extensive research on climate change.

- A) limited      B) superficial      C) minimal      D) thorough

## Part D: Reading Comprehension

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



### Reading 1

*Tawhid* is the concept of monotheism in Islam, it is the religion's central and single most important concept upon which a Muslim's entire religious adherence rests. It unequivocally holds that God is indivisibly one (*ahad*) and single (*wahid*).



Tawhid constitutes the foremost article of the Muslim profession of submission. The first part of the Islamic declaration of faith (*shahada*) is the declaration of belief in the oneness of God. To attribute divinity to anything or anyone else, is considered *shirk*, which is an unpardonable sin unless repented afterwards, according to the Qur'an. Muslims believe that the entirety of the Islamic teaching rests on the principle of *tawhid*.

From an Islamic standpoint, there is an uncompromising nondualism at the heart of the Islamic beliefs (*aqida*) that is seen as distinguishing Islam from other major religions. The Quran teaches the existence of a single and absolute truth that transcends the world, a unique, independent and indivisible being that is independent of all of creation. God, according to Islam, is a universal God, rather than a local, tribal or parochial one and is an absolute that integrates all affirmative values.

Islamic intellectual history can be understood as a gradual unfolding of the manner in which successive generations of believers have understood the meaning and implications of professing *tawhid*. Islamic scholars have different approaches toward understanding it. Islamic scholastic theology, jurisprudence, philosophy, Sufism, and even the Islamic understanding of natural sciences to some degree, all seek to explain at some level the principle of *tawhid*.

Chapter 112 of the Qur'an, titled al-Ikhlâs, reads:



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
قُلْ هُوَ اللَّهُ أَحَدٌ ۝ اللَّهُ الصَّمَدُ ۝ لَمْ يَكُنْ لَهُ  
وَلَمْ يُولَدْ ۝ وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ ۝

Translation:

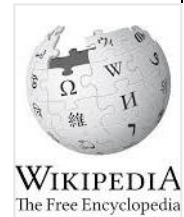
"Say, He is Allah—One;

Allah—the Sustainer.

He has never had offspring, nor was He born.

And there is none comparable to Him."

In order to explain the complexity of the unity of God and of the divine nature, the Qur'an uses 99 terms, which are referred to as "Excellent Names of God" (7:180). The divine names project divine attributes, which in turn project all the levels of the creation down to the physical plane. Aside from the supreme name "Allah" and the neologism *ar-Rahman* (referring to the divine beneficence that creates and maintains the universe) and a few other specific names like *Malik al-Muluk* ("King of Kings") in an authentic narration of Muhammad, other names may be shared by both God and human beings. According to Islamic teachings, the latter is meant to serve as a reminder of God's **immanence**, rather than being a sign of one's divinity or, alternatively, imposing a limitation on God's transcendent nature. Attribution of divinity to a created entity, *shirk*, is considered a denial of the truth of God and thus is a major sin.



✓ متن فوق از جدیدترین مقالات منتشر شده در دانشنامه آزاد ویکی پدیا (Wikipedia) است.  
 ✓ این مقاله در تاریخ ۲۰ اکتبر ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۱۳ نوامبر ۲۰۲۵ برگزار می‌شود.  
 ✓ لینک دسترسی به مقاله: <https://en.wikipedia.org/wiki/Tawhid>

**46) What aspect of God's nature is emphasized in the passage?**

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A) God's local presence         | C) God's limitations              |
| B) God's independence and unity | D) God's relationship with humans |

**47) What does the first part of the Islamic declaration of faith (shahada) affirm?**

- |                             |                                 |
|-----------------------------|---------------------------------|
| A) The existence of angels  | C) The teachings of the Prophet |
| B) The importance of prayer | D) The oneness of God           |

**48) Which of the following statements is true based on the passage?**

- A) Tawhid is the central concept of Islamic faith.
- B) Tawhid is only relevant to certain sects of Islam.
- C) Tawhid is a recent development in Islamic thought.
- D) Tawhid contradicts the teachings of the Qur'an.

**49) What can be inferred about the importance of tawhid in Islam?**

- A) It is a secondary aspect of the faith.
- B) It is the foundation of a Muslim's belief.
- C) It is only relevant to scholars.
- D) It is frequently debated among Muslims.

**50) What does the word "immanence" refer to in the context of the passage?**

- |  |                                    |
|--|------------------------------------|
| A) The presence of God within creation | C) The absence of divine influence |
| B) The quality of being distant        | D) The limitation of divine power  |

**51) What is Tawhid primarily defined as in the passage?**

- |                            |                       |
|----------------------------|-----------------------|
| A) The belief in many gods | C) A form of worship  |
| B) Monotheism in Islam     | D) A historical event |

**52) What does the passage imply about the relationship between tawhid and other major religions?**

- A) Tawhid is similar to beliefs in other religions.
- B) Other religions do not have a concept of oneness.
- C) Tawhid distinguishes Islam from other religions.



D) Tawhid is less important in Islam than in other religions.

**53) How does the Qur'an's use of 99 names contribute to the understanding of tawhid?**

- A) It complicates the understanding of God's nature.
- B) It suggests that God has many forms.
- C) It indicates a lack of clarity in Islamic teachings.
- D) It emphasizes the diversity of God's attributes.

**54) How does the passage describe the nature of God in Islam?**

- A) Universal and independent
- B) Local and tribal
- C) Comparable to humans
- D) Limited by creation

## Reading 2



Speaking multiple languages could slow down brain ageing and help to prevent cognitive decline, a study of more than 80,000 people has found. The work, published in Nature Aging on 10 November<sup>1</sup>, suggests that people who are multilingual are half as likely to show signs of

accelerated biological ageing than are those who speak just one language.

“We wanted to address one of the most persistent gaps in ageing research, which is if multilingualism can actually delay ageing,” says study co-author Agustín Ibañez, a neuroscientist at the Adolfo Ibáñez University in Santiago, Chile. Previous research in this area has suggested that speaking multiple languages can improve cognitive functions such memory and attention<sup>2</sup>, which boosts brain health as we get older. But many of these studies rely on small sample sizes and use unreliable methods of measuring ageing, which leads to results that are inconsistent and ungeneralizable.

“The effects of multilingualism on ageing have always been controversial, but I don’t think there has been a study of this scale before, which seems to demonstrate **them** quite decisively”, says Christos Pliatsikas, a cognitive neuroscientist at the University of Reading, UK. The paper’s results could “bring a step change to the field”, he adds. They might also “encourage people to go out and try to learn a second language, or keep that second language active”, says Susan Teubner-Rhodes, a cognitive psychologist at Auburn University in Alabama.

The researchers used a computational approach to explore the link between multilingualism and healthy ageing in 86,000 healthy participants aged between 51 and 90 years across 27 European countries. For each participant, they determined the biobehavioural age gap, the difference between their chronological age — the number of years they have been alive — and their ‘predicted’ age, which considers various physiological, lifestyle and socioeconomic

factors, ranging from cardiometabolic health to education level. A high biobehavioural age gap can be a sign that someone is ageing particularly fast — or slowly. The researchers compared participants' biobehavioural age gaps with the number of languages they spoke. This part of the data was based on self-reporting and therefore didn't account for the level of language proficiency. The researchers found that people who spoke only one language were twice as likely to have a high biobehavioural age gap than were those who spoke two or more languages. This effect increased with number of extra languages spoken. "Just one additional language reduces the risk of accelerated ageing. But when you speak two or three this effect was larger," says Ibáñez.

Such a large study "really strengthens the interpretation that multilingualism, rather than other factors, protects us during ageing", says Teubner-Rhodes. "It was using a really large, geographically diverse sample and that allowed them to control for a number of **confounders** that are typically present in multilingualism research, like immigrant status and wealth." Future research should include more diverse populations outside Europe, she adds. The researchers hope that their findings will influence policy makers to encourage language learning in education.



✓ متن فوق از جدیدترین مقالات منتشر شده در دانشنامه نیچر (Nature) است.  
 ✓ این مقاله در تاریخ ۱۰ نوامبر ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۱۳ نوامبر ۲۰۲۵ برگزار می‌شود.  
 ✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-025-03677-2>

**55) How does the author view the results of the study?**

- A) Skeptically                      B) Indifferently                      C) Positively                      D) Negatively

**56) What does the study suggest about multilingual people compared to those who speak one language?**

- A) They are more likely to experience cognitive decline and memory issues.  
 B) They are half as likely to show signs of accelerated biological aging.  
 C) They have improved memory but do not necessarily enhance attention.  
 D) They tend to age faster biologically than monolingual individuals.

**57) How does the study's scale contribute to its credibility?**

- A) It uses a large and diverse sample.                      C) It focuses on a single country.  
 B) It relies on self-reported data.                      D) It emphasizes theoretical outcomes.

**58) What is the main finding of the study discussed in the passage?**

- A) Multilingualism has no significant effect on the aging process.  
 B) Cognitive decline is inevitable regardless of language proficiency.  
 C) Learning a second language is often too difficult for most individuals.  
 D) Speaking multiple languages can effectively slow down brain aging.

**59) What does the word "**confounders**" refer to in the context of the passage?**

- A) Factors complicating research findings                      C) Participants who are multilingual  
 B) Variables that are easily measured                      D) Aspects of learning languages

**60) What might be a reason for the increased interest in multilingualism in aging research?**

- A) The decline of language learning programs in schools.
- B) The growing number of aging populations around the world.
- C) The simplicity of studying language acquisition in adults.
- D) The lack of other significant cognitive studies being conducted.

**61) What does the pronoun “them” refer to in the 3<sup>rd</sup> paragraph of the passage?**

- A) The study's methods
- B) The participants' health
- C) The effects of multilingualism
- D) The results of past research

**62) What can be inferred about future research directions based on this study?**

- A) Future studies should focus only on Europe.
- B) Future studies should avoid language learning.
- C) Research should concentrate on younger individuals.
- D) More research is needed on diverse populations.

**63) What does the passage imply about past studies on multilingualism?**

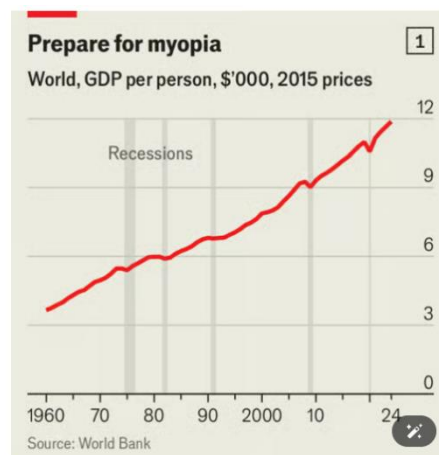
- A) They were generally small and inconsistent.
- B) They were all conducted in Europe.
- C) They focused solely on children.
- D) They have been universally accepted.



## Reading 3

From 1300 to 1800, economic historians estimate that England and then Britain were in recession almost half the time. The economy was volatile, with storming recoveries following crashing downturns. As capitalism matured and policymaking improved, recessions became less frequent. In the 19th century the country was in recession only a quarter of the time; a share that fell lower still in Britain and other rich countries in the 20th century. Today things are even more placid: recessions have become something of an endangered species.

In the past four years the world has faced challenges of unusual scope, from higher interest rates and banking crises to trade wars and hot wars. Yet from 2022 to 2024 global real GDP growth was 3% a year on average, and the economy looks set to grind out another 3% this year. Unemployment in the OECD, a club accounting for 60% or so of global GDP, remains near historical lows. In the third quarter of the year global company profits rose by 11%, the most in three years. Aside from a contraction stemming from covid-19 lockdowns, the world economy has not suffered a synchronised recession for over 15 years. Perhaps a third of America's workforce has never experienced a prolonged downturn. This is good news:



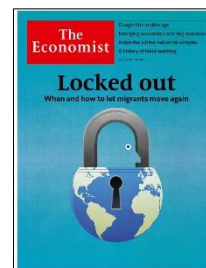
slumps exact a tremendous human cost. Yet there is a catch. When the world lives through a “**recession recession**”, costs begin to mount.

Some suggest that an economy needs the occasional downturn to stay healthy. Joseph Schumpeter, an Austrian economist, argued they provoke “creative destruction”. Failing firms exit the market, capital moves to more promising technologies and workers move to more productive jobs. The result is short-term pain and long-term gain. Schumpeter did not argue that politicians should deliberately engineer downturns. But nor did he think they should try to prevent them. “Depressions are not simply evils, which we might attempt to suppress,” he wrote. They represent “something which has to be done”.

The idea feels intuitive: just as the human body may benefit from an occasional detox, why not the economy? To many observers, contemporary capitalism has grown flabby, as can be seen in the armies of consultants, social-media influencers and crypto-traders who produce little, if anything, of lasting value. A recession, were it to thin out such jobs, might redirect talent and capital towards more useful ends. “Great companies are born in recessions,” goes the adage. Just look at Apple and Microsoft in the mid-1970s or Uber in 2009. Entrepreneurs try revolutionary ideas when they have nothing to lose.

A landmark paper in 1994 by Ricardo Caballero of the Massachusetts Institute of Technology and Mohamed Hammour, then of Columbia University, found that recessions could indeed purge outdated or unprofitable techniques and products. Other work at the time found that the Depression helped push out small, unproductive car factories, paving the way for mass production.

✓ متن فوق از جدیدترین مقالات منتشر شده در مجله اکونومیست (The Economist) است.  
✓ این مقاله در تاریخ ۱۰ نوامبر ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۱۳ نوامبر ۲۰۲۵ برگزار می‌شود.  
✓ لینک دسترسی به مقاله: [https://www.economist.com/finance-and-economics/2025/11/10/recessions-have-become-ultra-rare-that-is-storing-up-trouble?itm\\_source=parsely-api](https://www.economist.com/finance-and-economics/2025/11/10/recessions-have-become-ultra-rare-that-is-storing-up-trouble?itm_source=parsely-api)



**64) What can be inferred about the future of the global economy based on the passage?**

- A) It is likely to face more frequent recessions.
- B) It will continue to experience stable growth.
- C) It will become increasingly volatile.
- D) Economic downturns will have no impact on growth.

**65) What does the author imply about the role of government in managing recessions?**

- A) Governments should not interfere with natural economic cycles.
- B) Governments should always intervene to prevent recessions.
- C) Governments are responsible for creating recessions.
- D) Governments should ignore economic fluctuations.

**66) According to Joseph Schumpeter, what is the role of downturns in an economy?**

- A) They should be entirely avoided.
- B) They are always harmful.
- C) They can lead to efficiency.
- D) They serve no purpose.

**67) How does the passage suggest the relationship between economic downturns and job markets?**

- A) Downturns always lead to job losses.
- B) Job markets remain unaffected by economic changes.
- C) Economic growth is unrelated to job creation.
- D) Downturns can lead to a redistribution of resources.

**68) What was the economic situation in England and Britain from 1300 to 1800?\***

- A) The economy experienced steady growth.
- B) Recessions occurred almost half the time.
- C) There were no significant economic changes.
- D) The economy was stable and predictable.

**69) What is the significance of the phrase “recession recession” in the passage?**

- A) It refers to a minor economic downturn.
- B) It describes a temporary market fluctuation.
- C) It denotes a recovery period.
- D) It indicates a prolonged economic decline.

**70) How did the frequency of recessions change from the 19th century to the 20th century?**

- A) They became more frequent.
- B) They remained the same.
- C) They became less frequent.
- D) They disappeared entirely.



## 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) Remote work has become increasingly common in recent years. Some argue this impairs work habits generally. 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) Many people think that mobile phones should be banned in public places such as libraries, shops and public transport. 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.

# دوره‌ها و آزمون‌های بسندگی دانشجویان دکتری

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ردیف	تاریخ	دوره آزمون
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