



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: **124**



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: ۱۴۰۳/۰۶/۱۳



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

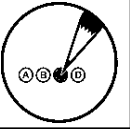
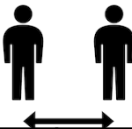


نام و نام خانوادگی:

شماره دانشجویی:

رشته/گرایش تحصیلی:

دانشگاه/دانشکده:



- 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 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 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 سؤالی 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/uiept_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 woman suggest?

- A) She will help him search for the wallet.
- B) She has borrowed the wallet.
- C) The wallet might have fallen behind the couch.
- D) He should stop looking for the wallet.

2) What does the man advise the woman to do?

- A) Take the class during the holiday break.
- B) Add it to her current semester.
- C) Drop another course to fit it in.
- D) Work at the art studio instead.

3) What does the woman imply?

- A) He will have access to the lab if he gets the key.
- B) He should postpone the experiment until next week.
- C) He has already forgotten to return the key before.
- D) He is not allowed to use the lab alone.

4) What does the man mean?

- A) He recently traveled to Italy himself.
- B) The jacket was made by an Italian designer.
- C) He plans to visit Italy soon.
- D) His sister bought the jacket in Italy.

5) What does the woman mean?

- A) She will go to the movie later in the evening.
- B) She already has plans and can't join them.
- C) She isn't interested in watching a movie.
- D) She has already seen that movie.

6) What can be inferred about the man?

- A) He intends to register for the seminar soon.
- B) He already signed up earlier today.
- C) He doesn't plan to attend the seminar.
- D) He is confused about the deadline.

7) What does the woman mean?

- A) She is very happy with her new laptop.
- B) She feels this is the worst purchase she has made.
- C) She wants to buy another laptop.
- D) She thinks the laptop is faster than expected.

8) What does the woman imply?

- A) She is happy he delayed her work.
- B) She already finished everything.
- C) She wants to make the report longer.
- D) She regrets not beginning sooner.

9) What does the woman mean?

- A) Cancel the tickets.
- B) Resolve the problem with payment.
- C) Buy new tickets.
- D) Put away the tickets.

10) What does the woman mean?

- A) Disagreeing with him. C) Asking him to take her there.
B) Complaining about the park. D) Strongly agreeing with him.

Section B: Questions 11-15

Lecture



11) Why was the castle originally built?

- A) To provide a peaceful home for a royal family C) To host large public events
B) To guard against military threats D) To serve as a religious center

12) What is said about the Mantras family?

- A) They built the castle from the ground up C) They made major improvements to the property
B) They bought the castle after the war D) They destroyed parts of the castle accidentally

13) What happened to the castle during the early 1800s?

- A) It was completely abandoned C) It was damaged by fire during a war
B) It was destroyed in a storm D) It was taken over by foreign troops

14) Who owns the castle today?

- A) A private family C) A historical preservation group
B) The local government D) An international museum organization

15) What does the tour guide remind visitors before starting the tour?

- A) To stay in groups during the tour C) Not to touch any objects or take photos inside
B) To avoid using flash photography anywhere D) To bring umbrellas in case it rains

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 گزیده صحیح

16) Don't risk ... your car here.

- A) to park B) while parking C) parking D) park

17) If you can type ... she can, you must be very good indeed.

- A) as quickly than B) quicker as C) as quickly as D) as more quickly as

18) The answer can be found ... page 88.

- A) in B) to C) on D) at

19) ... he realized the truth, he informed the authorities.

- A) So soon B) As soon as C) As soon D) Soon

20) A candidate for the post ... at this moment.

- A) is interviewing B) is being interviewed C) being interviewed D) interviewing

21) You are always tired. If you didn't go to bed so late every night, you ... tired all the time.

- A) wouldn't be B) weren't C) hadn't been D) haven't been



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) They failed to provide information ... of them.

- A) achieved B) regarded C) surrounded D) demanded

37) I left the meeting feeling worried and ... about what to do next.

- A) uncertain B) unhelpful C) unchangeable D) incomprehensible

38) Can-openers and cookie cutters are kitchen

- A) kits B) utilities C) utensils D) appliances

39) The court had ... proof that he had committed the crime.

- A) absolute B) persistent C) deplorable D) resolute

40) While taking part in the science experiment, students will ... answers about why bacteria grow more quickly in damp areas.

- A) require B) achieve C) exercise D) seek

Vocabulary Part 2: Synonym

41) A gun is a lethal weapon.

- A) dangerous B) deadly C) modern D) light

42) The earthquake caused great devastation there.

- A) ruin B) movement C) confusion D) gaps

43) Proponents of conservation oppose the new laws.

- A) Antagonists B) Advocates C) Properties D) Proposals

44) There seems to be a natural antipathy between a dog and a cat.

- A) anticipation B) anxiety C) antics D) aversion

45) He thought that his teacher his teacher was being rather finicky about the final draft of the paper.

- A) detrimental B) aggravating C) meddlesome D) fastidious

Part D: Reading Comprehension

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



Reading 1

In December, the Australian government will bring the Online Safety Amendment Act into force. The law will prevent people under 16 years of age from having accounts for a range of social-media platforms, including Instagram, Facebook, TikTok and YouTube.



The legislation, introduced in response to concerns over children's online safety and well-being, provides a golden opportunity for researchers to investigate how social-media use might affect mental health among adolescents — a complex issue that has been the subject of heated debate. There's little time to plan and set up the ideal experiment. Assessing the mental-health status and Internet usage of tens of thousands of teenagers in Australia and comparator countries over time, before and after the legislation comes into force, is no mean feat. It would require substantial organization in schools, the recruitment of research staff, agreement about the research measures used and fast ethical review and parental consent, all of which takes many months.

Nevertheless, there are more-feasible approaches that could provide valuable information if researchers act promptly. An as-yet-unnamed advisory committee and research partner have been established by the government to review the effect of the act, but to our knowledge there have been no official announcements about the responsibilities, leadership or research strategies they will adopt. We urge the committee to consider implementing each of the following three approaches.

Hospital admissions records and coroners' reports can track the incidence of serious self-harm and suicides among adolescents before and after the

introduction of legislation. The benefits of this approach are that it is possible to gather data for the whole country, rather than studying a subset of teens, and that many years of retrospective data are available. Data from other nations can also be used to help determine whether any changes to mental health in Australia can be ascribed to the bans or whether they simply reflect broader trends.

On the downside, it takes time for official data to become available. Figures on suicide are linked to time-consuming coroners' investigations, so data sets are often not finalized for years. Routinely collected data do not reveal anything about individual mental-health trajectories and social-media use, making it hard to determine whether social media contributed to peoples' actions.

Also, the government could commission surveys of the health and well-being of young people aged under 16 before and after the legislation is brought in. Two national surveys have been run in Australia in the past, the latest in 2013–14. Starting one survey in the coming months and another in four years' time would enable comparisons with previous cohorts.

Furthermore, researchers could take advantage of ongoing longitudinal studies of young people to recruit new cohorts and follow them up over time. These studies have the advantage of individual retrospective data. Australia has several such studies that include mental-health measures. The Future Proofing Study, for instance, began in 2019 and is examining the onset and trajectory of mental-health conditions in 6,000 adolescents from age 13 onwards. It is scheduled to finish this year, but could be funded to include a new **cohort** running from now until 2030.

✓ متن فوق از جدیدترین مقالات منتشر شده در مجله نیچر (Nature) است.

✓ این مقاله در تاریخ ۱ سپتامبر ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۴ سپتامبر ۲۰۲۵ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-025-02759-5>



46) What is the passage mainly about?

- A) History of social media
- B) Government legislation effectiveness
- C) Benefits of social media for teens
- D) Effects of the Online Safety Act on mental health

47) What opportunity does the new law provide for researchers?

- A) To investigate the financial impacts of social media
- B) To investigate the effects of social media on adolescents' well-being

- C) To investigate the marketing strategies of social media companies
- D) To investigate the effectiveness of online education

48) What method is suggested to track the incidence of self-harm and suicides among adolescents?

- A) Analyzing hospital admissions records and coroners' reports
- B) Conducting interviews with teenagers
- C) Monitoring social media activity
- D) Surveying parents about their children's behavior

49) What is one challenge mentioned regarding assessing the mental health of teenagers?

- A) There are too many social media platforms to analyze.
- B) Teenagers are unwilling to participate in studies.
- C) It requires substantial organization and ethical review.
- D) The data is too easy to collect.

50) What is the best synonym for the word “cohort” in the last paragraph as used in the passage?

- A) Group
- B) Individual
- C) Leader
- D) Event

51) What type of surveys does the passage suggest the government could commission?

- A) Surveys about social media usage
- B) Surveys of health and well-being of adolescent
- C) Surveys on internet safety practices
- D) Surveys focusing on academic performance

52) How might the legislation impact future research on adolescent mental health?

- A) It will make research more difficult to conduct.
- B) It will provide new opportunities to study the effects of social media.
- C) It will eliminate the need for research on this topic.
- D) It will focus research solely on children under 10.

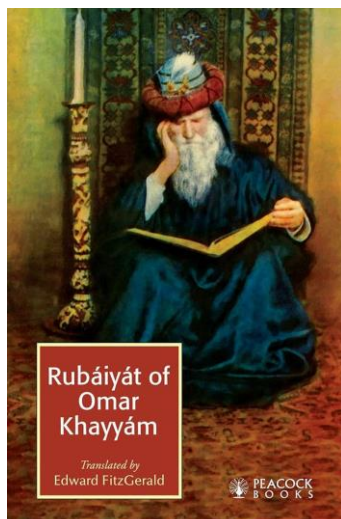
53) Why might the government have established an advisory committee and research partner?

- A) To promote social media use among teenagers
- B) To focus solely on economic impacts
- C) To limit the number of studies conducted
- D) To ensure that the research is conducted effectively

54) What is the primary purpose of the Online Safety Amendment Act?

- A) To promote social media use among teenagers
- B) To encourage online gaming
- C) To prevent children from accessing social media
- D) To regulate internet service providers

Reading 2



Omar Khayyam was a Persian mathematician, astronomer, and poet, renowned in his own country and time for his scientific achievements but chiefly known to English-speaking readers through the translation of a collection of his robā'īyāt (“quatrains”) in *The Rubáiyát of Omar Khayyám* (1859), by the English writer Edward FitzGerald. His name Khayyam (“Tentmaker”) may have been derived from his father’s trade.

He received a good education in the sciences and philosophy in his native Neyshābūr before traveling to Samarkand (now in Uzbekistan), where he completed the algebra treatise, “Treatise on Demonstration of Problems of Algebra”, on which his mathematical reputation principally rests. In this treatise he gave a systematic discussion of the solution of cubic equations by means of intersecting conic sections. Perhaps it was in the context of this work that he discovered how to extend Abu al-Wafā’s results on the extraction of cube and fourth roots to the extraction of n th roots of numbers for arbitrary whole numbers n .

He made such a name for himself that the Seljuq sultan Malik-Shāh invited him to Eṣfahān to undertake the astronomical observations necessary for the reform of the calendar. To accomplish this an observatory was built there, and a new calendar was produced, known as the Jalālī calendar. Based on making 8 of every 33 years leap years, it was more accurate than the present Gregorian calendar, and it was adopted in 1075 by Malik-Shāh. In Eṣfahān, he also produced fundamental critiques of Euclid’s theory of parallels as well as his theory of proportion. In connection with the **former** his ideas eventually made their way to Europe, where they influenced the English mathematician John Wallis (1616–1703); in connection with the **latter** he argued for the important idea of enlarging the notion of number to include ratios of **magnitudes** (and hence such irrational numbers as Square root of $\sqrt{2}$ and π).

His years in Eṣfahān were very productive ones, but after the death of his patron in 1092 the sultan's widow turned against him, and soon thereafter Omar went on a pilgrimage to Mecca. He then returned to Neyshābūr where he taught and served the court as an astrologer. Philosophy, jurisprudence, history, mathematics, medicine, and astronomy are among the subjects mastered by this brilliant man.

Omar's fame in the West rests upon the collection of robā'īyāt, or "quatrains," attributed to him. Omar's poems had attracted comparatively little attention until they inspired FitzGerald to write his celebrated The Rubáiyāt of Omar Khayyām, containing such now-famous phrases as "A Jug of Wine, a Loaf of Bread—and Thou," "Take the Cash, and let the Credit go," and "The Flower that once has blown forever dies." These quatrains have been translated into almost every major language and are largely responsible for colouring European ideas about Persian poetry.



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

✓ این مقاله در تاریخ ۱۴ مه ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۴ سپتامبر ۲۰۲۵ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.britannica.com/biography/Omar-Khayyam-Persian-poet-and-astronomer>

55) Where did Omar Khayyam complete his algebra treatise?

- A) Neyshābūr B) Samarkand C) Eṣfahān D) Mecca

56) What calendar reform was Khayyam involved in?

- A) The Gregorian calendar C) The Islamic calendar
B) The Julian calendar D) The Jalālī calendar

57) What significant mathematical concept did Khayyam discuss in his treatise?

- A) The Pythagorean theorem C) The solution of cubic equations
B) The theory of relativity D) The Fibonacci sequence

58) What happened to Khayyam after the death of his patron?

- A) He became a renowned poet. C) He moved to Europe.
B) He was exiled from Eṣfahān. D) He went on a pilgrimage to Mecca.

59) What can be inferred about Khayyam's influence on mathematics?

- A) He had little impact on future mathematicians in the Middle East.
B) His ideas contributed to the development of mathematical concepts in Europe.
C) He focused solely on poetry and had nothing to do with mathematics.
D) His work was only recognized in the East.

60) How did Khayyam's work on the Jalālī calendar reflect his mathematical skills?

- A) It showed his ability to perform simple calculations.
B) It showed his understanding of complex astronomical phenomena.

- C) It proved his lack of interest in mathematics as well as astronomy.
D) It was unrelated to his other scientific achievements.

61) What do the terms “former” and “latter” in paragraph two refer to? "Former" refers to

- A) Euclid’s theory of proportions, and "latter" refers to his theory of parallels.
B) the ideas of John Wallis, and "latter" refers to the critiques of Euclid.
C) to Euclid’s theory of parallels, and "latter" refers to his theory of proportions.
D) his theory of proportions, and "latter" refers to Euclid’s theory of parallels.

62) What is the meaning of the word “magnitudes” as used in paragraph two of the passage?

- A) The extent or size of something
B) The importance of an event
C) The quality of being large or significant
D) The measurement of time

Reading 3

Neanderthals were our closest known relatives and walked the Earth between at least 400,000 and 40,000 years ago. But since their fossilized bones were discovered more than 160 years ago, there are still many questions about what they were like.



The bones were uncovered by limestone quarry workers digging in Germany’s Neander Valley in 1856. At first, they thought they’d uncovered the remains of a bear. In fact, they’d stumbled upon something that would change history: evidence of an extinct species of ancient human predecessors. Researchers soon realized they had already encountered these human relatives in earlier fossils that had been misidentified throughout the early 19th century. The discovery galvanized scientists eager to explore new theories of human evolution, sparking a worldwide Neanderthal fossil hunt and **tantalizing** the public with the possibility of a mysterious sister species that once dominated Europe. Who exactly were these ancient humans, how did they live, and why did they die out?

Homo neanderthalensis, were named by geologist William King, who based the name on his findings near La Chapelle Aux Saints, in France. At first glance, fossilized bones suggested that Neanderthals were human-like. But a

closer look reveals the characteristics that differentiate our ancient ancestors from modern *Homo sapiens*. They looked similar to humans but had a more prominent brow ridge, protruding faces, and rib cages that were shorter, deeper, and wider. In addition, their eye sockets were much larger, which may have enabled them to see better than modern humans. Researchers believe that their brains were roughly the same size as ours, although they were more elongated.

Though debates on the size and structures still rage today, researchers agree that the average male was about 5 foot 4 inches tall, while females stood at about 5 feet. These hominids once lived throughout Eurasia. Researchers believe that due to the species' adaptation to the region's cold climates, they had compact, massive musculature and would have required up to 4,480 calories a day to survive. Megafauna like mammoths, elephants, and woolly rhinoceros made hunting an important facet of their life. Living and traveling in small groups, they used tools like spears to satiate their meat-heavy diet.

They also ate plants, which MIT geobiologist Ainara Sistiaga has said is evidence that Neanderthals "probably ate what was available in different situations, seasons, and climates."

Sometimes, this included eating their own. In 2016, scientists studying remains of Neanderthal skeletons from a cave in what is now Belgium found "unambiguous evidence of Neanderthal cannibalism in Northern Europe."

Researchers initially assumed Neanderthals were brutish, hairy thugs capable only of crude thought and bloody hunting. But some scientists have changed their tune as evidence has accumulated of some surprisingly human-like characteristics among these human ancestors.



✓ متن فوق از جدیدترین مقالات منتشر شده در وبسایت نشنال جیوگرافیک (National Geographic) است.

✓ این مقاله در تاریخ ۲۵ جولای ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۴ سپتامبر ۲۰۲۵ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.nationalgeographic.com/history/article/who-were-the-neanderthals>

63) What does the passage suggest about the diet of Neanderthals?

- A) They were strictly carnivorous.
- B) They were primarily herbivorous.
- C) They only ate plants.
- D) They were omnivorous and adaptable.

64) What did researchers initially think the bones belonged to?

- A) A human
- B) A bear
- C) A mammoth
- D) A rhinoceros

65) What can be inferred about the public's interest in Neanderthals?

- A) It was minimal and fleeting. C) It was negative.
B) It was only academic. D) It was significant and sustained.

66) What is a synonym for “*tantalizing*” as used in the first paragraph of the passage?

- A) Tempting B) Frustrating C) Disappointing D) Uninteresting

67) Why might Neanderthals have had larger eye sockets?

- A) To see better in the dark C) To adapt to their environment
B) To appear more human-like D) To hunt more efficiently

68) Where were the first Neanderthal bones discovered?

- A) France B) Belgium C) Germany D) Italy

69) What was a significant outcome of the discovery of Neanderthal bones?

- A) It sparked a worldwide fossil hunt.
B) It ended the study of human evolution.
C) It proved that Neanderthals were unrelated to humans.
D) It led to the extinction of modern humans.

70) What physical characteristics differentiate Neanderthals from modern humans?

- A) Taller stature C) Smaller eye sockets
B) More prominent brow ridge D) Longer arms



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) Sports play a significant role in promoting physical and mental well-being. 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) Everybody should donate a fixed amount of their income to support charity. 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

مرکز زبان آموزی دانشگاه اصفهان

تابستان ۱۴۰۴



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چهار دوره ویژه دانشجویان دکتری

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پنجشنبه

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