



University of Isfahan English Proficiency Test (UIEPT)

آزمون بسندگی زبان انگلیسی دانشگاه اصفهان



تأ شماره	از شماره	تعداد سؤال	مواد امتحانی
	بخش A	یک موضوع انتخابی از دو موضوع داده	(۱) نوشتاری
۱۵	۱	۱۵	(۲) شنیداری
۳۵	۱۶	۲۰	(۳) گرامر
۴۵	۳۶	۱۰	(۴) واژگان
۷۰	۴۶	۲۵	(۵) درک مطلب

137

دوره آزمون:



تعداد سؤالات: ۷۰ سؤال چهارگزینه‌ای + ۱ سؤال نوشتاری



تعداد صفحات سوال: ۱۳ صفحه



زمان پاسخگویی: ۱۱۰ دقیقه (۲۰ دقیقه برای بخش نوشتاری در



شروع آزمون و سپس ۹۰ دقیقه برای ۷۰ سوال بقیه بخش ها)

تاریخ برگزاری: ۱۴۰۵/۰۱/۲۷



محل برگزاری: اصفهان، میدان آزادی، دانشگاه اصفهان، سه راه زبان،



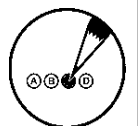
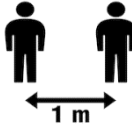
ساختمان شهید بهشتی

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 پررنگ 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 بخش های دیگر. مدت زمان بخش شنیداری و دیگر بخش ها، ۹۰ دقیقه می باشد. مدت زمان کل آزمون از زمان شروع بخش نوشتاری ۱۱۰ دقیقه می باشد.

(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 1.29 نمره از ۹۰ دارد. بخش نوشتاری ۱۰ نمره از ۱۰۰ نمره دارد. نمره کلی آزمون از ۱۰۰ محاسبه می شود: $70 \times 1.29 = 90 + 10 = 100$

(۶) 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.

(۷) تعداد صفحات سوال (غیر از صفحه حاضر) ۱۳ صفحه می باشد. یک برگ پاسخنامه برای سؤالات چهارگزینه ای و یک برگ پاسخنامه بخش نوشتاری نیز داده خواهد شد. پاسخنامه اضافی نوشتاری تحویل نخواهد شد ولی در صورت نیاز می توانید از صفحه پشت پاسخنامه نوشتاری استفاده کنید.

(۸) نمرات به صورت کارنامه، حداکثر تا ۷۲ ساعت بعد در سایت مرکز زبان آموزی به نشانی ulc.ui.ac.ir اعلام خواهد شد.

(۹) هرگونه نظر در خصوص آزمون و یا تذکر اشکال احتمالی را می توانید به ایمیل مرکز زبان آموزی دانشگاه اصفهان به نشانی ulc.ui.ac.ir@gmail.com ارسال فرمایید.

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

(۱۱) 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.

(۱۲) 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.

(۱۳) ۸۰ 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 می‌شود. برای دسترسی به این آرشیو، به سایت مرکز مراجعه نمایید یا از طریق لینک مستقیم b2n.ir/uiiept_archive دانلود نمایید.

(۱۴) 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.

(۱۵) 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: 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) Some people believe that the widespread use of smartphones has harmed social relationships. 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 argue that university education should be free for everyone, regardless of their financial background. To what extent do you agree or disagree? Give reasons for your answer and include any relevant examples from your own experience or knowledge.

Part B: 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 سوالات 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 problem does Alex probably have?

- A) He lost his keys.
- B) He has a bump on his head.
- C) He found a new trail.
- D) He might have a concussion.

2) What does the woman mean?

- A) She called the plumber to repair the leaky faucet.
- B) She fixed the leaky faucet herself.
- C) The plumber came over to inspect the leaky faucet.
- D) The leaky faucet stopped on its own.

3) What does the man suggest about Tom's occupation?

- A) He still works at the local school.
- B) He enjoys teaching more than writing.
- C) He has changed careers.
- D) He's considering becoming a teacher.

4) What does the man suggest about Emma's painting classes?

- A) She finds them boring.
- B) She's struggling to keep up with the classes.
- C) She's probably improving her painting skills.
- D) She used to dislike painting.

5) What is the probable subject of their conversation?

- A) Reduced clinic hours.
- B) Increased prescription costs.
- C) Expanded counseling services.
- D) New fitness classes.

6) What is the man's priority for the summer?

- A) Planning a vacation to Japan
- B) Completing a research project
- C) Traveling with Sarah
- D) Taking a break from work

7) What kind of activity are they planning?

- A) A city exploration trip
- B) A shopping spree at an outlet mall
- C) A visit to a friend's house
- D) A relaxing retreat in nature

8) What does the man suggest?

- A) Exploring other software programs.
- B) Asking someone else for help.
- C) Referencing the user manual for guidance.
- D) Ignoring the user manual.

9) What will the woman do to watch the episode?

- A) Record it on a DVD.
- B) Watch it on TV.
- C) Stream it online.
- D) Listen to it on the radio.

10) What is implied by the conversation?

- A) The movie theater is showing a film about bats.
- B) A live bat interrupted a movie screening.
- C) The newspaper published an article about a baseball bat.
- D) The movie theater is closed for renovation.

11) What does the man imply?

- A) He is sinking in a swamp and needs help.
- B) He enjoys spending time in swamps during his free time.
- C) He needs to go to the swamp to collect some materials for work.
- D) He is too busy with work to go for dinner.

Section B: Questions 12-15

Lecture



12) Who is the audience for this lecture?

- A) Coffee farmers.
- B) Baristas.
- C) Students.
- D) Tea enthusiasts.

13) What can be inferred about the coffee discussed in the lecture?

- A) It is primarily consumed in Ethiopia.
- B) It has always been prepared in the same way.
- C) It is only popular in Western countries.
- D) It played a significant role in ancient rituals.

14) What effect did colonialism have on the production of coffee?

- A) It led to a decrease in coffee consumption.
- B) It resulted in the mass cultivation of coffee in Africa.
- C) It caused coffee to become a luxury item.
- D) It had no impact on the coffee industry.

15) What will the audience most probably do after the lecture?

- A) Attend a coffee tasting event.
- B) Visit a tea plantation.
- C) Conduct research on tea production.
- D) Enjoy a cup of coffee at a cafe.



Note-taking Box for the Listening Part

برای یادداشت برداری در هنگام شنیدن بخش شنیداری، می‌توانید از فضای زیر استفاده کنید.

Part C: 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) To read a foreign language is one thing; to speak it is

- A) other B) one other C) others D) another

17) The machine is now in good ... order.

- A) work B) working C) workable D) able

18) This is the first time that I ... your city.

- A) visited B) have visited C) had visited D) was visiting

19) We would have helped you if we ... you were in such difficulties.

- A) knew B) have known C) had known D) were

20) By next September, she ... typing for one month.

- A) will have been learning B) had learnt C) will learn D) has been learning

21) They purchase everything ... cash.

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

22) He broke the rules of the school; ..., he had to leave.

- A) if B) unless C) when D) therefore

23) Your answer is not right, ... is mine.

- A) neither B) nor C) never D) none

24) ... ants live in colonies, keep farms, go to war, and have a society.

A) Studies of ant life show that

C) Studies of ant life that

B) That is studied

D) That the studies of ant life

25) Generic medications are just as ... and much less expensive.

A) effectively brand-name products

C) brand-name products effective

B) brand-name products as effective

D) effective as brand-name products



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

تشخیص گزینہ غلط

26) Shark can maneuver considerably faster than other fish because they have no bones.

A

B C

D

27) Every fuel has their own particular temperature at which it begins to burn.

A

B

C

D

28) In the 1931 Winter Olympics, many competitors were prevented from to participate

A

B

C

because of the economic depression.

D

29) Pelicans have a long, straight bill with a flexible pouch makes of skin on the underside.

A

B

C

D

30) After the eruption of Mount St. Helens in 1980, the height of the mountain was reduced

A

B

C

of 400 meters.

D

31) Bacteria are responsible of many of the textures and flavors in our food and are

A

B

C

particularly important in milk products.

D

32) A broad expanse of sea with a large number of islands is called a archipelago.

A

B

C

D

33) Most evergreens have needle-like leaves that require least water than regular leaves.

A

B

C

D

34) The central core of the earth is made of both very hot or dense material.

A

B

C

D

35) Insufficient protein in the diet may cause a lack of energy, stunted growth, and

A


B

C

lowering resistance to disease.

D

Part D: 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) His ... on the word “ceasefire” was noticeable.

- A) pressure B) approach C) emphasis D) function

37) The equipment that is ... is extremely simple and inexpensive.

- A) acquired B) acquainted C) created D) required

38) Your reluctance to accept his advice may ... our entire plan.

- A) flaw B) jeopardize C) advocate D) navigate

39) Everyone agreed that the Wright brothers’ idea about flying was a ... one.

- A) radical B) native C) sensitive D) negligible

40) I ... a hint of sarcasm in your seemingly innocent reply to the sales clerk who apologized for the long lines.

- A) identified B) detected C) ignited D) approached

Vocabulary Part 2: Synonym

41) There is sign on the wall which says that smoking is **prohibited**.

- A) permitted B) disliked C) forbidden D) forgotten

42) The **monotonous** work he does every day has tired him out.

- A) hard B) quiet C) unvarying D) changeable

43) They are going to build a **jetty** near the harbor to protect it from the waves of the ocean.

- A) tunnel B) dam C) breakwater D) canal

44) There is a universal **conviction** that the world is not as it should be.

- A) saying B) belief C) religion D) accusation

45) People who are interested mostly in temporal values **attribute** importance to the things of this world.

- A) contribute B) attract C) impose D) ascribe

Part E: Reading Comprehension

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

Reading 1



Mario Moreira, President of the Pasteur Network, has expressed concern over the destruction of Pasteur Institute of Iran, targeted by the US-Israeli airstrikes on April 2, and warned of the potential regional impacts as it disrupts the major role of this century-old pillar of global

health in prevention and control of existing and rising health threats in the region. “The reported damage to the Pasteur Institute of Iran is deeply concerning. This institution plays an important role in supporting the health of populations in Iran and the region. When such capacities are disrupted, diagnostics, surveillance, and response to ongoing and emerging threats may be affected, with potential implications for health security beyond national borders,” Moreira highlighted.

International scientific reporting, including coverage in Science Magazine, has highlighted the effects of escalating hostilities on universities and research institutions in Iran, including impacts on academic and public health infrastructure. The Pasteur Network is an alliance of 32 organisations which plays a crucial role in tackling global health challenges through science, innovation and public health. Its distinctive strength lies in the diversity and extensive geographic reach of its membership, spanning 25 countries across five continents and united by shared values and missions for the benefit of populations, fostering a dynamic community of scientific knowledge and expertise that is both locally embedded and globally connected.

Founded in 1920, the Pasteur Institute of Iran is a longstanding member of the Pasteur Network. The Institute contributes to national, regional and global public health through its national reference laboratories, WHO Collaborating Centers, disease surveillance and diagnostics, biobanks, and essential medical countermeasures production.

Damage to or disruption of such infrastructure may have consequences beyond national borders. When public health institutes and surveillance systems are affected, outbreak detection capacity can be reduced, essential public health functions may be disrupted, and preparedness for emerging infectious threats may be weakened. These challenges are directly linked to broader considerations of regional and global health security. The protection of health and scientific institutions is widely recognized as important for safeguarding essential public health functions, particularly in times of crisis. Maintaining the continuity of such institutions supports not only national health systems but also collective efforts to prevent and respond to cross-border health threats.

The Pasteur Network notes the increasing international attention to the protection of health and scientific institutions and commends the efforts of the Pasteur Institute of Iran's staff to maintain essential diagnostic and public health functions under challenging circumstances.

The Pasteur Network expresses its support for its colleagues at the Pasteur Institute of Iran and reaffirms its commitment to the continuity of critical public health functions, scientific cooperation and the protection of health and research institutions worldwide.

✓ متن فوق از جدیدترین مقالات منتشر شده در مجله تهران تایمز (Tehran Times) است.

✓ این مقاله در تاریخ ۱۱ آوریل ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۱۶ آوریل ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.tehrantimes.com/news/525374/Damage-to-Pasteur-Institute-of-Iran-threatens-regional-health>

46) What can be inferred about the Pasteur Institute of Iran's role in the region?

- A) Its work mainly benefits only Iran's national health system.
- B) Its functions are essential for regional disease surveillance.
- C) It recently stopped participating in global health initiatives.
- D) It has limited connection with international organizations.

47) What does the Pasteur Network reaffirm at the end of the passage?

- A) Its neutrality in political conflicts
- B) That it will close several branches

- C) That it will rebuild the Iranian institute immediately
- D) Its commitment to global public health cooperation

48) Which of the following functions is NOT mentioned as part of the Institute's contributions?

- A) National reference laboratories
- B) WHO Collaborating Centers
- C) Agricultural development projects
- D) Disease surveillance

49) Why is Moreira's concern described as "deeply concerning"?

- A) Because the Institute's destruction may impact multiple countries.
- B) Because the Institute had already been suffering financial losses.
- C) Because no other country has similar laboratories.
- D) Because the Institute was no longer active prior to the strike.

50) What does the passage suggest about the global consequences of damaging health infrastructure?

- A) The damage may weaken global outbreak preparedness.
- B) Only local disease control efforts will suffer.
- C) It will immediately lead to uncontrolled pandemics.
- D) It primarily affects political relations, not health.

51) What is described as the "distinctive strength" of the Pasteur Network?

- A) Its focus on medical education
- B) Its diversity and geographic reach
- C) Its limited size
- D) Its reliance on advanced technology

52) What can be inferred about the effect of hostilities on Iranian scientific institutions?

- A) Their activities have expanded in response to conflict.
- B) They are unaffected due to strong international support.
- C) They face challenges maintaining normal operations.
- D) Their staff have been relocated to other countries.

53) When was the Pasteur Institute of Iran founded?

- A) 1910
- B) 1935
- C) 1920
- D) 1940

Reading 2

Just 2 months into my Ph.D., I was on the verge of quitting. I felt out of my depth, and my broken English left me struggling to keep up with my colleagues. At lab meetings, the conversation progressed so quickly that by the time I understood a



question, the discussion had already moved on. My difficulty following my supervisor's instructions led to me using the wrong volume of water in a sample,

ruining an experiment. In a presentation, I talked about “gene dilution” instead of “gene deletion,” the silence that followed making me blush with embarrassment. I didn’t know how I was going to make it through my studies. But amid my struggles, a caring colleague said something that would forever shape my approach to science and mentoring.

I’d moved to Hong Kong from my hometown in mainland China full of excitement. I remember stepping off the overnight train onto the humid streets of the city with a small bag, a notebook of English phrases, and a single conviction: I was here to become a scientist. But I immediately felt out of place. The laboratory was **intimidating**, full of shiny instruments I had only ever seen in textbooks. On my first day, my supervisor handed me a pipette and asked me to set up a reaction I had never done before. I pretended to know what to do, then slipped into the corner and watched a senior student until my shaky hands could finally imitate her movements. I often stayed in the lab until midnight, afraid of being left behind.

Most of all, I struggled with the language barrier. I was used to classes taught in Mandarin, but in Hong Kong—a highly international city—everyone spoke English in the lab. After the presentation that left me red in the face, just as I was contemplating leaving science, a senior lab member pulled me aside. “You are not here because of your English,” **he** reminded me. “You came here because you can think.”

His simple words gave me the courage to continue. I started to carry a tape recorder with me to every class and meeting, replaying presentations late at night to fill in the gaps. My English progress was slow but steady. By the time I defended my Ph.D., I could express my ideas clearly, and I had come to see my accent not as a hindrance, but as a part of my identity that I was proud of. My confidence had skyrocketed.

After continuing my training in Hong Kong, Canada, and the United States, I eventually returned to China to run my own lab. My students all spoke Mandarin, and I assumed they wouldn’t struggle as much as I had during my Ph.D. because they didn’t face the same language barrier.



But gradually I saw that they still experienced many of the same doubts I had faced at their age. They grappled with anxiety about career development, confusion about identity, and doubts about the value of knowledge in an era of rapid technological development. I realized my job was to teach them to think critically, solve problems creatively, and, most of all, give them the confidence to succeed in science and in life.

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

✓ این مقاله در تاریخ ۲۲ ژانویه ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۱۶ آوریل ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: [https://www.science.org/content/article/i-almost-quit-my-ph-d-lab-mate-gave-me-](https://www.science.org/content/article/i-almost-quit-my-ph-d-lab-mate-gave-me-confidence-continue)

[confidence-continue](https://www.science.org/content/article/i-almost-quit-my-ph-d-lab-mate-gave-me-confidence-continue)

54) What broader realization does the narrator make about mentoring?

- A) Technique is more important than mindset.
- B) Language ability determines scientific success.
- C) Anxiety is unavoidable in science.
- D) Students' struggles often go beyond technical skills.

55) Why did the narrator assume her students would not struggle as much as she had?

- A) They had stronger academic backgrounds.
- B) They received better mentorship.
- C) They had more lab experience.
- D) They shared the same native language.

56) What tool did the narrator begin using to improve her English comprehension?

- A) A vocabulary diary
- B) A tape recorder
- C) A digital translator
- D) A speech-practice app

57) The word "intimidating" in paragraph 2 is closest in meaning to

- A) crowded
- B) inspiring
- C) frightening
- D) outdated

58) According to the passage, why did the narrator originally move to Hong Kong?

- A) To become a scientist
- B) To improve her English
- C) To find better job opportunities
- D) To join her family

59) What can be inferred about the narrator's initial communication struggles?

- A) They prevented her from forming friendships.
- B) They affected her confidence and scientific performance.
- C) They caused her supervisor to dismiss her.
- D) They led her to change research fields.

60) Why did the narrator often stay in the lab until midnight?

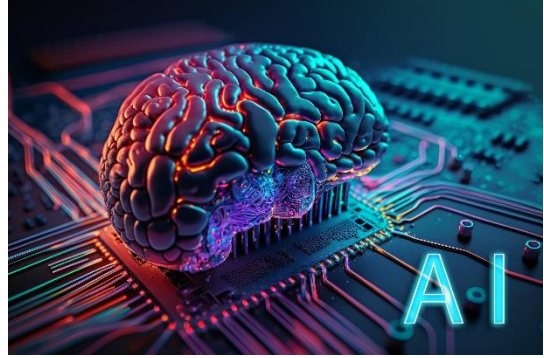
- A) She had too many experiments to finish
- B) Her supervisor required late- night work
- C) She feared falling behind her peers
- D) She preferred working alone

61) In paragraph 3, the pronoun "he" refers to

- A) the supervisor
- B) the narrator's brother
- C) a classmate from the same hometown
- D) a senior lab member

Reading 3

You don't need to be an oracle to know that the coming year will see further advances in artificial intelligence, as updated and new models, publications and patents continue their **inexorable** rise. If current trends are a reliable guide, many countries



will also be enacting more AI-related laws and regulations. In 2023, at least 30 such laws were passed around the world, according to the Artificial Intelligence Index Report 2025, produced by researchers at Stanford University in California. The following year saw another 40.

Over the past couple of years, AI lawmaking has been busiest in the East Asia and Pacific region, in Europe and in individual US states. Between them, US states passed 82 AI-related bills in 2024. But there are some notable cold spots, too: there has been relatively little activity in low and lower-middle-income countries. Meanwhile, the US federal government is bucking the trend by cancelling AI policy work and challenging state-level AI laws. This must be the year that more lower-income countries start regulating AI technologies, and that the United States is persuaded of the dangers of its approach. The country is one of the biggest markets for AI technologies, and people around the world are using models developed mainly by US companies. All nations need AI laws and policies, regardless of their position on the spectrum of producers and consumers. It's impossible to imagine the technologies used in energy, food production, pharmaceuticals or communications being outside the ambit of safety regulation. The same should be true of AI.

There is a growing international consensus. The authorities in China, for example, are taking AI regulation extremely seriously, as are those of many European countries. Most of the rules of the European Union's AI Act are expected to come into force in August. In 2024, the African Union published

continent-wide guidance for AI policymaking. There are also moves to establish a global organization for cooperation on AI, possibly through the United Nations. A wide spectrum of national and regional laws and regulations are in place or under development. Some countries, for example, are looking to ban 'deepfake' videos. This should be a universal goal. Companies should also provide details of the data used to train models, and need to ensure that copyright is respected in the training process. The overriding ambition must be to achieve regulations similar to those governing other general-purpose technologies. AI developers — most of which are companies — need to transparently explain how their products work, demonstrate that their models have been produced through legal means, and show that the technology is safe and that there is accountability for risks and harm. Transparency is also needed from researchers, more of whom need to publish their models in the peer-reviewed literature.

According to UNCTAD, the UN trade-policy agency for low- and middle-income countries, two-thirds of high-income countries and 30% of middle-income countries had AI policies or strategies in place at the end of 2023, but little more than 10% of the lowest-income countries did. These nations need to be supported in their AI-regulatory efforts.



✓ متن فوق از جدیدترین مقالات منتشر شده در دانشنامه آزاد نیچر (Nature) است.
✓ این مقاله در تاریخ ۲۹ دسامبر ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۱۶ آوریل ۲۰۲۶ برگزار می‌شود.
✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-025-04106-0>

62) According to the passage, how many AI-related laws were passed globally in 2023?

- A) 30 B) 40 C) 82 D) 10

63) What can be inferred about the regulatory gap between countries of different income levels?

- A) Middle-income countries regulate as much as high-income countries.
B) High-income countries are far ahead in establishing AI policies.
C) Low-income countries regulate AI more than middle-income countries.
D) All countries regulate AI equally.

64) Why does the author highlight China's seriousness about AI regulation?

- A) To criticize China's approach
B) To show only authoritarian states regulate effectively
C) To argue EU regulations are unnecessary
D) To demonstrate the growing international consensus

- 65) The word **“inexorable”** in the 1st paragraph in meaning to
 A) unpredictable B) unstoppable C) temporary D) uncertain
- 66) When are most of the European Union’s AI Act rules expected to become effective?
 A) Early 2024 B) End of 2023 C) Next January D) August
- 67) What does the author suggest researchers themselves should do?
 A) Withdraw from academic publishing C) Focus on economic impact only
 B) Work with companies only D) Publish their models in peer-reviewed journals
- 68) What can be inferred about the author’s view of the US federal government’s approach to AI regulation? It ...
 A) exposes the world to unnecessary risks.
 B) is appropriate and consistent with global trends.
 C) is mainly focused on protecting intellectual property.
 D) inspires other countries to reduce regulation.
- 69) Which region or group was most active in AI lawmaking during recent years?
 A) Africa and South America C) Middle East countries
 B) East Asia, Pacific, and Europe D) Low-income countries
- 70) According to the passage, what trend is expected to continue in the coming year?
 A) Decline in AI-related patents C) Rise in AI publications and models
 B) Reduction in AI regulations D) Slower international cooperation

قابل توجه شرکت کنندگان گرامی:

در صورت مساعد بودن شرایط، آزمون دوره ۱۳۸ روز پنجشنبه، مورخ ۱۴۰۵/۲/۳ ساعت ۱۱ صبح به صورت حضوری برگزار خواهد شد. جهت اطلاع از آخرین اخبار، در کانال رسمی مرکز زبان آموزی دانشگاه اصفهان در ایتا عضو شوید. برای مشاوره رایگان زبانی نیز می توانید روزهای یکشنبه و سه شنبه از ساعت ۹ صبح تا ۱۲ از طریق شماره موبایل

۰۹۳۹۵۸۰۹۳۷۶ بگیرید.



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