



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

دوره آزمون: ۱۴۵

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 سؤال بقیه بخش‌ها)

تاریخ برگزاری: ۱۴۰۵/۰۳/۲۸

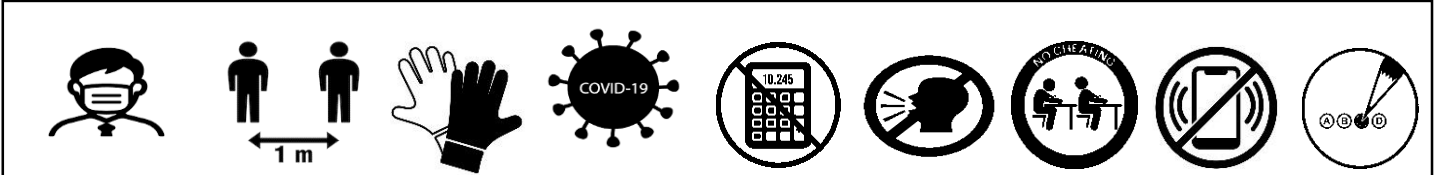
محل برگزاری: اصفهان، میدان آزادی، دانشگاه اصفهان، سه راه زبان، ساختمان شهید بهشتی

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.
- تعداد صفحات سوال (غیر از صفحه حاضر) ۱۳ صفحه می‌باشد. 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 سوالی دارای استانداردهای آزمون سازی نباشد حذف می‌شود و نمره آن به دیگر سؤالات اضافه می‌شود.
- ۸۰ 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 می‌شود. 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: 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) The best way to solve the world's environmental problems is to increase the cost of fuel for cars and other private vehicles. 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 people think the main purpose of school is to turn children into good citizens and workers, rather than to benefit them as individuals. 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 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 mean?

A) He doesn't want her help.

B) He likes talking to the woman.

C) He wants to fail his class.

D) He hasn't been able to call.

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

A) give her a paper

B) call her later

C) speak louder

D) keep his voice down

3) What does the woman mean?

A) She is sure the professor is joking.

B) Next semester is not good for her.

C) It would not be of interest to her.

D) She'd like to become his assistant.

4) What does the woman mean?

A) She doesn't think it's hot.

B) She thinks yesterday was hotter.

C) She agrees with him.

D) She's sure it has been hotter.

5) What does the woman tell the man?

A) It was an accident.

B) She meant what she said.

C) She is mean.

D) She watched what she did.

6) What does the man say about Bill?

A) He is a good musician.

B) He is an excellent physician.

C) He isn't very talented musically.

D) He is an accomplished magician.

7) what does the woman mean?

A) The science quad has an excellent view.

B) The area is much better than before.

C) The science quad has done excellent work.

D) There is a need still for more work.



8) What does the man mean?

- A) It is too late to protest his grade. C) He doesn't want to tell the woman his score.
B) He is happy with his quiz grade. D) The economics professor won't hear his complaint.

9) What does the woman mean?

- A) He shouldn't work on the papers at night. C) She wonders what his plans are.
B) He should work on the papers separately. D) The man may have to work nonstop.

10) What does the woman mean?

- A) She thinks he is correct. C) It hasn't changed much.
B) There are more passes now. D) She thinks he is funny.

Section B: Questions 11-15

Lecture



11) What is the main purpose of the lecture on environmental psychology?

- A) To discuss the impact of technology on social behavior.
B) To explore the emotional bond individuals form with specific places.
C) To analyze the effects of environmental stressors on cognitive function.
D) to examine how natural environments influence human health.

12) According to the lecture, what are examples of environmental stressors?

- A) Noise pollution and crowded spaces. C) Personal preferences and individual behaviors.
B) Technological advancements and urban planning. D) Cultural values and social norms.

13) Based on the lecture, why might individuals with strong place attachment engage more in community activities? Because they

- A) prefer indoor activities. C) have a greater sense of belonging.
B) dislike their neighborhoods. D) prioritize personal achievements.

14) How does the speaker feel about incorporating green spaces into urban planning?

- A) Indifferent B) Supportive C) Skeptical D) Confused

15) What is the function of the concept of bio-philia in environmental psychology?

- A) To explain emotional bonds individuals form with specific places.
B) To understand how environmental stressors affect cognitive function.
C) To explore the positive effects of natural environments on human health.
D) To analyze cultural influences on consumer behavior.



Note-taking Box for the Listening Part

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

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Part C: Grammar

تشخیص گزینه صحیح

- **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.

16) He usually ... to call his father in the evenings.

- A) try B) tries C) is going to try D) will try

17) We did not go to their party, and ... did my friend.

- A) so B) too C) also D) neither

18) Signatures ... as a method of identification.

- A) had used B) have been used C) have used D) use

19) He tells the reader at the end ... idea he has actually used to develop his own argument in the paper.

- A) that B) whose C) whom D) at which

20) "He lost his watch in school a few days ago". He ... more careful.

- A) could have been B) should have been C) might have been D) should be

21) She will have the porter ... her heavy basket home.

- A) to carry B) carry C) carries D) carried

22) I would have called him if I ... his phone number.

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

23) He left his job because he was so tired of ... the same job day after day.

- A) do B) doing C) to do D) doing of

24) Urban farming is quickly becoming the most important part of agriculture

- A) in certain geographical areas C) for areas that are geographic
B) in certain areas geographical D) certain geographical areas

25) ..., the children went out to play.

- A) Not have any assignments C) Having no assignments
B) Not having no assignments D) Having not assignments

تشخیص گزینه غلط



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

26) Sometimes penguins slide on their stomachs, pushing itself with their flippers.

- A B C D

27) It was near end of pre-historic times that the first wheeled vehicles appeared.

- A B C D

- 28) Since rats are destructive and may cause disease, therefore many cities try to exterminate them.
A B C D
- 29) In the United States, among 60 percent of the space on the pages of newspapers is reserved for advertising.
A B C D
- 30) Paintings of religious, ceremonial, or history character tend to elevate their subjects above the level of ordinary existence.
A B C D
- 31) The discovery of the magnetic effects of coils made possible to measure an electric current.
A B C D
- 32) Although it can be derived from oil, coal and tar, kerosene is usually produced by refine it from petroleum.
A B C D
- 33) Animal researchers have identified many behavioral patterns associated with selection a place to live, avoiding predators, and finding food.
A B C D
- 34) The extent to which an individual is a product of either heredity or environment cannot proven, but several theories have been proposed.
A B C D
- 35) Martin Luther King, Jr.'s magnificent speaking ability enabling him to effectively express the demands for social justice for Black Americans.
A B C 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) I have made quite a lot of last-minute ... to the article. I think it is now ready to be submitted to a journal.
A) experiments B) complements C) constitutions D) amendments
- 37) Sleep has often been thought of as being in some way ... to death.
A) alike B) compatible C) analogous D) comparative
- 38) The explosion was of such ... that it was heard five miles away. It smashed shop windows all around the area.
A) intensity B) deviation C) enthusiasm D) complement



39) He is working for an overseas ... of the company and earning a huge salary for an employee of his experience.

- A) authority B) accessory C) subsidiary D) supplementary

40) We have ... all the latest safety features into the design so there is no need to worry about the project on that account.

- A) derived B) consisted C) comprised D) incorporated

Vocabulary Part 2: Synonym

41) The brave hero faced all hazards without flinching.

- A) villains B) volunteers C) warriors D) dangers

42) Some writers have the ability to envision beautiful scenes, while others must write about what have experienced.

- A) contrast B) withstand C) withdraw D) conceive

43) Typewriters were made almost obsolete in the modern office by the invention of word processing.

- A) in high demand B) used more frequently C) no longer in use D) offered freely

44) Doctors sometimes take credit for cures that are really a result of the body's own process of restoration.

- A) medication B) remedies C) drugs D) healing

45) The manager told the factory workers that they could not have May 1st off, but he would compensate for it later in the month.

- A) make up for B) keep up with C) put up with D) stand up for



Part E: Reading Comprehension

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



Reading 1

Diogenes the Cynic also known as Diogenes of Sinope, was an ancient Greek philosopher during the period of Classical Greece, and one of the founders of Cynicism. Renowned for his ascetic lifestyle and radical critiques of social conventions, he became a legendary figure whose life and teachings have been recounted, often through anecdote, in both antiquity and modernity. Diogenes advocated a return to nature,



the renunciation of wealth, and introduced early ideas of cosmopolitanism by proclaiming himself a "citizen of the world".

Diogenes was born to a prosperous family in Sinope. His life took a dramatic turn following a scandal involving the debasement of coinage, an event that led to his exile and ultimately his radical rejection of conventional values. Embracing a life of poverty and self-sufficiency, he became famous for his unconventional, shameless behaviors that openly challenged societal norms, such as living in a barrel or wandering public spaces with a lit lantern in daylight, claiming to be "looking for a man", that is to say "for a wise man" (*sophos*). His memorable encounters, including that with Alexander the Great, along with various accounts of his death, have made him a lasting symbol of philosophical defiance to established authorities and artificial values.

Diogenes spent his mild winters in Athens, surviving by begging and taking shelter in a large ceramic jar (*pithos*), originally meant for food storage. The Athenians reportedly held him in high regard, even replacing his jar when a youth broke it. He spent his summers outdoors in Corinth, cooled by breezes from the Isthmus. In the summer, Diogenes would roll in the hot sand, and in winter, he embraced frozen statues. Diogenes was also known to wander the marketplace by day with a lit lamp, saying "I am looking for a man", that is to say "for a wise man" (*sophos*).

In his later years, he carried a walking stick when he left town, a symbol of both his itinerant lifestyle and public authority. Ancient texts report that he visited various other cities, which helped shape Diogenes's reputation as a wandering philosopher. Although he admired Sparta, he still employed his trademark method of teaching through criticism while he was there. When a Spartan cited Hesiod's verse "Nor would the ox die, if a neighbor were not evil", Diogenes retorted, "But the Messenians and their oxen have died, and you are their neighbours". Diogenes's other travels remain mysterious. His visits to various

cities in Asia Minor, especially Miletus, known for its rich intellectual history, suggest he may have journeyed for philosophical reasons, though the exact details are lost to us.

✓ متن فوق از مقالات منتشر شده در دانشنامه آزاد ویکی پدیا (Wikipedia) است.
✓ این مقاله در تاریخ ۲۵ می ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۱۸ ژوئن ۲۰۲۶ برگزار می‌شود.
✓ لینک دسترسی به مقاله: <https://en.wikipedia.org/wiki/Diogenes>



46) What is the primary characteristic that made Diogenes a legendary figure?

- A) His prosperous family background in Sinope
- B) His advocacy for returning wealth to society
- C) His ascetic lifestyle and radical critique of social norms
- D) His invention of the Cynic school of philosophy

47) What event significantly altered Diogenes's life and led to his rejection of conventional values? His

- A) birth into a prosperous family
- B) encounters with Alexander the Great
- C) exile following a scandal involving coinage
- D) decision to live in a barrel

48) How did Diogenes famously challenge societal norms during his time in Athens?

- A) By engaging in political debates in the marketplace.
- B) By establishing a formal school of philosophy.
- C) By actively participating in athletic competitions.
- D) By renouncing his family wealth and living in a jar.

49) What was the stated purpose of Diogenes wandering with a lit lantern in daylight?

- A) To search for a wise man.
- B) To find a place to store his belongings.
- C) To illuminate his path to the marketplace.
- D) To attract the attention of Alexander the Great.

50) What can be inferred about the Athenians' view of Diogenes? They

- A) disapproved of his unconventional behavior.
- B) held him in high regard and respected his needs.
- C) were indifferent to his presence in the city.
- D) frequently mocked his lifestyle.

51) What symbol did Diogenes carry in his later years that represented aspects of his life?

- A) A lit lantern
- B) A walking stick
- C) A beggar's bowl
- D) A ceramic jar

52) How did Diogenes typically teach or express his philosophy, even when visiting places like Sparta?

- A) Through criticism and direct engagement.
- B) By writing philosophical treatises.
- C) Through lengthy lectures and debates.
- D) By imitating the customs of the locals.

53) What is suggested about Diogenes's travels to Asia Minor, particularly Miletus?

- A) They were for political purposes.
- B) They were primarily for acquiring wealth.
- C) They were documented in great detail.
- D) They likely occurred for philosophical exploration.

Reading 2

How old can a human live to be — and for how long can they be expected to live in good health? Average lifespans have increased over the past century thanks to improved nutrition and advances in medical science. As a result, these questions have



increasingly exercised demographers and researchers studying ageing. The answers matter: not just to individuals, but to societies seeking to build sustainable social systems around ageing populations. Yet there is little agreement about what the available data show. Some researchers say that gains in overall life expectancy are mostly or entirely due to reductions in mortality earlier in life, rather than more people living to grand old ages, and that there could be a limit to longevity hard-wired into human genetics. Others see exactly the opposite pattern in the data. Meanwhile, claims about the prevalence of ‘supercentenarians’ — people living to an age of 110 or more — have come under the spotlight, with many cases of extremely long-lived individuals being questioned or **debunked**.

Saul Newman, a longevity researcher at the Oxford Institute of Population Ageing, UK, attracted attention with work that sought to debunk the concept of ‘blue zones’ — regions in nations such as Greece, Italy and Japan that supposedly have unusually high numbers of extremely old people. Newman’s claims prompted a furious response from some demographers. In his book *Morbid*, he doubles down on the topic, arguing that all of the claims and counterclaims about maximum human lifespan rest on fragile foundations. Many celebrated cases of extreme longevity arise simply from faulty records, he says, raising broader questions about how ageing is measured and interpreted.

Curiosity, at first, sparked by a clearly flawed *Nature* paper sent to me by a colleague. The authors had argued that there was a hard limit to human survival, but I found that the analysis rested on basic mathematical errors. What struck me

was the response from researchers. Many people debated the paper's findings, yet the scale of the errors was not recognized. That drew me into the broader question of how long humans can live. Soon afterwards, a *Science* paper based on Italian data from people aged 105 and above was published. It claimed to show a late-life mortality plateau: a pattern in which the increasing risk of mortality seen during middle age slows down at greater ages, and eventually stops getting worse altogether. This result depended entirely on how middle age was defined. Of more than 850 possible model specifications, only one produced a plateau. Any small change to the modelling made the statistical significance evaporate. By then I had been captured by the combination of bad science and interesting questions, so I began solving problems.

Many errors are undetectable and, therefore, we do not know their underlying frequency. This has prompted a rather absurd response from demographers, who say that, sure, some errors occasionally escape detection, but these errors must be rare. I usually ask them: if you cannot detect particular errors, how do you know that they are rare?



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

✓ این مقاله در تاریخ ۱ ژوئن ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۱۸ ژوئن ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-026-01728-w>

54) What is the main topic of the passage?

- A) History of healthcare systems
- B) Debate on human life length
- C) Modern medical breakthroughs
- D) Statistical study of diseases

55) The passage mentions a scientific viewpoint suggesting a potential limit to human longevity that is

- A) Determined by environmental factors.
- B) Imposed by socioeconomic conditions.
- C) Hard-wired into human genetics.
- D) Influenced by global pandemics.

56) What is Newman's central argument in his book "Morbidity" concerning extreme longevity claims?

- A) They are well-supported by new scientific methods.
- B) They reflect true genetic potential in specific populations.
- C) They are primarily due to lifestyle choices in certain regions.
- D) They often rely on inaccurate historical records.

57) What does the text suggest is fixed?

- A) The limit of human living
- B) The rate of social change
- C) The growth of local towns
- D) The speed of modern cures

58) In paragraph 2, the word “debunk” is best understood as

- A) To carefully analyze a concept.
- B) To expose something as false.
- C) To create a new theory.
- D) To validate existing research.

59) Based on the text, what is a likely reason for the skepticism surrounding 'blue zones' and supercentenarian claims?

- A) These regions lack sufficient geographical documentation.
- B) The definition of 'supercentenarian' is too broad.
- C) There is a lack of scientific interest in these areas.
- D) Researchers like Newman have found evidence of record-keeping errors.

60) The finding of a late-life mortality plateau in the *Science* paper was critically dependent on the

- A) specific definition of middle age used.
- B) inclusion of only male participants.
- C) geographic origin of the study subjects.
- D) number of detected errors in the data.

61) What is the specific definition provided for “supercentenarians”?

- A) Individuals who have reached the age of 100.
- B) Individuals who live past 105 years old.
- C) People surviving to 110 years of age or beyond.
- D) Those identified in 'blue zone' regions.

62) The author challenges demographers by questioning their ability to

- A) Accurately predict future population growth.
- B) Ensure the widespread availability of research data.
- C) Verify the rarity of undetectable errors.
- D) Implement effective public health policies.

Reading 3

Late one evening, I stared at a rejection email for yet another grant proposal. I had hoped that securing independent funding would improve my chances of landing a tenure-track position at a research-focused university; years of training had ingrained the belief that such institutions were the only place one could make a meaningful contribution to science. Yet, after countless job applications, I hadn't been invited to a single interview, and the rejection of my latest grant proposal added salt to the wound. My career objective felt increasingly out of reach. I still wanted to conduct impactful research and foster students' critical thinking and scientific curiosity, but maybe it was time to look for another path toward those goals.



I had started my academic journey as a university instructor in Ethiopia, where I found immense satisfaction in mentoring students. However, the limited resources and opportunities there made it difficult to pursue my own growth, so I went to the United States for my Ph.D. and postdoc. As I progressed in my training, I internalized the dominant narrative that success meant securing a faculty position at a research-intensive R1 institution. But during my postdoc, I realized I needed to change my perspective. I am a husband and father of two daughters, one of whom requires ongoing medical care. My modest salary and limited benefits made every day feel like walking a tightrope over an abyss of financial instability and emotional exhaustion. Professional stress bled into my home life, where I couldn't be fully present for my family. In turn, the weight of my personal responsibilities made professional setbacks feel even more crushing. Trapped in this exhausting cycle, I began to reconsider my career path.

I read articles and browsed job postings. LinkedIn and academic networking platforms provided insights into the experiences of faculty at non-R1 institutions. I was particularly drawn to smaller universities that, although they still support research, place a greater emphasis on teaching. I reached out to professors at these institutions and gleaned invaluable insights. I liked that these universities emphasize expertise and vision, along with the opportunity to build meaningful academic programs. They also offered adequate pay and **comprehensive** benefits—factors that were becoming increasingly important as I considered my long-term career stability. The fog began to lift. This wasn't about settling for a less prestigious or less impactful institution—it was about finding a space where I could thrive. It was about choosing an environment that would allow me to pursue my professional aspirations while also attending to my personal life.

I applied to several positions—and was relieved and delighted when I started to receive invitations to interview. The campus visits, which included teaching demonstrations, discussions about mentoring, and an emphasis on how I would integrate research into a student-centered environment, were



challenging but invigorating, helping confirm that I was heading in the right direction.

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

✓ این مقاله در تاریخ ۱۳ فوریه ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۱۸ ژوئن ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.science.org/content/article/how-i-found-professional-satisfaction-adjusting-my-definition-success>

63) What happened after the author applied for many jobs? He

- A) received several interview offers. C) accepted a position at a non-R1 university.
B) was not invited to a single interview. D) stopped applying for academic positions.

64) What did the author enjoy most about his early academic work in Ethiopia?

- A) Writing grant proposals C) Teaching large lecture courses
B) Mentoring students D) Managing laboratory equipment

65) What kind of universities attracted the author after his career reconsideration?

- A) Universities that did only graduate research
B) Smaller universities with a stronger teaching focus
C) Universities with no research programs at all
D) Institutions that only hired administrators

66) What does the author mean when he says professional stress “bled into” his home life?

- A) Work problems had no effect on home life.
B) Work and home life were completely separate.
C) Stress from work affected his family life.
D) Home life improved his work performance.

67) Why did the author leave Ethiopia for the United States?

- A) To escape political pressure C) To avoid teaching responsibilities
B) To work full-time in industry D) To earn a Ph.D. and complete a postdoc

68) In paragraph 3, the word “comprehensive” most nearly means

- A) incomplete B) extensive C) uncertain D) expensive

69) What can be inferred about the author’s financial situation during his postdoc?

- A) He struggled with instability and pressure.
B) He was financially comfortable and relaxed.
C) He received generous support from his university.
D) He had enough savings to stop working.

70) What personal responsibility made the author’s situation more difficult?

- A) Supporting a daughter who needed medical care C) Caring for aging parents
B) Managing a large business D) Preparing to move to another country

قابل توجه شرکت کنندگان گرامی:

(۱) در صورت مساعد بودن شرایط، آزمون دوره ۱۴۶ روز پنجشنبه، مورخ ۱۴۰۵/۰۴/۱۱ ساعت ۱۰ صبح به صورت حضوری برگزار خواهد شد.

(۲) جهت اطلاع از آخرین اخبار، در کانال رسمی مرکز زبان آموزی دانشگاه اصفهان در ایتا عضو شوید.



(۳) برای راهنمایی و مشاوره رایگان زبانی می توانید روزهای یکشنبه، سه شنبه، پنجشنبه و جمعه از ساعت ۹ صبح تا ۱۲ از طریق شماره موبایل ۰۹۳۹۵۸۰۹۳۷۶ تماس بگیرید.

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(۴) دو بسته آموزشی آفلاین ۹۰ ساعته و ۱۰۰ ساعته منابع کمک آموزشی مفیدی برای آموزش و تمرین بخشهای مختلف آزمون بسندگی می باشند.

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