



# 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

نام و نام خانوادگی: .....

شماره دانشجویی: .....

رشته/گرایش تحصیلی: .....

دانشگاه/دانشکده: .....

# ۱۴۳

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 سؤال بقیه بخش ها)

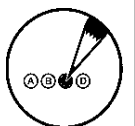
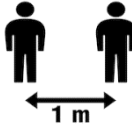
تاریخ برگزاری: ۱۴۰۵/۰۳/۰۷



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



ساختمان شهید بهشتی



(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 بخش‌های دیگر. مدت زمان بخش شنیداری و دیگر بخش‌ها، ۹۰ دقیقه می‌باشد. مدت زمان کل آزمون از زمان شروع بخش نوشتاری ۱۱۰ دقیقه می‌باشد.

(۴) این آزمون نمره منفی ندارد.

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

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

(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 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.

(۸) 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.

(۹) 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.

(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](http://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 think that modern technology has made people less active and less healthy.*

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 argue that economic growth is more important than environmental protection.*

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) The economics professor won't hear his complaint.  
B) He is happy with his quiz grade. D) He doesn't want to tell the woman his score.

**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.  
B) Cultural values and social norms.  
C) Technological advancements and urban planning.  
D) Personal preferences and individual behaviors.

**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 biophilia 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

- **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) The first rugs ... by hand, and the finest ones are still handmade.  
A) made                      B) were made                      C) had made                      D) have made
- 17) Stars in our universe vary ... temperature, color, brightness, size and mass.  
A) in                      B) of                      C) by                      D) for
- 18) A scientific fact that says ... at 212 degree F. and freezes at 32 degrees F. is valid anywhere.  
A) water boils                      B) the water boils                      C) water boiling                      D) waters boil
- 19) Phosphates ... to most farm lands in some countries.  
A) need added                      B) need to add                      C) need to adding                      D) need to be added have
- 20) You don't happen ... which platform the train leaves from. Do you?  
A) of knowing                      B) know                      C) be knowing                      D) to know
- 21) Without a doubt, it was the most difficult examination that I'd ever ...  
A) had to take                      B) have to take                      C) had to taken                      D) have to taken
- 22) Helium is not inflammable, ... therefore safer than hydrogen.  
A) that is                      B) and is                      C) but is                      D) and it
- 23) He took his shirt to the cleaners ....  
A) for having them cleaned                      C) to have them cleaned  
B) for to have them clean                      D) to having them cleaned
- 24) Thomas Malthus claimed that disease, war, famine, and ... act as checks on population growth.  
A) moral restraining                      C) morally restrain  
B) by moral restraint                      D) moral restraint
- 25) ... does not circle around the earth was proven by Galileo.  
A) Since the rest of the universe                      C) As the rest of the universe  
B) The rest of the universe                      D) That the rest of the universe



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

تشخیص گزینه غلط

- 26) The city of Toronto, in the Canadian province of Ontario, has one of the world's safest, clean and most efficient subway systems.  
A  
B                      C                      D

- 27) Most nineteenth-century whaling ships carried three or four small whaleboats, both  
 A B C  
 able to carry a crew of six.  
 D
- 28) It is essential that vitamins are supplied either by foods or by supplementary tablets for  
 A B C  
 normal growth to occur.  
 D
- 29) According to many educators, television should not become a replacement for good  
 A B C  
 teachers, and neither are computers.  
 D
- 30) No other state receives as few rainfall as the state of Nevada.  
 A B C D
- 31) There are many frequently mentioned reasons why one out of four arrests involve a  
 A B C D  
 juvenile.
- 32) In spite of Nell's original intention to buy the dress, she changed her mind because of  
 A B C  
 the price was too high.  
 D
- 33) An air pocket locates in the middle ear makes it vulnerable to changes in air  
 A B  
 pressure, which can cause discomfort on airplanes.  
 C D
- 34) Lilian Gilberth was one of the leading engineers of the twentieth century as well a  
 A B C  
 pioneer in the field of scientific management.  
 D
- 35) Some astronomers contend that in ancient times. The Big Horn medicine Wheel, an  
 A  
 arrangement of stones in Wyoming, must have serve as sighting points for  
 B C D  
 observations of the sun.



## 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) She plans to go abroad to ... her studies towards a higher degree.  
 A) pursue                      B) register                      C) persist                      D) obtain

37) If you are ..., you are paying full attention to what is happening.

- A) unaware      B) distracted      C) indolent      D) alert

38) There is a great concern in some country about ... standards of literacy in schools.

- A) deficiency      B) indifferent      C) declining      D) potential

39) Computers are used to store and later to ... information efficiently.

- A) absorb      B) fabricate      C) proceed      D) retrieve

40) Good health is a major resource for social, economic and personal development and an important ... of quality of life.

- A) prohibition      B) dimension      C) promotion      D) repetition

### Vocabulary Part 2: Synonym

41) It is a common **fallacy** that women are worse drivers than men.

- A) misconception      B) amusement      C) fact      D) assertion

42) His election as a president represented the **summit** of his career.

- A) failure      B) boundary      C) peak      D) limit

43) The person who **violates** a law should be punished in any society.

- A) breaks      B) stops      C) obeys      D) promotes

44) In times of economic **recession**, it is important to organize your job search.

- A) business      B) decline      C) production      D) development

45) The importance of the task has **intensified** the competition.

- A) encountered      B) endangered      C) enhanced      D) enlightened



## Part E: Reading Comprehension

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



### Reading 1

Shevchenko was born in the Soviet Union, or more accurately, in Dvirkiivscyna, a Ukrainian village that lies 100 kilometres east of Kyiv. Kyiv was and still is life for Shevchenko. He began kicking a ball around in the



small parks among the Soviet buildings of the communist regime near his school,

before he honed his craft at Dynamo Kyiv under the watchful eye of Valeriy Lobanovskyi.

Shevchenko faced a fight just to be able to reach the academy of a professional team, however. His father, Nikolai, was against the idea of Andriy pursuing a career in sport, as he instead wanted his son to follow in his own footsteps and enrol into the military. The family also lived on the opposite side of the city from the sport centre, while Shevchenko failed to impress enough during a trial as a 10-year-old to earn admission to a specialist sports school. It was around this time that the Chernobyl nuclear disaster of 1986 took place, which forced the whole Shevchenko family to leave their home and move to the coast.

Shevchenko was eventually spotted by Dynamo and, by 1989, he was part of a team that would travel to Italy, of all places, to take part in the famed Citta di Agropoli tournament. The 13-year-old forward was the star of the show, as he scored 10 goals over the course of the competition, including five in the space of 20 minutes during the final, to win the trophy alongside Sergey Rebrov, with whom he would later form a devastating striker partnership that helped deliver five league titles and three Ukrainian Cups to Dynamo, as well as a run to the Champions League semi-finals in 1999. A year later, Dynamo won the Ian Rush Cup held in Wales, with Shevchenko again the top scorer, which earned him a pair of the Liverpool legend's boots as a prize.

The rigour, dedication and expertise instilled in Shevchenko by Lobanovskyi would prove **fundamental** to the golden career of a man who would be dubbed 'The King of the East'. His training sessions would be almost endless, with hours and hours spent kicking the ball into the goal. Years later, his Milan team-mate Gennaro Gattuso, said of Shevchenko: "I have never seen a footballer capable of hitting the target with such high percentages". It was that dedication, combined with a natural ability, that allowed Shevchenko to become the third Ukrainian Ballon d'Or winner, following in the footsteps of Oleg Blochin in 1975 and Igor Belanov in 1986.

Shevchenko looked like being a star of the future, but his lifestyle was not yet that of a professional. Lobanovskiy, his mentor and the most important person in his life, brought him into Dynamo's reserve team and immediately began weaning Shevchenko off smoking. Lobanovskiy used such a massive nicotine injection that even today, just looking at a cigarette makes Shevchenko feel nauseous.



✓ متن فوق از مقالات منتشر شده در تارنمای ورزشی گل (Goal) است.

✓ این مقاله در تاریخ ۱۷ فوریه ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۲۸ مه ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.goal.com/en/lists/hall-of-fame-andriy-shevchenko-ukrainian-goal-machine-ac-milan/bltc50388573d69c529>

**46) According to the passage, why did Shevchenko's father object to his sports career?**

- A) He believed Shevchenko lacked talent.
- B) He wanted his son to pursue a military career.
- C) He felt the sport centre was too far from their home.
- D) He was worried about the nuclear threat.

**47) What was an obstacle for 10-year-old Shevchenko regarding his schooling?**

- A) He failed his admission trial for a specialist sports school.
- B) He was too busy helping his family move to the coast.
- C) He had to spend most of his time in the military.
- D) His father refused to allow him to travel to the city.

**48) Why did the Shevchenko family relocate to the coast?**

- A) To improve Andriy's chances of joining a football club.
- B) Because of the Chernobyl nuclear disaster.
- C) Because Nikolai was transferred for military duty.
- D) To escape the civil conflict in Kyiv.

**49) What was significant about the Citta di Agropoli tournament?**

- A) It was where Shevchenko first met Valeriy Lobanovskiy.
- B) It marked the start of his professional career in Italy.
- C) It was the only time he and Sergey Rebrov played together.
- D) It was the tournament where he scored five goals in 20 minutes.

**50) How is the partnership between Shevchenko and Rebrov characterized?**

- A) As a short-lived experience.
- B) As a rivalry that prevented them from winning league titles.
- C) As a devastating striker partnership that won multiple trophies.
- D) As a friendship that began in the military.

**51) What does the passage imply about Shevchenko's training under Lobanovskiy?**

- A) It was pleasant and brief.
- B) It was experimental and often changed every day.
- C) It was exceptionally rigorous and focused on repetition.
- D) It was secondary to his lifestyle habits.

52) What is the significance of the Ballon d'Or mention in paragraph 4?

- A) To show that Shevchenko was the first Ukrainian to win it.
- B) To criticize the previous winners, Blochin and Belanov.
- C) To note that Shevchenko's dedication was unlike any previous winner.
- D) To emphasize Shevchenko's elite status alongside other Ukrainian greats.

53) The word "fundamental" in paragraph 4 is closest in meaning to .....

- A) Essential
- B) Optional
- C) Secondary
- D) Complex

## Reading 2

It is a **dogma** in neuroscience that certain brain cells respond in the same way to the same thing. Specific neurons always fire, for example, when we see particular shapes and colours; other neurons activate to swing an arm or wiggle a nose. The brain needs this stability, the theory goes, to respond to the outside world in a consistent way. So, when



neuroscientist Laura Driscoll began her doctoral research at Harvard University in Cambridge, Massachusetts in 2012, her first task was to establish this baseline by tracking the activity of individual mouse neurons over time.

To Driscoll's surprise, the baseline kept moving. Over the course of several days, many of the cells' responses had shifted noticeably. Neurons that had fired when a mouse was in a specific location on day one were barely responding in the same spot after a few weeks. "It absolutely defied all of our expectations," recalls Driscoll, who is now at the Allen Institute in Seattle, Washington. "This was so surprising that my whole project changed." To Driscoll's surprise, the baseline kept moving. Over the course of several days, many of the cells' responses had shifted noticeably. Neurons that had fired when a mouse was in a specific location on day one were barely responding in the same spot after a few weeks. "It absolutely defied all of our expectations," recalls Driscoll, who is now at the Allen Institute in Seattle, Washington. "This was so surprising that my whole project changed."

In 2017, she and her colleagues reported findings from that project that flew in the face of neuroscience dogma. Over a single day, neurons in the parietal cortex, a hub for processing sensory information, fired predictably in response to specific things, such as the position of the mouse in a virtual maze. But over the course of a few weeks, even though the task of navigating the maze remained the same, these activity patterns underwent major reorganization<sup>1</sup>. Some of the neurons stopped firing in response to stimuli that had previously activated them; others did the reverse. In groups of cells, however, patterns of neuronal activity remained more consistent over time. The results suggested that individual neurons might not have fixed roles, and that the response of single cells might be less important than the activity of whole populations.

When Driscoll published that work, there had already been a handful of papers describing similar observations in different parts of the mouse brain. But many in the neuroscience community were sceptical: researchers questioned whether these findings might be the result of an experimental quirk, such as imprecise tracking of single cells or subtle changes in the animals' behaviour that the experimenters hadn't accounted for.

Since then, many more researchers have reported evidence for neurons changing how they respond to certain stimuli or behaviours over time, a phenomenon that neuroscientists have dubbed representational drift. Evidence has been found for it in various brain regions and when using several different techniques. Generally, the community is coming to accept that drift is real, but some scientists remain unconvinced — in part because of some studies that have failed to find this effect.



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

✓ این مقاله در تاریخ ۲۰ مه ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۲۸ مه ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-026-01554-0>

**54) What is the primary focus of the passage?**

- A) The discovery of new maze- navigation abilities in mice
- B) Evidence that neuronal responses change over time
- C) Limitations of neuroscience imaging technology
- D) The role of colour perception in brain function

**55) What was Driscoll's initial task when she began her doctoral work?**

- A) Teaching mice to run virtual mazes
- B) Identifying the structure of the parietal cortex
- C) Comparing mouse behaviour across several labs
- D) Recording stable neural responses over time

**56) What surprised Driscoll during her early observations?**

- A) Neurons fired more strongly than expected
- B) Mice refused to perform the tasks
- C) Neuronal responses shifted instead of staying stable
- D) Neurons responded only to movement, not location

**57) Why might group-level neuronal activity be more reliable than single-neuron responses?**

- A) Groups show more stable patterns over time
- C) Groups contain more neurons
- B) Individual neurons cannot fire on their own
- D) Groups move through the brain together

**58) Why does the author mention that similar observations had already been published?**

- A) To argue that Driscoll's findings were not unique
- B) To show that her work plagiarized earlier studies
- C) To demonstrate that mice behave inconsistently
- D) To question the necessity of her research

**59) What aspect of the task remained constant over weeks in the 2017 study?**

- A) The number of neurons tracked
- C) The maze- navigation task
- B) The mouse's diet
- D) The temperature inside the lab

**60) The word "dogma" in paragraph 1 is closest in meaning to ....**

- A) Established belief
- C) Scientific error
- B) False assumption
- D) New discovery

**61) What remained more consistent over time, according to the results?**

- A) Individual neurons
- C) Visual cues in the maze
- B) Groups of cells
- D) Mouse movement speed

**62) How did the neuroscience community initially respond to Driscoll's findings?**

- A) With complete agreement
- C) With indifference
- B) With enthusiasm
- D) With scepticism



### Reading 3

Best of all, my job at NSF filled the void I felt in my academic work. As a professor, I had an impact on scores of students each year. Now, I felt I was making a difference for the thousands of students who applied to the program



each year—for instance, by revising the application materials to be more inclusive and by training reviewers to take a broader view of applicants' qualifications. I celebrated the fellows' successes as if I were their adviser. After 10 years at the agency, I retired this past May. If I'd stayed in academia, I would have maintained some status as a professor emeritus. But now, when I search for my name on NSF's staff directory, it's gone—as if I no longer exist. So, I remind myself why I chose the government: to enable others, especially students, to make new scientific discoveries and to chart their own—hopefully fulfilling—career paths.

It wasn't an easy transition. My skill set and experiences were firmly rooted in academia, and at times I wondered whether I had what it takes to be an effective program director. But eventually, I realized that my academic experiences were assets to capitalize on, not obstacles to surmount. Teaching large classes had honed my communication skills, which proved essential when speaking with NSF's leadership team and the broader research community. Working with diverse students on class projects gave me the confidence to lead strong teams centered on common goals. I could also empathize with the academics I worked with and help them navigate the ins and outs of NSF. When both came through, I had a tough choice to make. Most of my colleagues advised me to stay in academia, where I had a satisfying job teaching and mentoring students. But my gut told me to take a chance and try something new—so I accepted the job offer.

The phone rang in my university office. "I'm pleased to tell you that we're funding your grant," the program officer at the U.S. National Science Foundation (NSF) told me. I was **elated**. I'd spent years trying to win support for my project on sea anemones—and now I could actually do the work. But hours later, I received another call—also from NSF, responding to an application I had filed 4 months earlier. "We'd like to offer you the job as program director," said the caller. The choice before me was stark: I could continue on my academic path, or take a leap into a very different career.

Eighteen years earlier, I'd started my faculty position eager to launch my research exploring symbiotic relationships in marine organisms. But over time, I'd become more interested in mentoring students and serving as a catalyst to help others reach their goals. When I looked back on a 4-year NSF-funded research project studying coral bleaching in the Bahamas, I realized that the most rewarding aspect of it wasn't the research; it was the impact the project had on the 18 undergraduates I took into the field with me. I'd seen them transformed by the opportunity to go beyond the classroom and get hands-on experience doing research, and I'd felt I made a difference in their lives.

✓ متن فوق از جدیدترین مقالات منتشر شده در مجله معتبر ساینس (Science) است.  
 ✓ این مقاله در تاریخ ۵ سپتامبر ۲۰۱۹ منتشر شده است. آزمون حاضر در تاریخ ۲۸ مه ۲۰۲۶ برگزار می‌شود.  
 ✓ لینک دسترسی به مقاله: <https://www.science.org/content/article/professor-i-wanted-have-bigger-impact-so-i-left-academia-government-job>



**63) What is the main purpose of the passage?**

- A) To explain why the author left academic research for a job at NSF
- B) To describe the scientific discoveries the author made
- C) To criticize the challenges of government work
- D) To explain why NSF rejects applications

**64) What does the author say filled the void left by academic work?**

- A) Becoming a professor emeritus
- C) The challenge of working with new colleagues
- B) The job at NSF
- D) A new research project

**65) How did the author feel about the successes of NSF fellows?**

- A) They made the author jealous
- C) The author celebrated them as if advising them
- B) The author felt indifferent
- D) The author felt responsible for their failures

**66) What skills did teaching large classes help the author develop?**

- A) Patience
- B) Communication skills
- C) Leadership
- D) Technical writing

**67) The word “elated” in paragraph 3 is closest in meaning to .....**

- A) worried
- B) confused
- C) doubtful
- D) thrilled

**68) What can be inferred about the author’s time in academia?**

- A) It became less fulfilling over time
- C) It was mostly spent doing administrative work
- B) The author disliked teaching
- D) The author wanted to avoid working with students

**69) What did the author revise to be more inclusive?**

- A) Course materials
- C) Application materials
- B) Grant- review procedures
- D) Hiring policies

**70) What can be inferred about the program director position?**

- A) It involved doing little collaborative work
- B) It focused mainly on personal research
- C) It required marine biology expertise
- D) It required strong communication and leadership

## قابل توجه شرکت کنندگان گرامی:

(۱) در صورت مساعد بودن شرایط، آزمون دوره ۱۴۴ روز پنجشنبه، مورخ ۱۴۰۵/۰۳/۲۱ ساعت ۱۰ صبح به صورت حضوری برگزار خواهد شد.

مرکز زبان آموزی دانشگاه اصفهان برگزار می کند

### برگزاری ۵ دوره آزمون بسندگی بهار ۱۴۰۵

ردیف	تاریخ	دوره آزمون
۱	پنجشنبه ۲۴ اردیبهشت	۱۴۱
۲	پنجشنبه ۳۱ اردیبهشت	۱۴۲
۳	پنجشنبه ۷ خرداد	۱۴۳
۴	پنجشنبه ۲۱ خرداد	۱۴۴
۵	پنجشنبه ۲۸ خرداد	۱۴۵

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

پیام رسان ایتا



مرکز زبان آموزی دانشگاه اصفهان  
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(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 ۰۹۳۷۶۰۹۳۹۵۸۰ تماس بگیرید.

مرکز زبان آموزی دانشگاه اصفهان

- مشاوره تخصصی زبان با دکتر حسونندی به صورت تلفنی و رایگان
- یکشنبه، سه شنبه، پنجشنبه و جمعه ها
- ساعت ۹ تا ۱۲ قبل از ظهر

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آزمون های زبان داخلی و خارجی:

- IELTS, TOEFL, PTE, SAT, GRE, MSRT, MCHE, UIEPT, EPT, TOLIMO, MHLE, OPI, OET, MELAB, iTTEP, Cambridge Exams (KET, PET, FCE, CAP, CPE), and TOEIC
- دوره های مکالمه، ترجمه، بحث، دوره های ترمیم کودک، نوجوان و بزرگسال، کلاس ها و آزمون بسندگی دانشجویان دکتری، زبان عمومی، مقاله نویسی و ...

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

دوره توانمندسازی ۱۰۰ ساعته بسندگی زبان انگلیسی

چهار دوره ویژه دانشجویان دکتری

- دوره آمادگی بسندگی دکتری
- دوره آموزش گرامر
- دوره توانمندسازی نگارش و ویرایش متون آکادمیک به زبان انگلیسی
- دوره توانمندسازی ترجمه مقالات علمی به زبان انگلیسی

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دوره آفلاین حل تست بسندگی زبان انگلیسی ۹۰ ساعته

ویژه دانشجویان دکتری

- حل تست درک مطلب و واژگان
- حل تست گرامر
- حل تست آزمون های ادوار گذشته بسندگی مرکز زبان

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