



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: ۱۳۹



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: ۱۴۰۵/۰۲/۱۰



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



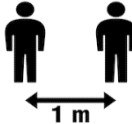
ساختمان شهید بهشتی

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 ایتهای 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 think the best way to improve road safety is to increase the legal driving age. 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) With the development of technology, people are becoming more isolated. 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 1-11

Short Conversations



1) What does the man suggest the woman do?

- A) Look in the printer.
- B) Print the report again.
- C) Search her desk more thoroughly.
- D) Ask someone else for the report.

2) What does the woman suggest the man do?

- A) Drop the class.
- B) Sign up for a different class.
- C) Ask about joining a waitlist.
- D) Forget about the class.

3) What does the man suggest the woman do?

- A) Restart the computer.
- B) Use the auto-save feature to recover her work.
- C) Take her computer to a repair shop.
- D) Save her work more often.

4) What does the woman suggest the man do?

- A) Try again next season.
- B) Try a different sport.
- C) Complain to the coach.
- D) Quit playing basketball.

5) What does the man mean?

- A) He wants to go but can't.
- B) He doesn't like the library.
- C) He has already finished his report.
- D) He is going to the library later.

6) What does the woman suggest?

- A) Read the whole book quickly.
- B) Skim the remaining chapters.
- C) Ask for more time.
- D) Stop reading altogether.

7) What does the man suggest?

- A) Drink more water instead.
- B) Cut out coffee entirely.
- C) Switch to decaf sometimes.
- D) Drink only one cup of coffee a day.

8) What does the woman imply?

- A) She was lucky to get the internship.
- B) She went through a difficult process to get the internship.
- C) The internship was easy to get.
- D) She knows someone at the company.

9) What does professor Miller mean?

- A) He will allow late submissions this time.
- B) He has already graded the assignment.
- C) He does not accept late submissions.
- D) He will give the woman an extension.

10) What does the man suggest?

- A) The woman should join the gym.
- B) He will help her make a decision by showing her the gym.
- C) He doesn't think the gym is worth it.
- D) The woman should look for a different gym.

11) What does the woman mean?

- A) She didn't enjoy the concert.
- B) She thought the band was loud.
- C) She agrees that the concert was great.
- D) She wishes she hadn't gone.

Section B: Questions 12-15

Lecture



12) What is the main topic of the lecture?

- A) The impact of aquaculture on coastal fisheries
- B) The importance of mangrove forests in coastal ecosystems
- C) The life cycle of fish species in tropical regions
- D) The causes of erosion in coastal areas

13) What is one benefit that mangrove roots provide?

- A) They improve water quality in deep oceans.
- B) They increase salt levels in nearby waters.
- C) They prevent erosion along coastlines.
- D) They help fish migrate to other ecosystems.

14) According to the lecture, what role does mangrove forest play in fighting climate change?

- A) They reduce fish populations in coastal areas.
- B) They store large amounts of carbon in their roots and soil.
- C) They help increase CO2 levels in the atmosphere.
- D) They release carbon into the ocean during storms.

15) What is a primary focus of current mangrove conservation efforts?

- A) Expanding aquaculture to support the economy
- B) Reducing salt levels in mangrove soils
- C) Developing alternative tree species for coastal areas
- D) Protecting and restoring mangrove forests



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

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

16) I am not a fast typist, but I always type....

- A) myself B) me C) own D) my own

17) The book ... is not in the library.

- A) that I need it B) which I need it C) I need it D) I need

18) I recognize the person ... she is talking.

- A) with who B) with whom C) whom D) who

19) We are having a farewell party for our teacher; ...?

- A) did you come? B) have you come C) had you come D) will you come

20) People should ... how to use energy properly.

- A) be taught B) be teaching C) have taught D) teach

21) You did not make a wise decision because you ... wrong information.

- A) given B) had given C) are given D) had been given

22) Jane believes that her team members easily won the game because they are familiar with the team work, ...?

- A) aren't they B) didn't they C) didn't she D) hasn't she

23) The two friends planned to leave the city ... September 15th, 2023.

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

24) The students were told to make sure ... during the examination time at school.

- A) their time not to waste C) not to waste their time
B) that don't waste their time D) b and c

25) He is very happy because he ... his exam.

- A) passed B) is passing C) has passed D) was passing

تشخیص گزینه غلط

26) Electrical impulses may also picked up by the optic nerve.

- A B C D

27) Most of the outer planets has large swarms of satellites surrounding them . .

- A B C D

- 28) Melons most probably originated in Persia and were introduced the North American continent during the sixteenth century.
 A B C D
- 29) In 1964, GATT established the International Trade Centre in order to assist developing countries in the promotion of its exports.
 A B C D
- 30) The Spanish introduced not only horses and also cattle to the North American continent.
 A B C D
- 31) In the cold climate of the far north, mosquito eggs may remains dormant from autumn until late June.
 A B C D
- 32) Alaska has more active glaciers as the rest of the inhabited world combined.
 A B C D
- 33) The research for the book Roots taking Alex Haley twelve years.
 A B C D
- 34) Safety glass, a toughened glass sheet, is six times stronger than untreating glass.
 A B C D
- 35) Paul Revere was the son of a French immigration named Apollos Rivoire, who later began calling himself Revere to make his name easier for Americans to pronounce.
 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) The professor ... a distinct improvement in the quality of the student's work.
 A) noticed B) solved C) invented D) increased
- 37) When people get married, they make a ... to honor and respect each other.
 A) compartment B) reputation C) commitment D) reformation
- 38) It took them nearly six hours to ... the fire.
 A) give up B) settle down C) take off D) put out

39) Many sailboats are ... with small engines for times when there is not enough wind.

- A) involved B) integrated C) transported D) equipped

40) The man has got so many speeding ... that he is in danger of losing his driver's license.

- A) bills B) tickets C) accounts D) fees

Vocabulary Part 2: Synonym

41) Many communities outlaw smoking in public.

- A) embrace B) ban C) sign D) agree

42) City taxes are based on an estimate of the value of one's property.

- A) appraisal B) forecast C) diagnosis D) outline

43) Proximity to the court house makes an office building more valuable.

- A) nearness to B) similarity to C) usefulness for D) dedicated to

44) Most competitions are not open to both professionals and non-professionals.

- A) aliens B) juniors C) tutors D) amateurs

45) Studies of longevity among turtles are sometimes hampered by the fact that the subjects live so long that researches retire before the studies can be completed.

- A) stopped B) confirmed C) enhanced D) encouraged

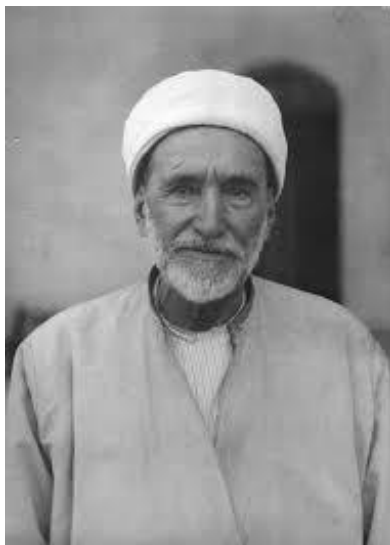


Part E: Reading Comprehension

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



Reading 1



Mulla Abu Bakr Effendi, also Mulla Effendi (1863 - December 31, 1942) was a senior Islamic philosopher, scholar, astronomer, politician, and a prominent personality from Arbil, Iraq. Mulla Effendi was born into a respected and intellectual family of Islamic scholars who settled in Arbil in the 16th century and spent most of their life learning and teaching Islamic studies at the Great Mosque at the Citadel of Arbil. His family was well known for their

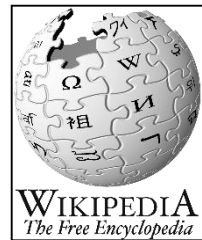
piety and learning and influential throughout Kurdistan for hundred years before him.

After being educated at the Great Mosque, Mulla Effendi like his ancestors spent most of his time teaching and learning there. During his life he granted more than hundred scientific licenses for scholars from different parts of Iraq, Iran, and the Middle East in general, and sponsored the daily living and study costs of his students. He also contributed to establishing many schools and mosques in Arbil and in many different villages. He became one of the most influential figures in Kurdistan in the late 19th century and until his death. He had an important role in disengaging tribal conflicts during the Ottoman rule where he received the highest recognition by the Ottoman Sultan Abdul Hamid II. Throughout the British Mandate and after the creation of Iraq, he played a prominent role in inspiring and directing public opinion, as well as being deeply involved in the political process of the region. In 1924, he strongly urged appending Mosul Wilayah to Iraq in his meeting with the members of the League of Nations commission. He also advocated for the rights of the Christian inhabitants of Ankawa. In the events of 1941, the Iraqi royal family chose his house as the most suitable and safe for their stay, and when King Faisal II returned, he awarded him "Wisam al-Rafidain" of the first order as a reward for his services for his country. He also received many honors and tributes both during and after his life.

During the Ottoman Empire, Mulla Effendi's family had a significant role in disengaging public conflicts and settling disputes between Kurdish tribes. At one time, Sultan Abdul Hamid II requested Mulla Effendi's help to settle a conflict between two large Kurdish tribes. Mulla Effendi used his influence to reconcile the two tribes. For his achievement, Sultan Abdul Hamid II granted him the "Servant of the Two Shrines" medal. It was considered the second highest rank Order of the Ottoman Empire. In 1924 at the time when the dispute between Iraq and Turkey over the control of the former Ottoman province of Mosul was under discussion by the League of Nations, the members of the League of Nations Commission visited Mulla Effendi at his house in Badawa to discuss the issue with him. At the meeting, he strongly supported annexing Mosul to Iraq and stressed the rights of the Kurdish population. In the early 1920s, a few groups threatened to take over the lands of the indigenous Christian inhabitants of

Ankawa. The Archbishop and town chiefs went to meet Mulla Effendi at the Great Mosque to explain the situation to him and make him aware of rising tensions in Ankawa. Mulla Effendi immediately gathered the tribal leaders in Arbil and informed tribesmen that he would consider any attack against Christians as an attack against him. With those words, he prevented any further attempts of taking over Christian lands in Ankawa.

During the last days of the Anglo-Iraqi War, before British troops entered Baghdad, and before the collapse of Rashid Ali Al-Gaylani government, Rashid Ali phoned Mulla Effendi and informed him that he had chosen his house as a safe haven for the royal family to stay until the conflict ended. King Faisal II, Queen Alia, members of the royal family, and court escorts and servants left Baghdad on May 28, 1941, to stay at Mulla Effendi's house at Badawa. He opened his house to them and moved his family to another house at the citadel. He invited tribal leaders to Badawa to express solidarity with the royal family. On June 3, 1941, two days after the return of Regent Abd al-Ilah from Habbaniyah to Baghdad, the royal family left Badawa and returned to Baghdad. On his return to Baghdad, King Faisal II decorated Mulla Effendi with Wisam al-Rafidain "the Medal of the Two Rivers" in recognition of his work for the country.



✓ متن فوق از جدیدترین مقالات منتشر شده در تارنمای ویکی‌پدیا (Wikipedia) است.
 ✓ این مقاله در تاریخ ۱۲ فوریه ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۳۰ آوریل ۲۰۲۶ برگزار می‌شود.
 ✓ لینک دسترسی به مقاله: https://en.wikipedia.org/wiki/Mulla_Effendi

46) What significant role did Mulla Effendi play during the Ottoman rule?

- A) He was a military leader. C) He was a tax collector.
 B) He helped settle tribal conflicts. D) He led a rebellion.

47) What was Mulla Abu Bakr Effendi's primary profession?

- A) Politician B) Astronomer C) Islamic scholar D) Architect

48) What honor did Mulla Effendi receive from Sultan Abdul Hamid II?

- A) Medal of Honor C) Nobel Prize
 B) Servant of the Two Shrines medal D) Order of the British Empire

49) What was Mulla Effendi's stance on the Mosul Wilayah during the League of Nations meeting?

- A) He remained neutral. C) He supported its annexation to Iraq.
 B) He opposed its annexation to Iraq. D) He advocated for its independence.

50) What contributions did Mulla Effendi make to education in Arbil?

- A) He built hospitals.
- B) He opened a library.
- C) He created a university.
- D) He established schools and mosques.

51) How did Mulla Effendi respond to threats against the Christian inhabitants of Ankawa?

- A) He ignored the threats.
- B) He fled the region.
- C) He gathered tribal leaders and warned them.
- D) He reported to the Ottoman authorities.

52) What can be inferred about the impact of Mulla Effendi's actions on the Christian community in Ankawa?

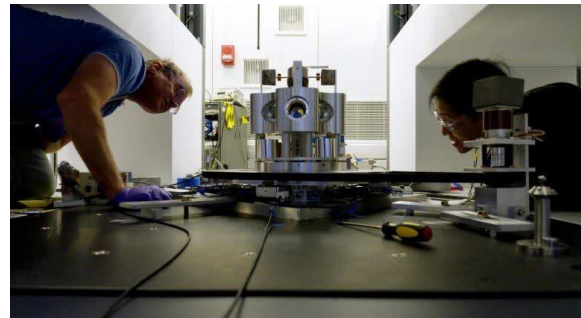
- A) His intervention helped protect them from violence.
- B) His actions led to increased tensions.
- C) He was indifferent to their plight.
- D) He encouraged their displacement.

53) What role did Mulla Effendi's house play during the Anglo-Iraqi War?

- A) It served as a military base.
- B) It became a site for negotiations.
- C) It was a safe haven for the royal family.
- D) It was abandoned.

Reading 2

The value of the constant that describes the gravitational pull between objects, Big G, continues to baffle scientists. A decade-long **replication** experiment that involved moving equipment across the



Atlantic has resulted in a number that disagrees with previous results, and also differs from the current best estimate of G. The new measurement gives important clues as to where the original experiment, conducted by researchers at the International Bureau of Weights and Measures (BIPM) in Paris and published in 2013, went wrong. But its failure to match the internationally agreed CODATA value has left physicists no closer to pinning down G's true value.

The work is “soul draining”, says Stephan Schlamminger, a physicist at the US National Institute of Standards and Technology (NIST) in Gaithersburg, Maryland, who led the latest work. But he says he is driven by the challenge. “It must be possible for humans to measure this number.” Studies of G have also often had to be a side hustle for scientists because, although **it** describes the strength of gravity, its value is rarely needed in practice. Most applications, such as calculating the motions of planets, only require the value of G multiplied by a mass, such as that of the Sun, and measurements can determine the combined

value to high precision. Although hunting for G helps to “sharpen your axe” for other precision experiments, right now “it’s a pretty useless number”, says Schlamminger.

The “meticulous” work of the NIST team should help future experimenters, says Richard Brown, a metrologist at the UK National Physical Laboratory in Teddington. The work “is a great leap forward in this respect”, he says. Efforts to measure the gravitational constant date back to 1798, and since then have expanded to encompass a variety of methods, involving swinging pendulums, balancing masses and charting the paths taken by atoms. “In my opinion, it is the most challenging laboratory experiment of all,” says Christian Rothleitner, a physicist at the German National Metrology Institute (PTB) in Braunschweig.

Part of the problem is that, compared with the other forces of nature — electromagnetism and the strong and weak nuclear forces — gravity is trillions of trillions of times weaker; pick up any object and you defy the pull of an entire planet. It is also impossible to shield experiments against unwanted gravitational forces, which makes G hard to isolate. With an uncertainty of about 1 part in 5,000, Big G remains the fundamental constant that is known least precisely today, and known experimental errors cannot account for the spread of values.

The NIST replication effort came out of a crisis meeting held at NIST in 2014, which brought rival experimenters together to try to hash out a way forwards. Schlamminger was “roped in” to try to work out why the 2013 BIPM result was such an outlier, says Jens Gundlach, an experimental physicist at the University of Washington in Seattle. “The Big G community begged him to do this and he begrudgingly took on this job.” The BIPM’s apparatus was shipped to NIST in 2016.



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

✓ این مقاله در تاریخ ۲۱ آوریل ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۳۰ آوریل ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-026-01284-3>

54) What happened to the BIPM apparatus after the crisis meeting?

- A) It was destroyed
- B) It was upgraded in Paris
- C) It was shipped to NIST for replication
- D) It was replaced by a new device

55) What is the main issue discussed in the passage?

- A) The discovery of a new physical force
- B) The difficulty of measuring the gravitational constant G
- C) The practical uses of the gravitational constant
- D) How planets move according to Newton's law

56) In paragraph 2, the pronoun "it" refers to

- A) Gravity
- B) Mass
- C) The Sun
- D) Big G

57) Why can't experiments be shielded from unwanted gravitational forces?

- A) Gravity penetrates all materials
- B) Shielding is too expensive
- C) Lab equipment is not sensitive enough
- D) The Earth's rotation interferes with measurements

58) What was the purpose of the 2014 crisis meeting at NIST?

- A) To fund a new global research program
- B) To resolve conflicting G measurements
- C) To re- design the CODATA value
- D) To replace the BIPM apparatus

59) Why was Schlamminger chosen to lead the replication effort?

- A) He volunteered enthusiastically
- B) The research community urged him to do it
- C) He had the only suitable laboratory
- D) He previously confirmed the BIPM results

60) The term "replication" (paragraph 1) is closest in meaning to

- A) Expansion
- B) Elimination
- C) Discovery
- D) Repetition

61) Why was the new decade- long replication experiment conducted?

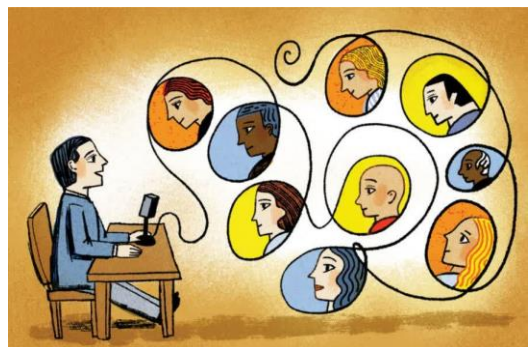
- A) To investigate where the 2013 BIPM experiment went wrong
- B) To create a new definition for mass
- C) To correct a long- standing theoretical misunderstanding
- D) To develop new gravitational measuring equipment

62) How does Schlamminger describe the process of measuring G?

- A) Exciting and rewarding
- B) Simple but time- consuming
- C) Unnecessary and outdated
- D) Soul- draining but motivating

Reading 3

A couple weeks after our podcast aired, I received an email from the brain surgeon we had interviewed. A patient who had just been diagnosed with a brain tumor had been in contact, he said, and wanted to know whether they might qualify for an ongoing surgical trial mentioned on the episode. I read the email twice, feeling an unexpected surge of joy and relief. At a time when I felt frustrated by my own research, here was a reminder that science has the capacity to change lives—and that I could, in some small way, help someone facing a frightening diagnosis.



I had been struggling with my Ph.D. for a while. I'd spent months troubleshooting a new technique, making such slow progress that my enthusiasm was waning. I knew I needed to get involved in an activity outside the lab, to break the monotony and sustain my interest in science. I'd long been an avid podcast listener, and I began toying with the idea of creating a podcast of my own that explored the stories behind research. Starting out by myself felt daunting, but by chance my friend Michael was also looking for activities outside the lab and was keen to join me. We learned that an established podcast called Neuro Podcases was planning a new series in which clinical researchers would be interviewed about their work, so we got in touch with the producers. I was thrilled when they agreed to let us produce an episode—and later made us co-hosts.

From the outset, podcasting demanded skills that my Ph.D. had not taught. Drafting interview briefs forced me to dissect each guest's latest paper down to its central claim. What was the core question? What evidence supported it? We had to learn how to craft questions to yield clear answers, and how to pace an interview to create a narrative structure and sustain attention. These skills did not develop overnight. When we hit record on our first episode, I was surprised to find myself feeling shy and embarrassed. I kept my eyes focused on my notes and not the person I was interviewing. But over time, our confidence improved, and the experience of interviewing began to feel genuinely energizing. Once we found our rhythm, the interviews evolved from rigid question-and-answer sessions into genuine discussions. Some episodes felt as though they could have been recorded in a café, over coffee, as part of an easy and friendly conversation. I felt I'd finally found the creative outlet I'd been craving.

I also noticed that my newfound skills helped me in my Ph.D. When writing manuscripts, I began to think about how to structure a narrative to clearly explain the claim, evidence, and implications. In lab meetings, I found myself thinking more comfortably on my feet because live interviews had trained me to better follow a thread of logic. When presenting my own data at conferences, I recalled how I would probe podcast guests about



limitations in their study. That helped me anticipate the most obvious critiques of my work and address them in advance.

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

✓ این مقاله در تاریخ ۱۶ آوریل ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۳۰ آوریل ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.science.org/content/article/how-podcasting-helped-me-rediscover-my-love->
[science](https://www.science.org/content/article/how-podcasting-helped-me-rediscover-my-love-)

63) Why does the author compare some episodes to conversations in a café?

- A) To show that sound quality improved considerably
- B) To illustrate how relaxed and natural interviews had become
- C) To suggest that guests behaved unprofessionally
- D) To indicate that most interviews were recorded in public places

64) What overall benefit does the author attribute to podcasting?

- A) Career promotion opportunities
- B) Escape from scientific responsibilities
- C) Better integration between creativity and research skills
- D) Accreditation as a professional journalist

65) What can be inferred about the author's initial personality compared with later episodes?

- A) They began introverted and self-critical but became confident interviewers
- B) They were unorganized throughout the process
- C) They avoided emotional topics both early and later
- D) They preferred working entirely alone

66) How did Neuro Podcasts contribute to the author's initiative?

- A) It offered them technical equipment
- B) It funded their first research interview
- C) It trained them formally in science communication
- D) It let them co-produce and later co-host episodes

67) What impact did podcasting have on the author's writing?

- A) It discouraged detailed evidence presentation
- B) It made them rely less on formal structure
- C) It taught them to organize arguments clearly
- D) It inspired them to change research topics

68) What can be inferred about the overall relationship between research and communication in the author's experience?

- A) Communication skills enhanced research effectiveness
- B) The two abilities are unrelated
- C) Lab work constrained their creativity permanently
- D) Verbal communication replaced experimental practice

69) Why did the author initially decide to start a podcast?

- A) They hoped to raise money for brain-tumor research
- B) They needed a creative, refreshing activity outside lab work
- C) Their supervisor encouraged extracurricular activities
- D) They wanted to learn audio-engineering as a new hobby

70) What motivated Michael to join the podcast project?

- A) He wanted publicity for his research
- B) He was already producing a podcast about neurology
- C) He had prior experience with broadcasting
- D) He was also seeking activities outside the laboratory

قابل توجه شرکت کنندگان گرامی:

۱) در صورت مساعد بودن شرایط، آزمون دوره ۱۴۰۰ روز پنجشنبه، مورخ ۱۴۰۵/۰۲/۱۷ ساعت ۱۰ صبح به صورت حضوری برگزار خواهد شد.

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



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

مرکز زبان آموزشی دانشگاه اصفهان

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- به صورت تلفنی و رایگان
- یکشنبه و سه شنبه ها ساعت ۹ تا ۱۲ قبل از ظهر

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دوره های مکالمه، ترجمه، بحث، دوره های ترمیم کودک، نوجوان و بزرگسال، کلاس ها و آزمون بسندگی دانشجویان دکتری، زبان عمومی، مقاله نویسی و ...

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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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- 3 دوره توانمندسازی نگارش و ویرایش متون آکادمیک به زبان انگلیسی
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- 3 حل تست آزمون های ادوار گذشته بسندگی مرکز زبان

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