



University of Isfahan English Proficiency Test (UIEPT)

آزمون بسندگی زبان انگلیسی دانشگاه اصفهان



ماد امتحانی	تعداد سؤال	از شماره	تا شماره
شنیداری	15	1	15
گرامر	20	16	35
واژگان	10	36	45
درک مطلب	25	46	70
نوشتاری	یک موضوع از دو موضوع داده شده	بخش E	

100 دوره آزمون: تعداد سوالات: 70 سؤال چهارگزینه‌ای + 1 سؤال نوشتاری

تعداد صفحات سوال: 11 صفحه

زمان پاسخگویی: 110 دقیقه

تاریخ برگزاری: 1403/04/23

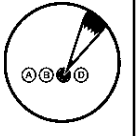
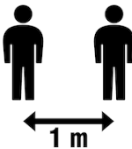
محل برگزاری: اصفهان، میدان آزادی، دانشگاه اصفهان، سه راه زبان، ساختمان شهید بهشتی

نام و نام خانوادگی:

شماره دانشجویی:

رشته/اگرایش تحصیلی:

دانشگاه/دانشکده:



1) کلیه پاسخ‌ها باید در پاسخنامه علامت زده شود.

2) پاسخ سوالات باید با مداد مشکی نرم و پررنگ در بیضی مربوط علامت گذاری شود.

3) لطفاً در دفترچه سوالات و ذیل پاسخنامه، کلیه مشخصات خواسته شده را درج و امضا نمایید.

4) این آزمون نمره منفی ندارد.

6) این آزمون شامل 70 سؤال چهارگزینه‌ای به علاوه بخش نوشتاری می‌باشد. همه سوالات بخشهای شنیداری، گرامر، واژگان و درک مطلب نمره مساوی دارند. هر

سؤال 1.29 نمره از 90 دارد. بخش نوشتاری 10 نمره از 100 نمره دارد.

7) نمره کلی آزمون از 100 محاسبه می‌شود: $70 \times 1.29 = 90 + 10 = 100$

8) در بخش نوشتاری آزمون باید یکی از دو موضوع داده شده را انتخاب کرده و حدود 150 کلمه در مدت زمان 20 دقیقه درباره آن بنویسید.

9) دفترچه سوالات، بدون احتساب صفحه حاضر، 11 صفحه دارد. یک برگ پاسخنامه برای سوالات 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.

10) نمرات به صورت کارنامه، حداکثر تا 72 ساعت بعد در سایت مرکز زبان آموزی به نشانی ulc.ui.ac.ir اعلام خواهد شد.

11) 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.

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

13) کلید اولیه سوالات پس از آزمون در کانال ایتری 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.

14) قبل و بعد از آزمون، همه تلاش برای به حداکثر رساندن میزان روایی و پایایی آزمون انجام می‌شود. پس از آزمون نیز، تک تک سوالات مورد بررسی قرار می‌گیرد و اگر

سوالاتی دارای استانداردهای آزمون سازی نباشد حذف می‌شود و نمره آن به دیگر سوالات اضافه می‌شود.

15) 60 دوره دفترچه سوالات، 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 10 سؤال از سوالات دوره‌های گذشته انتخاب خواهد شد. برای دسترسی به این آرشیو، به سایت مرکز مراجعه نمایید یا از طریق لینک مستقیم

b2n.ir/uiiept_archive دانلود نمایید.

16) 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.

برای شما داوطلبین گرامی، آرزوی موفقیت داریم.

Part A: Listening



Listen and mark your answers to questions 1-15 in the answer sheet. The audio will be played only once.

به فایل صوتی با دقت گوش دهید و پاسخ سؤالات 1 تا 15 را در پاسخنامه علامت بزنید. فایل صوتی تنها یک بار پخش خواهد شد.



1) What does the woman mean?

- A) There are many different airline fares available. C) It matters where tickets are issued.
B) Travel agents are all the same. D) It makes no difference where the tickets are purchased.

2) What does the woman imply about the apples?

- A) They should be picked before they're ripe. C) They'll get picked when they turn a certain color.
B) They should have been picked already. D) They won't be picked until next year.

3) What does the man imply?

- A) A two-bedroom apartment may be too expensive. C) The woman should pay the rent by check.
B) The woman should not move off campus. D) The university has a list of rental properties.

4) What does the woman mean?

- A) The man often flatters Judy. C) She hasn't seen Judy's new haircut.
B) Judy is thinking about getting her hair cut. D) She agrees with the man about Judy's appearance.

5) What will the woman probably be doing at 6.45?

- A) Watching a movie. B) Talking on the phone. C) Picking up her friends. D) Eating dinner.

6) What does the woman suggest the man do?

- A) Notify the post office of his new address. C) Send the letter by special delivery.
B) Check to see if the mail has arrived. D) Answer the letters after he moves.

7) What does the man imply?

- A) He doesn't like his new glasses. C) He thinks his eyesight is improving.
B) His regular glasses are being repaired. D) He's decided to go without glasses.

8) What will the speakers probably do?

- A) Talk to Dr. Boyd about an assignment.
B) Return their books to the library.
C) Meet Dr. Boyd at the library.
D) Make an appointment with their teacher on Friday.

9) What does the man imply?

- A) There is no orange juice in the machine. C) He prefers milk to orange juice.
B) He doesn't like orange juice. D) The machine is broken.

10) What does the woman mean?

- A) The man should take the new job.
B) She won't tell anyone about the man's promotion.
C) She's sorry the man isn't being promoted.
D) It isn't easy to keep secrets at work.

Section B: Questions 11-15

Lecture

11) What is the main purpose of the lecture?

- A) To explain why a particular statue of a Roman emperor is so famous
B) To discuss how classical Greek and Roman statues looked in ancient times
C) To describe the types of pigments Greek and Roman artists applied to statues
D) To explain a shift from monochrome to polychrome statues in ancient times

12) Why does the professor mention statues created by Renaissance artists in fifteenth-century Europe?

- A) To emphasize the importance of color in Renaissance works of art
- B) To help explain the method used to determine the age of a statue
- C) To point out the origin of the belief that ancient marble statues were monochrome
- D) To point out that Renaissance artists used other materials besides marble to create statues

13) According to the professor, what is one of the reasons that ancient statues may no longer have any visible traces of paint?

- A) The paint was cheap.
- B) The marble absorbed the paint over time.
- C) Museum curators intentionally removed the paint.
- D) The paint was accidentally removed during cleaning.

14) What is the professor's opinion about ancient statues that were once painted?

- A) They should be judged by their form rather than their color.
- B) They should be interpreted with the artists' intentions in mind.
- C) They should be fully restored to their original colors
- D) They probably represent only a small minority of classical statues.

15) What does the professor imply that art historians should do?

- A) Try to preserve deteriorating ancient pigments with an organic surface treatment.
- B) Educate the public about the damage caused by cleaning works of art.
- C) Study the remaining traces of pigments on as many ancient sculptures as possible.
- D) Try to re-create the mineral-based paints that were used in ancient times.

Part B: Grammar



Section 1. Read each test item carefully and answer the questions by choosing the answer (a), (b), (c) or (d). Then mark the correct choice on your answer sheet.

تشخیص گزینه صحیح

16) By the time he died, Beethoven had ... nine symphonies.

- A) write
- B) to write
- C) wrote
- D) written

17) The phone was busy when I called. Who ... to ?

- A) did you talk
- B) had you talked
- C) were you talking
- D) have you talked

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

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

19) He promised

- A) for being early
- B) to be early
- C) his being early
- D) be early

20) ... she had eaten all the chocolate biscuits, she started eaten the lemon ones.

- A) While
- B) After
- C) Before
- D) By the time

21) He boasted too much ... by anyone.

- A) be believed
- B) to be believed
- C) to believe
- D) believed

22) ..., I am sure he would have eaten it.

- A) Had he been hungry
- B) However he had been hungry
- C) Unless he had been hungry
- D) As if he had been hungry

23) William Byrd was the owner of ... library in colonial times.

- A) the most large B) a larger C) a largest D) the largest

24) She also wrote poetry ... articles for the local newspaper.

- A) alongside she wrote C) beside writing
B) as well as writing D) besides writing

25) ... into oceans and rivers is a serious form of pollution.

- A) Having dumped sewage C) Being dumped sewage
B) Dumped sewage D) Dumping sewage



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

تشخیص گزینہ غلط

26) Only a little meals can be prepared without the use of fats.

- A B C D

27) Citrine, which is a light yellow quartz, looks alike topaz but is softer than true topaz.

- A B C D

28) Chaplin wanted some reels of his films to be destroyed but he had been saved by his manager.

- A B C D

29) His test results were rather mediocre because he did not study very hardly.

- A B C D

30) Three months after they have been laid, crocodile eggs are ready hatched.

- A B C D

31) A Geiger counter is an electronic instrument is used to measure the presence and intensity of radiation.

- A B C D

32) Natural gas was probably formed from plants and animals that decayed million of years ago.

- A B C D

33) The skin receives nearly the third of the blood pumped out by the heart.

- A B C D

34) In 1780, Italian scientist Luigi Galvani mistaken concluded that frogs' legs contain electricity.

- A B C D

35) Warning coloration protects a skunk by reminding the animal's enemies of their ability to spray a foul-smelling liquid.

- A B C D

Part C: Vocabulary



Read each test item carefully and answer the questions by choosing the answer (a), (b), (c) or (d). Then mark the correct choice on your answer sheet.

Vocabulary Part 1: Gap-Filling

- 36) The new computer system is so ... that no one at the office is able to use it properly.
A) serious B) complicated C) skillful D) distinguished
- 37) If they know the cause of the problem, they might be able to ... how to prevent it happening again.
A) keep on B) figure out C) care for D) take part in
- 38) The young boy ... just how many stars existed in the whole universe, but it was unlikely that he would ever find his answer.
A) supposed B) wondered C) reminded D) identified
- 39) When the boy stopped breathing in class, an ... action was needed by someone in the classroom to perform CPR in order to save her life.
A) elementary B) immediate C) available D) intermediate
- 40) Please keep the receipt in case you want to exchange it for something of ... value.
A) considerable B) fantastic C) voluntary D) equivalent

Vocabulary Part 2: Synonym

- 41) The great merit of the project is its flexibility and low cost.
A) dilemma B) disaster C) advantage D) summit
- 42) The prime minister appeared relaxed and confident of winning an overall majority.
A) happy B) sure C) relaxed D) satisfied
- 43) The tax puts obstacle in the way of companies trying to develop trade overseas.
A) barrier B) drought C) distress D) pension
- 44) Customers have the right to dispute their bill if they believe it is inaccurate.
A) deprive B) confine C) defect D) debate
- 45) The neighbors finally reached a compromise on how to share the nearby public park.
A) commitment B) confusion C) assessment D) agreement

Part D: Reading Comprehension

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



Reading 1

Scan to read the full text



France's fourth republic lasted from 1946 to 1958. In those 12 years it had 26 governments,

two of which were in power for only two days. The Fifth Republic created by Charles de Gaulle in 1958 was meant to provide greater stability, thanks to a new electoral

system and a strengthening of the powers of the president. **It** has worked pretty well. Until now.

The good news from the snap elections on July 7th is that tactical voting has dashed Marine Le Pen's hopes that her hard-right National Rally (RN) would lead France's next government. Squeezed by the left-wing New Popular Front (NFP) and President Emmanuel Macron's centrist Ensemble bloc, the RN was pushed into an inglorious third place. The bad news is that nobody has a clue what will happen next. Mr Macron can stay in the Elysée Palace until 2027. But to run the country, and get legislation through parliament, he needs a prime minister and a government, and that looks tricky. A return to the Fourth Republic's drift looms. As none of the three big groups is close to holding a majority, you might think a coalition would be the way forward. But obstacles abound. The biggest is that the NFP bloc, the largest and the presumptive leader of the new government, is in confusion. It was hastily put together for the election, and uneasily yokes the hard-left anti-capitalists of Jean-Luc Mélenchon's Unsubmissive France (LFI) to the Socialists, the Greens and the remnants of France's once-powerful Communist Party. These four cannot even agree on who should be their leader. Working out their policies will be still harder. Another problem is that these parties may not want a deal with Ensemble. LFI nurses a reservoir of hatred for Mr Macron and his supposedly pro-rich policies. The Socialists look on the imperious president as a traitor, since he served as a minister under his predecessor, François Hollande, before splitting away to form his own party. Complicating matters further, some Socialists are also unwilling to work with the **irascible**, ruthless Mr Mélenchon. As one of their leading figures put it pithily: "Neither Robespierre nor Jupiter."

Coaxing these elements together would be like getting porcupines to mate. Unlike Germany or the Netherlands, France has no history of calm, lengthy coalition negotiations. Even if they can form a coalition, the price is liable to be high. Mr Macron's pension reforms,



vital for France's long-term fiscal stability, may be reversed in any deal. Big rises for the minimum wage also look likely, as well as expensive price controls on key household items. Perhaps a technocratic government, as has in the past worked in Italy, may be the answer. But that will not be formed until the alternatives are exhausted.

Whatever fix Mr Macron finds, the next few years will be tough. France is running a deficit of over 5% of GDP, and needs cuts, not more spending. Mr Macron's pro-business reforms have helped raise productivity and job creation, but reform needs a foot on the accelerator, not the brake. And a France preoccupied with domestic political strife will find it hard to play its still-vital role in the European Union and beyond.



✓ متن فوق از جدیدترین مقالات منتشر شده در نشریه معتبر اکونومیست است.

✓ این مقاله در تاریخ 10 ژوئیه ۲۰۲۴ منتشر شده است. آزمون حاضر در تاریخ 13 ژوئیه ۲۰۲۴ برگزار می‌شود.

✓ لینک دسترسی به مقاله: [https://www.economist.com/leaders/2024/07/10/the-french-far-right-](https://www.economist.com/leaders/2024/07/10/the-french-far-right-may-not-have-peaked)

[may-not-have-peaked](https://www.economist.com/leaders/2024/07/10/the-french-far-right-may-not-have-peaked)

46) What is the main focus of the text?

- A) The stability of the French political system
- B) The formation of a new government in France
- C) The economic challenges facing France
- D) The role of France in the European Union

47) The text mentions that France's Fourth Republic lasted for how long?

- A) 10 years
- B) 12 years
- C) 14 years
- D) 16 years

48) According to the text, the snap elections on July 7th resulted in which of the following?

- A) Marine Le Pen's hard-right National Rally (RN) leading the next government
- B) The left-wing New Popular Front (NFP) forming the next government
- C) Emmanuel Macron's centrist Ensemble bloc forming the next government
- D) Tactical voting dashing Marine Le Pen's hopes that her hard-right National Rally (RN) would lead France's next government

49) According to the text, the parties within the NFP bloc are unable to agree on who should be their leader. What is the reason given for this?

- A) They have different ideological views
- B) They are unwilling to work with each other
- C) They are still negotiating the coalition agreement
- D) They were hastily put together for the election

50) Who or what does the pronoun "it" in line 8?

- A) The Fourth Republic
- B) The Fifth Republic
- C) The new electoral system
- D) The strengthening of the president's powers

51) The text mentions that the irascible, ruthless Jean-Luc Mélenchon is a problem for the Socialists in forming a coalition. What is the reason given for this?

- A) The Socialists disagree with his policies
- B) The Socialists are concerned about his leadership style
- C) The Socialists are unwilling to work with him
- D) The Socialists are worried about his influence in the coalition

52) The text suggests that a France preoccupied with domestic political strife will find it hard to play what role?

- A) Its still-vital role in the European Union and beyond
- B) Its role as a global economic leader
- C) Its role as a military power in the region
- D) Its role in addressing the global climate crisis

53) What does the word "irascible" in the in line 28 most likely mean?

- A) Easily angered or irritated
- B) Calm and composed
- C) Shrewd and calculating
- D) Principled and unyielding

54) According to the text, what is the relationship between the Socialists and Emmanuel Macron?

- A) The Socialists view Macron as a political ally and are willing to work with him
- B) The Socialists are indifferent to Macron and are focused on their own political agenda
- C) The Socialists see Macron as a traitor due to his previous association with Hollande
- D) The Socialists and Macron have a cordial but distant relationship, with no major conflicts

Reading 2



Scientists have designed a gene-editing tool that can modify bacterial populations in the gut microbiome of living mice. The tool — a type of ‘base editor’ — modified the target gene in more than 90% of an *Escherichia coli* colony inside the mouse gut. “We were dreaming of being able to do that,” says Xavier Duportet, a synthetic biologist who co-founded Eligo Bioscience, a biotechnology company in Paris. The findings were published today in *Nature*.



Scan to read the full text!

Several research teams have used CRISPR—Cas editing systems to kill harmful bacteria in the guts of mice. But Duportet and his colleagues wanted to edit bacteria in the gut microbiome without killing them.

To do this they used a base editor, which swaps one nucleotide base with another — converting an A to a G, for example — without breaking the DNA double strand. Until now, base editors have failed to modify enough of the target bacterial population to be effective. This is because the vectors they were delivered in only targeted **receptors** that are common in bacteria cultured in the laboratory. To address these hurdles, the team engineered a delivery vehicle using components of a bacteriophage — a virus that infects bacteria — to home in on several *E. coli* **receptors** that are expressed in the gut environment. This vector carried a base editor that targeted specific *E. coli* genes. The researchers also refined the system to prevent the genetic material it delivered from replicating and spreading once **it** is inside the bacteria.

The team delivered the base editor into mice and used it to change A to G in the *E. coli* gene that produces β -lactamases — enzymes that drive bacterial resistance to several types of antibiotic. Some eight hours after the animals received the treatment, around 93% of the targeted bacteria had been edited.

The researchers then adapted the base editor so it could modify an *E. coli* gene that produces a protein that is thought to play a part in several neurodegenerative and autoimmune diseases. The proportion of edited bacteria hovered around 70% three weeks after the mice had been treated. In the laboratory, the scientists could also use the tool to edit strains of *E. coli* and *Klebsiella pneumoniae*, which can cause pneumonia infections. This suggests that the editing system can be adapted to target different bacteria strains and species.

This base-editing system represents a “**critical leap forward**” in developing tools that can modify bacteria directly inside the gut, says Chase Beisel, a chemical engineer at the Helmholtz Institute for RNA-based Infection Research in Würzburg, Germany. The study “opens the possibility of editing microbes to combat disease, all while preventing the engineered DNA from spreading”, he adds. The next step for Duportet and his colleagues is to develop mouse models with microbiome-driven diseases to measure whether specific gene edits have a beneficial impact on their health.



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✓ این مقاله در تاریخ 10 ژوئیه ۲۰۲۴ منتشر شده است. آزمون حاضر در تاریخ 13 ژوئیه ۲۰۲۴ برگزار می‌شود.
✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-024-02238-3>

55) What is the main focus of the text?

- A) The use of CRISPR-Cas editing systems to kill harmful bacteria in the gut
- B) The challenges in delivering gene-editing tools to the gut environment
- C) The discovery of new bacterial receptors expressed in the gut
- D) The development of a gene-editing tool to modify bacteria in the gut microbiome

56) According to the text, what is the key advantage of the gene-editing tool developed by the researchers?

- A) It can kill harmful bacteria in the gut microbiome.
- B) It can modify bacteria in the gut microbiome without killing them.
- C) It can prevent the spread of antibiotic-resistant bacteria.
- D) It can treat neurodegenerative and autoimmune diseases.

57) What is the main challenge that the researchers addressed in developing the gene-editing tool?

- A) The inability of previous base editors to modify a large enough proportion of the target bacterial population.
- B) The difficulty in delivering the gene-editing tool to the gut environment.
- C) The risk of the genetic material replicating and spreading within the bacteria.
- D) The need to target specific bacterial genes related to diseases.

58) What does the pronoun “*it*” refer to in line 21?

- A) The base editor
- B) The vector
- C) The *E. coli* genes
- D) The genetic material

59) According to the text, what was the level of editing achieved by the researchers in the E. coli gene that produces β -lactamases?

- A) Around 70% of the targeted bacteria were edited. C) The editing level was not specified.
B) Around 93% of the targeted bacteria were edited. D) The editing level varied over time.

60) What does the text suggest about the potential of the gene-editing tool to target different bacteria strains and species?

- A) The tool can only be used to edit E. coli and Klebsiella pneumoniae.
B) The tool can be adapted to target different bacteria strains and species.
C) The tool is limited to modifying genes related to antibiotic resistance.
D) The tool has not been tested on other bacteria strains or species.

61) According to the text, what is the “critical leap forward” that the base-editing system represents?

- A) The ability to kill harmful bacteria in the gut microbiome.
B) The prevention of engineered DNA from spreading within the bacteria.
C) The development of a tool that can modify bacteria directly inside the gut.
D) The potential to treat neurodegenerative and autoimmune diseases.

62) What is the meaning of the term “receptors” as used in the passage?

- A) Genetic sequences within bacterial DNA that can be modified by base editors
B) Enzymes produced by bacteria that confer resistance to certain antibiotics
C) Proteins on the surface of bacteria that can be targeted by gene-editing tools
D) Cellular structures in the gut environment that can facilitate the delivery of gene-editing tools

63) What type of diseases did the researchers adapt the base editor to target?

- A) Infectious diseases like pneumonia C) Cardiovascular diseases
B) Metabolic disorders D) Neurodegenerative and autoimmune diseases

Reading 3

Scan to read the full text!



The Three Lions boss deserves respect after reaching a second major

final, regardless of the achievement being more down to luck than judgement. England fans chanting “Football's coming home” at major tournaments is



nothing new. It became the anthem for an entire nation the moment it was released by David Baddiel, Frank Skinner and the Lightning Seeds, ahead of the 1996 European Championship on home soil.

But most of the time, it's been sung in hope rather than expectation. For so long, the Three Lions have fallen short on the biggest stage, despite being blessed with a host of great players across several different generations. And so the supporters got used to disappointment. Few serious football people really dared to dream when England arrived at major tournaments. Gareth Southgate, the man who missed the decisive penalty in England's semi-final shootout

67) What was the result of the Euro 2020 final between England and Italy?

- A) The match went to penalties. C) Italy won the match.
B) England won the match. D) The match ended in a draw.

68) What did Gareth Southgate do in the match against the Netherlands?

- A) He made proactive substitutions to change the game.
B) He waited too long to make substitutions.
C) He made no substitutions during the match.
D) He was not the manager for the match.

69) Who did Gareth Southgate replace Harry Kane with?

- A) Ollie Watkins B) Cole Palmer C) Kieran Trippier D) Phil Foden

70) What is the “obvious limitation” of Gareth Southgate as a coach mentioned in the text?

- A) His lack of experience at the international level
B) His inability to motivate the players
C) His tendency to make defensive substitutions
D) His inability to react to changes in the game



Part E: Writing

Choose one of the following topics and write an essay about it. Write for at least 150 words in no more than 20 minutes.

A) Some people believe that unpaid community service should be a compulsory part of high school programs (for example, working for a charity, improving the neighborhood or teaching sports to younger children). 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) In some countries, many people suffer from health problems due to eating too much fast food. It is, therefore, necessary for governments to impose a higher tax on this kind of food. To what extent do you agree or disagree? Give reasons for your answer and include any relevant examples from your own experience or knowledge.



THIS IS THE END OF THE TEST.

جهت مشاهده نتیجه آزمون تصویر زیر را با دوربین گوشی خود اسکن نمایید. نتیجه آزمون حداکثر تا 72 ساعت پس برگزاری اعلام می شود.



دوره‌ها و آزمون‌های بسندگی دانشجویان دکتری

مرکز زبان آموزی دانشگاه اصفهان

تابستان 1403

برگزاری ۶ دوره آزمون بسندگی در تابستان ۱۴۰۳

ردیف	تاریخ	شماره دوره آزمون
۱	شنبه ۹ تیر	۹۹
۲	شنبه ۲۳ تیر	۱۰۰
۳	شنبه ۶ مرداد	۱۰۱
۴	شنبه ۲۰ مرداد	۱۰۲
۵	شنبه ۱۰ شهریور	۱۰۳
۶	پنجشنبه ۲۹ شهریور	۱۰۴

مرکز زبان آموزی دانشگاه اصفهان

برگزاری آزمون بسندگی دانشجویان دکتری

دوره ۱۰۱

۰۲۱۳۷۹۳۲۱۲۲-۲۳
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شنبه ۶ مرداد ۱۴۰۳

محل برگزاری آزمون: دانشگاه اصفهان، دانشکده زبانهای خارجی، مرکز زبان آموزی، ساختمان شهید بهشتی

جزئیات بیشتر در بخش اخبار و اطلاعیه های سایت

جهت دریافت آدرس از نشان اسکن کنید

مرکز زبان آموزی دانشگاه اصفهان

دوره آنلاین توانمندسازی ۱۰۰ ساعته بسندگی زبان انگلیسی ویژه دانشجویان دکتری

اعطای گواهی پایان دوره به استناد مصوبه جلسه ۹۵۴ شورای عالی برنامه ریزی آموزشی وزارت علوم، تحقیقات و فناوری

نظارت و ترجمه مقالات

- نگارش و ویرایش مقالات علمی و متون آکادمیک
- اصول و روش ترجمه آکادمیک علمی و متون

مهارت ها

- خواندن و درک مطلب
- نوشتاری
- شنیداری و گفتاری
- گرامر
- روش های تقویت واژگان

برنامه های کاربردی

- معرفی برنامه های آموزش زبان جهت تقویت تمام مهارت ها
- معرفی بانکست های متنوع جهت تقویت مهارت های زبان
- معرفی برنامه ها و وسایط های آزمون جهت پایش سطح یادگیری

جهت مشاهده آیین نامه و شیوه نامه اجرایی آحرز بسندگی زبان خارجی اسکن کنید.

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مرکز زبان آموزی دانشگاه اصفهان

دوره آنلاین حل تست بسندگی (۹۰ ساعت) ویژه دانشجویان دکتری

حل تست

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

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