



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: ۱۴۱



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: ۱۴۰۵/۲/۲۴



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



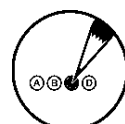
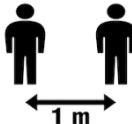
ساختمان شهید بهشتی

نام و نام خانوادگی:

شماره دانشجویی:

رشته/گرایش تحصیلی:

دانشگاه/دانشکده:



(۱) کلیه پاسخ‌ها باید در پاسخنامه علامت زده شود. پاسخ سؤالات باید با مداد مشکی نرم و پررنگ در بیضی مربوط علامت گذاری شود.

(۲) لطفاً در دفترچه سؤالات و ذیل پاسخنامه، کلیه مشخصات خواسته شده را درج و امضا نمایید.

(۳) فرایند برگزاری آزمون به شرح زیر است: در ابتدا بخش نوشتاری به مدت ۲۰ دقیقه انجام خواهد شد. سپس بخش شنیداری و پس از آن بخش های دیگر. مدت زمان بخش شنیداری و دیگر بخش ها، ۹۰ دقیقه می باشد. مدت زمان کل آزمون از زمان شروع بخش نوشتاری ۱۱۰ دقیقه می باشد.

(۴) این آزمون نمره منفی ندارد.

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

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

(۶) در بخش نوشتاری آزمون باید یکی از دو موضوع داده شده را انتخاب کرده و حدود ۱۵۰ کلمه در مدت زمان ۲۰ دقیقه درباره آن بنویسید.

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

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

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

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

(۱۱) کلید اولیه سؤالات پس از آزمون در کانال ایتای مرکز زبان آموزی قرار می‌گیرد. اگر در هنگام آزمون، پاسخ هر سوال را علاوه بر درج در پاسخنامه، در کنار هر سؤال هم بگذارید، پس از آزمون هم می‌توانید نمره خود را محاسبه نمایید و هم اشکالات خود را ملاحظه نمایید. این امر جنبه یادگیری هم دارد.

(۱۲) قبل و بعد از آزمون، همه تلاش برای به حداکثر رساندن میزان روایی و پایایی آزمون انجام می‌شود. پس از آزمون نیز، تک تک سؤالات مورد بررسی قرار می‌گیرد و اگر سوالی دارای استانداردهای آزمون سازی نباشد حذف می‌شود و نمره آن به دیگر سؤالات اضافه می‌شود.

(۱۳) ۸۰ دوره دفترچه سؤالات، فایل صوتی و کلید آزمونهای گذشته به صورت رایگان در سایت مرکز زبان آموزی وجود دارد. برای ایجاد انگیزه جهت مطالعه این آرشیو ارزنده، در هر دوره آزمون، تعداد ۱۰ سؤال از سؤالات دوره‌های گذشته انتخاب می‌شود. برای دسترسی به این آرشیو، به سایت مرکز مراجعه نمایید یا از طریق لینک مستقیم b2n.ir/uiiept_archive دانلود نمایید.

(۱۴) جهت اطمینان از عدم به همراه داشتن هر گونه وسیله الکترونیک، با استفاده از ابزار تشخیص وسایل الکترونیک، در هنگام ورود به جلسه و نیز در هنگام برگزاری آزمون، بررسی‌های لازم انجام می‌شود.

(۱۵) پس از اعلام نمرات، سامانه نمرات اتوماتیک بسته می‌شود و امکان هیچ گونه تغییر نمره وجود نخواهد داشت.

برای شما داوطلبین گرامی، آرزوی موفقیت داریم.



Part A: Writing

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

A) Many people believe that governments should limit the salaries of top executives in large companies. To what extent do you agree with this view? Give reasons for your answer and include any relevant examples from your own experience or knowledge.

B) Some people think universities should focus on providing graduates with practical skills, while others believe theoretical knowledge is more important. 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 woman recommend?

- A) Quit exercising completely.
- B) Take up a low-impact activity instead.
- C) Continue running despite the pain.
- D) Rest without doing any workouts.

2) What does the man mean?

- A) She should pull more all-nighters.
- B) She should focus less on studying.
- C) She should give up on exams.
- D) She should prepare earlier and get enough sleep.

3) What does the woman suggest?

- A) Speak to the seller to resolve the issue.
- B) Cancel the order immediately.
- C) Stop shopping online.
- D) Wait without doing anything.

4) What is the man's advice?

- A) Cancel the interview.
- B) Avoid using technology.
- C) Ask someone else to go instead.
- D) Visit the location ahead of time.

5) What does the man imply?

- A) He should keep drinking the same amount.
- B) He should reduce his caffeine gradually.
- C) He should quit caffeine immediately.
- D) He should stop drinking anything in the morning.

6) What does the man suggest?

- A) Buy it now before it rises again.
- B) Stop buying clothes altogether.
- C) Wait for a discount or shop around.
- D) Borrow the jacket from someone.



7) What does the woman imply about the mountain view?

- A) The view was not beautiful. C) Other views are more beautiful.
B) She didn't like the view. D) It was the most beautiful view.

8) What does the man encourage her to do?

- A) Give up learning music. C) Change to a different instrument.
B) Take fewer lessons. D) Continue practicing despite difficulties.

9) What does the woman advise?

- A) Buy a new phone immediately. C) Stop using the phone completely.
B) Use methods to make the battery last longer. D) Only charge the phone at night.

10) What does the man suggest the woman do?

- A) Forget about the assignment. C) Hand it in without saying anything.
B) Contact the professor and explain. D) Blame someone else.

Section B: Questions 11-15

Lecture



11) When were the first exoplanets confirmed?

- A) 1992 B) 1995 C) 2009 D) 2015

12) What was unusual about the exoplanets discovered in 1992?

- A) They orbited a star similar to the Sun. C) They were gas giants located far from their star.
B) They were orbiting a pulsar. D) They were found using the transit method.

13) What does the professor say about the 1995 discovery?

- A) The planet was extremely close to its star. C) It was identified by the Kepler Space Telescope.
B) The planet took decades to orbit its star. D) It was the first planet larger than Neptune.

14) What conclusions were drawn from Kepler's findings?

- A) Only Sun-like stars host planets. C) Most planets are gas giants.
B) Nearly every star seems to have planets. D) Super-Earths are rare in the universe.

15) Why are super-Earths significant in astronomy?

- A) They are believed to be the most habitable worlds.
B) They provide evidence of pulsar systems.
C) They are unique to our solar system.
D) They challenged existing models of planetary formation.



Note-taking Box for the Listening Part

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

miles to reach their destination.
D

28) Nutritionists believe what diet affects how one feels physically and emotionally.
a b c d

29) About the third of the Earth's land surface is covered by relatively flat plains.
A B C

30) Having chose the topics for their essays, the students were instructed to make either a preliminary outline or a rough outline.
A B C D

31) The book, which is a useful guide for today's young people, is dealing with many questions and problems that confront them at school and at home as well as in society.
A B C D

32) Civil engineers had better planning to use steel supports in concrete structures built on unstable geographical sites.
A B C D

33) The dam used as a drinking water reservoir until recently, when the oil spill from an
A B

exploding tanker made the water unusable.
C D

34) A temporary driver's permit lets the learner drives with another licensed driver in the car.
A B C D

35) Philip wished that he was able to fly and so he made a pair of wings for himself.
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) His ... on the word "ceasefire" was noticeable.

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

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

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

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

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

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

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

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

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

Vocabulary Part 2: Synonym

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

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

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

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

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

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

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

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

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

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



Part E: Reading Comprehension

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



Reading 1



Eric Barry Wilfred Chappelow was an English poet and conscientious objector during the First World War. His arrest and harsh treatment during four months of imprisonment garnered support from prominent people in Britain, including Chappelow's connections within the literary community. A campaign for his release was supported by Bertrand Russell, W. B. Yeats,

and George Bernard Shaw. His arrest and the treatment were highlighted in the House of Commons by the Liberal MP Philip Morrell.

Prior to his arrest, Chappelow had gained a measure of recognition for his first volume of poetry, which was published in early 1916. At that time, he was serving as a clerk to a London County Council and had been exempted from service in the military during the First World War as a conscientious objector. Not long after his exemption was granted, it was **rescinded** and he was arrested in April for refusing to serve. A photograph of Chappelow in a barracks yard wearing nothing but a blanket fastened around him with a belt made front page news. Despite efforts on his behalf, Chappelow was imprisoned under harsh conditions in Wandsworth prison for four months. He was eventually released in the custody of Philip and Lady Ottoline Morrell to serve in a Friends' Ambulance Unit in England. After the war, Chappelow continued writing essays and poetry until his death, and in 1937 was elected a Fellow of the Royal Society of Arts. He earned a literary prize for one of his poems published in 1945.

In March 1916, at the outset of the introduction of compulsory service in World War I, Chappelow was "exempted as a conscientious objector", with a certificate of exemption formally being granted by the Barnes and Mortlake local tribunal on 5 April 1916. Chappelow's brother Archibald had already taken a different route to avoid service, moving to Denmark, which "remained neutral throughout the hostilities". Chappelow's exemption was challenged by a local military authority, and he was "sent before a tribunal, who could see no reason to grant him exemption for his spiritual and political beliefs". His exemption was rescinded on appeal, after which Chappelow was "then reclaimed for army noncombatant service, which he refused". Chappelow was "arrested only three and a half hours after the time that he should have presented himself", a point as to which he later complained, and was taken to Kingston Barracks, where he was charged with offences including cowardice and treason.

He refused to undress for a medical examination, and after being undressed by force, refused to put on a military uniform. A photograph of Chappelow appeared on the cover of the 14 April 1916 edition of the national tabloid newspaper, Daily Sketch, where he was shown being forced to stand in a barrack yard adjacent to a public street, wearing a blanket secured with a belt, likely as punishment for refusing to wear a uniform.



✓ متن فوق از جدیدترین مقالات منتشر شده در دانشنامه آزاد ویکی پدیا (Wikipedia) است.

✓ این مقاله در تاریخ ۲۹ آوریل ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۱۴ مه ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: https://en.wikipedia.org/wiki/Eric_Chappelow

46) What is the main focus of the passage?

- A) The arrest, treatment, and later life of Eric Chappelow
- B) The literary style of Eric Chappelow
- C) British prison conditions during World War I
- D) The history of conscientious objection laws

47) What can be inferred about Chappelow's later life?

- A) His literary reputation declined
- B) He abandoned writing after the war
- C) He remained active and recognized in literary circles
- D) He focused exclusively on political activism

48) According to paragraph 2, why was Chappelow initially exempted from military service?

- A) He was physically unfit
- B) He worked in an essential occupation
- C) He was a conscientious objector
- D) He had family responsibilities

49) Why is Chappelow's brother Archibald mentioned?

- A) To show family support for military service
- B) To contrast different ways of avoiding conscription
- C) To explain Chappelow's political beliefs
- D) To describe conditions in Denmark

50) What event caused Chappelow's situation to become widely known to the public?

- A) A speech in the House of Commons
- B) The publication of his poetry
- C) A photograph printed in a newspaper
- D) His trial for treason

51) The word "rescinded" in paragraph 2 most nearly means

- A) delayed
- B) cancelled
- C) confirmed
- D) questioned

52) Why did Chappelow gain public attention during World War I?

- A) He published a controversial poem
- B) He escaped military service by leaving the country
- C) He criticized the government in Parliament
- D) He was harshly treated after refusing military service

53) What can be inferred about public reaction to the photograph of Chappelow?

- A) It increased sympathy for his situation
- B) It justified his imprisonment
- C) It ended efforts to support him
- D) It had little public impact

Reading 2

More than two-thirds of the public believe at least one false or unproven health claim — such as the idea that taking paracetamol during pregnancy causes autism — a new survey finds. The results hint that a large, and potentially growing, number of people are questioning scientific evidence.



The survey, of more than 16,000 people across 16 countries, asked whether they believed claims that are not supported by research, including that the ‘risk of childhood vaccinations outweighs benefits’, ‘fluoride in water is harmful’ and ‘raw milk is healthier than pasteurized.’ For each statement, between 25% and 32% of respondents said they believed it, and another sizeable percentage (17–39%) said they didn’t know whether it was true. In total, 70% of respondents believed at least one of the claims. The findings, which have not been peer reviewed and were published today by the Edelman Trust Institute in New York City, were described as ‘**staggering**’ in an accompanying article by the think tank’s chief executive, Richard Edelman.

The result “blows the lid off of this idea” that such beliefs are held by only a fringe population of individuals who are uninformed or ideologically driven, says David Bersoff, head of research at the Edelman Trust Institute. “This is not like a small problematic group.” “There has definitely been a growing number of people who question widely accepted scientific evidence,” agrees Heidi Larson, who studies confidence in vaccines at the London School of Hygiene & Tropical Medicine. “It’s important to pay attention to.”

Other recent studies have highlighted how commonly people question scientific consensus or evidence-based medical practices, at least in certain contentious areas, such as vaccines. One global 2023 study found that during the

COVID-19 pandemic, people’s confidence that vaccines are important for children fell in 52 of 55 countries. This year, a survey from KFF, a non-profit health-policy research organization in San Francisco, California, found that 34% of adults in the United States thought it was definitely or probably true that taking Tylenol (paracetamol) during pregnancy increases the risk of the child developing autism, even though scientific evidence does not support the link.

That claim, and some others mentioned in the Edelman survey, have been supported by US health secretary Robert F. Kennedy Jr and the wider Make America Healthy Again movement. But the study results suggest that such beliefs extend well beyond the United States. In most countries surveyed — including Brazil, South Africa, India, Germany and the United Kingdom — at least 50% of people believed one or more of the “divisive” health statements.

People who believed three or more of the claims were as likely to have attended university and more likely to consume health news than were those who believed fewer of **them**. This challenges the assumption that people who hold such views are ill-informed, Bersoff says.



✓ متن فوق از جدیدترین مقالات منتشر شده در مجله نیچر (Nature) است.
✓ این مقاله در تاریخ ۱۴ آوریل ۲۰۲۶ منتشر شده است. آزمون حاضر در تاریخ ۷ مه ۲۰۲۶ برگزار می‌شود.

✓ لینک دسترسی به مقاله: <https://www.nature.com/articles/d41586-026-01285-2>

54) According to the passage, what did the new survey reveal about public belief in certain health claims?

- A) Most people reject unproven health claims.
- B) More than two-thirds believe at least one unproven health claim.
- C) Only fringe groups believe false health claims.
- D) Most people trust scientific evidence completely.

55) Which of the following claims was included in the survey?

- A) Vaccines cause heart disease.
- B) Pasteurized milk is healthier than raw milk.
- C) Childhood vaccinations have more risks than benefits.
- D) Water without fluoride is unsafe.

56) In paragraph 2, the word “*staggering*” most nearly means

- A) predictable
- B) surprising
- C) insignificant
- D) unclear

57) What does the survey suggest about the percentage of respondents who believed at least one unsupported claim?

- A) 25–32%
- B) 17–39%
- C) 50%
- D) 70%

58) According to the passage, what happened during the COVID- 19 pandemic?

- A) Confidence in children’s vaccines increased.
- B) Confidence in children’s vaccines fell in most countries.
- C) Confidence in adult vaccines rose sharply.
- D) Studies stopped being conducted on vaccine confidence.

59) The claim linking paracetamol during pregnancy to autism is described as

- A) strongly supported by scientific research
- B) partially supported by scientists
- C) not supported by scientific evidence
- D) only studied in one country

60) The pronoun “them” in the last paragraph refers to

- A) countries
- B) university programs
- C) health organizations
- D) the claims

61) What inference can be made about education level and belief in these claims?

- A) People with higher education may still believe several claims.
- B) Higher education prevents belief in unproven claims.
- C) Belief in multiple claims is unrelated to education.
- D) Only those without education believed three or more claims.

62) The author mentions sample size (16,000 people across 16 countries) mainly to

- A) show the study had global reach
- B) criticize the methodology
- C) argue that more participants were needed
- D) compare with earlier surveys

Reading 3

I’ll never forget the tremor in my sister’s voice when she called me that Sunday evening last year. “Daddy collapsed,” she said. “He’s in the hospital.” My father, my biggest cheerleader, was in critical condition back home in Nigeria. The doctors suspected



a stroke. In that moment, my world tilted. I paced my tiny apartment in Florida, wishing I could teleport home. I was a graduate student with barely enough money to cover rent, let alone a plane ticket to Lagos. My family needed me, and I felt powerless to help. For weeks, every WhatsApp notification sent my heart racing. Some nights I stared at my notes until the words blurred. My grades slipped. If I stayed on this path, the dream I had come here to pursue would be in **jeopardy**.

That dream wasn’t mine alone. My family had sacrificed a lot to help me pursue my goal of studying abroad at a world-class university. I earned a bachelor’s degree in Nigeria, published research, saved every naira I could, and

sent out several graduate applications. When I received an offer from the University of South Florida I was elated. But reality soon kicked in—although the offer came with a tuition waiver, I would still have to cover visa fees, flights, and living expenses. I took on freelance gigs and sold off electronics, furniture, and clothes, but I still fell short. Just as I was about to turn down the offer, my big sister learned of my dilemma and my family rallied to support me. They pooled resources, giving up things I knew they couldn't easily spare.

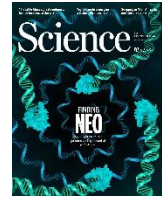
When I landed in Miami, I carried the weight of their hopes with me, and that responsibility became my compass. Knowing how air pollution had scarred the community where I grew up, I chose a project on carbon sequestration. Whenever I was tempted to settle for “good enough,” I heard my father's voice urging me on. Then, a year into my program, came the news that he was ill. After agonizing for several weeks, I finally came to accept that flying home wasn't realistic. Money aside, traveling on a student visa was too risky—if something went wrong with the paperwork, I might not be able to return. Instead, I emptied my bank account and sent the money home to cover hospital bills, maxing out credit cards to cover my rent and other bills. The guilt continued to gnaw at me, but I kept it to myself.

A couple weeks after my sister's call, one of my professors noticed something was amiss and called me into their office. For the first time, I told someone in my professional world what was happening. They listened without judgment, offered encouragement, and connected me with the university counseling center. Those counseling sessions steadied me. My friends did, too, showing up with groceries when I couldn't afford them and dragging me to the library so I wouldn't be isolated. They reminded me that I wasn't carrying this weight alone. Their support helped me keep showing up, one day at a time. So did my mother's words. On every call, she said in Igbo, “Stay in school for your father, inugo? That's what he would want.”

Eventually, my father's health stabilized. I'll never forget the relief of seeing him smile on a video call, or the pride in his voice when he called me “the

American scholar” again. When I told him months later about the choice I’d faced, he chuckled softly and said, “Why would you drop out of school? Did I not teach you better?” His comment lifted a weight I didn’t realize I still carried.

✓ متن فوق از جدیدترین مقالات منتشر شده در مجله معتبر ساینس (Science) است.
✓ این مقاله در تاریخ ۱۳ نوامبر ۲۰۲۵ منتشر شده است. آزمون حاضر در تاریخ ۷ مه ۲۰۲۶ برگزار می‌شود.
✓ لینک دسترسی به مقاله: <https://www.science.org/content/article/international-scholar-my-academic-dreams-belong-my-family-too>



63) According to the passage, why did the writer feel powerless after the phone call?

- A) The writer did not know which hospital the father was in.
- B) The writer could not contact family members.
- C) The writer lacked enough money to travel home.
- D) The writer was unable to leave school temporarily.

64) Which of the following best describes the writer’s relationship with the father?

- A) Supportive and motivational
- B) Distant but respectful
- C) Competitive and tense
- D) Formal and unemotional

65) Why did the writer almost turn down the university offer?

- A) The university rejected the visa application.
- B) The writer lacked sufficient funds for additional expenses.
- C) The tuition waiver was canceled.
- D) The writer’s family wanted the writer to remain in Nigeria.

66) What can be inferred about the writer’s family?

- A) They were wealthy enough to support the writer easily.
- B) Supporting the writer required personal sacrifice.
- C) They preferred the writer to study in Nigeria.
- D) They did not fully understand the writer’s goals.

67) What does the father’s final comment suggest?

- A) He was disappointed in the writer’s decisions.
- B) He believed education should remain a priority.
- C) He regretted encouraging the writer to study abroad.
- D) He wanted the writer to return home permanently.

68) What effect did the father’s illness initially have on the writer?

- A) The writer became more focused academically.
- B) The writer decided to return home immediately.
- C) The writer’s academic performance began to suffer.
- D) The writer stopped communicating with family members.

69) The word “jeopardy” in paragraph 1 is closest in meaning to

- A) danger
- B) confusion
- C) celebration
- D) secrecy

70) According to paragraph 2, which of the following was NOT one of the writer’s preparations for graduate study abroad?

- A) Publishing research
- B) Saving money
- C) Applying to several universities
- D) Learning a new language

قابل توجه شرکت کنندگان گرامی:

(۱) در صورت مساعد بودن شرایط، آزمون دوره ۱۴۲ روز پنجشنبه، مورخ ۱۴۰۵/۰۲/۳۱ 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 ۰۹۳۷۶۹۳۷۶+ 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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- 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 آموزشی گرامر
- دوره توانمندسازی نگارش و ویرایش
- مقدمات آکادمیک به زبان انگلیسی
- دوره توانمندسازی ترجمه مقالات علمی به زبان انگلیسی

ثبت نام دوره

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ویژه دانشجویان دکتری

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

ثبت نام دوره

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