|  | انشگاه پیامنور کارشناسی   |  |  |  |
|--|---|--|--|--|
| کد سری سؤال: یک(۱)   | میکز آزمون و سنجش حضرت علی(ع): ارزش هر کس به میزان دانایی و تخصص اوست.          |  |  |  |
| دانشجـويان<br>بارتادش  | ّ تعداد سۇالات: تستى: ٣٠ تشريحى:<br>نام درس: متون عرفانى به زبان خارجى (١)      |  |  |  |
| PNUNA.COM  | رشته تحصیلی/ کُد درس: الهیات و معارف اسلامی – ادیان و عرفان (چندبخشی) (۱۲۲۰۱۶۷) |  |  |  |
| PNU News Agency  |   |  |  |  |
|  | استفاده از: مجاز است.   |  |  |  |
| Part one. Vocabulary: C  | hoose the correct answers for the underlined words in the                       |  |  |  |
| following.   |   |  |  |  |
| 1. Though all the great types and types and the great types and th | pes of mysticism have something in common, each is marked by                    |  |  |  |
| peculiar characteristics re  | esulting from the circumstances in which it arose and flourished.               |  |  |  |
| a. interesting   | b. strange  |  |  |  |
| c. vague   | d. common   |  |  |  |
| 2. If Sufism was nothing   | but a revolt of the Aryan spirit, how are we to explain the                     |  |  |  |
| undoubted fact that so   | me of the leading pioneers of Mohammedan mysticism were                         |  |  |  |
| natives of Syria and Egyp  | t, and Arabs by race?   |  |  |  |
| a. followers   | b. successors   |  |  |  |
| c. leaders   | d. disbelievers   |  |  |  |
| 3. "The extinction of tha  | at sinful, grasping condition of mind and heart, which would                    |  |  |  |
| otherwise, according to  | the great mystery of Karma, be the cause of renewed individual                  |  |  |  |
| existence.   |   |  |  |  |
| a. intriguing  | b. greedy   |  |  |  |
| c. disrespectful   | d. upcoming   |  |  |  |
| 4. Repentance is described   | as the awakening of the soul from the <u>slumber of heedlessness</u> ,          |  |  |  |
| so that the sinner bed   | comes aware of his evil ways and feels contrition for past                      |  |  |  |
| disobedience.  |   |  |  |  |
| a. sleep   | b. crime  |  |  |  |
| c. layer   | d. nightmare  |  |  |  |
| 5. I need not anticipate here the question, which will be discussed in the following chapter,  |   |  |  |  |
| how far the claims of an   | infallible conscience are reconcilable with external religion and               |  |  |  |
| morality.  |   |  |  |  |
| a. awakening   | b. ignorant   |  |  |  |
| c. hidden  | d. never wrong  |  |  |  |
| 6. That Moslems are extra  | aordinarily susceptible to the sweet influences of sound will not               |  |  |  |
| be doubted by any one.   |   |  |  |  |
| a. inclined  | b. suspicious   |  |  |  |
| c. resentful   | d. amicable   |  |  |  |
|  |   |  |  |  |
|  | نيمسال اول ٩١-١٣٩٠  |  |  |  |
| PNUN   | پ_ایگاہ خب_ری_ دانشج_ویـان پی_ام نےور A <u>.</u> COM                            |  |  |  |

|  | كارشىناسى  | دانشگاه پیامنور                                 |
|--|--|---|
| کُد سری سؤال: یک(۱)  | حضرت علی(ع): ارزش هر کس به میزان دانایی و تخصص اوست.                                 | 🕅 🕅 مرکز آزمون و سنجش                           |
| پيامنور  | 2  | تعداد سؤالات: تستی: ۳۰٪ تشریحی: ـــ             |
| دانشجــویان<br>/ پایگاهخبـری                                     | 7  | <b>نام درس:</b> متون عرفانی به زبان خارجی (۱)   |
| PNUNA.COM  | لامی — ادیان و عرفان (چندبخشی) (۱۲۲۰۱۶۷)   | <b>رشته تحصیلی/ کُد درس:</b> الهیات و معارف اسا |
| PNU News Agency  |  | )   |
|  |  |   |
|  | استفاده از: مجاز است.  |   |
| 7. Book-learning <u>foster</u>                                   | است <b>فادہ از: مجاز است.</b><br>self-conceit and obscures the idea of th idea of th | e Truth with clouds of                          |
| <ol> <li>Book-learning <u>foster</u><br/>empty words.</li> </ol> | •••  | ne Truth with clouds of                         |
|  | •••  | e Truth with clouds of                          |
| empty words.   | self-conceit and obscures the idea of the  | e Truth with clouds of                          |

Part two. Reading: Read the following texts and answer the questions.

## Text1

The relation of individual Sufis to Islam varies from more or less entire conformity to a merely <u>nominal</u> profession of belief in Allah and His Prophet. While the Koran and the Traditions are generally acknowledged to be the unalterable standard of religious truth, this acknowledgment does not include the recognition of any external authority which shall decide what is orthodox and what is heretical. Creeds and catechisms count for nothing in the Sufi's estimation. Why should he concern himself with these when he possesses a doctrine derived immediately from God? As he reads the Koran with studious meditation and rapt attention, lo, the hidden meanings--infinite, inexhaustible--of the Holy Word flash upon his inward eye.

This is what the Sufis call istinbat, a sort of intuitive deduction; the mysterious inflow of divinely revealed knowledge into hearts made pure by repentance and filled with the thought of God, and the outflow of that knowledge upon the interpreting tongue. Naturally, the doctrines elicited by means of istinbat do not agree very well either with Mohammedan theology or with each other, but the <u>discord</u> is easily explained Theologians, who interpret the letter, cannot be expected to reach the same conclusions as mystics, who interpret the spirit; and if both classes differ amongst themselves, that is a merciful dispensation of divine wisdom, since theological controversy serves to extinguish religious error, while the variety of mystical truth corresponds to the manifold degrees and modes of mystical experience.

ایگاہ خب ریے دانشجے

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|  | كارشىناس <i>ى</i>                         | دانشگاه پیامنور                                |  |  |
|--|---|--|--|--|
| ِ تخصص اوست. گد سری سؤال: یک(۱)                            | حضرت علی(ع): ارزش هر کس به میزان دانایی و | 🕅 🕅 مرکز آزمون و سنجش                          |  |  |
| پيامنور<br>کے دانشخصمان                                    |   | تعداد سؤالات: تستی: ۳۰ تشریحی:                 |  |  |
| پایگاه خبری  |   | <b>نام درس:</b> متون عرفانی به زبان خارجی (۱)  |  |  |
| PNUNA.COM  | لامی – ادیان و عرفان (چندبخشی) (۱۲۲۰۱۶۷)  | <b>رشته تحصیلی/ کد درس:</b> الهیات و معارف اسا |  |  |
| مجاز است.  | استفاده از:                               |  |  |  |
|  | .,  |  |  |  |
| 8. This passage is mainly concerned w                      |   |  |  |  |
| a. how mystics and theologians diffe                       |   |  |  |  |
| b. what istinbat is and how it is arriv                    | /ed at.                                   |  |  |  |
| c. how Sufis interpret Koran.                              |   |  |  |  |
| d. when the two sects come to agree                        |   |  |  |  |
| 9. Which of the following is <u>not true</u> a             |   |  |  |  |
| a. Creeds have a central place in Su                       |   |  |  |  |
| b. Sufis rely on a kind of intuitive de                    |   |  |  |  |
| c. Sufis may not have one single dec                       |   |  |  |  |
| d. Theologians and mystics come to                         | deductions in different ways.             |  |  |  |
| 10. The underlined word <u>'nominal'</u> in                | the passage is close in meanin            | g to   |  |  |
| a. substatial  | b. respected                              |  |  |  |
| c. unreal  | d. distinguished                          |  |  |  |
| 11. According to the writers, the appa                     |   | rines is something                             |  |  |
| a. surprising  | b. reconcilable                           |  |  |  |
| c. unacceptable  | d. blameworthy                            |  |  |  |
| 12. The underlined word <u>'discord'</u> in t              |   | ng to  |  |  |
| a. sameness  | b. disagreement                           |  |  |  |
| c. separation  | d. unanimity                              |  |  |  |
| 13. According to the passage, Koran and the Traditions are |   |  |  |  |
| a. variable resources                                      | b. unchangeable religious                 |  |  |  |
| c. mystic experience                                       | d. mere theological contro                | oversy   |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
| صفحه ۳از ۷   | نيمسال اول ٩١- ١٣٩٠ <del>-</del>          |  |  |  |

پایگاه خبری۔ دانشج ویان پیام نور PNUNA.COM

| کُد سری سؤال: یک(۱)   | <b>کار نثینامییی</b><br>حضرت علی(ع): ارزش <b>ه</b> ر کس به میزان دانایی و تخصص اوست. | دانشگاه پیامنور<br>هرکز آزمون و سنجش  |
|---|--|---|
| پیامنور۔<br>دانشج۔ویان<br>پایگاه خبری<br>PNUNA.COM<br>PNU News Agency | (۱۲۲۰۱۶۷) (۱۲۲۰۱۶۷)  | تعداد سؤالات: تستی: ۳۰ تشریحی:<br>نام درس: متون عرفانی به زبان خارجی (۱)<br>رشته تحصیلی/ کُد درس: الهیات و معارف اسلا<br> |
|   | استفاده از: مجاز است.  |   |

## Text2

The Sufi ideal of poverty goes far beyond this. True poverty is not merely lack of wealth, but lack of desire for wealth: the empty heart as well as the empty hand. The 'poor man' (faqir) and the 'mendicant' (dervish) are names by which the Mohammedan mystic is proud to be known, because they imply that he is stripped of every thought or wish that would divert his mind from God. "To be severed entirely from both the present life and the future life, and to want nothing besides the Lord of the present life and the future life-that is to be truly poor." Such a fagir is denuded of individual existence, so that he does not <u>attribute</u> to himself any action, feeling, or quality. He may even be rich, in the common meaning of the word, though spiritually he is the poorest of the poor; for, sometimes, God endows His saints with an outward show of wealth and worldliness in order to hide them from the profane.

| 14. This passage is n | nainly dealing with (                | the)   |               |  |
|-----------------------|--------------------------------------|--|---------------|--|
| a. characteristics o  | ics of Sufis b. Sufis outward wealth |  |               |  |
| c. poverty in Sufi i  | deology                              | d. life after death according to Sufis             |               |  |
| 15. The underlined    | word 'stripped' in the               | e passage is close in                              | meaning to    |  |
| a. connected          | *                                    | b. detached  |               |  |
| c. occupied           |                                      | d. filled  |               |  |
| 16. Wealth and wor    | Idliness are introduc                | ed in the passage as                               | twocases.     |  |
| a. contrasting        |                                      | b. similar   |               |  |
| c. opposing           |                                      | d. irrelevant                                      |               |  |
| 17. The underlined    | word 'attribute' in th               | e passage is similar                               | in meaning to |  |
| a. relate             | b. request                           | c. retard  | d. resurrect  |  |
| 18. What does the v   | writer mean by the la                | ast sentence in the p                              | assage?       |  |
| a. An outward sho     | w of wealth could be                 | e conducive to spirit                              | uality.       |  |
| b. Wealth, in any f   | orm could be harmf                   | ul.  |               |  |
| c. Rich people can    | not understand real                  | poverty  |               |  |
| d. God may excluc     | le someone from rea                  | al wealth.   |               |  |
|                       |                                      |  |               |  |
|                       | L                                    | a avti 11 ·  |               |  |
| صفحه۴از۷              |                                      | نيمسال اول ۲۱–۲۰<br>دانشجـــويــان پيـــام نــــوه |               |  |
|                       | PNUNA.COM                            | د سجویان پیام سو                                   | پ یک جب ریے ، |  |

|                           | كارشىناسى  | کی دانشگاه پیامنور                              |
|---------------------------|--|---|
| کُد سری سؤال: یک(۱)       | حضرت علی(ع): ارزش هر کس به میزان دانایی و تخصص اوست. | 👘 مرکز آزمون و سنجش                             |
| بيامنور                   | 2  | تعداد سؤالات: تستی: ۳۰٪ تشریحی: ـــ             |
| دانشجـویان<br>پایگاهخبـری | 7  | <b>نام درس:</b> متون عرفانی به زبان خارجی (۱)   |
| PNUNA.COM                 | دمی -ادیان و عرفان (چندبخشی) (۱۲۲۰۱۶۷)               | <b>رشته تحصیلی/ کُد درس:</b> الهیات و معارف اسا |
| PNU News Agency           |  |   |
|                           | استفاده از: مجاز است.                                |   |

## Text 3

Among the positive elements in the Sufi discipline there is one that Moslem mystics unanimously regard as the keystone of practical religion. I refer to the dhikr, an exercise well known to Western readers from the careful description given by Edward Lane in his Modern Egyptians, and by Professor D. B. Macdonald in his recently published Aspects of Islam. The term dhikr--'recollection' seems to me the most appropriate equivalent in English--signifies 'mentioning,' 'remembering,' or simply 'thinking of'; in the Koran the Faithful are commanded to "remember God often," a plain act of worship without any mystical savour. But the Sufis made a practice of repeating the name of God or some religious formula, e.g. "Glory to Allah" (subhan Allah), "There is no god but Allah" (la ilaha illa 'llah), accompanying the mechanical intonation with an intense concentration of every faculty upon the single word or phrase; and they attach greater value to this irregular litany, which enables them to enjoy uninterrupted communion with God, than to the five services of prayer performed, at fixed hours of the day and night, by all Moslems. Recollection may be either spoken or silent, but it is best, according to the usual opinion, that tongue and mind should co-operate. Sahl ibn 'Abdallah bade one of his disciples endeavour to say "Allah! Allah!" the whole day without intermission. When he had acquired the habit of doing so, Sahl instructed him to repeat the same words during the night, until they came forth from his lips even while he was asleep. "Now," said he, "be silent and occupy yourself with recollecting them." At last the disciple's whole being was absorbed by the thought of Allah. One day a log fell on his head, and the words "Allah, Allah" were seen written in the blood that trickled from the wound.

نیمسال اول۴۱–

ایگاہ خب ریے دانشجےویان پی

19. This passage is mainly concerned with......

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- a. the importance of dhikr as a whole
- b. the practice of dhikr by Sufis
- c. the element of repetition in dhikr
- d. different interpretations of dhikr

صفحه۵از۷

|   | ىپى                      | کارشناس                         | 🔌 دانشگاه پیامنور   |  |
|---|--------------------------|---------------------------------|---|--|
| کُد سری سؤال: یک(۱)   | ن دانایی و تخصص اوست.    | ی(ع): ارزش هر کس به میزار       | 🚿 🕅 مرکز آزمون و سنبش حضرت عل   |  |
| پیامنور<br>دانشجویان<br>پایگاه خبری<br>PNUNA.COM<br>PNU News Agency         | <b>)</b> (\\\\\\)        | ن و عرفان (چندبخشی) (۶۷         | تعداد سؤالات: تستی: ۳۰ تشریحی:<br>نام درس: متون عرفانی به زبان خارجی (۱)<br>رشته تحصیلی/ کُد درس: الهیات و معارف اسلامی — ادیان<br> |  |
|   | مجاز است.                | :                               | استفاده از:   |  |
| 20. It could be inferred fro  | om the passage the       | hat dhikr                       |   |  |
| a. is only practiced only   | by few                   |                                 |   |  |
| b. has mostly a verbal as   | pect                     |                                 |   |  |
| c. is regarded by all Sufis   | as a religious m         | ilestone                        |   |  |
| d. has assumed different  | t versions               |                                 |   |  |
| 21. The underlined word '   | <u>unanimously'</u> in t | the passage, in lin             | ne2, is close in meaning to   |  |
| a. rarely   | k                        | o. agreed by every              | /one  |  |
| c. intentionally  | C                        | l. predominantly                |   |  |
| 22. The last part of the passage is dealing with                            |                          |                                 |   |  |
| a. arguments against dh   | ikr                      |                                 |   |  |
| b. disadvantages of dhik  | r                        |                                 |   |  |
| c. an example of someone who practiced dhikr                                |                          |                                 |   |  |
| d. dhikr in its present sta   | ite                      |                                 |   |  |
| 23. The underlined word 'communion' in the passage is similar in meaning to |                          |                                 |   |  |
| a. worship  | t                        | . relationship                  |   |  |
| c. respect  | c                        | l. community                    |   |  |
|   |                          |                                 |   |  |
| 24. It seems that the write   |                          | 'recollection' as t<br>critical | the English equivalent for dhikr.   |  |

....

## Part C. Cloze passage: Read the following incomplete passage and choose the best word for each of the blanks.

There are really two kinds of contemplation. The former is the result of perfect faith, the <u>.....25.....</u> of rapturous love, for in the rapture of love a man <u>....26.....</u> such a degree that his <u>.....27....</u> being is absorbed in the thought of his Beloved and he sees <u>.....28.....</u> else. Muhammad ibn Wasi' said: 'I never saw anything without seeing God therein,' i.e. <u>.....29.....</u> perfect faith. Shibli said: 'I never saw anything except God,' i.e. in the rapture of love and the <u>......30......</u> of contemplation.

نیمسال اول۹۱–۱۳۹۰ پایگاه خبریـــدانشجــویان پیــام نـــور PNUNA.COM

| العلام الإلان قاري ( )       العلام في ( )         المحروب عن من مراقل به زبان قاري ( )       ( )         المحروب الحرب - ادبان و عرقان ( چندیخش) ( )       ( )         المحروب الحرب - ادبان و عرقان ( چندیخش) ( )       ( )         عار الحرب - ادبان و عرقان ( چندیخش) ( )       سیام الحرب - ادبان و عرقان ( چندیخش) ( )         عار الحرب - ادبان و عرقان ( چندیخش) ( )       سیام الحرب - ادبان و عرقان ( چندیخش) ( )         عار الحرب - ادبان و عرقان ( چندیخش) ( )       سیام الحرب - ادبان و عرقان ( )         عار الحرب - ادبان و عرقان ( )       سیام الحرب - ادبان و عرقان ( )         عار الحرب - الحرب | کُد سری سؤال: یک(۱)   | ی و تخصص اوست. | <b>کار ثىتامىتى</b><br>دارزش ھر كس بە ميزان داناي | دانشگاه پیامنور<br>مرکز آزمون و سنبش حضرت علی(ع):                        |
|---|---|----------------|---|--|
| <ul> <li>a. last b. second c. latter d. least</li> <li>a. ends b. attains c. loses d. disembodies</li> <li>a. whole b. well c. all d. entire</li> <li>a. anything b. everything c. nothing d. all things</li> <li>a. though b. even though c. thorough d. through</li> <li>a. fervour b. fever c. focus d. feast</li> </ul>   | پیامنور<br>دانشجویان<br>پایگاه خبری<br>PNUNA.COI<br>PNU News Agency | R              |   | تعداد سؤالات: تستی: ۳۰ تشریحی:<br>نام درس: متون عرفانی به زبان خارجی (۱) |
| a. last b. second c. latter d. least<br>26.<br>a. ends b. attains c. loses d. disembodies<br>27.<br>a. whole b. well c. all d. entire<br>28.<br>a. anything b. everything c. nothing d. all things<br>29.<br>a. though b. even though c. thorough d. through<br>30.<br>a. fervour b. fever c. focus d. feast<br>4. feast  |   | مجاز است.      |   | استفاده از:  |
| 26.       a. ends       b. attains       c. loses       d. disembodies         27.       a. whole       b. well       c. all       d. entire         28.       a. anything       b. everything       c. nothing       d. all things         29.       a. though       b. even though       c. thorough       d. through         30.       a. fervour       b. fever       c. focus       d. feast   | 25.   |                |   |  |
| a. ends b. attains c. loses d. disembodies<br>27.<br>a. whole b. well c. all d. entire<br>28.<br>a. anything b. everything c. nothing d. all things<br>29.<br>a. though b. even though c. thorough d. through<br>30.<br>a. fervour b. fever c. focus d. feast   | a. last   | b. second      | c. latter   | d. least   |
| 27.       a. whole       b. well       c. all       d. entire         28.       a. anything       b. everything       c. nothing       d. all things         29.       a. though       b. even though       c. thorough       d. through         30.       a. fervour       b. fever       c. focus       d. feast  | 26.   |                |   |  |
| a. whole b. well c. all d. entire 28. a. anything b. everything c. nothing d. all things 29. a. though b. even though c. thorough d. through 30. a. fervour b. fever c. focus d. feast  | a. ends   | b. attains     | c. loses  | d. disembodies   |
| <ul> <li>a. anything b. everything c. nothing d. all things</li> <li>a. though b. even though c. thorough d. through</li> <li>a. fervour b. fever c. focus d. feast</li> </ul>  |   |                |   |  |
| a. anything b. everything c. nothing d. all things<br>29.<br>a. though b. even though c. thorough d. through<br>30.<br>a. fervour b. fever c. focus d. feast  |   | b. well        | c. all  | d. entire  |
| <ul> <li>a. though b. even though c. thorough d. through</li> <li>a. fervour b. fever c. focus d. feast</li> </ul>  |   |                |   |  |
| a. though b. even though c. thorough d. through<br>30.<br>a. fervour b. fever c. focus d. feast   |   | b. everything  | c. nothing  | d. all things  |
| 30.<br>a. fervour b. fever c. focus d. feast  |   | h avan thaugh  | c thorough  | d through  |
| a. fervour b. fever c. focus d. feast   |   | b. even though | c. thorough                                       | u. through   |
| یمسال اول ۹۱–۱۳۹۰ منعد ۲۱   |   | h fever        | c focus   | d feast  |
|   |   |                |   |  |
|   | صفحه ۷از ۷  |                |   |  |