	بر نیکویی برای ایمان است	حضرت على(ع): دانش راهب	🖉 مرڪز آزمون وسنجش
سری سوال: یک ۱	<b>۵): تستی: ۷۵٪ تشریحی: ۰</b>	زمان آزمون (دقيق	سوالات: تستی: ۳۰ تشریحی: .
			<b>ـوان درس:</b> فنون یادگیری زبان
ی (کاردانی ) ۱۲۱۲۱۱۰ – ،آموزش	یسی ۱۲۱۲۰۵۰ – ،زبان وادبیات انگیس	، انگلیسی (کاردانی )،مترجمی زبان انگل ۱۲۲۵۱۱۲	، <b>تحصیلی/کد درس:</b> مترجمی زبان زبان انگلیسے
1-Your success in study write.	ying in English will depend	d on your ability to	, speak, read, and
1. understand	<sup>2.</sup> decide	<sup>3.</sup> learn	<sup>4.</sup> use
2-Motivation can como your and ex		om outside of you. In the fir	st case, it comes from
1. hopes	<sup>2.</sup> personal	<sup>3.</sup> individual	<sup>4.</sup> degrees
3-To gain from your strict.	udies you should set a goa	al and all your o	efforts towards reaching
1. determine	<sup>2.</sup> direct	<sup>3.</sup> think	<sup>4.</sup> motivate
4-For many students c	ourse grades are an imme	ediate, short-range motivat	ion for
1. source	2. goals	<sup>3.</sup> examinations	<sup>4.</sup> study
5-Good study habits a	re important because they	y help you get d	one in time.
1. more \ less	2. less \ more	<sup>3.</sup> careful \ useful	<sup>4.</sup> useful \ careful
	and concentration, study ng which you do not unde	and do not be a rstand.	fraid to ask questions o
1. hardly	<sup>2.</sup> excitedly	<sup>3.</sup> regularly	<sup>4.</sup> fortunately
7-A/An such doing.	as a sudden noise or som	eone takes your attention	away from what you are
1. direction	<sup>2.</sup> distraction	<sup>3.</sup> concentration	<sup>4.</sup> interruption
8-One of the wisest built it.	t most difficult rules of st	udying is to set a definite	and then follo
1. occasion	<sup>2.</sup> schedule	<sup>3.</sup> campus	<sup>4.</sup> privacy
9-During short, regular yourself up to date.	rly spaced periods of revie	ew, you can you	r memory and bring
1. relate	<sup>2.</sup> refresh	<sup>3.</sup> isolate	<sup>4.</sup> arrange
<sup>10-</sup> Like all tools, diction	ary as a reference book is	s valuable if it is used corre	ctly and
1. recently	<sup>2.</sup> efficiently	<sup>3.</sup> equally	<sup>4</sup> . conveniently
1-Because new words		nd old meanings frequentl	y change, it is importan
to use only a diction	ary that has been recently	v published or	

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	بر نیکویی برای ایمان است	حضرت علی(ع): دانش راه	دانشگاه پیام نور مرکز آزمون وسنجش
سری سوال: یک ۱	<b>ە): تستى: ٧٥ تشريحى: ٠</b>	زمان آزمون (دقيق	سوالات: تستى: ۳۰ تشريحى: ۰
			<b>ـوان درس:</b> فنون یادگیری زبان
ی (کاردانی ) ۱۲۱۲۱۱۰ – ،آموزش		، <b>تحصیلی/کد درس:</b> مترجمی زبان ان <sup>ا</sup> زبان انگلیسی۲۱	
-	s the history of each word fferent languages before i		-
1. usage	<sup>2.</sup> division	<sup>3.</sup> derivation	<sup>4.</sup> location
13-Words with several	different meanings are so	metimes in s	entences or phrases.
1. numbered	<sup>2.</sup> illustrated	<sup>3.</sup> traced	<sup>4.</sup> regarded
•	l meaning of words in Eng ng about one way in whic	•	and even enjoyable, if you e
1. fixed	<sup>2.</sup> measured	<sup>3.</sup> formed	<sup>4.</sup> listed
15-That man is paid a h jokes.	igh salary to amuse peopl	e. His audience is always	by his
1. amusing \ amuse	d	<sup>2.</sup> amused \ amus	ing
<sup>3.</sup> convinced \ convi	incing	<sup>4.</sup> boring \ bored	
16-Using what you know the meaning of a new	w of word stems and word w word.	l formation, you can mak	e a/an guess at
1. impossible	<sup>2.</sup> possible	<sup>3.</sup> intelligent	<sup>4.</sup> sufficient
	an outline to help him org ion clearly by	•	his reader should be able
		•	his reader should be able the should be able the should be able the should be able the should be able to should be able
analyze its organizat 1. <sub>Outlining</sub> 18 writing	ion clearly by	it. <sup>3.</sup> grouping hich you show facts or ide	<sup>4.</sup> illustrating eas by presenting,
analyze its organizat 1. <sub>Outlining</sub> 18 writing	ion clearly by <sup>2.</sup> classifying is the kind of writing in w	it. <sup>3.</sup> grouping hich you show facts or ide	<sup>4.</sup> illustrating eas by presenting,
analyze its organizat 1. <sub>outlining</sub> 18 writing explaining, or interp 1. <sub>Scientific</sub> 19-Slow reading may re	ion clearly by <sup>2.</sup> classifying is the kind of writing in w reting them in some clear <sup>2.</sup> Expository	it. <sup>3.</sup> grouping hich you show facts or ide ly, effectively organized of <sup>3.</sup> Detailed umber of times your eyes	<ol> <li>illustrating</li> <li>eas by presenting,</li> <li>way.</li> <li><sup>4.</sup> Supporting</li> </ol>
analyze its organizat 1. <sub>outlining</sub> 18 writing explaining, or interp 1. <sub>Scientific</sub> 19-Slow reading may re	ion clearly by <sup>2.</sup> classifying is the kind of writing in w reting them in some clear <sup>2.</sup> Expository sult from, the nu	it. <sup>3.</sup> grouping hich you show facts or ide ly, effectively organized of <sup>3.</sup> Detailed umber of times your eyes	<ol> <li>illustrating</li> <li>eas by presenting,</li> <li>way.</li> <li><sup>4.</sup> Supporting</li> </ol>
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<ul> <li>analyze its organizat</li> <li>1. outlining</li> <li>18 writing explaining, or interp</li> <li>1. Scientific</li> <li>19- Slow reading may resorphrase that they of</li> <li>1. peripheral vision</li> <li>3. regression</li> </ul>	ion clearly by 2. classifying is the kind of writing in w reting them in some clear 2. Expository sult from, the nu did not accurately the first	it. <sup>3.</sup> grouping hich you show facts or ide ly, effectively organized of <sup>3.</sup> Detailed <b>amber of times your eyes</b> time. <sup>2.</sup> modification <sup>4.</sup> adequate comp	<ul> <li>4. illustrating</li> <li>eas by presenting,</li> <li>way.</li> <li>4. Supporting</li> <li>have to go back to a word</li> <li>rehension</li> </ul>
analyze its organizat 1. outlining 18 writing explaining, or interp 1. Scientific 19-Slow reading may re or phrase that they of 1. peripheral vision 3. regression 20-Where the topic sen	ion clearly by 2. classifying is the kind of writing in w reting them in some clear 2. Expository sult from, the nu did not accurately the first	it. <sup>3.</sup> grouping hich you show facts or ide ly, effectively organized of <sup>3.</sup> Detailed <b>amber of times your eyes</b> time. <sup>2.</sup> modification <sup>4.</sup> adequate comp	<ul> <li>4. illustrating</li> <li>eas by presenting,</li> <li>way.</li> <li>4. Supporting</li> <li>have to go back to a word</li> <li>rehension</li> </ul>
analyze its organizat 1. outlining 18 writing explaining, or interp 1. Scientific 19-Slow reading may re or phrase that they of 1. peripheral vision 3. regression 20-Where the topic sen develop his/her para 1. induction 21-The purpose of para	2. classifying is the kind of writing in w reting them in some clear 2. Expository esult from, the nu did not accurately the first tence is placed depends u agraph. 2. pattern	it. <sup>3.</sup> grouping hich you show facts or ide ly, effectively organized of <sup>3.</sup> Detailed imber of times your eyes time. <sup>2.</sup> modification <sup>4.</sup> adequate comp on the kind of <sup>3.</sup> analysis clarity the meaning of se	eas by presenting, way. <sup>4.</sup> Supporting have to go back to a word rehension the writer chooses to <sup>4.</sup> deduction comething and because of

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سری سوال : یک ۱ انگیسی (کاردانی ) ۱۲۱۲۱۱۰ – ،آموزش 22 are useful clue 1. Connectives 23- When you get a book for how it is organized. 1. skim 24- Ibid, an abbreviation in fa refers to the immediately 1. in the work cited 3. placed after the title 25- The value of making note	es that will help you rea <sup>2.</sup> Treasures <b>r the first time you shou</b> <sup>2.</sup> index <b>footnotes, is a Latin ter</b>	ی انگلیسی (کاردانی )،مترجمی زبان اناً ۱۲۲۵۱۱۲ ad more rapidly. <sup>3.</sup> References uld through it to <sup>3.</sup> visualize m that means	زبان انگلیسے <sup>4.</sup> Additives <b>9 see what is included</b> <sup>4.</sup> publish
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<ol> <li>placed after the title</li> <li>25-The value of making note</li> </ol>		<sup>2.</sup> in the same place	
25- <b>The value of making not</b> e			
_		<sup>4.</sup> in a different plac	e
all together.	es is their use when the	e time comes to t	the material and relat
1. revise	<sup>2.</sup> review	<sup>3.</sup> arrange	<sup>4.</sup> experiment
26-As far as rapid writing is a sort of system	-	e-taking practice should s	timulate the use of s
1. key word	<sup>2.</sup> cue word	<sup>3.</sup> abbreviation	<sup>4.</sup> essential
27are alphabetic areas of study.	cal lists of books and ar	ticles dealing with specifi	c subjects or general
1. Footnotes	<sup>2.</sup> Bibliographies	<sup>3.</sup> Encyclopedias	<sup>4.</sup> Yearbooks
28- <b>The students should use</b>	an exam as an incentiv	e to study regularly and a	s a reason to
1. review	<sup>2.</sup> understand	<sup>3.</sup> recognize	<sup>4.</sup> attend
29-In a/an exam t possible answers.	the students are limited	d to select the right answe	er from a group of
1. objective	<sup>2.</sup> subjective	<sup>3.</sup> standard	<sup>4.</sup> essay-type
30-The teachers should use understand and where th		as a/an of how n	nuch the students
1. incentive	<sup>2.</sup> measure	<sup>3.</sup> tension	<sup>4.</sup> format