

TRƯỜNG ĐẠI HỌC VĂN LANG

ĐƠN VỊ: KHOA NGOẠI NGỮ

ĐỀ THI VÀ ĐÁP ÁN
THI KẾT THÚC HỌC PHẦN
Học kỳ 2, năm học 2023-2024

I. Thông tin chung

Tên học phần:	Đọc 2		
Mã học phần:	71ENGL30382	Số tín chỉ:	2
Mã nhóm lớp học phần:	232_71ENGL30382_03,04,07		
Hình thức thi: Trắc nghiệm kết hợp Tự luận	Thời gian làm bài:	60	phút
<i>Thí sinh được tham khảo tài liệu:</i>	<input type="checkbox"/> Có	<input checked="" type="checkbox"/> Không	

1. Format đề thi

- Font: Times New Roman
- Size: 13
- Tên các phương án lựa chọn: **in hoa, in đậm**
- Không sử dụng nhảy chữ/số tự động (numbering)
- Mặc định phương án đúng luôn luôn là Phương án A ghi ANSWER: A
- Tổng số câu hỏi thi:
- Quy ước đặt tên file đề thi:

+ Mã học phần_Tên học phần_Mã nhóm học phần_TNTL_De 1

+ Mã học phần_Tên học phần_Mã nhóm học phần_TNTL_De 1_Mã đề (*Nếu sử dụng nhiều mã đề cho 1 lần thi*).

2. Giao nhận đề thi

Sau khi kiểm duyệt đề thi, đáp án/rubric. **Trưởng Khoa/Bộ môn** gửi đề thi, đáp án/rubric về Trung tâm Khảo thí qua email: khaothivanlang@gmail.com bao gồm file word và file pdf (*nén lại và đặt mật khẩu file nén*) và nhắn tin + họ tên người gửi qua số điện thoại **0918.01.03.09** (Phan Nhất Linh).

- Khuyến khích Giảng viên biên soạn và nộp đề thi, đáp án bằng **File Hot Potatoes**. Trung tâm Khảo thí gửi kèm File cài đặt và File hướng dẫn sử dụng để hỗ trợ Quý Thầy Cô.

II. Các yêu cầu của đề thi nhằm đáp ứng CLO

(Phần này phải phối hợp với thông tin từ đề cương chi tiết của học phần)

Ký hiệu CLO	Nội dung CLO	Hình thức đánh giá	Trọng số CLO trong thành phần đánh giá (%)	Câu hỏi thi số	Điểm số tối đa	Lấy dữ liệu đo lường mức đạt PLO/PI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
CLO1	Áp dụng từ vựng đã học để đọc hiểu các bài đọc học thuật từ 300 đến 500 từ	Tự luận + Trắc nghiệm	20%	- Từ câu 19 đến câu 21 (trắc nghiệm) - Từ câu 6 đến câu 13 (tự luận)	0,75đ 2đ	
CLO2	Vận dụng quy trình đọc hiểu vào các bài đọc học thuật từ 300 đến 500 từ	Tự luận + Trắc nghiệm	30%	Từ câu 1 đến 13	4đ	
CLO3	Thực hiện được việc đọc lướt lấy ý chính và đọc hiểu chi tiết các	Tự luận + Trắc nghiệm	50%	- Từ câu 14 đến 18	1,25đ	

	bài đọc học thuật từ 300 đến 500 từ			(trắc nghiệm) - Từ câu 1 đến câu 5 (tự luận)	2đ	
--	--	--	--	--	----	--

Chú thích các cột:

(1) Chỉ liệt kê các CLO được đánh giá bởi đề thi kết thúc học phần (tương ứng như đã mô tả trong đề cương chi tiết học phần). Lưu ý không đưa vào bảng này các CLO không dùng bài thi kết thúc học phần để đánh giá (có một số CLO được bố trí đánh giá bằng bài kiểm tra giữa kỳ, đánh giá qua dự án, đồ án trong quá trình học hay các hình thức đánh giá quá trình khác chứ không bố trí đánh giá bằng bài thi kết thúc học phần). Trường hợp một số CLO vừa được bố trí đánh giá quá trình hay giữa kỳ vừa được bố trí đánh giá kết thúc học phần thì vẫn đưa vào cột (1)

(2) Nêu nội dung của CLO tương ứng.

(3) Hình thức kiểm tra đánh giá có thể là: trắc nghiệm, tự luận, dự án, đồ án, vấn đáp, thực hành trên máy tính, thực hành phòng thí nghiệm, báo cáo, thuyết trình, ..., phù hợp với nội dung của CLO và mô tả trong đề cương chi tiết học phần.

(4) Trọng số mức độ quan trọng của từng CLO trong đề thi kết thúc học phần do giảng viên ra đề thi quy định (mang tính tương đối) trên cơ sở mức độ quan trọng của từng CLO. Đây là cơ sở để phân phối tỷ lệ % số điểm tối đa cho các câu hỏi thi dùng để đánh giá các CLO tương ứng, bảo đảm CLO quan trọng hơn thì được đánh giá với điểm số tối đa lớn hơn. Cột (4) dùng để hỗ trợ cho cột (6).

(5) Liệt kê các câu hỏi thi số (câu hỏi số ... hoặc từ câu hỏi số... đến câu hỏi số...) dùng để kiểm tra người học đạt các CLO tương ứng.

(6) Ghi điểm số tối đa cho mỗi câu hỏi hoặc phần thi.

(7) Trong trường hợp đây là học phần cốt lõi - sử dụng kết quả đánh giá CLO của hàng tương ứng trong bảng để đo lường đánh giá mức độ người học đạt được PLO/PI - cần liệt kê ký hiệu PLO/PI có liên quan vào hàng tương ứng. Trong đề cương chi tiết học phần cũng cần mô tả rõ CLO tương ứng của học phần này sẽ được sử dụng làm dữ liệu để đo lường đánh

giá các PLO/PI. Trường hợp học phần không có CLO nào phục vụ việc đo lường đánh giá mức đạt PLO/PI thì để trống cột này.

III. Nội dung câu hỏi thi

PHẦN TRẮC NGHIỆM (21 câu + 0,4đ/ câu – Phần I; 0,25đ/ câu – Phần II & III)

Part I: Read the passage below and match the headings with the correct paragraphs (2 marks).

A. As far back as Hippocrates' time (460-370B.C.), people have tried to understand other people by characterizing them according to personality type or temperament. Hippocrates believed there were four different body fluids that influenced four basic types of temperament. His work was further developed 500 years later by Galen. These days there are any number of self-assessment tools that relate to the basic descriptions developed by Galen, although we no longer believe the source to be the types of body fluid that dominate our systems.

B. The values in self-assessments that help determine personality style, learning styles, communication styles, conflict-handling styles, or other aspects of individuals is that they help depersonalize conflict in interpersonal relationships. The depersonalization occurs when you realize that others aren't trying to be difficult, but they need different or more information than you do. They're not intending to be rude: they are so focused on the task they forget about greeting people. They would like to work faster but not at the risk of damaging the relationships needed to get the job done. They understand there is a job to do. But it can only be done right with the appropriate information, which takes time to collect. When used appropriately, understanding communication styles can help resolve conflict on teams. Very rarely are conflicts true personality issues. Usually they are issues of style, information needs, or focus.

C. Hippocrates, and later Galen, determined that there were four basic temperaments: sanguine, phlegmatic, melancholic and choleric. These descriptions were developed centuries ago and are still somewhat apt, although you could update the wording. In today's world, they translate into the four fairly common communication styles described below.

D. The sanguine person would be the expressive or spirited style of communication. These people speak in pictures. They invest a lot of emotion and energy in their communication and often speak quickly, putting their whole body into it. They are easily

sidetracked onto a story that may or may not illustrate the point they are trying to make. Because of their enthusiasm, they are great team motivators. They are concerned about people and relationships. Their high levels of energy can come on strong at times and their focus is usually on the bigger picture, which means they sometimes miss the details or the proper order of things. These people find conflict or differences of opinion invigorating and love to engage in a spirited discussion. They love change and are constantly looking for new and exciting adventures.

E. The phlegmatic person - cool and persevering - translates into the technical or systematic communication style. This style of communication is focused on facts and technical details. Phlegmatic people have an orderly methodical way of approaching tasks, and their focus is very much on the task, not on the people, emotions, or concerns that the task may evoke. The focus is also more on the details necessary to accomplish a task. Sometimes the details overwhelm the big picture and focus needs to be brought back to the context of the task. People with this style think the facts should speak for themselves, and they are not as comfortable with conflict. They need time to adapt to change and need to understand both the logic of it and the steps involved.

Paragraph A _____

- A.** Physical explanation
- B.** The benefits of understanding communication styles
- C.** Summarizing personality types
- D.** A lively person who encourages
- E.** Factual and analytical personality

ANSWER: A

Paragraph B _____

- A.** The benefits of understanding communication styles
- B.** Physical explanation
- C.** Summarizing personality types
- D.** A lively person who encourages
- E.** Factual and analytical personality

ANSWER: A

Paragraph C _____

- A. Summarizing personality types
- B. The benefits of understanding communication styles
- C. Physical explanation
- D. A lively person who encourages
- E. Factual and analytical personality

ANSWER: A

Paragraph D _____

- A. A lively person who encourages
- B. The benefits of understanding communication styles
- C. Summarizing personality types
- D. Physical explanation
- E. Factual and analytical personality

ANSWER: A

Paragraph E _____

- A. Factual and analytical personality
- B. The benefits of understanding communication styles
- C. Summarizing personality types
- D. A lively person who encourages
- E. Physical explanation

ANSWER: A

Part II: Read the text below and decide if the statements are True, False, or Not Given.

(2 marks)

TRUE – if the statement agrees with the text

FALSE – if the statement disagrees with the text

NOT GIVEN – if there is no information on this

A It is difficult to conceive of vigorous economic growth without an efficient transport system. Although modern information technologies can reduce the demand for physical transport by facilitating teleworking and teleservices, the requirement for transport continues to increase. There are two key factors behind this trend. For passenger transport, the determining factor is the spectacular growth in car use. The number of cars on European Union (EU) roads saw an increase of three million cars each year from 1990 to 2010, and in the next decade the EU will see a further substantial increase in its fleet.

B As far as goods transport is concerned, growth is due to a large extent to changes in the European economy and its system of production. In the last 20 years, as internal frontiers have been abolished, the EU has moved from a 'stock' economy to a 'flow' economy. This phenomenon has been emphasized by the relocation of some industries, particularly those which are labour intensive, to reduce production costs, even though the production site is hundreds or even thousands of kilometres away from the final assembly plant or away from users.

C The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic. In 1998, some of these countries already exported more than twice their 1990 volumes and imported more than five times their 1990 volumes. And although many candidate countries inherited a transport system which encourages rail, the distribution between modes has tipped sharply in favour of road transport since the 1990s. Between 1990 and 1998, road haulage increased by 19.4%, while during the same period rail haulage decreased by 43.5%, although – and this could benefit the enlarged EU – it is still on average at a much higher level than in existing member states.

D However, a new imperative sustainable development offers an opportunity for adapting the EU's common transport policy. This objective, agreed by the Gothenburg European Council, has to be achieved by integrating environmental considerations into community policies, and shifting the balance between modes of transport lies at the heart of its strategy. The ambitious objective can only be fully achieved by 2020, but proposed measures are nonetheless a first essential step towards a sustainable transport system which will ideally be in place in 30 years' time, that is by 2040.

E In 1998, energy consumption in the transport sector was to blame for 28% of emissions of CO₂, the leading greenhouse gas. According to the latest estimates, if nothing is done to

reverse the traffic growth trend, CO₂ emissions from transport can be expected to increase by around 50% to 1,113 billion tonnes by 2020, compared with the 739 billion tonnes recorded in 1990. Once again, road transport is the main culprit since it alone accounts for 84% of the CO₂ emissions attributable to transport. Using alternative fuels and improving energy efficiency is thus both an ecological necessity and a technological challenge.

F At the same time greater efforts must be made to achieve a modal shift. Such a change cannot be achieved overnight, all the less so after over half a century of constant deterioration in favour of road. This has reached such a pitch that today rail freight services are facing marginalisation, with just 8% of market share, and with international goods trains struggling along at an average speed of 18km/h. Three possible options have emerged.

The need for transport is growing despite technological developments.

- A.** True
- B.** False
- C.** Not given

ANSWER: A

To reduce production costs, some industries have been moved closer to their relevant consumers.

- A.** False
- B.** True
- C.** Not given

ANSWER: A

Cars are prohibitively expensive in some EU candidate countries.

- A.** Not given
- B.** True
- C.** False

ANSWER: A

The Gothenburg European Council was set up 30 years ago.

- A.** Not given

B. False

C. True

ANSWER: A

By the end of this decade, CO₂ emissions from transport are predicted to reach 739 billion tonnes.

A. False

B. Not given

C. True

ANSWER: A

It is a time-consuming process to achieve a modal shift.

A. True

B. False

C. Not given

ANSWER: A

In a flow economy, industries which need a lot of workers have been relocated far away from users.

A. True

B. False

C. Not given

ANSWER: A

EU candidate countries have preferred rail transport to road transport.

A. False

B. True

C. Not given

ANSWER: A

Part III: Read the text and choose the correct answer to each given question. (2 marks)

1 Learning means acquiring knowledge or developing the ability to perform new behaviors. It is common to think of learning as something that takes place in school, but much of human learning occurs outside the classroom, and people continue to learn throughout their lives.

2 Even before they enter school, young children learn to walk, to talk, and to use their hands to manipulate toys, food, and other objects. They use all of their senses to learn about the sights, sounds, tastes, and smells in their environments. They learn how to interact with their parents, siblings, friends, and other people important to their world. When they enter school, children learn basic academic subjects such as reading, writing, and mathematics. They also continue to learn a great deal outside the classroom. They learn which behaviors are likely to be rewarded and which are likely to be punished. They learn social skills for interacting with other children.

3 After they finish school, people must learn to adapt to the many major changes that affect their lives, such as getting married, raising children, and finding and keeping a job. Because learning continues throughout our lives and affects almost everything we do, the study of learning is important in many different fields. Teachers need to understand the best ways to educate children. Psychologists, social workers, criminologists, and other human service workers need to understand how certain experiences change people's behaviors. Employers, politicians, and advertisers make use of the principles of teaming to influence the behavior of workers, voters, and consumers.

4 Learning is closely related to memory, which is the storage of information in the brain. Psychologists who study memory are interested in how the brain stores knowledge, where this storage takes place, and how the brain later retrieves knowledge when we need it. In contrast, psychologists who study learning are more interested in behavior and how behavior changes as a result of a person's experiences.

5 There are many forms of learning, ranging from simple to complex. Simple forms of learning involve a single stimulus. A stimulus is anything perceptible to the senses, such as a sight, sound, smell, touch, or taste. In a form of learning known as classical conditioning, people learn to associate two stimuli that occur in sequence, such as lightning followed by thunder. In operant conditioning, people learn by forming an association between a behavior

and its consequences (reward or punishment). People and animals can also learn by observation.

According to the passage, which of the following is learning in broad view comprised of?

- A. Knowledge acquisition and ability development
- B. Acquisition of social and behavioural skills
- C. Acquisition of academic knowledge
- D. Knowledge acquisition outside the classroom

ANSWER: A

According to the passage, what are children NOT usually taught outside the classroom?

- A. literacy and calculation
- B. life skills
- C. interpersonal communication
- D. right from wrong

ANSWER: A

Getting married, raising children, and finding and keeping a job are mentioned in paragraph 2 as examples of _____.

- A. the changes to which people have to orient themselves
- B. the areas of learning which affect people's lives
- C. the situations in which people cannot teach themselves
- D. the ways people's lives are influenced by education

ANSWER: A

Which of the following can be inferred about the learning process from the passage?

- A. It takes place more frequently in real life than in academic institutions.
- B. It becomes less challenging and complicated when people grow older.
- C. It plays a crucial part in improving the learner's motivation in school.
- D. It is more interesting and effective in school than that in life.

ANSWER: A

According to the passage, the study of learning is important in many fields due to _____

- A. the great influence of the on-going learning process
- B. the influence of various behaviours in the learning process
- C. the exploration of the best teaching methods
- D. the need for certain experiences in various areas

ANSWER: A

It can be inferred from the passage that social workers, employers, and politicians concern themselves with the study of learning because they need to _____.

- A. thoroughly understand the behaviours of the objects of their interest
- B. make the objects of their interest more aware of the importance of learning
- C. understand how a stimulus relates to the senses of the objects of their interest
- D. change the behaviours of the objects of their interest towards learning

ANSWER: A

The word “**retrieves**” in paragraph 4 is closest in meaning to _____.

- A. recovers
- B. generates
- C. creates
- D. gains

ANSWER: A

Which of the following statements is NOT true according to the passage?

- A. Psychologists are all interested in memory as much as behaviors.
- B. Psychologists studying memory are concerned with the brain's storage of knowledge.
- C. Psychologists studying memory are concerned with how the stored knowledge is used.
- D. Psychologists studying learning are interested in human behaviors.

ANSWER: A

.....

PHẦN TỰ LUẬN (13 câu + 0,4đ/ câu – Phần IV; 0,25đ/ câu – Phần V)

Part IV: Read the passage and USE NO MORE THAN 10 WORDS to write your own answers to the following questions. (2 marks)

1 How do companies choose the content of their advertisements? The answer depends on the product, but it also depends on where the product is in the advertising spiral. Consider ads for smart phones. The ads these days are quite different than the ads for the first smart phones. Lots of people bought smart phones when they first came out, which suggests that earlier ads were successful. So why did the ads need to be changed if they were so effective? Advertising experts point to the advertising spiral for the answer. The spiral is a model that can explain the stages that a product goes through from the time it hits the market until it becomes familiar to the public.

2 First, when a product is still a **novelty**, people know very little about it, so it needs to be introduced to the public. That's the job of an advertisement at the beginning of the spiral. Later, when the product becomes familiar and develops competition, the advertising strategy needs to be adjusted. If the company is lucky, their product continues to be successful and reaches the final stage of the spiral. At this stage, the company has to make efforts to maintain their success. As a result, the advertising strategy must be changed to match the product's position in the market.

3 Consider, once again, the example of smart phones. When the first smart phones emerged on the market, the public didn't know much about their benefits. In fact, most people didn't even know how to use them. As a result, the first ads were mostly demonstrations; they showed the public all of the things that could be done with this new device—finding a restaurant, checking the weather, etc. Such ads are designed to convince consumers to jump on the bandwagon.

4 Soon, however, there were lots of smart phones being offered by many different companies, so the first company needed to show that its phone was the best. This is the second stage of the spiral. Perhaps its phone has more features, or it could be dropped without breaking, or maybe it's a bargain compared to other models. As Brian Ito of Techno.com explains, in many cases, the products from different companies are actually quite similar, so it can be difficult for consumers to distinguish among them. Companies use a variety of

strategies to show their products are the best, such as including testimonials from famous people and citing impressive statistics and objective information.

5 Finally, we reach the end of the spiral. The public is now very familiar with the product, its features, and its benefits. However, consumers are equally familiar with competing products. At this point, the company simply wants consumers to be constantly reminded of its product's existence. Their ads no longer need to explain the product or even why it is better than its competitors. Instead, the ads at this stage are more likely to simply show people using the product. An ad for a smart phone might, for example, just show a student using her phone to help her in school. Another ad might rely on snob appeal, perhaps showing a well-dressed man in an expensive car reaching for his phone. According to business professor, Anil Shahani, it is at this stage that most companies have trouble holding on to their customers, so the ads take on special importance.

Câu hỏi 1: (0,4 điểm): What might a consumer see in an ad for a laptop in the second stage of the advertising spiral?

Câu hỏi 2: (0,4 điểm): Why are ads particularly important in the final stage of the spiral?

Câu hỏi 3: (0,4 điểm): What is the general purpose of an advertisement in the first stage of the advertising spiral?

Câu hỏi 4: (0,4 điểm): What is the meaning of 'novelty' in paragraph 2?

Câu hỏi 5: (0,4 điểm): What is the main idea of the article?

Part V: Complete the following sentences with 8 out of 10 words from the box. You don't need to change the word forms. (2 marks)

performance	specific	situation	awkward	experience
take care of	under pressure	appropriately	replace	attitude

Câu hỏi 6: (0,25 điểm): Before the appointment, she was careful to dress _____ for the interview.

Câu hỏi 7: (0,25 điểm): The light in the kitchen is out. We need to _____ it.

Câu hỏi 8: (0,25 điểm): The beginning of the interview was a little _____ because Rashid was nervous.

Câu hỏi 9: (0,25 điểm): I have to _____ David's dog while he is away on a trip.

Câu hỏi 10: (0,25 điểm): After the hurricane, the _____ at the beach was still dangerous.

Câu hỏi 11: (0,25 điểm): We are going to a classical music _____ tonight.

Câu hỏi 12: (0,25 điểm): For this job, you need to know how to use _____ types of software.

Câu hỏi 13: (0,25 điểm): He performs well _____, so his test scores are always very high.

ĐÁP ÁN PHẦN TỰ LUẬN VÀ THANG ĐIỂM

Phần câu hỏi	Nội dung đáp án	Thang điểm	Ghi chú
I. Trắc nghiệm		6.0	
Câu 1 – 5	1. Physical explanation 2. The benefits of understanding communication styles 3. Summarizing personality types 4. A lively person who encourages 5. Factual and analytical personality	0,4	
Câu 6 – 13	6. True 7. False 8. Not Given 9. Not Given 10. False 11. True 12. True 13. False	0,25	
Câu 14 – 21	14. knowledge acquisition and ability development 15. literacy and calculation 16. the changes to which people have to orient themselves	0,25	

	<p>17. It takes place more frequently in real life than in academic institutions.</p> <p>18. the great influence of the on-going learning process</p> <p>19. thoroughly understand the behaviours of the objects of their interest</p> <p>20. recovers</p> <p>21. Psychologists are all interested in memory as much as behaviors.</p>		
II. Tự luận		4.0	
Phần IV			
Câu 1	A laptop screen with brilliant clear colors	0,4	
Câu 2	Consumers are not as excited about the product anymore.	0,4	
Câu 3	to provide information	0,4	
Câu 4	new and interesting	0,4	
Câu 5	Ads should be designed to fit different stages.	0,4	
Phần V			
Câu 1	appropriately	0,25	
Câu 2	replace	0,25	
Câu 3	awkward	0,25	
Câu 4	take care of	0,25	
Câu 5	situation	0,25	
Câu 6	performance	0,25	
Câu 7	specific	0,25	
Câu 8	under pressure	0,25	
	Điểm tổng	10.0	

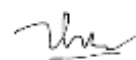
TP. Hồ Chí Minh, ngày 22 tháng 2 năm 2024

Người duyệt đề



TS. Nguyễn Hòa Mai Phương

Giảng viên ra đề



Trần Thị Lệ Thủy