

TRƯỜNG ĐẠI HỌC VĂN LANG
ĐƠN VỊ: KHOA NGOẠI NGỮ

ĐỀ THI VÀ ĐÁP ÁN
THI KẾT THÚC HỌC PHẦN
Học kỳ 1, năm học 2024-2025

I. Thông tin chung

Tên học phần:	Độc 3		
Mã học phần:	71ENGL30392	Số tín chỉ:	2
Mã nhóm lớp học phần:	241_71ENGL30392_01		
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 một cách linh hoạt trong tình huống cụ thể	Trắc nghiệm	20%	Phần III (từ câu 1 đến 8)	2 đ	PI 2.1
CLO2	Vận dụng quy trình đọc hiểu vào các bài đọc học thuật có độ dài từ 500 đến dưới 1.000 từ	Tự luận + Trắc nghiệm	20%	Phần I (từ câu 1 đến câu 6)	3đ	PI 2.1
CLO3	Đọc lướt lấy ý chính và đọc hiểu chi tiết các bài đọc học thuật từ 500 đến 1.000 từ	Tự luận + Trắc nghiệm	40%	- Phần II (từ câu 1 đến câu 5) - Phần IV (từ câu 1 đến câu 7)	4,25 đ	PI 4.1
CLO4	Đọc hiểu ẩn ý trong các bài đọc	Tự luận + Trắc nghiệm	20%	- Phần II (câu 6) - Phần IV (câu 8)	0,75 đ	PI 4.1

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, đề 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 (20 câu + 0,5đ/ câu – Phần I & II; 0,25đ/ câu – Phần III)

Part I: Read the passage below and match each given heading with each suitable paragraph. (3 marks)

(A) Sometime in the early Cretaceous period of the Earth's history, hunting wasps of a certain type became bees by adopting a vegetarian diet: they began to rely more and more on the pollen of plants as a source of protein for themselves and their offspring, as an alternative to insects. In so doing, they accidentally transported pollen on their bodies to other plants of the same species, bringing about pollination. The stage was thus set for a succession of ever-closer mutual adaptations of bees and flowering plants. In particular, flowers began to reward bees for their unwitting role in their reproduction by providing richer sources of pollen and another source of nutrition, nectar.

(B) Today about 15 per cent of our diet consists of crops which are pollinated by bees. The meat and other animal products we consume are ultimately derived from bee-pollinated forage crops, and account for another 15 per cent. It follows that around one third of our food is directly or indirectly dependent on the pollinating services of bees. On a global basis, the annual value of agricultural crops dependent on the pollination services of bees is estimated at £1,000 million (US\$1,590 million). Much of this pollination is due to honeybees, and in monetary terms it exceeds the value of the annual honey crop by a factor of fifty.

(C) But the apparently harmonious relationship between bees and plants conceals a conflict of interests. Although flowers need bees and vice versa, it pays each partner to minimise its costs and maximise its profits. This may sound like an extreme case of attributing human qualities to non-human species, but using the marketplace and the principles of double-entry book keeping as metaphors may give US some insights into what is really going on between bees and flowering plants. In the real world, both flowers and bee operate in a competitive marketplace. A community of retailers, the flowers, seek to attract more or less discriminating consumers, the bees. Each flower has to juggle the costs and benefits of investing in advertising, by colour and scent, and providing rewards, nectar and pollen, clearly a species which depends on cross-pollination is on a knife-edge: it must provide sufficient nectar to attract the interest of a bee, but not enough to satisfy all of its needs in one visit. A satiated bee would return to its nest rather than visit another flower. The bee, on the other hand, is out to get the maximum amount of pollen and nectar. It must assess the quality and quantity of rewards which are on offer and juggle its energy costs so that it makes a calorific profit on each foraging trip. The apparent harmony between plants and bees is therefore not all that it seems. Instead, it is an equilibrium based on compromises between the competing interests of the protagonists.

(D) This sounds remarkably like the ideas of the 18th-century economist Adam Smith. In his book, *The Wealth of Nations*, Smith postulated that in human society the competitive interactions of different 'economic units' eventually resulted in a balanced, or 'harmonious' society. One might predict, therefore, that economists would find the relationships between bees and plants of some interest. This is the case in Israel, where economists are collaborating with botanists and entomologists in a long-term study of the pollination biology of the native flora, in an attempt to understand the dynamics of the relationship between communities of bees and plants.

(E) This sort of study is of more than passing academic interest. It is important that authorities understand the dynamic relationships between plants and their pollinators. This is especially true when, say, devising conservation policies. A good example comes from the forests of tropical South America. Here, as in all rainforests, there is a high diversity of tree species. There may be more than 120 per acre, but in a given acre there may only be one or two individuals of any one species: These trees are pollinated by large, fast-flying bees. There is evidence that certain types of bees learn the distribution of these scattered trees and forage

regularly along the same routes. This is called 'trap-lining' and the bees forage for up to 23 km from their nests. The bees are therefore acting as long-distance pollinators.

(F) An issue of current concern in tropical forest conservation is that of trying to estimate the minimum sustainable size of islands of forest reserve in areas where large-scale felling is taking place. There is much discussion on seed dispersal distances. But this is only one half of the equation, so far as the reproduction of trees is concerned. There is another question that must be addressed in order to calculate whether proposed forest reserves are close enough to the nearest large tract of forest: 'what is the flight range of these long-distance foragers?' We need to know much more about bees and their relationships with plants before this question can be answered.

(G) Bees, then, are vital to our survival. Furthermore, much of the visual impact of human environments derives from vegetation, and most vegetation is dependent on bees for pollination. Thus, as pollinators of crops and natural vegetation, bees occupy key positions in the web of relationships which sustain the living architecture of our planet.

Paragraph A_____

- A. An evolutionary turning point
- B. The commercial value of bees
- C. The pursuit of self-interest
- D. Parallels between bee and human activities
- E. The preservation of individual plant species
- F. The need for further research
- G. A lack of total co-operation

ANSWER: A

Paragraph B_____

- A. The commercial value of bees
- B. An evolutionary turning point
- C. The pursuit of self-interest
- D. Parallels between bee and human activities
- E. The preservation of individual plant species
- F. The need for further research
- G. A lack of total co-operation

ANSWER: A

Paragraph C _____

- A. The pursuit of self-interest
- B. The commercial value of bees
- C. An evolutionary turning point
- D. Parallels between bee and human activities
- E. The preservation of individual plant species
- F. The need for further research
- G. A lack of total co-operation

ANSWER: A

Paragraph D _____

- A. Parallels between bee and human activities
- B. The commercial value of bees
- C. The pursuit of self-interest
- D. An evolutionary turning point
- E. The preservation of individual plant species
- F. The need for further research
- G. A lack of total co-operation

ANSWER: A

Paragraph E _____

- A. The preservation of individual plant species
- B. The commercial value of bees
- C. The pursuit of self-interest
- D. Parallels between bee and human activities
- E. An evolutionary turning point
- F. The need for further research
- G. A lack of total co-operation

ANSWER: A

Paragraph F _____

- A. The need for further research
- B. The commercial value of bees
- C. The pursuit of self-interest
- D. Parallels between bee and human activities
- E. The preservation of individual plant species
- F. An evolutionary turning point
- G. A lack of total co-operation

ANSWER: A

Part II: Read the text below and decide if the statements are True, False, or Not Given. (3 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) Sometime in the early Cretaceous period of the Earth's history, hunting wasps of a certain type became bees by adopting a vegetarian diet: they began to rely more and more on the pollen of plants as a source of protein for themselves and their offspring, as an alternative to insects. In so doing, they accidentally transported pollen on their bodies to other plants of the same species, bringing about pollination. The stage was thus set for a succession of ever-closer mutual adaptations of bees and flowering plants. In particular, flowers began to reward bees for their unwitting role in their reproduction by providing richer sources of pollen and another source of nutrition, nectar.

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Hunting wasps used to feed on vegetation rather than other insects.

- A. False
- B. Not Given
- C. True

ANSWER: A

Flowering plants started to reward bees with rich pollen and an additional food in the form of nectar.

- A. True
- B. Not Given
- C. False

ANSWER: A

Approximately two-thirds of human food production relies on the activity of bees.

- A. False
- B. Not Given
- C. True

ANSWER: A

Bees need to balance the energy costs of each trip against the calorific rewards they obtain.

- A. True
- B. Not Given
- C. False

ANSWER: A

There can be over 120 different tree species in an acre of rainforest.

- A. True
- B. Not Given
- C. False

ANSWER: A

Millions of plants and trees are dependent on bees for pollination.

- A. Not Given
- B. False
- C. True

ANSWER: A

**Part III: Read the passage below and choose the suitable synonyms of the words in bold.
(2 marks)**

1 For the first century or so of the industrial revolution, increased productivity led to decreases in working hours. Employees who had been putting in 12-hour days, six days a week, found their time on the job shrinking to 10 hours daily, then, finally, to eight hours, five days a week. Only a generation ago social planners worried about what people would do with all this new-found free time. In the US, at least, it seems they need not have bothered.

2 Although the output per hour of work has more than doubled since 1945, leisure seems reserved largely for the unemployed and underemployed. Those who work full-time spend as much time on the job as they did at the end of World War II. In fact, working hours have increased noticeably since 1970 — perhaps because real wages have stagnated since that year. Bookstores now abound with manuals describing how to manage time and **cope with** stress.

3 There are several reasons for lost leisure. Since 1979, companies have responded to improvements in the business climate by having employees work overtime rather than by

hiring extra personnel, says economist Juliet B. Schor of Harvard University. Indeed, the current economic recovery has gained a certain amount of notoriety for its “jobless” nature: increased production has been almost entirely decoupled from employment. Some **firms** are even downsizing as their profits climb. “All things being equal, we’d be better off spreading around the work,” observes labour economist Ronald G. Ehrenberg of Cornell University.

4 Yet a host of factors push employers to hire fewer workers for more hours and, at the same time, compels workers to spend more time on the job. Most of those incentives **involve** what Ehrenberg calls the structure of compensation: quirks in the way salaries and **benefits** are organised that make it more profitable to ask 40 employees to labour an extra hour each than to hire one more worker to do the same 40-hour job.

5 Professional and managerial employees supply the most obvious lesson along these lines. Once people are on salary, their cost to a firm is the same whether they spend 35 hours a week in the office or 70. Diminishing returns may eventually set in as overworked employees lose efficiency or leave for more arable pastures. But in the short run, the employer’s incentive is clear.

6 Even hourly employees receive benefits - such as pension contributions and medical insurance - that are not tied to the number of hours they work. Therefore, it is more profitable for employers to work their existing employees harder.

7 For all that employees complain about long hours, they, too, have reasons not to trade money for leisure. “People who work reduced hours pay a huge penalty in career terms,” Schor maintains. “It’s taken as a negative signal’ about their commitment to the firm.’ [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it **difficult** to measure the contribution of their underlings to a firm’s well-being, so they use the number of hours worked as a proxy for output. “Employees know this,” she says, and they adjust their behavior accordingly.

8 “Although the image of the good worker is the one whose life belongs to the company,” Bailyn says, “it doesn’t fit the facts.’ She cites both quantitative and qualitative studies that show increased productivity for part-time workers: they make better use of the time they have, and they are less likely to succumb to **fatigue** in stressful jobs. Companies that employ more workers for less time also gain from the resulting redundancy, she asserts. “The extra people can cover the contingencies that you know are going to happen, such as when crises take people away from the workplace.’ Positive experiences with reduced hours have begun to change the more-is-better culture at some companies, Schor reports. Larger firms, in particular, appear to be more willing to experiment with flexible working arrangements...

9 It may take even more than changes in the financial and cultural structures of employment for workers successfully to trade increased productivity and money for leisure time, Schor contends. She says the U.S. market for goods has become skewed by the assumption of full-time, two-career households. Automobile makers no longer manufacture cheap models, and developers do not build the tiny bungalows that served the first postwar generation of home buyers. Not even the humblest household object is made without a microprocessor. As Schor notes, the situation is a curious inversion of the “appropriate

technology” vision that designers have had for developing countries: U.S. goods are **appropriate** only for high incomes and long hours.

The phrase “**cope with**” (Paragraph 2) is closest in meaning to ...

- A. deal with
- B. accompany with
- C. worry about
- D. get about

ANSWER: A

The word “**hiring**” (Paragraph 3) is closest in meaning to ...

- A. employing
- B. firing
- C. applying
- D. studying

ANSWER: A

The word “**firms**” (Paragraph 3) is closest in meaning to ...

- A. companies
- B. schools
- C. nurseries
- D. farms

ANSWER: A

The word “**involve**” (Paragraph 4) is closest in meaning to ...

- A. include
- B. persist
- C. resolve
- D. manufacture

ANSWER: A

The word “**benefits**” (Paragraph 4) is closest in meaning to ...

- A. advantages

- B. disadvantages
- C. remarks
- D. hurdles

ANSWER: A

The word “**difficult**” (Paragraph 7) is closest in meaning to ...

- A. challenging
- B. pleasant
- C. fragrant
- D. hilarious

ANSWER: A

The word “**fatigue**” (Paragraph 8) is closest in meaning to ...

- A. tiredness
- B. boredom
- C. cooperation
- D. donation

ANSWER: A

The word “**appropriate**” (Paragraph 9) is closest in meaning to ...

- A. suitable
- B. concerned
- C. placid
- D. dismayed

ANSWER: A

.....

PHẦN TỰ LUẬN (8 câu + 0,25đ/ câu)

Part IV: Read the passage below and write your own answers to the following questions.

You must use NO MORE THAN TEN WORDS to answer. (2 marks)

1 For the first century or so of the industrial revolution, increased productivity led to decreases in working hours. Employees who had been putting in 12-hour days, six days a

week, found their time on the job shrinking to 10 hours daily, then, finally, to eight hours, five days a week. Only a generation ago social planners worried about what people would do with all this new-found free time. In the US, at least, it seems they need not have bothered.

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3 There are several reasons for lost leisure. Since 1979, companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel, says economist Juliet B. Schor of Harvard University. Indeed, the current economic recovery has gained a certain amount of notoriety for its “jobless” nature: increased production has been almost entirely decoupled from employment. Some firms are even downsizing as their profits climb. “All things being equal, we’d be better off spreading around the work,” observes labour economist Ronald G. Ehrenberg of Cornell University.

4 Yet a host of factors push employers to hire fewer workers for more hours and, at the same time, compels workers to spend more time on the job. Most of those incentives involve what Ehrenberg calls the structure of compensation: quirks in the way salaries and benefits are organised that make it more profitable to ask 40 employees to labour an extra hour each than to hire one more worker to do the same 40-hour job.

5 Professional and managerial employees supply the most obvious lesson along these lines. Once people are on salary, their cost to a firm is the same whether they spend 35 hours a week in the office or 70. Diminishing returns may eventually set in as overworked employees lose efficiency or leave for more arable pastures. But in the short run, the employer’s incentive is clear.

6 Even hourly employees receive benefits - such as pension contributions and medical insurance - that are not tied to the number of hours they work. Therefore, it is more profitable for employers to work their existing employees harder.

7 For all that employees complain about long hours, they, too, have reasons not to trade money for leisure. “People who work reduced hours pay a huge penalty in career terms,” Schor maintains. “It’s taken as a negative signal’ about their commitment to the firm.’ [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it difficult to measure the contribution of their underlings to a firm’s well-being, so they use the number of hours worked as a proxy for output. “Employees know this,” she says, and they adjust their behavior accordingly.

8 “Although the image of the good worker is the one whose life belongs to the company,” Bailyn says, “it doesn’t fit the facts.’ She cites both quantitative and qualitative studies that show increased productivity for part-time workers: they make better use of the time they have, and they are less likely to succumb to fatigue in stressful jobs. Companies that employ more workers for less time also gain from the resulting redundancy, she asserts. “The extra people can cover the contingencies that you know are going to happen, such as when crises take

people away from the workplace.’ Positive experiences with reduced hours have begun to change the more-is-better culture at some companies, Schor reports. Larger firms, in particular, appear to be more willing to experiment with flexible working arrangements...

9 It may take even more than changes in the financial and cultural structures of employment for workers successfully to trade increased productivity and money for leisure time, Schor contends. She says the U.S. market for goods has become skewed by the assumption of full-time, two-career households. Automobile makers no longer manufacture cheap models, and developers do not build the tiny bungalows that served the first postwar generation of home buyers. Not even the humblest household object is made without a microprocessor. As Schor notes, the situation is a curious inversion of the “appropriate technology” vision that designers have had for developing countries: U.S. goods are appropriate only for high incomes and long hours.

Câu hỏi 1: (0,25 điểm): When did working hours in the US start to increase?

Câu hỏi 2: (0,25 điểm): What is the main idea of Paragraph 3?

Câu hỏi 3: (0,25 điểm): When did US companies start to let their employees work overtime?

Câu hỏi 4: (0,25 điểm): Who supply the most obvious lesson along overtime work?

Câu hỏi 5: (0,25 điểm): What are two examples of benefits that hourly employees receive?

Câu hỏi 6: (0,25 điểm): What is the common belief in the image of a good worker?

Câu hỏi 7: (0,25 điểm): What kind of firms seem to be more interested in experiment with flexible working arrangements?

Câu hỏi 8: (0,25 điểm): What can we infer from Paragraph 4 about the reason for overtime work in the US?

ĐÁP ÁN PHẦN TỰ LUẬN VÀ THANG ĐIỂM

Phần câu hỏi	Nội dung đáp án	Thang điểm	Ghi chú
I. Trắc nghiệm		8,0	
Câu 1 – 6	1. An evolutionary turning point 2. The commercial value of bees 3. The pursuit of self-interest 4. Parallels between bee and human activities 5. The preservation of individual plant species 6. The need for further research	0,5	
Câu 7 – 12	7. False 8. True	0,5	

	9. False 10. True 11. True 12. Not Given		
Câu 13 – 20	13. deal with 14. employing 15. companies 16. include 17. advantages 18. challenging 19. tiredness 20. suitable	0,25	
II. Tự luận		2,0	
Phần IV			
Câu 1	1970	0,25	
Câu 2	There are several reasons for lost leisure.	0,25	
Câu 3	1979	0,25	
Câu 4	professional and managerial employees	0,25	
Câu 5	pension contributions and medical insurance	0,25	
Câu 6	the one whose life belongs to the company	0,25	
Câu 7	larger firms	0,25	
Câu 8	the structure of compensation	0,25	
	Điểm tổng	10,0	

Người duyệt đề

TS. Nguyễn Hòa Mai Phương

TP. Hồ Chí Minh, ngày 1 tháng 11 năm 2024

Giảng viên ra đề

ThS. Đường Thanh Hùng Đức