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:	Đọc 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
Thí sinh được tham khảo tài liệu:	☐ Có	☒ 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	Lấ,y 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, 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 (*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 Alan Macfarlane, professor of anthropological science at King's College, Cambridge has, like other historians, spent decades wrestling with the enigma of the Industrial Revolution. Why did this particular Big Bang – the world-changing birth of industry-happen in Britain? And why did it strike at the end of the 18th century?

B Macfarlane compares the puzzle to a combination lock. 'There are about 20 different factors and all of them need to be present before the revolution can happen,' he says. For industry to take off, there needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other nations, such as Japan, the Netherlands and France also met some of these criteria but were not industrialising. All these factors must have been necessary. But not sufficient to cause the revolution, says Macfarlane. 'After all, Holland had everything except coal while China also had many of these factors. Most historians are convinced there are one or two missing factors that you need to open the lock.'

C The missing factors, he proposes, are to be found in almost even kitchen cupboard. Tea and beer, two of the nation's favourite drinks, fuelled the revolution. The antiseptic properties

of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are made with boiled water – allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery. The theory sounds eccentric but once he starts to explain the detective work that went into his deduction, the scepticism gives way to wary admiration. Macfarlanes case has been strengthened by support from notable quarters – Roy Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research.

D Macfarlane had wondered for a long time how the Industrial Revolution came about. Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740the population in Britain was static. But then there was a burst in population growth. Macfarlane says: 'The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. People suggested four possible causes. Was there a sudden change in the viruses and bacteria around? Unlikely. Was there a revolution in medical science? But this was a century before Lister's revolution*. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but these were small gains. Sanitation did not become widespread until the 19th century. The only option left is food. But the height and weight statistics show a decline. So the food must have got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank.'

E This population burst seemed to happen at just the right time to provide labour for the Industrial Revolution. 'When you start moving towards an industrial revolution, it is economically efficient to have people living close together,' says Macfarlane. 'But then you get disease, particularly from human waste.' Some digging around in historical records revealed that there was a change in the incidence of water-borne disease at that time, especially dysentery. Macfarlane deduced that whatever the British were drinking must have been important in regulating disease. He says, 'We drank beer. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer. But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in the 1720s the mortality rate began to rise again. Then it suddenly dropped again. What caused this?'

F Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation. Water-borne diseases had a much looser grip on the Japanese

population than those in Britain. Could it be the prevalence of tea in their culture? Macfarlane then noted that the history of tea in Britain provided an extraordinary coincidence of dates. Tea was relatively expensive until Britain started a direct dipper trade with China in the early 18th century. By the 1740s, about the time that infant mortality was dipping, the drink was common. Macfarlane guessed that the fact that water had to be boiled, together with the stomach-purifying properties of tea meant that the breast milk provided by mothers was healthier than it had ever been. No other European nation sipped tea like the British, which, by Macfarlanes logic, pushed these other countries out of contention for the revolution.

G But, if tea is a factor in the combination lock, why didn't Japan forge ahead in a tea soaked industrial revolution of its own? Macfarlane notes that even though 17th-century Japan had large cities, high literacy rates, even a futures market, it had turned its back on the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work. So, the nation that we now think of as one of the most technologically advanced entered the 19th century having 'abandoned the wheel'.

Paragraph A_____

A. The time and place of the Industrial Revolution

B. Conditions required for industrialisation

C. Two keys to Britain's industrial revolution

D. The search for the reasons for an increase in population

E. Changes in drinking habits in Britain

F. Comparisons with Japan lead to the answer

G. Industrialisation and the fear of unemployment

ANSWER: A

Paragraph B_____

A. Conditions required for industrialisation

B. The time and place of the Industrial Revolution

C. Two keys to Britain's industrial revolution

D. The search for the reasons for an increase in population

E. Changes in drinking habits in Britain

F. Comparisons with Japan lead to the answer

G. Industrialisation and the fear of unemployment

ANSWER: A

Paragraph C_____

A. Two keys to Britain's industrial revolution

B. Conditions required for industrialisation

C. The time and place of the Industrial Revolution

D. The search for the reasons for an increase in population

E. Changes in drinking habits in Britain

F. Comparisons with Japan lead to the answer

G. Industrialisation and the fear of unemployment

ANSWER: A

Paragraph D_____

A. The search for the reasons for an increase in population

B. Conditions required for industrialisation

C. Two keys to Britain's industrial revolution

D. The time and place of the Industrial Revolution

E. Changes in drinking habits in Britain

F. Comparisons with Japan lead to the answer

G. Industrialisation and the fear of unemployment

ANSWER: A

Paragraph E_____

A. Changes in drinking habits in Britain

B. Conditions required for industrialisation

C. Two keys to Britain's industrial revolution

D. The search for the reasons for an increase in population

E. The time and place of the Industrial Revolution

F. Comparisons with Japan lead to the answer

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Paragraph F_____

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C. Two keys to Britain's industrial revolution

D. The search for the reasons for an increase in population

E. Changes in drinking habits in Britain

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G. Industrialisation and the fear of unemployment

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

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China's transport system was not suitable for industry in the 18th century.

A. Not Given

B. False

C. True

ANSWER: A

Tea and beer both helped to prevent dysentery in Britain

A. True

B. Not Given

C. False

ANSWER: A

Roy Porter disagrees with Professor Macfarlane's findings.

A. False

B. Not Given

C. True

ANSWER: A

After 1740, there was a reduction in population in Britain.

A. False

B. Not Given

C. True

ANSWER: A

People in Britain used to make beer at home.

A. Not Given

B. False

C. True

ANSWER: A

The tax on malt indirectly caused a rise in the death rate.

A. True

B. Not Given

C. False

ANSWER: A

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

A. Internationally, 'giftedness' is most frequently determined by a score on a general intelligence test, known as an IQ test, which is above a chosen cutoff point, usually at around the top 2-5%. Children's educational environment contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision (Freeman, 2010). The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal **interactions** with parents, number of books and activities in their home etc. Because IQ tests are decidedly influenced by what the child has learned, they are to some extent measures of current achievement based on age-

norms; that is, how well the children have learned to manipulate their knowledge and know-how within the terms of the test. The vocabulary aspect, for example, is dependent on having heard those words. But IQ tests can neither identify the processes of learning and thinking nor **predict** creativity.

B. Excellence does not emerge without **appropriate** help. To reach an exceptionally high standard in any area very able children need the means to learn, which includes material to work with and focused challenging tuition -and the encouragement to follow their dream. There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation. To be at their most effective in their self-regulation, all children can be helped to **identify** their own ways of learning – metacognition – which will include strategies of planning, monitoring, evaluation, and choice of what to learn. Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the area to be learned, feelings of curiosity or confidence, for example.

C. High achievers have been found to use self-regulatory learning strategies more often and more effectively than lower achievers, and are better able to transfer these strategies to deal with unfamiliar tasks. This happens to such a high degree in some children that they appear to be demonstrating talent in particular areas. Overviewing research on the thinking process of highly able children, (Shore and Kanevsky, 1993) put the instructor's problem succinctly: 'If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice'. But of course, this is not entirely the case; **adjustments** have to be made in methods of learning and teaching, to take account of the many ways individuals think.

D. Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can **produce** extremely high examination results, these are not always followed by equally impressive life successes. Too much dependence on the teachers risks loss of autonomy and motivation to discover. However, when teachers ask pupils to reflect on their own learning and thinking activities, they increase their pupils' self-regulation. For a young child, it may be just the simple question 'What have you learned today?' which helps them to recognise what they are doing. Given that a

fundamental goal of education is to transfer the control of learning from teachers to pupils, improving pupils' learning to learn techniques should be a major outcome of the school experience, especially for the highly competent. There are quite a number of new methods which can help, such as child- initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.

E. But scientific progress is not all theoretical, knowledge is a so vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the great demands of effort and time needed for learning and practice. Creativity in all forms can be seen as expertise mixed with a high level of motivation (Weisberg, 1993).

F. To sum up, learning is **affected** by emotions of both the individual and significant others. Positive emotions facilitate the creative aspects of learning and negative emotions inhibit it. Fear, for example, can **limit** the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour. In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong desire to control their environment, improve their learning efficiency and increase their own learning resources.

The word "**interactions**" (Paragraph A) is closest in meaning to …

A. communications

B. debates

C. arguments

D. achievements

ANSWER: A

The word "**predict**" (Paragraph A) is closest in meaning to …

A. forecast

B. review

C. control

D. collect

ANSWER: A

The word "**appropriate**" (Paragraph B) is closest in meaning to …

A. suitable

B. challenging

C. similar

D. distinctive

ANSWER: A

The word "**identify**" (Paragraph B) is closest in meaning to …

A. recognize

B. blame

C. console

D. manipulate

ANSWER: A

The word "**adjustments**" (Paragraph C) is closest in meaning to …

A. changes

B. similarities

C. adversities

D. predictions

ANSWER: A

The word "**produce**" (Paragraph D) is closest in meaning to …

A. create

B. change

C. store

D. preserve

ANSWER: A

The word "**affected**" (Paragraph F) is closest in meaning to …

A. influenced

B. adjusted

C. mixed

D. contributed

ANSWER: A

The word "**limit**" (Paragraph F) is closest in meaning to …

A. restrict

B. innovate

C. expand

D. release

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)

A. Internationally, 'giftedness' is most frequently determined by a score on a general intelligence test, known as an IQ test, which is above a chosen cutoff point, usually at around the top 2-5%. Children's educational environment contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision (Freeman, 2010). The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests are decidedly influenced by what the child has learned, they are to some extent measures of current achievement based on age-norms; that is, how well the children have learned to manipulate their knowledge and know-how within the terms of the test. The vocabulary aspect, for example, is dependent on having heard those words. But IQ tests can neither identify the processes of learning and thinking nor predict creativity.

B. Excellence does not emerge without appropriate help. To reach an exceptionally high standard in any area very able children need the means to learn, which includes material to work with and focused challenging tuition -and the encouragement to follow their dream. There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation. To be at their most effective in their self-regulation, all children can be helped to identify their own ways of learning – metacognition – which will include strategies of planning, monitoring, evaluation, and choice of what to learn. Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the area to be learned, feelings of curiosity or confidence, for example.

C. High achievers have been found to use self-regulatory learning strategies more often and more effectively than lower achievers, and are better able to transfer these strategies to deal with unfamiliar tasks. This happens to such a high degree in some children that they appear to be demonstrating talent in particular areas. Overviewing research on the thinking process of highly able children, (Shore and Kanevsky, 1993) put the instructor's problem succinctly: 'If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice'. But of course, this is not entirely the case; adjustments have to be made in methods of learning and teaching, to take account of the many ways individuals think.

D. Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can produce extremely high examination results, these are not always followed by equally impressive life successes. Too much dependence on the teachers risks loss of autonomy and motivation to discover. However, when teachers ask pupils to reflect on their own learning and thinking activities, they increase their pupils' self-regulation. For a young child, it may be just the simple question 'What have you learned today?' which helps them to recognise what they are doing. Given that a fundamental goal of education is to transfer the control of learning from teachers to pupils, improving pupils' learning to learn techniques should be a major outcome of the school experience, especially for the highly competent. There are quite a number of new methods

which can help, such as child- initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.

E. But scientific progress is not all theoretical, knowledge is a so vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the great demands of effort and time needed for learning and practice. Creativity in all forms can be seen as expertise mixed with a high level of motivation (Weisberg, 1993).

F. To sum up, learning is affected by emotions of both the individual and significant others. Positive emotions facilitate the creative aspects of learning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour. In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong desire to control their environment, improve their learning efficiency and increase their own learning resources.

Câu hỏi 1: (0,25 điểm): **What is 'giftedness' most frequently determined in the world?**

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

Câu hỏi 3: (0,25 điểm): **According to Paragraph B, what is metacognition?**

Câu hỏi 4: (0,25 điểm): **What strategies do high achievers use more often and more effectively than low achievers?**

Câu hỏi 5: (0,25 điểm): **According to Paragraph D, what do the gifted need to learn by themselves?**

Câu hỏi 6: (0,25 điểm): **What is a good result when teachers ask pupils to reflect on their own learning and thinking activities?**

Câu hỏi 7: (0,25 điểm): **By what is learning affected, according to Paragraph F?**

Câu hỏi 8: (0,25 điểm): **What do negative emotions inhibit, according to Paragraph F?**

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. The time and place of the Industrial Revolution 2. Conditions required for industrialisation 3. Two keys to Britain's industrial revolution 4. The search for the reasons for an increase in population 5. Changes in drinking habits in Britain 6. Comparisons with Japan lead to the answer	0,5	
Câu 7 – 12	7. Not Given 8. True 9. False 10. False 11. Not Given 12. True	0,5	
Câu 13 – 20	13. communications 14. forecast 15. suitable 16. recognize 17. changes 18. create 19. influenced 20. restrict	0,25	
II. Tự luận		**2,0**	
Phần IV			
Câu 1	an IQ test	0,25	
Câu 2	Excellence does not emerge without appropriate help.	0,25	
Câu 3	ways of learning	0,25	
Câu 4	self-regulatory learning strategies	0,25	
Câu 5	some support from their teachers	0,25	
Câu 6	They increase their pupils' self-regulation.	0,25	

Câu 7	emotions of both the individual and significant others	0,25	
Câu 8	the creative aspects of learning	0,25	
	Điểm tổng	**10,0**	

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

Người duyệt đề

TS. Nguyễn Hòa Mai Phương

Giảng viên ra đề

ThS. Đường Thanh Hùng Đức