

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 -Viết-Ngữ Pháp 2		
Mã học phần:	72ENGL30133	Số tin chỉ:	3
Mã nhóm lớp học phần:	232_72ENGL30133_01		
Hình thức thi: <b>Trắc nghiệm kết hợp Tự luận</b>	Thời gian làm bài:	<b>75</b>	phút
<i>Thí sinh được tham khảo tài liệu:</i>	<input type="checkbox"/> Có	<input checked="" type="checkbox"/> Không	

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

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)
<b>CLO 3</b>	Sử dụng kỹ năng đọc để đọc hiểu các bài đọc học thuật trình độ B2 (CEFR)	Trắc nghiệm	50%	1-20	5	
<b>CLO 4</b>	Ứng dụng kỹ năng phân tích, lập luận để viết bài luận trình độ B2 (CEFR)	Tự luận	50%	21	5	

**III. Nội dung câu hỏi thi**

**PHẦN TRẮC NGHIỆM (20 câu + thang điểm từng câu hỏi: 0.25 điểm)**

**READING PASSAGE 1**

**Read and answer the following questions**

Although only 1 person in 20 in the colonial period lived in a city, **the cities had a disproportionate influence on the development of North America**. They were at the cutting edge of social change. It was in the cities that the elements that can be associated with

modern capitalism first appeared - the use of money and commercial paper in place of barter, open competition in place of social deference and hierarchy, with an **attendant** rise in social disorder, and the appearance of factories using coal or water power in place of independent craftspeople working with hand tools. "The cities predicted the future," wrote historian Gary.B.Nash , "even though they were but overgrown villages compared to the great urban centers of Europe, the Middle East and China."

Except for Boston, whose population remained unchange at about 16,000 in 1760, cities grew by exponential leaps through the eighteenth century. In the fifteen years prior to the outbreak of the War for independence in 1775, more than 200,000 immigrants arrived on North American shores This meant that a population the size of Boston was arriving every year, and most of **it** flowed into the port cities in the Northeast. Philadelphia's population nearly doubled in those years, reaching about 30,000 in 1774, New York grew at almost the same rate, reaching about 25,000 by 1775.

The quality of the hinterland dictated the pace of growth of the cities. The land surrounding Boston had always been poor farm country, and by the mid-eighteenth century it was **virtually** stripped of its timber. The available farmland was occupied, there was little in the region beyond the city to attract immigrants. New York and Philadelphia, by contrast, served a rich and fertile hinterland laced with navigable watercourses. Scots, Irish, and Germans landed in these cities and followed the rivers inland. The regions around the cities of New York and Philadelphia became the breadbaskets of North America, sending grain not only to other colonies but also to England and southern Europe, where crippling droughts in the late 1760's created a whole new market.

**Which of the following aspects of North America in the eighteenth century does the passage mainly discuss?**

- A. The growth and influence of cities.
- B. The effects of war on the growth of cities
- C. The decline of farming in areas surrounding cities
- D. The causes of immigration to cities

ANSWER: A

**Why does the author say that "the cities had a disproportionate influence on the development of North America in paragraph 1?**

- A. The populations of the cities were small, but their influence was great.
- B. The influence of the cities was mostly negative
- C. The cities were growing at a great rate.
- D. Most people pretended to live in cities

ANSWER: A

**The word "attendant" in paragraph 1 is closest in meaning to**

- A. accompanying
- B. unwelcome
- C. unexpected

D. avoidable

ANSWER: A

**Which of the following is mentioned as an element of modern capitalism?**

A. Open competition

B. Social deference

C. Social hierarchy

D. Independent craftspeople

ANSWER: A

**It can be inferred that in comparison with North American cities, cities in Europe, the Middle East, and China had**

A. large population

B. little independence

C. frequent social disorder

D. exciting changes

ANSWER: A

**The word "it" in paragraph 2 refers to**

A. population

B. size

C. Boston

D. Year

ANSWER: A

**How many immigrants arrived in North America between 1760 and 1775?**

A. More than 200 000

B. About 16 000

C. About 25 000

D. About 30 000

ANSWER: A

**The word "virtually" in paragraph 3 is closest in meaning to**

A. Almost completely

B. Hardly

C. Very quickly

D. Usually

ANSWER: A

**The region surrounding New York and Philadelphia is contrasted with the region surrounding Boston in terms of**

A. quality of farmland

B. origin of immigrants

C. opportunities for fishing

D. type of grain grown

ANSWER: A

**Why does the author describe the regions around the cities of New York and Philadelphia as "breadbaskets"?**

- A. They supplied grain to other parts of North America and other countries.
- B. They produced grain especially for making bread.
- C. They stored large quantities of grain during periods of drought
- D. They consumed more grain than all the other regions of North America.

ANSWER: A

## READING PASSAGE 2

**Read the passage and decide whether each statement is True, False, or Not Given.**

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

Many forms of collecting have been dignified with a technical name: an arctophile collects teddy bears, a philatelist collects postage stamps, and a deltiologist collects postcards. Amassing hundreds or even thousands of postcards, chocolate wrappers or whatever, takes time, energy and money that could surely to much more productive use. And yet there are millions of collectors around the world. Why do they do it?

There are the people who collect because they want to make money - this could be called an instrumental reason for collecting; that is, collecting as a means to an end. They'll look for, say, antiques that they can buy cheaply and expect to be able to sell at a profit. But there may well be a psychological element, too - buying cheap and selling dear can give the collector a sense of triumph. And as selling online is so easy, more and more people are joining in.

Many collectors collect to develop their social life, attending meetings of a group of collectors and exchanging information on items. This is a variant on joining a bridge club or a gym, and similarly brings them into contact with like-minded people. Another motive for collecting is the desire to find something special, or a particular example of the collected item, such as a rare early recording by a particular singer.

Some may spend their whole lives in a hunt for this. Psychologically, this can give a purpose to a life that otherwise feels aimless. There is a danger, though, that if the individual is ever lucky enough to find what they're looking for, rather than celebrating their success, they may feel empty, now that the goal that drove them on has gone. If you think about collecting postage stamps another potential reason for it - Or, perhaps, a result of collecting is its educational value. Stamp collecting opens a window to other countries, and to the plants, animals, or famous people shown on their stamps. Similarly, in the 19th century, many collectors amassed fossils, animals and plants from around the globe, and their collections provided a vast amount of information about the natural world. Without those collections, our understanding would be greatly inferior to what it is.

Similarly, people who collect dolls may go beyond simply enlarging their collection, and develop an interest in the way that dolls are made, or the materials that are used. These have changed over the centuries from the wood that was standard in 16th century Europe, through the wax and porcelain of later centuries, to the plastics of today's dolls. Or

collectors might be inspired to study how dolls reflect notions of what children like, or ought to like.

Not all collectors are interested in learning from their hobby, though, so what we might call a psychological reason for collecting is the need for a sense of control, perhaps as a way of dealing with insecurity. Stamp collectors, for instance, arrange their stamps in albums, usually very neatly, organizing their collection according to certain commonplace principles-perhaps by country in alphabetical order, or grouping stamps by what they depict -people, birds, maps, and so on. One reason, conscious or not, for what someone chooses to collect is to show the collector's individualism. Someone who decides to collect something as unexpected as dog collars, for instance, may be conveying their belief that they must be interesting themselves. And believe it or not, there is at least one dog collar museum in existence, and it grew out of a personal collection.

Of course, all hobbies give pleasure, but the common factor in collecting is usually passion: pleasure is putting it far too mildly. More than most other hobbies, collecting can be totally engrossing, and can give a strong sense of personal fulfilment. To non-collectors it may appear an eccentric, if harmless, way of spending time, but potentially, collecting has a lot going for it.

**The writer mentions collecting old items as an example of collecting in order to make money.**

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

ANSWER: A

**Collectors may get a feeling of regret from buying and selling items.**

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

ANSWER: A

**Collectors' clubs provide opportunities to discuss ideas with people from all walks of life**

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

ANSWER: A

**Searching for something particular is a double-edge sword.**

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

ANSWER: A

**Stamp collecting may be educational because it provides facts about different countries.**

- A. True

- B. False
  - C. Not given
- ANSWER: A

**The number of people buying dolls has grown over the centuries.**

- A. Not given
  - B. True
  - C. False
- ANSWER: A

**Sixteenth century European dolls were normally made of wax and porcelain.**

- A. False
  - B. True
  - C. Not given
- ANSWER: A

**Arranging a stamp collection by the size of the stamps is less common than other methods.**

- A. Not given
  - B. True
  - C. False
- ANSWER: A

**Someone who collects unusual objects may want others to think he or she is also unusual.**

- A. True
  - B. False
  - C. Not given
- ANSWER: A

**Collecting gives a feeling that other hobbies are more satisfying**

- A. False
  - B. True
  - C. Not given
- ANSWER: A

**PHẦN TỰ LUẬN (tổng số câu hỏi: 1 + thang điểm từng câu hỏi: 5)**

**Choose one of the following topics, then write an essay. (at least 200 words)**

**Topic 1: Opinion essay**

In your opinion, what is the most important thing that individuals, businesses, or governments can do to ensure a sustainable future? Give two reasons why this is the best thing to do.

**Topic 2: Problem-solution essay.**

In the age of AI development, what problems does AI can cause to young people? What solutions should young people take to tackle those problems?

## ĐÁP ÁN PHẦN TỰ LUẬN VÀ THANG ĐIỂM

Phần câu hỏi	Nội dung đáp án	Thang điểm	Ghi chú
<b>I. Trắc nghiệm</b>		<b>5.0</b>	
Câu 1 – 10	A, B,C or D	0.25	
Câu 11 – 20	True, False or Not Given	0.25	
<b>II. Tự luận</b>		<b>5.0</b>	
<b>Câu 1</b>	Bài làm của sinh viên được chấm theo tiêu chí đã công bố trong DCCT	5.0	
	<b>Điểm tổng</b>	<b>10.0</b>	

*TP. Hồ Chí Minh, ngày 7 tháng 3 năm 2024*

**P. Trưởng bộ môn**



**ThS. Cao Thị Xuân Tú**

**Giảng viên ra đề**



**Trương Hồng Ngọc**