TRƯỜNG ĐẠI HỌC VĂN LANG
ĐƠN VỊ: KHOA NGOẠI NGỮ

ĐỀ THI VÀ ĐÁP ÁN
THI KẾT THÚC HỌC PHẦN
Học kỳ 3, năm học 2023-2024

I. Thông tin chung

Tên học phần:	Đọc -Viết-Ngữ Pháp 3		
Mã học phần:	72ENGL30143	Số tin chỉ:	3
Mã nhóm lớp học phần:	233_72ENGL30143_01		
Hình thức thi: **Trắc nghiệm kết hợp Tự luận**	Thời gian làm bài:	**75**	phút
Thí sinh được tham khảo tài liệu:	☐ Có	☒ 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)
CLO 3	**Áp dụng** kỹ năng đọc để phân tích các văn bản trình độ B2-C1 (CEFR)	Trắc nghiệm	50%	1-20	5	
CLO 4	**Hoàn thiện** kỹ năng phân tích, lập luận để viết các dạng bài luận học thuật theo trình độ C1 (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

Choose the correct option A, B, C, or D to answer each question.

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state

whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between “you and I”, “several other people and I” and “you, another person and I”. In English, all these meanings are summed up in the one, crude pronoun “we”. Grammar is universal and plays a part in every language, no matter how widespread it is. So, the question which has baffled many linguists is -who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started **from scratch**. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a **make-shift** language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases, it is difficult for a listener to deduce when an event happened, and who did what to whom. **[A]** Speakers need to use circumlocution in order to make their meaning understood. **[B]** Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. **[C]** Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. **[D]** Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilize the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no **consistent** grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilized a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense -ed ending may have evolved from the verb “do”. 'It

ended' may once have been “It end-did”. Therefore, it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

In paragraph 1, why does the writer include information about the Cherokee language?
A. To show how simple, traditional cultures can have complicated grammar structures
B. To show how English grammar differs from Cherokee grammar
C. To prove that complex grammar structures were invented by the Cherokees
D. To demonstrate how difficult it is to learn the Cherokee language
ANSWER: A

What can be inferred about the slaves' pidgin language?
A. It was difficult to understand, even among slaves
B. It was based on many different languages
C. It contained complex grammar
D. It was created by the land-owners
ANSWER: A

All the following sentences about Nicaraguan sign language are true **EXCEPT**
A. The language is based on speech and lip reading
B. The language has been created since 1979
C. The language incorporates signs which children used at home
D. The language was perfected by younger children
ANSWER: A

In paragraph 3, where can the following sentence be placed?
It included standardized word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers.
A. [D]
B. [A]
C. [B]
D. [C]
ANSWER: A

“**From scratch**” in paragraph 2 is closest in meaning to
A. from the very beginning
B. in simple cultures
C. by copying something else
D. by using written information
ANSWER:A

"**Make-shift**" in paragraph 3 is closest in meaning to
A. simple and temporary
B. complicated and expressive
C. extensive and diverse
D. private and personal
ANSWER: A

Which sentence is closest in meaning to the highlighted sentence?
Grammar is universal and plays a part in every language, no matter how widespread it is.
A. All languages, whether they are spoken by a few people or a lot of people, contain grammar
B. Some languages include a lot of grammar, whereas other languages contain a little
C. Languages which contain a lot of grammar are more common that languages that contain a little
D. The grammar of all languages is the same, no matter where the languages evolved
ANSWER: A

All of the following are features of the new Nicaraguan sign language **EXCEPT**
A. New gestures were created for everyday objects and activities
B. The meaning was clearer than the previous sign language
C. The hand movements were smoother and smaller
D. All children used the same gestures to show meaning
ANSWER: A

Which idea is presented in the last paragraph?
A. English was probably once a creole
B. The English past tense system is inaccurate
C. Linguists have proven that English was created by children
D. Children say English past tenses differently from adults
ANSWER: A

The word "consistent" in paragraph 4 has the closet meaning to
A. uniform
B. predictable
C. imaginable
D. natural
ANSWER: A

SECTION 2
Read the second passage and answer the following questions

Paragraph A: Although willpower does not shape our decisions, it determines whether and how long we can follow through on them. It almost single-handedly determines life outcomes. Interestingly, research suggests the general population is indeed aware of how essential willpower is to their wellbeing; survey participants routinely identify a 'lack of willpower' as the major impediment to making beneficial life changes. There are, however, misunderstandings surrounding the nature of willpower and how we can acquire more of it. There is a widespread misperception, for example, that increased leisure time would lead to subsequent increases in willpower.

Paragraph B: Although the concept of willpower is often explained through single-word terms, such as 'resolve' or 'drive', it refers in fact to a variety of behaviours and situations. There is a common perception that willpower entails resisting some kind of a 'treat', such as a sugary drink or a lazy morning in bed, in favour of decisions that we know are better for us, such as drinking water or going to the gym. Of course, this is a familiar phenomenon for all. Yet willpower also involves elements such as overriding negative thought processes, biting your tongue in social situations, or persevering through a difficult activity. At the heart of any exercise of willpower, however, is the notion of 'delayed gratification', which involves resisting immediate satisfaction for a course that will yield greater or more permanent satisfaction in the long run.

Paragraph C: Scientists are making general investigations into why some individuals are better able than others to delay gratification and thus employ their willpower, but the genetic or environmental origins of this ability remain a mystery for now. Some groups who are particularly vulnerable to reduced willpower capacity, such as those with addictive personalities, may claim a biological origin for their problems. What is clear is that levels of willpower typically remain consistent over time (studies tracking individuals from early childhood to their adult years demonstrate a remarkable consistency in willpower abilities). In the short term, however, our ability to draw on willpower can fluctuate dramatically due to factors such as fatigue, diet and stress. Indeed, research by Matthew Gailliot suggests that willpower, even in the absence of physical activity, both requires and drains blood glucose levels, suggesting that willpower operates more or less like a 'muscle', and, like a muscle, requires fuel for optimum functioning.

Paragraph D: These observations lead to an important question: if the strength of our willpower at the age of thirty-five is somehow pegged to our ability at the age of four, are all efforts to improve our willpower certain to prove futile? According to newer research, this is not necessarily the case. Gregory M. Walton, for example, found that a single verbal cue – telling research participants how strenuous mental tasks could 'energise' them for further challenging activities – made a profound difference in terms of how much willpower participants could draw upon to complete the activity. Just as our willpower is easily drained by negative influences, it appears that willpower can also be boosted by other prompts, such as encouragement or optimistic self-talk.

Paragraph E: Strengthening willpower thus relies on a two-pronged approach: reducing negative influences and improving positive ones. One of the most popular and effective methods simply involves avoiding willpower depletion triggers, and is based on the old adage, 'out of sight, out of mind'. In one study, workers who kept a bowl of enticing candy on their desks were far more likely to indulge than those who placed it in a desk drawer. It also appears that finding sources of motivation from within us may be important. In another study, Mark Muraven found that those who felt compelled by an external authority to exert self-control experienced far greater rates of willpower depletion than those who identified their own reasons for taking a particular course of action. This idea that our mental convictions can influence willpower was borne out by Veronika Job. Her research indicates that those who think that willpower is a finite resource exhaust their supplies of this commodity long before those who do not hold this opinion.

Paragraph F: Willpower is clearly fundamental to our ability to follow through on our decisions but, as psychologist Roy Baumeister has discovered, a lack of willpower may not be the sole impediment every time our good intentions fail to manifest themselves. A critical precursor, he suggests, is motivation – if we are only mildly invested in the change we are trying to make, our efforts are bound to fall short. This may be why so many of us abandon our New Year's Resolutions – if these were actions we really wanted to take, rather than things we felt we ought to be doing, we would probably be doing them already. In addition, Muraven emphasises the value of monitoring progress towards a desired result, such as by using a fitness journal, or keeping a record of savings toward a new purchase. The importance of motivation and monitoring cannot be overstated. Indeed, it appears that, even when our willpower reserves are entirely depleted, motivation alone may be sufficient to keep us on the course we originally chose

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**

Willpower is the most significant factor in determining success in life.
A.True
B.False
C.Not Given
ANSWER: A

People with more free time typically have better willpower.
A.False
B.True

C.Not given
ANSWER: A

Willpower mostly applies to matters of diet and exercise.

A.False

B.True

C.Not given

ANSWER: A

The strongest indicator of willpower is the ability to choose long-term rather than short-term rewards

A.True

B.False

C.Not given

ANSWER: A

Researchers have studied the genetic basis of willpower.

A.Not given

B.True

C.False

ANSWER: A

Look at the following statements and the list of researchers below. Match each statement with the correct person.

Identified a key factor that is necessary for willpower to function.

A. Roy Baumeister
B. Gregory M. Walton
C. Mark Muraven
D. Veronika Job
E. Matthew Gailliot
ANSWER: A

Suggested that willpower is affected by our beliefs.

A. Veronika Job
B. Gregory M. Walton
C. Mark Muraven
D. Roy Baumeister
E. Matthew Gailliot

ANSWER: A

Examined how our body responds to the use of willpower.
A. Matthew Gailliot
B. Gregory M. Walton
C. Mark Muraven
D. Roy Baumeister
E. Veronika Job
ANSWER: A

Discovered how important it is to make and track goals.

A. Mark Muraven
B. Gregory M. Walton
C. Matthew Gailliot
D. Roy Baumeister
E. Veronika Job
ANSWER: A

Found that willpower can increase through simple positive thoughts.
A. Gregory M. Walton
B. Mark Muraven
C. Matthew Gailliot
D. Roy Baumeister
E. Veronika Job
ANSWER: A

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

Choose ONE of the following topics to write an essay. You must write at least 250 words

Topic 1: "Some people think that salary is the most important factor when we choose a job"

Write an argumentative essay to express your opinion on this.

Topic 2: Write an evaluation essay about a well-written book that you have read. Choose 3 or 4 criteria on which to base your evaluation.

ĐÁP ÁN PHẦN TỰ LUẬN VÀ THANG ĐIỂM

Phần câu hỏi	Nội dung đáp án	Thang điểm	Ghi chú
I. Trắc nghiệm		**5.0**	
Câu 1 – 10	A, B,C or D	0.25	
Câu 11 – 15	True, False or Not Given	0.25	

Câu 16-20	Matching statements with correct person	0.25	
II. Tự luận		**5.0**	
Câu 1	Bài làm của sinh viên được chấm theo tiêu chí đã công bố trong DCCT	5.0	
	Điểm tổng	**10.0**	

TP. Hồ Chí Minh, ngày 25 tháng 6 năm 2024

P. Trưởng bộ môn **Giảng viên ra đề**

ThS. Cao Thị Xuân Tú **ThS. Trương Hồng Ngọc**