

PHẦN 2: ĐỌC HIỂU – VSTEP

Thời gian: 60 phút

Số câu hỏi: 40

Directions: In this section of the test, you will read FOUR different passages, each followed by 10 questions about it. For questions 1-40, you are to choose the best answer A, B, C or D, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all questions following a passage on the basis of what is stated or implied in that passage.

You have 60 minutes to answer all the questions, including the time to transfer your answers to the answer sheet.

READING 1

Around the year 1500, hunting people occupied the entire northern third of North America. They lived well from the animals with whom they shared these lands. Hunters of sea mammals had colonized the Arctic coasts of Canada and Greenland between four and five thousand years before. Land-hunting people had lived throughout much of the northern interior for at least 12,000 years.

Northern North America is part of a larger circumpolar ecological domain that continues across the narrow Bering Strait into Siberia and northern Europe. The overall circumpolar environment in the 1500's was not very different from the environment of the present. This vast landmass had a continental climate and was dominated by cold arctic air throughout a long winter and spring season. Summer temperature ranged from near freezing to the mid-20's Celsius, while winter temperature were often as low as 40 degrees below zero Celsius.

Geographers divide the overall circumpolar domain into two zones, the Arctic and, below it, the Subarctic. They refer to the landforms of these areas as tundra and taiga, respectively.

Temperatures in the northern lands were below freezing for eight or nine months of the year. Subsurface soil in the Arctic's tundra remained permanently frozen. Even when summer temperatures were above freezing and the top inches of earth became saturated with water, the soil below remained frozen into a permafrost, as hard as rock.

When water flowed upon the surface of permanently frozen tundra, it made overland travel extremely difficult. Summer travel in the boggy lands, or muskeg country, of the Subarctic's taiga was also slow and arduous. Tracking animals was more difficult than it was during the winter when the swampy ground was frozen solid and covered with snow. In both tundra and taiga, hordes of mosquitoes and

biting flies bred in the standing pools of water. Clothing lost its thermal efficiency when it became damp. Northern people looked forward to the turn of the season to bring the easier traveling conditions associated with cold weather. In the Arctic, they could haul food and supplies by dogsled while in the Subarctic, people could travel quickly and efficiently by snowshoes and toboggan.

1. What does the passage mainly discuss?

- (A) The hunting people of North America
- (B) The circumpolar environment of the sixteenth century
- (C) Animals that inhabit the Arctic coast
- (D) The geography of Canada and Greenland

2. The word “domain” in line 6 is closest in meaning to

- (A) temperature
- (B) period
- (C) region
- (D) process

3. Which of the following terms is used to describe the landforms of the Arctic region?

- (A) Subarctic
- (B) Taiga
- (C) Tundra
- (D) Muskeg

4. For how many months of the year were temperatures below freezing in the circumpolar region?

- (A) 4-5 months
- (B) 6 months
- (C) 8-9 months
- (D) 12 months

5. The word “saturated” in line 19 is closest in meaning to

- (A) enriched
- (B) dissolved
- (C) removed
- (D) soaked

6. The word “arduous” in line 22 is closest in meaning to

- (A) humid
- (B) difficult
- (C) indirect

(D) unnecessary

7. The word “standing” in line 25 is closest in meaning to

- (A) not flowing
- (B) very deep
- (C) numerous
- (D) contaminated

8. All of the following are mentioned as having made travel in the summer difficult EXCEPT

- (A) insects
- (B) wet clothing
- (C) swampy lands
- (D) lack of supplies

9. The subsurface soil in the Arctic's tundra is most comparable to which of the following?

- (A) Cement
- (B) A bog
- (C) A pond
- (D) Sand

10. Where in the passage does the author mention a means by which people traveled in the northern lands?

- (A) Lines 2-4
- (B) Lines 6-7
- (C) Lines 20-21
- (D) Lines 27-29

READING 2

Social parasitism involves one species relying on another to raise its young. Among vertebrates, the best known social parasites are such birds as cuckoos and cowbirds; the female lays egg in a nest belonging to another species and leaves it for the host to rear.

The dulotic species of ants, however, are the supreme social parasites. Consider, for example, the unusual behavior of ants belonging to the genus *Polyergus*. All species of this ant have lost the ability to care for themselves. The workers do not forage for food, feed their brood or queen, or even clean their own nest. To compensate for these deficits, *Polyergus* has become specialized at obtaining workers from the related genus *Formica* to do these chores.

In a raid, several thousand *Polyergus* workers will travel up to 500 feet in search of a *Formica* nest, penetrate it, drive off the queen and her workers, capture the pupal brood, and transport it back to their nest. The captured brood is then reared by the resident *Formica* workers until the developing pupae emerge to add to the *Formica* population, which maintains the mixed-species nest. The *Formica* workers forage for food and give it to colony members of both species. They also remove wastes and excavate new chambers as the population increases.

The true extent of the *Polyergus* ants' dependence on the *Formica* becomes apparent when the worker population grows too large for existing nest. *Formica* scouts locate a new nesting site, return to the mixed-species colony, and recruit additional *Formica* nest mates. During a period that may last seven days, the *Formica* workers carry to the new nest all the *Polyergus* eggs, larvae, and pupae, every *Polyergus* adult, and even the *Polyergus* queen.

Of the approximately 8,000 species of ants in the world, all 5 species of *Polyergus* and some 200 species in other genera have evolved some degree of parasitic relationship with other ants.

11. Which of the following statements best represents the main idea of the passage?

- (A) Ants belonging to the genus *Formica* are incapable of performing certain tasks.
- (B) The genus *Polyergus* is quite similar to the genus *Formica*.
- (C) Ants belonging to the genus *Polyergus* have an unusual relationship with ants belonging to the genus *Formica*.
- (D) *Polyergus* ants frequently leave their nests to build new colonies.

12. The word "raise" in line 1 is closest in meaning to

- (A) rear
- (B) lift
- (C) collect
- (D) increase

13. The author mentions cuckoos and cowbirds in line 2 because they

- (A) share their nests with each other
- (B) are closely related species
- (C) raise the young of their birds
- (D) are social parasites

14. The word "it" in line 3 refers to

- (A) species
- (B) nest
- (C) egg
- (D) female

15. What does the author mean by stating that “The dulotic species of ants...are the supreme social parasites” (line5) ?

- (A) The Polyergus are more highly developed than the Formica.
- (B) The Formica have developed specialized roles.
- (C) The Polyergus are heavily dependent on the Formica.
- (D) The Formica do not reproduce rapidly enough to care for themselves.

16. Which of the following is a task that an ant of the genus Polyergus might do?

- (A) Look for food.
- (B) Raid another nest.
- (C) Care for the young.
- (D) Clean its own nest.

17. The word “excavate” in line 17 is closest in meaning to

- (A) find
- (B) clean
- (C) repair
- (D) dig

18. The word “recruit” in line 20 is closest in meaning to

- (A) create
- (B) enlist
- (C) endure
- (D) capture

19. What happens when a mixed colony of Polyergus and Formica ants becomes too large?

- (A) The Polyergus workers enlarge the existing nest.
- (B) The captured Formica workers return to their original nest.
- (C) The Polyergus and the Formica build separate nests.
- (D) The Polyergus and the Formica move to a new nest.

20. According to the information in the passage, all of the following terms refer to ants belonging to the genus Formica EXCEPT the

- (A) dulotic species of ants (line 5)
- (B) captured brood (line 13)
- (C) developing pupae (line 14)
- (D) worker population (line 19)

The Winterthur Museum is a collection and a house. There are many museums devoted to the decorative arts and many house museums, but rarely in the United States is a great collection displayed in a great country house. Passing through successive generations of a single family, Winterthur has been a private estate for more than a century. Even after the extensive renovations made to it between 1929 and 1931, the house remained a family residence. This fact is of importance to the atmosphere and effect of the museum. The impression of a lived-in house is apparent to the visitor; the rooms look as if they were vacated only a short while ago — whether by the original owners of the furniture of the most recent residents of the house can be a matter of personal interpretation. Winterthur remains, then, a house in which a collection of furniture and architectural elements has been assembled. Like an English country house, it is an organic structure; the house, as well as the collection and manner of displaying it to the visitor, has changed over the years. The changes have coincided with developing concepts of the American arts, increased knowledge on the part of collectors and students, and a progression toward the achievement of a historical effect in period-room displays. The rooms at Winterthur have followed this current, yet still retained the character of a private house.

The concept of a period room as a display technique has developed gradually over the years in an effort to present works of art in a context that would show them to grater effect and would give them more meaning for the viewer. Comparable to the habitat group in a natural history museum, the period room represents the decorative arts in a lively and interesting manner and provides an opportunity to assemble objects related by style, date, or place of manufacture.

21. What does the passage mainly discuss?
- (A) The reason that Winterthur was redesigned
 - (B) Elements that make Winterthur an unusual museum
 - (C) How Winterthur compares to English country houses
 - (D) Historical furniture contained in Winterthur
22. The phrase “devoted to” in line 2 is closest in meaning to
- (A) surrounded by
 - (B) specializing in
 - (C) successful with
 - (D) sentimental about
23. What happened at Winterthur between 1929 and 1931?
- (A) The owners moved out.
 - (B) The house was repaired.
 - (C) The old furniture was replaced.
 - (D) The estate became a museum.

24. What does the author mean by stating “The impression of a lived-in house is apparent to the visitor” (line 7)?
- (A) Winterthur is very old.
 - (B) Few people visit Winterthur.
 - (C) Winterthur does not look like a typical museum.
 - (D) The furniture at Winterthur looks comfortable
25. The word “assembled” in line 11 is closest in meaning to
- (A) summoned
 - (B) appreciated
 - (C) brought together
 - (D) fundamentally changed
26. The word “it” in line 12 refers to
- (A) Winterthur
 - (B) collection
 - (C) English country house
 - (D) visitor
27. The word “developing” in line 14 is closest in meaning to
- (A) traditional
 - (B) exhibiting
 - (C) informative
 - (D) evolving
28. According to the passage, objects in a period room are related by all of the following EXCEPT
- (A) date
 - (B) style
 - (C) place of manufacture
 - (D) past ownership
29. What is the relationship between the two paragraphs in the passage?
- (A) The second paragraph explains a term that was mentioned in the first paragraph.
 - (B) Each paragraph describes a different approach to the display of objects in a museum.
 - (C) The second paragraph of explains a philosophy art appreciation that contrasts with the philosophy explained in the first paragraph.
 - (D) Each paragraph describes a different historical period.

30. Where is the passage does the author explain why displays at Winterthur have changed?

- (A) Lines 1-3
- (B) Lines 5-6
- (C) Lines 7-10
- (D) Lines 13-16

READING 4

The modern comic strip started out as ammunition in a newspaper war between giants of the American press in the late nineteenth century. The first full-color comic strip appeared January 1894 in the New York *World*, owned by Joseph Pulitzer. The first regular weekly full-color comic supplement, similar to today's Sunday funnies, appeared two years later, in William Randolph Hearst's rival New York paper, the *Morning Journal*.

Both were immensely popular, and publishers realized that supplementing the news with comic relief boosted the sale of papers. The *Morning Journal* started another feature in 1896, the "Yellow Kid," the first continuous comic character in the United States, whose creator, Richard Outcault, had been lured away from the *World* by the ambitious Hearst. The "Yellow Kid" was in many ways a pioneer. Its comic dialogue was the strictly urban farce that came to characterize later strips, and it introduced the speech balloon inside the strip, usually placed above the characters' heads.

The first strip to incorporate all the elements of later comics was Rudolph Dirks's "Katzenjammer Kids," based on Wilhelm Busch's *Max and Moritz*, a European satire of the nineteenth century. The "Kids" strip, first published in 1897, served as the prototype for future American strips. It contained not only speech balloons, but a continuous cast of characters, and was divided into small regular panels that did away with the larger panoramic scenes of most earlier comics.

Newspaper syndication played a major role in spreading the popularity of comic strips throughout the country. Though weekly colored comics came first, daily black- and-white strips were not far behind. The first appeared in the Chicago *American* in 1904. It was followed by many imitators, and by 1915 black-and-white comic strips had become a staple of daily newspapers around the country.

31. What does the passage mainly discuss?

- (A) A comparison of two popular comic strips
- (B) The differences between early and modern comic strips
- (C) The effects of newspapers on comic strip stories
- (D) Features of early comic strips in the United States

32. Why does the author mention Joseph Pulitzer and William Randolph Hearst?

- (A) They established New York's first newspaper.
- (B) They published comic strips about the newspaper war.
- (C) Their comic strips are still published today.
- (D) They owned major competitive newspapers.

33. The passage suggests that comic strips were popular for which of the following reasons?

- (A) They provided a break from serious news stories.
- (B) Readers enjoyed the unusual drawings.
- (C) Readers could identify with the characters
- (D) They were about real-life situations.

34. To say that Richard Outcault had been “lured away from” the World by Hearst (line10) means which of the following?

- (A) Hearst convinced Outcault to leave the World.
- (B) Hearst fired Outcault from the World.
- (C) Hearst warned Outcault not to leave the World.
- (D) Hearst wanted Outcault to work for the World.

35. The word “it” in line 12 refers to

- (A) The “Yellow Kid”
- (B) dialogue
- (C) farce
- (D) balloon

36. According to the passage, the “Yellow Kid” was the first comic strip do all of the following EXCEPT

- (A) feature the same character in each episode
- (B) include dialogue inside a balloon
- (C) appear in a Chicago newspaper
- (D) characterize city life in a humorous way

37. The word “incorporate” in line 14 is closest in meaning to

- (A) affect
- (B) create
- (C) combine
- (D) mention

38. The word “prototype” in line 17 is closest in meaning to

- (A) story

- (B) humor
- (C) drawing
- (D) model

39. The word “staple” in line 24 is closest in meaning to

- (A) regular feature
- (B) popular edition
- (C) new version
- (D) huge success

40. In what order does the author discuss various comic strips in the passage?

- (A) In alphabetical order by title
- (B) In the order in which they were created
- (C) According to the newspaper in which they appeared
- (D) From most popular to least popular

This is the end of the reading paper.

Now please submit your test paper and your answer sheets.

Answers

1. B 2. C 3. C 4. C 5. D 6. B 7. A 8. D 9. A 10. D

Answers

11. C 12. A 13. D 14. C 15. C 16. B 17. D 18. B 19. D 20. A

Answers

21. B 22. B 23. B 24. C 25. C 26. A 27. D 28. D 29. A 30. D

Answers

31. D 32. D 33. A 34. A 35. A 36. C 37. C 38. D 39. A 40. B

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