

VSTEP SAMPLE TEST

(LEVEL 3-5)

PHẦN ĐỌC HIỂU

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.

PASSAGE 1 - Questions 1-10

line 2

The Native American peoples of the north Pacific Coast created a highly complex maritime culture as they invented modes of production unique to their special environment. In addition to their sophisticated technical culture, they also attained one of the most complex social organizations of any nonagricultural people in the world.

line 3

line 5

line 7

In a division of labor similar to that of the hunting peoples in the interior and among foraging peoples throughout the world, the men did most of the fishing, and the women processed the catch. Women also specialized in the gathering of the abundant shellfish that lived closer to shore. They collected oysters, crabs, sea urchins, mussels, abalone, and clams, which they could gather while remaining close to their children. The maritime life harvested by the women not only provided food, but also supplied more of the raw materials for making tools than did fish gathered by the men.

line 15

The women used their tools to process all of the fish and marine mammals brought in by the men. They cleaned the fish, and dried vast quantities of them for the winter. They sun-dried fish when practical, but in the rainy climate of the coastal area they also used smokehouses to preserve tons of fish and other seafood annually. Each product had its own peculiar characteristics that demanded a particular way of cutting or drying the meat, and each task required its own cutting blades and other utensils.

After drying the fish, the women pounded some of them into fish meal, which was an easily transported food used in soups, stews, or other dishes to provide protein and thickening in the absence of fresh fish or while on long trips. The women also made a cheese-like substance from a mixture of fish and roe by aging it in storehouses or by burying it in wooden boxes or pits lined with rocks and tree leaves.

1. Which aspect of the lives of the Native Americans of the north Pacific Coast does the passage mainly discuss?
 - A. Methods of food preservation
 - B. How diet was restricted by the environment

- C. The contributions of women to the food supply
D. Difficulties in establishing successful farms
2. The word “*unique*” in line 2 is closest in meaning to
 - A. comprehensible
 - B. productive
 - C. intentional
 - D. particular
 3. The word “*attained*” in line 3 is closest in meaning to
 - A. achieved
 - B. modified
 - C. demanded
 - D. spread
 4. It can be inferred from paragraph 1 that the social organization of many agricultural peoples is
 - A. more complex than that of hunters and foragers
 - B. less efficient than that of hunters and foragers
 - C. more widespread than that of hunters and foragers
 - D. better documented than that of hunters and foragers
 5. According to the passage, what is true of the “*division of labour*” mentioned in line 5?
 - A. It was first developed by Native Americans of the north Pacific Coast.
 - B. It rarely existed among hunting.
 - C. It was a structure that the Native Americans of the north Pacific Coast shared with many other peoples.
 - D. It provided a form of social organization that was found mainly among coastal peoples.
 6. The word “*abundant*” in line 7 is closest in meaning to
 - A. prosperous
 - B. plentiful
 - C. acceptable
 - D. fundamental
 7. All of the following are true of the north Pacific coast women EXCEPT that they
 - A. were more likely to catch shellfish than other kinds of fish
 - B. contributed more materials for tool making than the men did
 - C. sometimes searched for food far inland from the coast
 - D. prepared and preserved the fish
 8. The Native Americans of the north Pacific Coast used smokehouses in order to
 - A. store utensils used in food preparation
 - B. prevent fish and shellfish from spoiling
 - C. have a place to store fish and shellfish
 - D. prepare elaborate meals
 9. The word “*peculiar*” in line 15 is closest in meaning to
 - A. strange
 - B. distinctive
 - C. appealing
 - D. biological
 10. All of the following are true of the cheese – like substance mentioned in paragraph 4 EXCEPT that it was
 - A. made from fish
 - B. not actually cheese
 - C. useful on long journeys
 - D. made in a short period of time

PASSAGE 2 - Questions 11-20

‘He’ll be in soon for this,’ thought Mrs Bland, who ran the village shop, putting on her glasses to examine the envelope more closely. Every Friday, for over a year, she’d received a letter addressed to Mr Smith. She hadn’t, at first, objected when he asked if his post might be sent care of her address. After all, he was new to the village and she liked to oblige people, especially a customer. He’d taken a cottage, he’d explained, a couple of kilometres out of the village and wanted to be sure of getting his letters regularly. So she’d agreed. There seemed no harm in it.

line 7

He hadn't been so **odd**, either, in those first few weeks; a bit untidy, admittedly, and apparently rather shy, but anyone could tell he came from a good background; he was well spoken and polite. There had been gossip about him among the locals, of course. Where had he come from and why had he chosen to live in Stokes Cottage? It had been empty for two years because nobody wanted to live up that lane, far from the main road. The villagers came to the conclusion that the newcomer was from London and had been ill or, more likely, unlucky in love. He had the withdrawn, faded look of illness or disappointment.

line 17

As the months passed, however, Mrs Bland became less sure of her decision. With time, he became even less talkative. He would stand silently in the shop, looking out of the window, running his hands through his increasingly long and untidy-looking beard, if another customer was being served. Nobody could draw him into conversation, let alone find out anything about him, and **in the end** people gave up trying. Some of them complained that he made them feel uneasy and avoided coming into the shop while he was there. But, as Mrs Bland said to them, what could she do? He only came in once a week, on a Friday morning, and she couldn't refuse to serve him on the grounds that he wasn't sociable. 'Besides,' she added to herself, 'I can't start turning people away for no reason.'

She wondered about him, though, and every week looked at the envelope, hoping to find out something. She'd decided that it must contain money, although she couldn't be sure because it was never opened in her presence and even her most inquisitive customers hadn't dared to question him about it. There was clearly something thin and flat inside anyway. The London postmark never varied, and the typewritten address gave no clue as to the sender.

line 29

A storm had broken that Friday morning. Mrs Bland had run to put down newspapers to save the flooring tiles from the worst of the wet and mud, and that's when she saw him coming. He was **trudging** along with his head bent against the downpour. When Smith entered the shop, Mrs Bland felt the need to begin a conversation immediately, although she knew he would not respond.

'Good morning, Mr Smith. What dreadful weather we're having. Your letter's come.'

'Yes,' said Smith. He took the envelope and put it, without looking at it, into his inside pocket, handing her in exchange the shopping list he always had prepared.

line 34

She read through the list of items, saying each one aloud as she fetched **it** from the shelf and entered the price in the till. She liked talking. Even when alone, she chatted to herself in her head, but she was afraid of serious conversations. She left that sort of thing to her husband, who was clever with words and sometimes alarmed her with the force of his opinions. You had to be so careful what you said to people in a shop. She would have hated to cause offence, so she limited herself to pleasant chat that said little and harmed nobody. And when Smith was in the shop, she didn't notice his silence so much if she talked, but her thoughts ran alongside her speech, deeper and less comfortable.

11. How did Mrs Bland react when Mr Smith first asked her to keep his letters?

- | | |
|-----------------------------|--------------------------------|
| A. She felt sorry for him. | B. She was curious about him. |
| C. She didn't mind helping. | D. She wasn't sure what to do. |

12. The word '**odd**' in line 7 is closest in meaning to

- | | |
|-------------|-------------|
| A. familiar | B. usual |
| C. unusual | D. expected |

13. In the second paragraph, we learn that the local people were

- A. amused by Mr Smith's shyness.

- B. convinced of Mr Smith's unhappiness.
 - C. impressed by Mr Smith's physical appearance.
 - D. worried by Mr Smith's odd behaviour.
14. Why did Mrs Bland's attitude to Mr Smith begin to change?
- A. He appeared at the shop at increasingly inconvenient times.
 - B. He answered her questions impolitely.
 - C. His appearance alarmed some customers.
 - D. He no longer made any effort to communicate.
15. What does '*in the end*' in line 17 is closest in meaning to
- A. initially
 - B. finally
 - C. meanwhile
 - D. at the same time
16. How did Mrs Bland respond to people who talked about Mr Smith?
- A. She agreed with their point of view.
 - B. She apologised for his behaviour.
 - C. She pointed out his right to shop there.
 - D. She explained that he was a valuable customer.
17. What gave Mrs Bland the idea that the letters might contain money?
- A. the fact that the sender's name was not shown
 - B. the way the envelopes looked
 - C. the fact that they came so regularly
 - D. the secretive way in which Mr Smith handled them
18. What does the word '*trudging*' in line 29 tell us about Mr Smith?
- A. how he was moving
 - B. his facial expression
 - C. how he was dressed
 - D. his physical size
19. What does '*it*' in line 34 refer to?
- A. the list
 - B. the weekly letter
 - C. a price
 - D. a product
20. What do we learn about Mrs Bland in the final paragraph?
- A. She found her work unsatisfying.
 - B. She was frightened of her husband.
 - C. She worried about upsetting her customers.
 - D. She found it hard to understand people.

PASSAGE 3 - Questions 21-30

Many trees in the Brackham area were brought down in the terrible storms that March. The town itself lost two great lime trees from the former market square. The disappearance of such prominent features had altered the appearance of the town center entirely, to the annoyance of its more conservative inhabitants.

Among the annoyed, under more normal circumstances, would have been Chief Inspector Douglas Pelham, head of the local police force. But at the height of that week's storm, when the wind brought down even the mature walnut tree in his garden, Pelham had in fact been in no fit state to notice. A large and healthy man, he had for the first time in his life been seriously ill with an attack of bronchitis.

When he first complained of an aching head and tightness in his chest, his wife, Molly, had tried to persuade him to go to the doctor. Convinced that the police force could not do without him, he had, as usual, ignored her and attempted to carry on working. Predictably, though he

wouldn't have listened to anyone who tried to tell him so, this had the effect of fogging his memory and shortening his temper.

line 16

It was only when his colleague, Sergeant Lloyd, took the initiative and drove him to the doctor's door that he finally gave in. By that time, he didn't have strength left to argue with **her**. In no time at all, she was taking him along to the chemist's to get his prescribed antibiotics and then home to his unsurprised wife who sent him straight to bed.

When Molly told him, on the Thursday morning, that the walnut tree had been brought down during the night, Pelham hadn't been able to take it in. On Thursday evening, he had asked weakly about the damage of the house, groaned thankfully when he heard there was none, and pulled the sheets over his head.

It wasn't until Saturday, when the antibiotics took effect, his temperature dropped and he got up, that he realised with a shock that the loss of the walnut tree had made a permanent difference to the appearance of the living room. The Pelhams' large house stood in a sizeable garden. It had not come cheap, but even so Pelham had no regrets about buying it. The leafy garden had created an impression of privacy. Now, though, the storm had changed his outlook.

line 29

Previously, the view from the living room had featured the handsome walnut tree. This had not darkened the room because there was also a window on the opposite wall, but **it** had provided interesting patterns of lights and shade that disguised the true state of the worn furniture that the family had brought with them from their previous house.

line 33

With the tree gone, the room seemed cruelly bright, its worn furnishings exposed in all their **shabbiness**. And the view from the window didn't bear looking at. The tall house next door, previously hidden by the tree, was now there, dominating the outlook with its unattractive purple bricks and external pipes. It seemed to have a great many upstairs windows, all of them watching the Pelhams' every movement.

'Doesn't it look terrible?' Pelham croaked to his wife.

But Molly, standing in the doorway, sounded more pleased than dismayed. "That's what I've been telling you ever since we came here. We have to buy a new sofa, whatever it costs."

21. Why were some people in Brackham annoyed after the storm?
- | | |
|------------------------------|--|
| A. The town looked different | B. The police had done little to help. |
| C. No market could be held. | D. Fallen trees had not been removed. |
22. In the third paragraph, what do we learn about Chief Inspector Pelham's general attitude to his work?
- | |
|---|
| A. He finds it extremely annoying. |
| B. He is sure that he fulfils a vital role. |
| C. He considers the systems are not clear enough. |
| D. He does not trust the decisions made by his superiors. |
23. Who does "**her**" in line 16 refer to?
- | | |
|-----------------|-------------------|
| A. Molly Pelham | B. the doctor |
| C. the chemist | D. Sergeant Lloyd |
24. When Inspector Pelham's wife first told him about the walnut tree, he appeared to be
- | | |
|-------------|-----------------|
| A. worried | B. shocked |
| C. saddened | D. uninterested |

25. What does “*it*” in line 29 refer to?
 A. the walnut tree
 B. the view
 C. the window
 D. the living room
26. What aspect of the Pelhams’ furniture does ‘*shabbiness*’ in line 33 describe?
 A. its color
 B. its condition
 C. its position
 D. its design
27. As a result of the storm, the Pelhams’ living room
 A. was pleasantly lighter.
 B. felt less private.
 C. had better view.
 D. was in need of repair.
28. From the passage, Molly’s feeling to the loss of the walnut tree could be best described as
 A. happy
 B. miserable
 C. surprised
 D. disappointed
29. Why did Molly sound pleased by her husband’s comment?
 A. It proved that he was well again.
 B. She agreed about the tree.
 C. She thought he meant the sofa.
 D. It was what she expected him to say.
30. From what we learn of Inspector Pelham, he could best be described as
 A. open – minded
 B. well - liked
 C. warm – hearted
 D. strong – willed

PASSAGE 4 - Questions 31-40

GEOLOGY AND LANDSCAPE

1. Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but **relatively** rapidly when compared to the great age of Earth (about 4.5 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

2. *Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms.* As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded **relics** of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

3. The Earth’s crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth’s crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic

materials. Many of the peaks are extinct volcanoes.

4. Whatever the reason for mountain formation, as soon as land rises above sea level it is subjected to destructive forces. The exposed rocks are attacked by the various weather processes and gradually broken down into fragments, which are then carried away and later deposited as sediments. Thus, any landscape represents only a temporary stage in the continuous battle between the forces of uplift and those of erosion.

5. The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. **Carbon dioxide** in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain **seeps** underground and the water may reappear later as springs. These springs are the sources of streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

6. Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with **them** huge quantities of eroded rock debris. [A] ■ In dry areas the wind is the principal agent of erosion. [B] ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. [C] ■ Even living things contribute to the formation of landscapes. [D] ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

31. According to paragraph 1, which of the following statements is true of changes in Earth's landscape?

- A. They occur more often by uplift than by erosion.
- B. They occur only at special times.
- C. They occur less frequently now than they once did.
- D. They occur quickly in geological terms.

32. The word "**relatively**" in the passage is closest in meaning to

- A. unusually
- B. comparatively
- C. occasionally
- D. naturally

33. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- A. When they are relatively young, hills and mountains successfully resist the destructive forces of nature.
- B. Although they seem permanent, hills and mountains exist for a relatively short period of geological time.
- C. Hills and mountains successfully resist the destructive forces of nature, but only for a short time.
- D. Hills and mountains resist the destructive forces of nature better than other types of landforms.

34. Which of the following can be inferred from paragraph 2 about the mountains of the Himalayas?

- A. Their current height is not an indication of their age.
- B. At present, they are much higher than the mountains of the Caledonian range.
- C. They were a uniform height about 400 million years ago.
- D. They are not as high as the Caledonian mountains were 400 million years ago.

35. The word “*relics*” in the passage is closest in meaning to
A. resemblances
B. regions
C. remains
D. restorations
36. According to paragraph 3, one cause of mountain formation is the
A. effect of climatic change on sea level
B. slowing down of volcanic activity
C. force of Earth’s crustal plates hitting each other
D. replacement of sedimentary rock with volcanic rock
37. Why does the author mention “*carbon dioxide*” in the passage?
A. To explain the origin of a chemical that can erode rocks
B. To contrast carbon dioxide with carbonic acid
C. To give an example of how rainwater penetrates soil
D. To argue for the desirability of preventing erosion
38. The word “*seeps*” in the passage is closest in meaning to
A. dries gradually
B. flows slowly
C. freezes quickly
D. warms slightly
39. The word “*them*” in the passage refers to
A. cold areas
B. masses of ice
C. valleys
D. rock debris
40. Look at the four squares ■ in paragraph 6 that indicate where the following sentence could be added to the passage.

Under different climatic conditions, another type of destructive force contributes to erosion.

Where would the sentence best fit?

- A. [A] ■ First square
B. [B] ■ Second square
C. [C] ■ Third square
D. [D] ■ Four square

ĐÁP ÁN

Câu	Đáp án	Câu	Đáp án	Câu	Đáp án	Câu	Đáp án
1	C	11	C	21	A	31	D
2	D	12	C	22	B	32	B
3	A	13	B	23	D	33	B
4	A	14	D	24	D	34	B
5	C	15	B	25	A	35	C
6	B	16	C	26	B	36	C
7	C	17	B	27	B	37	A
8	B	18	A	28	A	38	B
9	A	19	D	29	C	39	B
10	D	20	C	30	D	40	D

BẢNG QUY ĐỔI ĐIỂM

Số câu đúng	ĐIỂM	Số câu đúng	ĐIỂM	Số câu đúng	ĐIỂM	Số câu đúng	ĐIỂM
1	0,3	11	2,8	21	5,3	31	7,8
2	0,5	12	3	22	5,5	32	8
3	0,8	13	3,3	23	5,8	33	8,3
4	1	14	3,5	24	6	34	8,5
5	1,3	15	3,8	25	6,3	35	8,8
6	1,5	16	4	26	6,5	36	9
7	1,8	17	4,3	27	6,8	37	9,3
8	2	18	4,5	28	7	38	9,5
9	2,3	19	4,8	29	7,3	39	9,8
10	2,5	20	5	30	7,5	40	10

VSTEP SAMPLE TEST (LEVEL 3-5)

PHẦN NGHE
Thời gian: 40 phút
Số câu hỏi: 35

Directions: *In this test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this test with special directions for each part. Answer all questions on the basis of what is stated or implied by the speakers in the recording.*

*There will be time for you to read the instructions and you will have time to check your work. The recording will be played **ONCE** only.*

Time allowance: about 40 minutes including five minutes to transfer your answer to your answer sheet.

PART ONE: Questions 1 - 8

Directions: *In this part, you will hear **EIGHT** short announcements or instructions. There will be one question for each announcement or instruction. For each question, choose the correct answer A, B, C or D.*

1. Where is the flight travelling?

- A. From Spain to Ireland
- B. From Iceland to Spain
- C. From Spain to Iceland
- D. From Ireland to Spain

2. What does the teacher want the students to do?

- A. Take everything out of their desks
- B. Put the painting supplies in plastic bags
- C. Bring paints with them to school on Monday
- D. Put covers on their desks to keep the paint off

3. What does the teacher want the students to do?

- A. Introduce themselves to the new student
- B. Welcome the new student
- C. Introduce the new student to the teaching staff
- D. Tell the new student what to learn

4. What will the weather be like at the weekend?

- A. Hot and sunny

- B. Cool and cloudy
- C. Cool and rainy
- D. Cold and snowy

5. What can be known about the woman?

- A. She's been on television.
- B. She's divorced.
- C. She's just had a holiday.
- D. She's having a baby.

6. What is the woman talking about?

- A. Investing in the Stock Exchange
- B. Starting up her own new company
- C. Having problems with her bank
- D. Expecting a promotion

7. What is done to cars that are NOT parked legally?

- A. They are fined.
- B. They are towed.
- C. They are ticketed.
- D. They are reparked.

8. On which day is the museum closed?

- A. Sunday
- B. Monday
- C. Thursday
- D. Friday

PART TWO: Questions 9 - 20

Directions: *In this part, you will hear THREE conversations. The conversation will not be repeated. For each question, choose the correct answer A, B, C or D.*

*** Questions 9 – 12**

You will hear a radio interview with the manager of a summer activity course. For each question, choose the correct answer.

9. This year, the course will run for

- A. six weeks.
- B. seven weeks.
- C. eight weeks.
- D. nine weeks.

10. This year, for the first time, children will

- A. do creative activities.

- B. do new outdoor sports.
- C. organise events.
- D. go rock climbing.

11. The course isn't open to teenagers because Molly thinks that

- A. they aren't interested in the activities which are available.
- B. they should spend time with young people of a similar age.
- C. teenagers are difficult to please.
- D. they should do something more creative.

12. It's important that parents of children attending the course

- A. pay the full amount immediately.
- B. get the application form from the office.
- C. choose the activities the child wants to do when they apply.
- D. inform Molly about any food the child cannot eat.

*** Questions 13 – 16**

Listen to a conversation between a student and a campus natrolman.

13. What initiated this conversation?

- A. A request for directions
- B. A parking infraction
- C. A punctured tire
- D. A search for a dealer

14. What did the young woman do during his last holiday?

- A. Apply for a scholarship
- B. Work part-time to earn money
- C. Explore the campus
- D. Take a long trip

15. What does she need to get a sticker?

- A. Her student identification card
- B. Her driver's license
- C. Permission from the Student Union
- D. A class in a main building

16. Where will the young woman go next?

- A. The Campus Affairs Office
- B. Cross-country
- C. Wheels Within Wheels
- D. The Student Union

*** Questions 17 – 20**

Listen to the conversation between a father and his daughter. Then choose the correct answer for each question.

17. Why is the girl excited at the beginning of the conversation?

- A. She has just started driver's education classes at school.
- B. She is taking her driver's license road test today.
- C. She has her license and wants to drive now.
- D. She has just passed her driving test.

18. Which statement is an example of why the father created rule number 1?

- A. Young drivers sometimes drink and drive.
- B. Teenagers often drive at high speeds.
- C. Some kids drive before obtaining a license.
- D. Teenagers usually enjoy driving overnight.

19. Why does the father ask the daughter not to drive at night?

- A. The roads tend to become icy and slippery.
- B. It is more difficult to see obstacles in the road.
- C. She might be attacked by bullies.
- D. She might fall asleep at the wheel.

20. How does the conversation end?

- A. The father and daughter get in a big argument.
- B. The father agrees to let his daughter drive the car.
- C. The mother decides to drive the daughter to school.
- D. The girl has to fill up the car with gas before going out.

PART THREE: Questions 21 - 35

Directions: *In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C, or D.*

*** Questions 21 – 25**

21. What does the lecture mainly focus on?

- A. a magazine called *The Black Mask*
- B. the history of pulp fiction in America
- C. the writers Carroll John Daly and Dashiell Hammett
- D. great American detectives

22. What is not mentioned about *The Black Mask*?

- A. It was 128-pages long.
- B. It started to sell in 1920.
- C. It published formula writing.
- D. It had no illustrations.

23. According to the lecture, what was Peter Collinson's real name?

- A. Carroll John Daly

- B. Dashiell Daly
- C. Peter Hammett
- D. Dashiell Hammett

24. Why does the professor say this, “By 1923, Hammett had been around the block and then some, whereas Daly never left his house.”

- A. to identify each writer’s influences
- B. to illustrate that Hammett had more life experience than Daly
- C. to illustrate that Hammett lived a block from Daly’s house
- D. to describe what Hammett and Daly were doing in 1923

25. When were *Three Gun Terry* and *Arson Plus* published in *The Black Mask*?

- A. In 1989.
- B. In 1894.
- D. In 1915.
- D. In 1923.

*** Questions 26 – 30**

26. What is the lecture mainly about?

- A. a movie maker named Michael Moore
- B. a politician named David Bossie
- C. a U.S. Supreme Court ruling
- D. a decision by the Elections Commission

27. What does the professor say about *Hillary: The Movie*?

- A. It won an Oscar for best documentary.
- B. It is a 90-minute political attack ad.
- C. It helped raise millions for Mrs. Clinton.
- D. It was made by Michael Moore.

28. Why does the professor say this, “... and smoke is already on the horizon”?

- A. to indicate that something is wrong in the U.S. Supreme Court
- B. to indicate that how the Supreme Court’s ruling has angered Hillary Clinton
- C. to draw attention to how money can buy Supreme Court decisions
- D. to illustrate how the Court’s ruling is already creating controversy

29. The professor mentions Ford. Why?

- A. as an example of a corporation that could influence an election
- B. as an example of a famous company
- C. as an example of a supporter of a political candidate
- D. as a reason why the Supreme Court made the right decision

30. Which is NOT mentioned by the professor about how has the Supreme Court’s decision changed the political landscape?

- A. Corporations can now buy and sell political candidates.

- B. Candidate funding can come from foreign companies in the U.S.
- C. Corporations can now influence voting through candidate funding.
- D. A U.S. corporation is considered an individual with voting rights.

*** Questions 31- 35**

31. Anita first felt the Matthews article was of value when she realised

- A. how it would help her difficulties with left-handedness.
- B. the relevance of connections he made with music.
- C. how his research is interesting
- C. the impressive size of his research project.

32. Anita feels that the findings on handedness will be of value in

- A. helping sportspeople identify their weaknesses.
- B. aiding sportspeople as they plan tactics for each game.
- C. developing suitable training programmes for sportspeople.
- D. making sportspeople more confident.

33. Anita feels that most sports coaches

- A. know nothing about the influence of handedness.
- B. expect more from right-handed sportspeople.
- B. focus on the wrong aspects of performance.
- C. underestimate what science has to offer sport.

34. A German study showed there was greater 'mixed handedness' in musicians who

- A. started playing instruments in early youth.
- B. play a string instrument such as the violin.
- C. practice a great deal on their instrument.
- D. play musical instruments frequently

35. Studies on ape behavior show that

- A. apes which always use the same hand to get food are most successful.
- B. apes have the same proportion of left-handers as humans.
- C. more apes are left-handed than right-handed.
- D. always use the same hand to get food

*THIS IS THE END OF THE TEST. YOU HAVE 5 MINUTES TO TRANSFER
YOUR ANSWERS TO THE ANSWER SHEET.*

ĐÁP ÁN

PART	Question	Nội dung	Điểm
I	1	A	1
	2	D	1
	3	B	1
	4	B	1
	5	A	1
	6	A	1
	7	B	1
	8	B	1
Tổng điểm Part I:			8
II	9	A	1
	10	A	1
	11	B	1
	12	D	1
	13	B	1
	14	D	1
	15	A	1
	16	A	1
	17	C	1
	18	B	1
	19	D	1
20	B	1	
Tổng điểm Part II:			12
III	21	C	1
	22	D	1
	23	D	1
	24	B	1
	25	D	1
	26	C	1
	27	B	1
	28	D	1
	29	A	1
	30	A	1
	31	C	1
	32	B	1
	33	C	1
	34	A	1
	35	A	1
Tổng điểm Part III:			15

VSTEP SAMPLE TEST (LEVEL 3-5)

PHẦN NÓI
Thời gian: 12phút
Số câu hỏi: 3

Part 1. Social interaction (3')

Let's talk about photographs.

- Do you like taking photos?
- How do you take these photograph?
- Do you prefer to take pictures of scenery or of people?

Let's talk about food

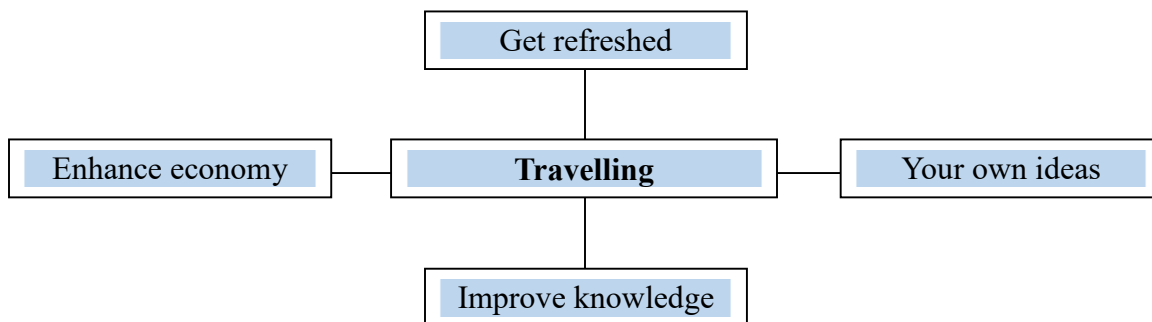
- What is your favourite food?
- Do you think eating three meals a day is important?
- Are you willing to try any new food?

Part 2. Solution discussion (4')

Situation: Your friend is going to U.S.A for a year and you want to buy her a going-away present. Three items are suggested: a camera, a English dictionary and a scarf. Which option do you think is the best?

Part 3. Topic development (5')

Topic: Travelling can bring a lot of benefits.



- In which seasons do you prefer to travel?
- What countries would you like to visit? Why?
- Would you rather visit another country or travel within your own country?

VSTEP SAMPLE TEST (LEVEL 3-5)

PHẦN VIẾT
Thời gian: 60 phút
Số câu hỏi: 2

TASK 1

You should spend about 20 minutes on this task.

You have received an email from an Australian friend, Richard, whose parents are coming to visit your country. He asked you for some information about a hotel in your hometown. Read part of his email below.

My parents are arriving on Tuesday 16th at 18.05 and leaving on Monday 22nd at 14.45. I am hoping you can suggest a hotel for my parents' trip in your hometown. Could you also check if there are any day trips from the hotel to local sights, what the price of the hotel room is, if breakfast is included in the price and if the hotel restaurant serves vegetarian dishes?

Write an email responding to Richard.

You should write at least 120 words. You do not need to include your name or address. Your response will be evaluated in terms of Task Fulfillment, Organization, Vocabulary and Grammar.

TASK 2

You should spend about 40 minutes on this task.

Read the following text from an article about education.

Co-education means education for boys and girls together. The tendency has been for more countries to move to co-education as the standard at every level of education. However, there is no general agreement as to whether the two genders should be educated together. Some people believe it is better if boys and girls go to single-sex schools.

Write an essay to an educated reader to discuss the strengths and weaknesses of co-education. Include reasons and any relevant examples to support your answer.

You should write at least 250 words. Your response will be evaluated in terms of Task Fulfillment, Organization, Vocabulary and Grammar.

