

HSA – ĐỀ THI THỬ TIẾNG ANH

Sentence completion: Choose A, B, C or D to complete each sentence.

HSA 1:

My sister, Anna, _____ is always willing to help me with my homework.

- (A) who (B) whose (C) which (D) whom

HSA 2:

Peter entered the classroom without _____ a word.

- (A) saying (B) tell (C) to say (D) tells

HSA 3:

Students _____ review their notes regularly for better retention.

- (A) could (B) might (C) should (D) would

HSA 4:

The new policy aims to help companies become more _____ in their production.

- (A) productive (B) efficient (C) reliable (D) consistent

HSA 5:

She _____ attending a cooking class after work next week.

- (A) is thinking of (B) will think of (C) thinks of (D) thought of

HSA 6:

The concert was so _____ that the audience gave a standing ovation.

- (A) exciting (B) excite (C) excitement (D) excites

HSA 7:

If I _____ rich, I would travel around the world.

- (A) were (B) is (C) will be (D) am

HSA 8:

We need to find more _____ solutions to reduce waste.

- (A) sustainable (B) temporary (C) decorative (D) casual

HSA 9:

My parents encouraged me _____ more fruits and vegetables.

- (A) eat (B) to eat (C) eats (D) eating

HSA 10:

We need to _____ several factors before making a decision.

- (A) take into consideration (B) take into control
(C) make the best of (D) take part in

Synonyms: Choose A, B, C or D that has the CLOSEST meaning to the underlined word/phrase in each question.

HSA 11:

The lecture was **fascinating**, and all the students paid full attention.

- (A) interesting (B) boring (C) confusing (D) disappointing

HSA 12:

The scientist's **breakthrough** in genetics was recognized worldwide.

- A. failure (B) achievement (C) mistake (D) decline

Antonyms: Choose A, B, C or D that has the OPPOSITE meaning to the underlined word/phrase in each question.

HSA 13:

The teacher **ignored** the student's mistake during the lesson.

- (A) observed (B) enquired (C) questioned (D) noticed

HSA 14:

The **clear** instructions helped students understand the assignment better.

- (A) confusion (B) sense of clarity (C) suspicion (D) state of calmness

Dialogue completion: Choose A, B, C or D to complete each dialogue.

HSA 15:

Sophia: How was the concert you attended?

Liam: _____

- (A) It was amazing!
(B) I didn't go.
(C) It was fine.
(D) I might agree.

HSA 16:

James: Thank you for helping me carry the groceries.

Minh: _____.

- (A) I appreciate that. (B) You're welcome.
(C) Please, allow me! (D) Don't worry about it!

HSA 17:

Tracy: Do you want to try my new game?

Carly: Yeah, sure, _____.

- (A) I'll give it a gun. (B) I'll give it a rest.
(C) I'll give it a think. (D) I'll give it a shot.

HSA 18:

Ann: Do you need some time to think about it?

Thuy: _____

- (A) I'm not sure how to approach addressing it yet.
- (B) I'd rather keep it to myself for now, if that's alright.
- (C) I appreciate your offer, but I'm okay.
- (D) It's a bit complex, so I prefer not to talk about it.

Dialogue arrangement: Choose A, B, C or D to make a complete dialogue for each question.

HSA 19:

- a. In that case, I'll draw you a map.
 - b. If you can wait five minutes, I'll walk you there.
 - c. Where can I get good noodles around here?
 - d. I'm in a hurry and need to leave now.
- (A) c-b-d-a (B) c-a-d-b (C) d-b-c-a (D) d-c-a-b

HSA 20:

- a. Right, people do that on floating markets.
 - b. Why do people hang fruits in front of their boats?
 - c. Oh, fruits are sold on these boats, aren't they?
 - d. By doing so, sellers don't have to shout loudly.
- (A) c-d-b-a (B) c-a-b-d (C) b-a-c-d (D) b-d-c-a

HSA 21:

- a. I suppose you're right.
 - b. What excuse will you give for not finishing your report?
 - c. Oh, yeah, you're right.
 - d. I think I'll say I got sick last night.
 - e. Didn't that happen to you last month?
 - f. I can't do that.
- (A) b-d-e-c-a-f (B) b-f-e-a-d-c (C) b-d-a-f-c-e (D) b-f-a-d-c-e

HSA 22:

- a. Well, as someone who drives a car, I'm aware of it.
 - b. Then I suggest we use public transportation.
 - c. No, I read a book while commuting, so I'm not paying attention to traffic.
 - d. Does traffic seem worse to you today?
 - e. Surely you noticed the traffic jam.
 - f. I take the bus, so I'm not the right person to ask.
- (A) e-f-a-d-c-b (B) d-c-a-f-e-b (C) e-c-a-b-d-f (D) d-f-e-c-a-b

Sentence rewriting: Choose A, B, C or D that has the CLOSEST meaning to the given sentence.

HSA 23:

Digital learning may be more effective than traditional classroom learning.

- (A) Traditional learning is less effective than digital learning.
- (B) Traditional learning is not as effective as digital learning.
- (C) Traditional learning is better than digital learning.
- (D) Digital learning is not as bad as traditional learning.

HSA 24:

The movie was so good that everyone stayed to watch it again.

- (A) It was such a good movie that everyone stayed to watch it again.
- (B) Everyone stayed to watch another good movie.
- (C) The movie was too good for everyone to leave early.
- (D) The movie was good, so everyone left.

HSA 25:

The results of her hard work brought my little sister great joy.

- (A) The results of her hard work pleasantly surprised my little sister.
- (B) My little sister was thrilled with the results of her hard work.
- (C) My little sister learned the value of hard work from her results.
- (D) What my little sister achieved through hard work is fantastic.

HSA 26:

As soon as the bell rang, the students left the classroom.

- (A) The students left the classroom immediately after the bell rang.
- (B) After hearing the bell, the students waited and then left.
- (C) The students heard the bell and stayed in the classroom.
- (D) The students didn't leave the classroom even when the bell rang.

Sentence combination: Choose A, B, C or D that has the CLOSEST meaning to the given pair of sentences.

HSA 27:

The sun is setting. It's going to get dark soon.

- (A) The sun setting means it will get dark soon.
- (B) It's going to get dark because the sun is setting.
- (C) When the sun sets, it gets dark.
- (D) The sun setting leads to darkness.

HSA 28:

I can walk or take a bus. I prefer walking.

- (A) I'd rather walk than take a bus.
- (B) I prefer taking a bus, but I can walk.

(C) Walking is an option, but I prefer the bus.

(D) I'll take the bus rather than walk.

HSA 29:

She didn't finish the assignment. It affected her final grade.

(A) Her final grade was affected because she didn't finish the assignment.

(B) Not finishing the assignment helped her grade.

(C) She finished the assignment, so her grade improved.

(D) Her grade wasn't affected by the incomplete assignment.

HSA 30:

He studied hard and got into his dream university.

(A) Hard work helped him get into his dream university.

(B) Studying didn't help him get into his dream university.

(C) His dream university rejected him despite studying hard.

(D) He got into his dream university, but not because of studying.

Cloze text: Fill in the blanks from 31 to 35.

The Global Youth Leadership Summit (**GYLS**) is an inspiring program aimed at empowering young leaders from around the world. The summit provides an opportunity for participants to (31) _____ their leadership potential and create impactful changes in their communities. This program (32) _____ young leaders from diverse backgrounds to collaborate on global challenges and share their unique perspectives.

At GYLS, participants engage in workshops and discussions that (33) _____. They also have the chance to build connections and friendships with (34) _____ from different countries. By working together, they develop a sense of responsibility for making a positive impact on the world.

Overall, the Global Youth Leadership Summit shows (35) _____ for the future of young leaders. By fostering a spirit of collaboration and innovation, GYLS helps participants grow as individuals and contribute to a better society.

HSA 31:

(A) discover

(B) discovering

(C) discovered

(D) discovers

HSA 32:

(A) unites

(B) separates

(C) collects

(D) divides

HSA 33:

(A) help them think critically about important social issues

(B) make them ignore the importance of social issues

(C) encourage them to act immediately

(D) lead them to avoid difficult topics

HSA 34:

(A) adults

(B) peers

(C) mentors

(D) leaders

HSA 35:

(A) how essential it is

(B) it has turned urgent

(C) they find it significant

(D) it has become interesting

Reading comprehension 1: Read the passage below and answer each question from 36 to 40.

It is obvious that no one is above the law, especially when traveling to other countries—unless you're a diplomat. As servants of their home countries, diplomatic agents are those journeys around the world in their country's national interests, negotiating treaties and developing economic relations between their own country and another. And in this pursuit of peace between nations, **they** are protected from the laws of a foreign power by something called diplomatic immunity.

The level of protection that diplomatic immunity provides varies based on a diplomat's rank. The highest is an ambassador, who is protected against any arrest, prosecution or order to testify in court – for anything from parking fines right up to murder. It's a privilege that's also extended to the diplomat's family. The purpose of this special protection for diplomatic agents is to prevent cases of false imprisonment, conspiracy and even torture for political reasons.

This modern-day form of international protection was first outlined in the Vienna Convention on Diplomatic Relations in 1961, and has since been ratified by 192 countries. However, protection for official diplomats abroad has been around since ancient times. For example, when Rome sought alliances with neighboring states, visiting Roman envoys (messengers) known as nuntii were given inviolability.

There are, of course, exceptions to the rule. If a diplomat is believed to have truly committed a crime, host countries can request his or her home nation to remove diplomatic immunity. The host nation can also expel the individual from the country, branding them 'persona non grata', meaning "unwelcome

person”.

(Adapted from howitworksdaily.com)

HSA 36: The word “**they**” in paragraph 1 refers to?

- (A) agents (B) interests (C) treaties (D) relations

HSA 37: How are ambassadors protected abroad with diplomatic immunity in paragraph 2?

- (A) They can only be charged with crimes like murder.
(B) They only have to pay fines if they break the law.
(C) It is impossible to prosecute them.
(D) Only their families can be arrested.

HSA 38: What is the main topic of paragraph 3?

- (A) The historical context of diplomatic protection
(B) The privileges granted to ambassadors
(C) The Vienna Convention on Diplomatic Relations
(D) The concept of inviolability for diplomats

HSA 39: Which of the following is TRUE, according to the passage?

- (A) Diplomatic agents only go to other countries in order to negotiate treaties.
(B) Thanks to diplomatic immunity, all diplomats are now protected equally.
C. It took a very long time for diplomatic immunity to be ratified after 1961.
C. A diplomat can still be expelled from a country if they truly commit a crime.

HSA 40: Which of the following would the author most likely support?

- (A) Diplomats should have unrestricted freedom to act without any legal consequences.
(B) Diplomatic immunity is essential for maintaining international relations and preventing political abuses.
(C) Diplomatic immunity should be abolished to ensure that diplomats are held accountable for their actions.
(D) Only high-ranking diplomats, like ambassadors, should receive immunity from legal prosecution.

Reading comprehension 2: Read the passage below and answer each question from 641 to 645.

Children do not have a fully developed prefrontal cortex (PFC) – the part of the brain that plays a key role in performing complex functions. Why, then, do adults struggle to learn languages while children have an easier time? New research provides an answer: Children are better than adults at language learning precisely because their PFC is undeveloped.

To understand this **counter-intuitive** fact, we must know about the two memory systems in our brain: declarative and non-declarative. Declarative memory, controlled by the PFC, involves memorizing specific pieces of information such as facts and events. As their PFCs are more developed, adults can concentrate and acquire facts more quickly than children. Meanwhile, non-declarative describes

acquiring skills and non-conscious knowledge like playing the piano. Brain areas involved in non-declarative learning develop early, so there is little difference between children and adults. Importantly, sometimes these two memory systems compete with one another. In other words, trying to learn specific information can get in the way of unconsciously learning patterns and abilities.

Why is this related to language learning? Although it seems that language learning mostly involves declarative memory, growing evidence suggests that language learning depends more on non-declarative memory. Much of language is built on patterns and probabilities rather than precise rules. For example, English words never begin with the *ng* sound, and particular words often group together. *Children, when acquiring language naturally, pick up on these tendencies simply through exposure, without even knowing that **they** did.*

But when adults actively try to learn a new language, we tend to rely on our prefrontal cortex. Our declarative memory system kicks in as we intentionally focus on memorizing vocabulary and grammar. This is not to say that learning specific vocabulary and rules is completely useless. However, growing evidence finds that language learning can improve when the PFC “turns off”. In one study, adults were shown a list of invented words, and it was found that they recalled more words when hearing them while watching a silent movie or after completing a memory task, which meant they were exhausting their PFC and letting non-declarative memory take over.

Of course, you should still spend time and mental effort on learning your new language, but instead of always actively trying to focus and memorize, you’ll likely benefit from allowing yourself to experience the language more, whether by watching TV shows, attend discussion groups, or listen to music in the language.

HSA 41: The word “**counter-intuitive**” in paragraph 2 is closest in meaning to ____.

- (A) unreasonable (B) unexpected
(C) unpredictable (D) unimagined

HSA 42: In paragraph 2, what do we learn about declarative and non-declarative memory

- (A) Declarative memory is specifically dedicated to helping us recall facts and events.
(B) Children do not have declarative memory and cannot remember facts like adults.
(C) Non-declarative memory is not controlled by the PFC, but by other brain regions.
(D) Our declarative memory sometimes shut down our non-declarative memory entirely.

HSA 43: The word “**they**” in paragraph 3 refers to ____.

- (A) patterns (B) words (C) children (D) tendencies

HSA 44: The best paraphrase of the sentence “**Children, when acquiring language naturally, pick up on these tendencies simply through exposure, without even knowing that they did.**”?

- (A) Children learn language by observing these patterns through regular exposure, often without realizing they are doing so.

(B) Through natural exposure, children subconsciously absorb these language tendencies without being aware of it.

(C) When children learn language in a natural setting, they notice these patterns just by being around them, often unknowingly.

(D) Children naturally acquire language by being exposed to these tendencies, even if they are not consciously aware of it.

HSA 45: Which of the following can most likely be inferred from the passage?

(A) Declarative and non-declarative memory are equally important in the language learning process.

(B) Scientific evidence proves that adults are better than children at remembering invented words.

(C) Children learn languages well because their non-declarative memory is mostly unhindered.

(D) Adults should think exactly like children does if they want to quickly acquire languages.

Logical thinking and problem solving: Answer each question from 46 to 50.

HSA 46:

You are at a community event where a group is performing a fun activity involving crafts. You are interested in joining but feel a bit hesitant. What can you say to participate?

(A) Is it possible for everyone to join in this craft activity?

(B) The crafts look interesting; maybe I'll try one.

(C) Could I join in on the crafts, please?

(D) I see everyone is busy with crafts; I'll just watch.

HSA 47:

Alex, the team leader, asks Jordan, a team member, about a project update. What would be the best response for Jordan in this situation?

Alex: Can you provide an update on the project by the end of the week?

Jordan: _____.

(A) I'll need more time to gather all the details.

(B) No problem; I'll have it ready by Friday.

(C) That's fine, but I'll need the report format.

(D) I'm sure you'll get the update before the end of the week.

HSA 48:

Which of the following statements about a restaurant is a fact?

(A) The restaurant has the best cuisine in the city.

(B) The restaurant's food is always delicious.

(C) The restaurant received a five-star rating last year.

(D) The restaurant has a charming atmosphere.

HSA 49:

You've noticed that whenever the washing machine is running, the lights in your kitchen flicker. What is the likely cause?

- (A) The washing machine and lights are malfunctioning independently.
- (B) The kitchen lights need repair.
- (C) The washing machine and the lights share the same electrical circuit.
- (D) The washing machine requires more power than the lights.

HSA 50:

Which situation best demonstrates “**compensation**” where someone makes up for a mistake they made?

- (A) Tom accidentally steps on a friend's foot and says he is sorry.
- (B) Tom forgets to bring his friend's book back and promises to return it soon.
- (C) Tom damages a friend's gadget and buys a replacement to make amends.
- (D) Tom loses his friend's key and promises to find it or get a new one.