

TIẾNG ANH MS QUỲNH (TAMQ)
IELTS PLACEMENT & DIAGNOSTIC TEST • 30 MINUTES • 30 POINTS

Name	School/Class	Date	Teacher
_____	_____	_____	_____

Instructions: Complete all four sections. No dictionary or translation tools. In Listening, the recording is played ONCE only. This is a placement screening test, not an official IELTS score report.

SECTION A — GRAMMAR & USE OF ENGLISH | 8 minutes • 12 points

Choose the best answer A, B, C or D.

- The school has ___ excellent library that students can use after class.
A. a B. an C. the D. Ø
- While I ___ for the bus yesterday, I ___ one of my old teachers.
A. waited / met B. was waiting / met C. waited / was meeting D. have waited / met
- Mai has studied English ___ she was nine years old.
A. for B. during C. since D. from
- The online course ___ I enrolled in starts next Monday.
A. who B. where C. which D. whose
- Our teacher suggested ___ a vocabulary notebook to record new expressions.
A. keep B. to keep C. keeping D. kept
- If I ___ more confident, I would volunteer to give the presentation.
A. am B. were C. will be D. have been
- Nam is not answering his phone. He ___ it at home, but I am not sure.
A. must leave B. might have left C. should leave D. can leave
- Students are expected to ___ responsibility for meeting assignment deadlines.
A. do B. make C. take D. hold
- The missing files are believed ___ during the office move last week.
A. to lose B. to have lost C. to have been lost D. being lost
- Rarely ___ such a clear explanation of such a complex issue.
A. I have heard B. have I heard C. I heard D. did I heard
- ___ by the unexpected results, the researchers repeated the experiment.
A. Surprised B. Surprising C. Having surprise D. To surprise
- The app is convenient and inexpensive; ___, it cannot fully replace teacher feedback.
A. therefore B. similarly C. nevertheless D. for example

Read the passage and answer Questions 13–20.

Many students believe that the best way to study is to reread notes until the information feels familiar. Yet research on learning suggests that familiarity can be misleading. A learner may recognise a paragraph on the page but still be unable to explain the idea without looking at it. For this reason, many researchers recommend retrieval practice: deliberately trying to bring information to mind before checking the answer.

Retrieval practice can take simple forms. Students might close a textbook and write down everything they remember, answer short questions from memory, or explain a concept to a classmate. The effort involved is important. When recall feels slightly difficult, learners are forced to reconstruct knowledge rather than simply recognise it. This process can strengthen later access to the information.

However, retrieval practice is not a magic technique. Poorly designed questions may encourage memorisation of isolated facts, while complex subjects also require learners to connect ideas, interpret evidence and apply knowledge in unfamiliar situations. Feedback matters as well: if students repeatedly retrieve an incorrect answer and never correct it, the error may become more stable. Effective practice therefore combines retrieval with timely feedback and tasks that require understanding rather than repetition alone.

Another advantage is diagnostic. A student who cannot retrieve an idea discovers a gap that rereading may hide. This can make study time more efficient because attention is directed towards weak areas. In other words, the value of retrieval practice lies not only in strengthening memory but also in showing learners what they do not yet know.

13. What problem with rereading is highlighted in the first paragraph?

- A. It takes too much time to complete. B. It can create an illusion of learning. C. It is only suitable for short texts. D. It prevents students from recognising ideas.

14. According to the passage, retrieval practice is especially useful because it requires learners to...

- A. copy information accurately. B. recognise information quickly. C. reconstruct information from memory. D. avoid difficult material.

15. The word “diagnostic” in the final paragraph is closest in meaning to...

- A. showing where problems exist. B. making learning more enjoyable. C. measuring study time precisely. D. predicting examination questions.

16. Which statement best reflects the writer’s overall view?

- A. Retrieval practice should replace all other forms of study. B. Retrieval practice is useful when combined with understanding and feedback. C. Retrieval practice works only for memorising facts. D. Retrieval practice is mainly useful for advanced students.

Questions 17–20: Write TRUE, FALSE or NOT GIVEN.

17. Feeling that a text is familiar always means a learner can explain it independently. _____

18. Retrieval practice can include explaining a concept to another person. _____

19. The passage states that retrieval practice is more effective in science than in language learning. _____

20. Incorrect answers should be followed by correction or feedback. _____

SECTION C — AUTHENTIC IELTS LISTENING | 6 minutes • 5 points

Questions 21–25

Complete the table. Write **ONE WORD ONLY** for each answer. You will hear the recording **ONCE** only.

Research Findings

	Social and Environmental Factors	Other Factors	Personal Characteristics
First level of importance	Effective support	Perceived success in study	Enjoyment of a 21. _____
Second level of importance	Positive experiences at 22. _____	Good 23. _____	Many 24. _____ in daily life
Third level of importance	Good interaction with the 25. _____	No family problems	Capacity for multi-tasking

Authentic source task: IELTS Sample Listening — Table Completion (learner persistence). The examiner plays the original official recording; the transcript is not shown to candidates.

SECTION D — MINI WRITING | 7 minutes • 5 points

Write 70–90 words. Give a clear opinion and support it with at least one reason or example.

Some secondary students now learn English online as well as in a classroom. Do you think online learning can be as effective as face-to-face learning? Why or why not?

END OF TEST