PRACTICE TEST UNIT 4
ASEAN AND VIETNAM

A. MULTIPLE-CHOICE SECTION

Read the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 5.

ASEAN–VIETNAM COMMUNITY DAY

Culture, cooperation, and real action in one friendly space

Celebrate Vietnam's role as an active **(1)** _____ in ASEAN cultural exchange at Hoan Kiem Youth Square this Sunday. The event is designed for families, students, volunteers, and guests. These simple, meaningful activities can be beneficial **(2)** _____ regional cooperation because they encourage respect and understanding among young people.

Visitors can participate in a flag display, folk games, and a food corner featuring traditional dishes from different ASEAN countries. A special **(3)** _____ will introduce stories about community development, environmental protection, and youth leadership across the region. Local volunteers, **(4)** _____ by community organisers, will show guests around and answer questions in English and Vietnamese.

Besides enjoying the displays, you can help us **(5)** _____ awareness of plastic waste and contribute ideas for greener public spaces. We suggest bringing a notebook, a reusable bottle, and an open mind.

Question 1: **A.** participate **B.** participant **C.** participation **D.** participating

Question 2: **A.** by **B.** on **C.** to **D.** with

Question 3: **A.** culture regional exhibition **B.** regional exhibition cultural
C. culturally regional exhibition **D.** regional cultural exhibition

Question 4: **A.** who training **B.** trained **C.** which trained **D.** training

Question 5: **A.** reach **B.** make **C.** grow **D.** raise

Read the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 6 to 10.

ASEAN and Vietnam: Connect with Respect

ASEAN is not only about flags, meetings, and trade. For Vietnamese youth, it is a daily chance to understand other cultures, from food and festivals to school life and community work.

Why does it matter?

- Students can **(6)** _____ ASEAN activities at school, such as culture days, English talks, and volunteer events. These simple activities help them avoid cultural mistakes and build respect, **(7)** _____ many schools now include ASEAN topics in English clubs, history lessons, and community projects.
- A small **(8)** _____ of confidence can grow when learners speak with guests and share ideas clearly. These activities also develop teamwork and leadership skills.
- Most importantly, ASEAN connection is not just knowledge. It is a real **(9)** _____ to peace, friendship, and community development. Respectful young people can become **(10)** _____ representatives of Vietnam.

Question 6: **A.** take part in **B.** look after **C.** wash away **D.** put out

Question 7: **A.** or **B.** but **C.** nor **D.** so

Question 8: **A.** amount **B.** number **C.** range **D.** majority

Question 9: **A.** proposal **B.** arrangement **C.** contribution **D.** apology

Question 10: **A.** impatient **B.** dishonest **C.** careless **D.** responsible

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 11 to 15.

Food, Identity and Friendship in ASEAN

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At a small ASEAN school dinner in Da Nang, students were asked to bring one dish from home instead of giving a formal speech. A Vietnamese student served bánh xèo beside Thai green curry, Filipino adobo and Indonesian tempeh. At first, several students compared the food only by saying which dish was spicy, sweet or unusual. Yet the teachers reminded them that recipes **(11)** _____. When students listened to stories about family kitchens, holiday meals and local markets, the table became more than a place to eat.

(12) _____. A Muslim student explained why she checked the sauce before tasting it, while another student described why his grandmother still cooked certain dishes on the lunar calendar. The host encouraged everyone to ask about ingredients, **(13)** _____. Small questions helped students avoid jokes that could sound rude, and they made room for different beliefs without turning the meal into a lecture.

By the end of the dinner, no one needed to choose one "best" food. **(14)** _____. This kind of exchange does not make young people less Vietnamese, Thai or Malaysian. **(15)** _____.

Question 11:

A. represent private family stories that students should avoid sharing

B. are represented in textbooks as clearer cultural stories

C. can represent family stories not written in textbooks

D. represent fixed national rules rather than changing family stories

Question 12:

A. Food conversations become safer when students avoid discussing beliefs during a shared meal

B. Food also opens conversations about beliefs and family rules connected to everyday meals

C. Food becomes meaningful only when students follow shared family rules during every meal

D. Food exchange opens conversations only after teachers explain family beliefs before the meal

Question 13:

A. instead of asking hosts to change unfamiliar ingredient names

B. with guesses that made each ingredient sound unsuitable

C. so that every dish was judged before being tasted

D. rather than guessing whether a dish might be unsuitable

Question 14:

A. The point was to notice how each dish carried memory, respect and belonging

B. The result was to rank each dish by price, memory and popularity

C. The lesson was to make each dish taste similar across the region

D. The dinner showed each dish mattered less than speaking English together

Question 15:

A. Instead, it helps them build friendship by replacing local cultural roots

B. As a result, it treats cultural roots as barriers to regional friendship

C. Instead, it lets them build friendship while keeping cultural roots visible

D. For example, it builds friendship by praising only famous cultural roots

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a cohesive and coherent exchange or text in each of the following questions from 16 to 18.

Question 16:

a. Nina: Use a small plan: language buddies, a campus map, and one shared-folder guide.

b. Liam: Our class has to present a youth programme linked to ASEAN, but the topic feels too wide.

c. Liam: Nice. It gives a clear solution and still connects Vietnam with the region.

d. Nina: We can focus on Vietnamese students helping new exchange students settle in.

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e. Liam: That sounds practical, but how do we show real community development?

A. e – d – b – a – c **B.** b – a – e – d – c **C.** b – d – e – a – c **D.** c – d – e – a – b

Question 17:

Dear Emma,

I hope your week at school is going well. My classes have been busy, but fun.

a. They shared short stories about water festivals and school uniforms, which made the room lively.

b. Our club joined a regional exchange afternoon in the library room on Friday.

c. This small exchange made me less shy and more curious about our neighbours.

d. Two students from Laos and Indonesia sat with my team, so speaking English suddenly felt useful.

e. We showed them how to make paper lotus flowers and used a QR menu to explain some Vietnamese snacks.

Best,

Minh

A. b – d – e – a – c **B.** d – e – b – a – c **C.** b – e – d – a – c **D.** b – d – a – e – c

Question 18:

a. A small team designed bilingual signs in Vietnamese and English, while others prepared gloves and sorting bags.

b. The activity did not solve every waste problem, but it showed how young people can contribute to a cleaner local environment.

c. Some members wanted to post complaints online, but our teacher suggested inviting local shops to join.

d. By noon, the shop owners had moved their bins closer to the street and offered water to the volunteers.

e. The school eco-club planned a Saturday clean-up near the river for an ASEAN-themed Green Week at school after seeing plastic cups from the night market.

A. e – c – d – a – b **B.** c – e – a – d – b **C.** e – a – c – d – b **D.** e – c – a – d – b

Read the passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 19 to 28.

The ASEAN University Network: Classrooms without Borders

A student in Ha Noi scrolling through a list of courses from another ASEAN university may feel that regional education is suddenly **within reach**. The question is no longer only, "Can I study abroad?" but also, "Will this subject count when I return home?" Such small academic details can decide whether an exchange semester becomes a real opportunity or just an attractive idea on a website.

The ASEAN University Network helps make **this movement** more organised through its credit transfer system. Courses, applications, and academic results are managed through shared procedures, so students can study in another member university without losing their progress at home. This kind of cooperation may not look dramatic, but it matters. **[I]** It turns regional connection from a slogan into something students can actually use, one form, one subject, and one approved credit at a time. **[II]**

[III] It gives students a chance to work with classmates who speak differently, solve problems differently, and see the region from another angle. **[IV]** English may be the common language in many discussions, but the deeper lesson often comes from listening, adjusting, and asking for help. Not only does exchange improve academic confidence; it also raises awareness that ASEAN is made of real communities, not just maps, flags, and summit photos.

The difficult question is who gets to cross these classroom borders. Access can be **uneven:** students with strong English, family support, and enough money may find mobility easier than those who are equally capable but less prepared. **A classroom without borders should**

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not become a classroom without support. Fair credit recognition, scholarships, clear guidance, and patient preparation are therefore not extra details; they decide whether regional education widens opportunity or quietly repeats old inequalities. The success of the network should be measured not only by how many students travel, but by how many return able to contribute to their own communities.

[Adapted from https://www.aunsec.org/discover-aun/thematic-networks/aun-acts]

Question 19: Where in the passage does the following sentence best fit?

At its best, studying in another ASEAN country does more than decorating a CV.

A. [I] **B. [II]** **C. [III]** **D. [IV]**

Question 20: The expression "**within reach**" in paragraph 1 is closest in meaning to _____.

A. easy to finish **B.** possible to access **C.** ready to replace **D.** simple to control

Question 21: The phrase "**this movement**" in paragraph 2 refers to _____.

A. students returning to their home universities

B. course lists becoming available on websites

C. students studying across ASEAN universities

D. academic results being recorded more carefully

Question 22: According to paragraph 2, the ASEAN University Network's credit transfer system helps do all of the following **EXCEPT** _____.

A. organise courses, applications, and academic results

B. allow students to study in another member university

C. help students keep their academic progress at home

D. guarantee that all students can choose the same subjects

Question 23: Which of the following best summarises paragraph 3?

A. Student exchange can deepen academic confidence and regional awareness through real contact with different people and communities.

B. Student exchange is useful mainly because it helps young people create stronger CVs for future employment.

C. English is more important than local experience because it allows all ASEAN students to communicate fluently.

D. Regional identity is formed when students replace classroom learning with travel, friendship, and cultural activities.

Question 24: In which paragraph does the writer mention that studying in another ASEAN university can help students understand different ways of thinking and solving problems?

A. Paragraph 1 **B**. Paragraph 2 **C**. Paragraph 3 **D**. Paragraph 4

Question 25: According to paragraph 4, why are scholarships, guidance, and preparation important?

A. They encourage students to choose foreign universities over their local communities.

B. They make credit transfer less necessary for students with strong English skills.

C. They help prevent mobility from favouring only already prepared students.

D. They replace family support with a single regional education system.

Question 26: Which of the following best paraphrases the underlined sentence in paragraph 4?

A. Regional classrooms should remove all rules so students can move freely.

B. Studying abroad is meaningful only when students become independent.

C. Borderless education should focus less on support and more on travel.

D. Regional mobility should be matched with real guidance and resources.

Question 27: Which of the following can be inferred from the passage?

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A. The network's value depends on turning regional ideals into practical and fair learning opportunities.

B. ASEAN identity is best developed through formal summits, maps, flags, and public ceremonies.

C. English fluency is presented as the only condition for students to benefit from regional education.

D. Student mobility is useful mainly when it helps young people build international-looking CVs.

Question 28: Which of the following best summarises the passage?

A. The ASEAN University Network mainly uses online systems to make foreign courses easier to advertise to students.

B. Regional student exchange should focus on travel experience because academic credit is less important than confidence.

C. The ASEAN University Network can make regional learning practical, but its promise depends on fair support and access.

D. Credit transfer systems may weaken local communities because students are encouraged to study outside their home countries.

B. CONSTRUCTED-RESPONSE QUESTIONS

Complete the text below using the given words in the box. There are two extra ones. Write ANSWERS ONLY on your answer sheet.

shared	**privileged**	**confidence**	**subtle**	**exchange**	**ignored**

English often acts as a common language across ASEAN, allowing students from different countries to communicate despite their diverse linguistic backgrounds. Through this **(29)** _____ language, young people can discuss cultural traditions, cooperate in volunteer programmes, and engage in meaningful cultural **(30)** _____. In addition, learning English helps students develop leadership skills and build the **(31)** _____ needed to participate actively in regional activities.

However, challenges remain. In some situations, fluent speakers receive more attention, while thoughtful students with weaker language skills may be **(32)** _____. As a result, educational programmes should encourage respectful listening and ensure that all voices have an opportunity to be heard.

Complete the text below using the correct form of the verbs in brackets. Write ANSWERS ONLY on your answer sheet.

Heavy rain has raised concerns ahead of the ASEAN Cup final between Thailand and Viet Nam. Weather forecasts suggest that intense rainfall may affect the condition of Rajamangala Stadium. If the rain continues throughout the evening, it **(33. make)** _____ it more difficult for players to control the ball and maintain their usual style of play. Therefore, both teams **(34. have to)** _____ adapt their tactics to the wet conditions.

Coaches also recommend **(35. avoid)** _____ unnecessary risks when passing or dribbling on the slippery surface. In such circumstances, **(36. prepare)** _____ carefully for different weather conditions is essential for achieving a positive result in an important international match.

Rewrite the following sentence so that it has the same meaning as the original one. Use BETWEEN 2 TO 5 WORDS in each blank. Write the FULL REWRITTEN SENTENCES on your answer sheet.

Question 37. Vietnam began taking part in ASEAN student exchange programmes in 2015. *(Rewrite the sentence using the present perfect tense.)*

→ Vietnam _____ ASEAN student exchange programmes since 2015.

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Question 38. It is possible for ASEAN countries to reduce environmental problems through regional cooperation. *(Rewrite the sentence using a modal verb.)*

→ ASEAN countries _____ environmental problems through regional cooperation.

Question 39. Many young people in Vietnam find ASEAN cultural festivals fascinating. *(Rewrite the sentence using the linking verb "find".)*

→ ASEAN cultural festivals _____ many young people in Vietnam.

Question 40. Students should participate in ASEAN community projects. This helps them develop leadership skills. *(Combine the sentences, using a gerund as the subject.)*

→ _____ helps students develop leadership skills.

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