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NAME:
CLASS:

VI. Choose the word or phrase among A, B, C or D that best fits the blank space in the following passage.

The Game of Squares

Either boys or girls, usually aged from seven to ten, play the two-person game of"Mandarin's Box". They draw a rectangle on the ground and (26)_____it into ten smallsquares called "rice fields" or "fish ponds".

They also draw two additional semi-circular boxesat the two (27)_of the rectangle, which are called"mandarin's boxes" - the game's name. Each person has 25 small pebbles and a bigger stone.

Each player places the stone in one of the mandarin's boxes and five small pebbles in each of the other squares. Then the game begins. The first player takes up the contents of one square on his or her side ofthe board, but not a mandarin's box and distributes the pebbles one by one, (28)_____withthe next square in (29)_____direction. Since each square contains five pebbles at thebeginning, the first move will distribute five pebbles to the left or right.

After the last pebble is distributed, the player takes the contents of the following squareand repeats the distribution (30)_. But if the following square is one of the mandarin'sboxes, the turn ends and passes to the other player.

If the last pebble falls into a square that precedes one empty square, the player wins allthe contents of the square following the empty square and (31)_____these pebbles from theboard. However, if there are two or more empty squares in a row, the player (32) _____hisor her turn.

Once a player has taken pebbles from the board, the turn is (33)_____to the otherplayer. If all five squares on one player's side of the board are emptied at any time, that player must place one pebble he or she has aside back in each of the five squares so that the game can resume.

The game (34)_____until the two mandarins' boxes have both been (35)_____. At theend of the game, the player with more pebbles wins, with each of the large stones counting as ten points.

26. **A.**share	**B.**divide	**C.**separate	**D.**leave
27. **A.**ends	**B.**aims	**C.**small points	**D.**stops
28. **A.**start	**B.**to start	**C.**starting	**D.** having started
29. **A.**no	**B.**all	**C.**both	**D.**either
30. **A.**action	**B.**process	**C.**change	**D.**method
31. **A.**removes	**B.**disappears	**C.**leaves	**D.**ends
32. **A.**wins	**B.**succeeds	**C.**fails	**D.**loses
33. **A.**gone	**B.**made	**C.**passed	**D.**rewarded
34. **A.**starts	**B.**continues	**C.**stops	**D.**pauses
35. **A.**held	**B.**moved	**C.**taken	**D.**accepted

VII. Read the passage, and choose the correct answer A, B, C or D for each question.

Viet Nam's Past Education System

In comparison with other developing countries, Viet Nam's population enjoys a relatively high standard of education. In the past, Viet Nam's educational system was affected by many cultures, of which the Chinese and French had most significant influence.

LIVEWORKSHEETS

The Imperial Academy - the first university in Viet Nam - was built in 1076 under Emperor Ly Nhan Tong for the education of sons of royalty and other high-ranking officials. In 1252, the college was opened to students from various backgrounds besides royal or official ones.

Before the French came, the old-type Mandarin system administered Viet Nam for approximately 2,000 years. As the French took over the government's administration, it was converted from a Confucian system into a Western-oriented one.

In order to participate in the civil service under the French rule, the Vietnamese had to convert to the French system and were required to know the French language. In addition, they had to have a good facility with the new version of their language instead of the traditional Chinese characters which had been in use for hundreds of years.

At the beginning of 1900, the whole system was revised. An educational system of three levels was established: elementary, primary, and secondary education. In addition, the use of the national language (Quoc Ngu) was added to the curriculum. Emphasis was placed on **rote learning,** class discipline and other French educational methods. Several new schools and colleges were established. Accordingly, French became the second language of much importance to the students.

36. In the past, Viet Nam enjoyed a relatively high standard of education with_____.

A. the effects of the Chinese culture

B. the reign of Emperor Ly Nhan Tong

C. the education of sons of royalty

D. the establishment of the Imperial Academy

37. When the French took control of Vietnamese education, they_____.

A. made Vietnamese people follow a Western-oriented education

B. kept the old-type Mandarin system and the French education

C. converted the French system into the Confucian one

D. took over the government's administration

38. We can infer from the passage that in the French education system in Viet Nam, _____.

A.the traditional Chinese characters have been widely used

B. the Confucian system was banned in the beginning

C. the national language is the first language and French is the second one

D. students with different academic levels could attend the Imperial Academy since 1252

39. All of the following are true about the education in Viet Nam under the French rule EXCEPT that _____

A. the system had three levels

B. students only used the national language at home

C. most students paid much attention to French

D. several new schools and colleges were established

40. The phrase **"rote learning"** in paragraph 5 is closest in meaning to _____.

A. learning class discipline

B. learning the Mandarin Chinese for a while

C. learning something to repeat it from memory

D. learning the national language in three education levels

LIVEWORKSHEETS

VIII. Complete the conversation about the artful toy "to he", using the responses (A-G) given. There are two extra ones.

A. They often came to markets, temples, schools and especially local festivals where children often gathered to play or accompanied their parents.

B. I used to be overjoyed when your grandmother returned from the market with a "to he".

C. You may eat "to he" after playing with them, but children rarely do that.

D. There are no lessons in "to he" making and sons learn the skill from their father by watching.

E. To create a "to he" figure, an artisan needs a mixture of glutinous and ordinary rice powders that can be pressed in different shapes, and bamboo sticks for the "to he".

F. The seven basic colours are green, blue, red, purple, yellow, white and black, now made from food dyes that are used to replace colours made from trees or ashes.

G. Modeled by hand, the "to he" are often shaped like animals, flowers and characters in folk stories.

Phong: Hello, Mum. You have just come back from the market? What do you hold inyour left hand?

Mother: Here you are. It's a present for you, Phong.

Phong: It looks very nice... in a shape of a colouful superman. What's it called, Mum?

Mother: It's called "to he". (41) _____

Phong: How can a "to he" be made, Mum?

Mother: (42) _____

Phong: Made of rice powder? Can we eat it?

Mother: (43) _____

Phong: I see, Mom. What do the colours come from?

Mother: (44) _____

Phong: Have "to he" artisans come to school to serve students. Mum?

Mother: I think, yes. In the past, they had a compact set of tools so that in just one daythey could go to several communal places. (45) _____

IX. Write complete sentences, using the words/ phrases given in their correct forms. You can add some more necessary words, but you have to use all the words given.

1. With/ whiteboard/ classroom/ every student/ take part/ lessons.

   _____

   _____

2. Mistakes/ which/ made/ during guided practice/ easily erased.

   _____

   _____

3. Nowadays/ smart boards/ provide/ students/ interactive learning environment.

   _____

   _____

4. Students/ see more diagrams/ charts/ videos/ Internet.

   _____

   _____

5. Smart boards/ also/ help/ students/ use/ fingers/ write directly/ them.

   _____

   _____

LIVEWORKSHEETS