

## REVIEW UNIT 4: REMEMBERING THE PAST- TEST 2

**Môn: Tiếng Anh – Lớp 9** **Bộ sách: Global Success**

**Thời gian làm bài: 60 phút**

### **A. LISTENING: (2.0 points)**

**PART 1. Listen to the recording about REMEMBERING THE PAST and Circle**

**A.True or B. False according to what you have just heard . You will listen to the recording TWICE. (1.0 point)**

**(NB) Question 1:**

Children in the past used to play happily in the street after school.

- A. True
- B. False

**(NB) Question 2:**

Children in the past always needed expensive toys to have fun.

- A. True
- B. False

**(NB) Question 3:**

In the old days, people usually kept their doors unlocked because they trusted each other.

- A. True
- B. False

**(NB) Question 4:**

Mrs. Jones says people in the past already had mobile phones and modern cars.

- A. True
- B. False

**(TH) Question 5:**

Mrs. Jones says the best thing about the past was spending more time together in person rather than using gadgets.

- A. True
- B. False

**PART 2. You will hear the recording about REMEMBERING THE PAST and circle the right answer (A, B, C, or D) for each of the questions according to what you have just heard. You will listen to the recording TWICE. (1.0 point)**

**(NB) Question 6:**

How many textbooks did Grandpa's class have?

- A. Every student had their own
- B. They had only a few and shared them
- C. They had none at all
- D. They had many for each subject

**(NB) Question 7:**

When did Grandpa usually go to school?

- A. Only in the afternoon
- B. In the evening
- C. In the morning
- D. All day long

**(NB) Question 8:**

Which subject did Grandpa NOT study when he was young?

- A. Math
- B. History
- C. Reading
- D. Foreign languages

**(NB) Question 9:**

How did children often travel to school in the past?

- A. By bus
- B. By car
- C. By bicycle or on foot
- D. By motorbike

**(TH) Question 10:**

What does Grandpa mainly appreciate about the past?

- A. Families increased time with each other.
- B. Children owned more toys and electronic devices.
- C. Schools offered longer days and evening classes.
- D. Buses made traveling to school much faster.

**B. KNOWLEDGE OF LANGUAGE: (1.6 points)**

**PART 1: Read the following advertisement/ announcement and mark the letter A, B, C and D on your answer sheet to indicate the option that best fit each of the numbered blanks (0.8 point)**

**JOIN THE “MEMORIES OF THE VILLAGE” SHOW!**

Our school is going to hold an exhibition about how people lived in the countryside long ago. Students can admire (11) \_\_\_\_\_ such as old temples, stone bridges, and wooden houses.

There will also be activities to learn about the (12) \_\_\_\_\_ of local customs and traditions for future generations.

Some students say they (13) \_\_\_\_\_ more time to talk with their grandparents about the past.

Yesterday morning, while the guides (14) \_\_\_\_\_ instructions to the visitors, other students were arranging photos of old festivals.

**(NB) Question 11:**

- A. structure
- B. structures
- C. structured
- D. structuring

**(NB) Question 12:**

- A. preserve
- B. preservation
- C. preserved
- D. preserving

**(NB) Question 13:**

- A. wish they have
- B. wish they had
- C. wished they have
- D. wishes they has

**(TH) Question 14:**

- A. were giving
- B. were bringing
- C. were warning
- D. were giving

**PART 2: 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 (0.8 point)**

**VILLAGE LIFE IN THE PAST – EXHIBITION**

Come and visit our school exhibition this weekend! Students can watch (15) \_\_\_\_\_ of folk dances, traditional singing, and countryside markets.

You can also read interesting (16) \_\_\_\_\_ about how families used to celebrate festivals many years ago.

Many students say they (17) \_\_\_\_\_ travel back in time to join the Mid-Autumn celebrations of their grandparents.

Last Saturday, while some volunteers (18) \_\_\_\_\_ old farming tools on the wall, others were arranging a corner for handicraft products.

**(NB) Question 15:**

- A. perform
- B. performance
- C. performing
- D. performed

**(NB) Question 16:**

- A. stories
- B. story
- C. storied
- D. storytelling

**(NB) Question 17:**

- A. wish they can
- B. wish they could
- C. wishes they can
- D. wished they can

**(TH) Question 18:**

- A. were hanging
- B. were painting
- C. were cleaning
- D. were doing

**C. READING: (3.0 points)**

**PART 1.** Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions from 19 to 24. (1.2 points) 120 tū.

**EDUCATION REFORM AFTER 1945**

On September 2, 1945, Viet Nam gained independence from France. President Ho Chi Minh announced that the three top priorities of the new government would be fighting poverty, illiteracy, and foreign invaders. His philosophy for education was clear: “An illiterate nation is a powerless one.” In October 1945, he launched a “Call for Anti-Illiteracy,” which quickly became a success. Within just one year, about 75,000 literacy classes were opened with nearly 96,000 volunteer teachers. Thanks to their efforts, more than 2.5 million people learned how to read and write.

During the period of French resistance (1946–1954), education faced many challenges. Schools often had to move to safe zones and continue operating in difficult conditions. Despite hardships, they stopped teaching in French and developed a new curriculum in Vietnamese, helping to build a stronger national identity. In 1950, the government carried out an important education reform. Its main goal was to shorten the years of general education while focusing more on essential skills such as reading, writing, and mathematics. This reform laid the **foundation** for Viet Nam’s modern education system and showed the determination to improve knowledge even in times of war.

(Adapted from Futurelang 9)

**(NB) Question 19:**

President Ho Chi Minh announced that the three top priorities of the new government in 1945 were fighting \_\_\_\_\_, illiteracy, and foreign invaders.

- A. industry
- B. poverty
- C. agriculture
- D. trade

**(NB) Question 20:**

Within one year after the “Call for Anti-Illiteracy,” about \_\_\_\_\_ literacy classes were opened.

- A. 96,000
- B. 2.5 million
- C. 75,000
- D. 45,000

**(NB) Question 21:**

During the French resistance (1946–1954), schools often \_\_\_\_\_.

- A. stopped teaching Vietnamese
- B. moved to safe zones
- C. taught only in French
- D. closed completely

**(TH) Question 22:**

The word “*foundation*” in the passage is closest in meaning to \_\_\_\_\_.

- A. beginning
- B. problem
- C. method
- D. solution

**(TH) Question 23:**

What can be inferred about the 1950 education reform?

- A. It focused mainly on teaching French.
- B. It helped create Viet Nam’s modern education system
- C. It ignored basic skills like reading and writing.
- D. It made education longer and more complicated.

**(TH) Question 24:**

What is the main purpose of the passage?

- A. To describe the difficulties of teachers during the war
- B. To explain how Viet Nam reformed its education after independence
- C. To compare French and Vietnamese education systems
- D. To show the importance of learning mathematics only

**PART 2. Read the following conversation and mark the letter A, B, C, D on your answer sheet to indicate the best answer to each of the following questions from 25 to 29. (1.0 point)**

### **THE GAME OF SQUARES**

The traditional Vietnamese game “Mandarin’s Box,” also known as Ô ăn quan, was a very popular activity among children in the past. It is usually played by two people, either boys or girls, aged from seven to ten. First, the players draw a rectangle on the ground and divide it into ten small squares, which are called “rice fields” or “fish ponds.” At the two ends of the rectangle, they add two semi-circular boxes known as “mandarin’s boxes,” giving the game its special name.

Each player has 25 small pebbles and a bigger stone. At the beginning, the stone is placed in a mandarin’s box, while five pebbles are put in each small square. When the game starts, one player takes all the pebbles from one square on their side (but not from a mandarin’s box) and distributes them one by one into the next squares in either direction. If the last pebble lands in a square that precedes an empty one, the player can capture the pebbles in the next square. The turn then passes to the other player.

The game continues until both mandarin's boxes are empty. At the end, the player who has collected the most pebbles is the winner, with each large stone worth ten points. This game not only brought fun but also trained children's patience, thinking, and calculation skills.

(Adapted from Futurelang 9)

**(TH) Question 25:**

What is the passage mainly about?

- How Vietnamese children went to school in the past
- The rules and value of a traditional Vietnamese game
- The history of Vietnamese folk songs
- Different games children play on computers today

**(NB) Question 26:**

How many people usually play Ô ăn quan?

- Two
- Three
- Four
- Five

**(NB) Question 27:**

Where are the mandarin's boxes placed in the game?

- In the middle of the rectangle
- At the two ends of the rectangle
- Next to the players
- In the rice fields

**(NB) Question 28:**

When does the game finish?

- When all the pebbles are used
- When the players stop distributing stones
- When both mandarin's boxes are empty
- When one player leaves the game

**(TH) Question 29:**

What can we learn about the game from the passage?

- It helped children practise both skills and patience
- It was only for boys in the countryside
- It required modern tools to play
- It was more popular than studying at school

**PART 3. Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct option that best fits each of the numbered blanks from 30 to 33. (0.8 point)**

### HOI AN ANCIENT TOWN

One of the most famous cultural heritages in Vietnam is Hoi An Ancient Town, a beautiful and peaceful place located in central Vietnam near the Thu Bon River. Hoi An is unique because it still preserves many old buildings, temples, and streets that have existed for hundreds of years. Walking through the narrow lanes, visitors often feel (30) \_\_\_\_\_. Colourful lanterns are hung everywhere, making the streets look magical, especially in the evening when the lights shine brightly.

One of the most famous landmarks in Hoi An is the Japanese Bridge, which was built in the 16th century. It is a symbol of the town and attracts visitors from all over the world. Besides sightseeing, Hoi An also offers lively markets where tourists can buy clothes, handicrafts, souvenirs, and enjoy delicious local food. Locals often say that Hoi An is special (31) \_\_\_\_\_.

Hoi An represents a cultural crossroads because it has been influenced by Vietnamese, Chinese, Japanese, and European traditions. It is important to Vietnam as it reflects how people lived in the past and how different cultures blended to create something truly unique. For many travellers, the old town and lantern festival are considered (32) \_\_\_\_\_. In 1999, UNESCO recognised Hoi An Ancient Town as a World Cultural Heritage site, reminding people (33) \_\_\_\_\_ in Vietnam's history.

(Adapted from <https://thuvienhoclieu.com/>)

**(TH) Question 30:**

- A. they are walking into a living museum
- B. they were entering an ancient capital
- C. they had travelled to another country
- D. they are exploring a modern shopping centre

**(TH) Question 31:**

- A. because it keeps both history and traditions alive
- B. since it was built by Chinese and Japanese traders
- C. as tourists can buy everything they want here
- D. although it has changed a lot in modern times

**(TH) Question 32:**

- A. highlights of cultural experience
- B. examples of urban planning

- C. signs of modern architecture
- D. results of the new traditions

**(TH) Question 33:**

- A. of the rich cultural heritage
- B. from the legends of the river
- C. in the life of local markets
- D. about the traditional crafts

**D. WRITING: (1.4 point)**

**PART 1** Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 34 to 35. (0.4 point)

**(TH) Question 34:**

- a. Nam: Thanks a lot for helping me with my homework.
- b. Hoa: Don't mention it.
- c. Hoa: I'm glad I could help.
- d. Nam: I understand the lesson much better now.

  

- A. a – b – d – c
- B. a – b – c – d
- C. d – a – c – b
- D. b – a – d – c

**(TH) Question 35:**

- a. Linda: Thank you very much for lending me your book.
- b. Mai: I'm happy to hear that.
- c. Mai: You're welcome.
- d. Linda: It was really useful for my project.

  

- A. a – c – d – b
- B. a – c – d – b
- C. d – a – c – b
- D. b – a – d – c

**(VD) PART 2. Write a paragraph (100 – 120 words) about the lifestyle in the past. You might use the following suggestions. (1.0 point)**

**USEFUL LANGUAGE**

- In the past, ... / Long ago, ...

- People usually lived in ...
- They earned a living by ...
- They didn't have ...
- They spent their free time ...
- Life was ... but ...

## OUTLINE

### Introduction:

- Mention the time in the past.
- State how people lived.

### Body:

- Where they lived (village/town).
- Jobs and daily activities.
- Transportation and entertainment.
- What they didn't have (modern technology, electricity, etc.).

### Conclusion:

- Give a personal reflection (life was simple but meaningful).

## WRITING EXAMPLE

In the past, life was very different from today. Most people lived in small villages where everyone knew each other. They earned a living mainly by farming or fishing, and their daily activities were closely connected to nature. There were no modern machines or household appliances, so people worked very hard to produce food and take care of their families. Children often helped their parents in the fields or looked after younger siblings. In the evenings, families gathered together to share meals, tell stories, or sing folk songs instead of watching television. Although life was harder and less comfortable, it was

simpler and full of warm family bonds. Many elderly people now believe that the past lifestyle was peaceful and meaningful.