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| **SỞ GIÁO DỤC VÀ ĐÀO TẠO**  **TỈNH QUẢNG NAM**  **ĐỀ CHÍNH THỨC**  *(Đề thi gồm có 06 trang)* | **KỲ THI THỬ TỐT NGHIỆP THPT NĂM 2025**  **MÔN: TIẾNG ANH**  *Thời gian làm bài 50 phút, không kể thời gian phát đề*  **MÃ ĐỀ 1105**  **Mã đề: 001**  **Mã đề: 001** |

**Họ, tên thí sinh:**......................................................

**Số báo danh:**...........................................................

***Read the following advertisement 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 6.***

**EXPLORE THE WORLD FROM THE CLASSROOM!**

Have you ever dreamed of visiting far-off places but wondered if it would ever be possible? Now it is! Join our (1) \_\_\_\_\_\_and get ready for an unforgettable journey, all (2) \_\_\_\_\_\_the comfort of your classroom! With our virtual tour, you'll explore amazing destinations (3) \_\_\_\_\_\_the icy wonder of Antarctica and the buzzing streets of Tokyo. This (4) \_\_\_\_\_\_ adventure will spark your imagination and might even inspire your next big idea.

Invite your friends (5) \_\_\_\_\_\_, because exploring together is always more exciting! Don't miss out on this chance to "travel" the world. Sign up now and get ready to (6) \_\_\_\_\_\_ the thrill of a lifetime - no passport required!

*(*Adapted from *i-LSW Practice Tests)*

**Question 1: A.** Virtual Trip Field **B.** Trip Virtual Field

**C.** Field Trip Virtual **D.** Virtual Field Trip

**Question 2: A.** between **B.** at **C.** from **D.** on

**Question 3: A.** including **B.** included **C.** include **D.** which includes

**Question 4: A.** interact **B.** interaction **C.** interactively **D.** interactive

**Question 5: A.** joined **B.** join **C.** to join **D.** joining

**Question 6: A.** encourage **B.** contribute **C.** influence **D.** experience

***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 7 to 12.***

**TO SAVE THE ENVIRONMENT, KEEP THESE TIPS IN MIND:**

**• Follow the 3 Rs: Reduce, Reuse, and Recycle!**

(7) \_\_\_\_\_\_waste by purchasing only what you need and upcycling old items into new projects. Shop secondhand and recycle properly. Composting food scraps is (8) \_\_\_\_\_\_great way to reduce landfill waste.

**• Eat Locally-Grown Foods and Reduce Meat and Dairy Consumption.**

Choose locally-grown (9) \_\_\_\_\_\_to support small farms and reduce transportation emissions. Cutting back on meat and dairy helps lower the (10) \_\_\_\_\_\_of your carbon footprint. Shop at farmer’s markets for fresh, eco-friendly options.

**• Conserve Resources and Choose Eco-Friendly Transportation.**

Save water and electricity around the house by using efficient appliances and fixing leaks. Walk or bike when possible (11) \_\_\_\_\_\_driving to reduce pollution. Volunteering for local cleanups and advocating for environmental awareness can also help (12) \_\_\_\_\_\_others to take action.

Small changes make a big difference for our planet!

*(*Adapted from *https://www.wikihow.com)*

**Question 7: A.** Keep up with **B.** Catch up with **C.** Cut down on **D.** Keep away from

**Question 8: A.** another **B.** the other **C.** other **D.** the others

**Question 9: A.** flowers **B.** plants **C.** trees **D.** products

**Question 10: A.** number **B.** level **C.** quality **D.** amount

**Question 11: A.** irrespective of **B.** thanks to **C.** regardless of **D.** instead of

**Question 12: A.** inspire **B.** force **C.** cause **D.** oblige

***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 13 to 17.***

**Question 13:** a. Tom: Hey, Lisa! Thanks a lot. You look great, too. Have you been on vacation?

b. Lisa: Hey, Tom! It's been ages! You look amazing!

c. Lisa: Yes, I have just come back from Bali. It was so relaxing!

*(*Adapted from *https://englishdaily626.com*)

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

**Question 14:** a. **Daryl**: No, he doesn't. He thinks that I am too tired to work.

b. **Daryl**: I wish you had told me first. I could’ve explained it myself.

c. **Daryl**: I am upset. Somebody told my boss I have a part-time job.

d. **Smith**: I am sorry. I have to admit I told him.

e. **Smith**: And he doesn't like that?

*(*Adapted from *https://englishdaily626.com*)

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

**Question 15:** Dear Miss Hoa,

a. Your support and guidance have helped me become who I am today.

b. In the beginning, let me say thank you for everything you have ever done for me.

c. I truly value the wisdom and care you've always shared with me.

d. You have contributed to my identity in many meaningful ways.

e. From the bottom of my heart, thank you for being such a meaningful part of my life.

Best regards,

Lisa

(Adapted from *https://writolay.com*)

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

**Question 16:** a. Additionally, it severely affects mental health, often leading to feelings of isolation, anxiety, depression, and emotional struggles, as young individuals face overwhelming pressures and lack support.

b. Child marriage is a harmful practice affecting millions of young people globally, where one or both partners are under 18.

c. Unfortunately, the consequences are severe, including denial of education, increased risk of domestic violence, forced pregnancy, and serious health complications.

d. Rooted in poverty, lack of education, and limited healthcare access, it often occurs when families see it as a way to ease financial burdens.

e. In conclusion, child marriage is not a cultural tradition but a violation of human rights and must be stopped immediately.

*(*Adapted from *https://app.diffit.me)*

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

**Question 17:** a. In the modern era, technical education is extremely important.

b. The more advanced the country is in industry, the more prosperous the country is.

c. Training in a specific branch of applied science, such as engineering, agriculture, weaving, spinning, etc., is considered technical education.

d. Today, a country’s prosperity is determined by its industrial development.

e. Technical knowledge is now the backbone of industrial progress, which holds the key to national prosperity.

(Adapted from *https://englishluv.com)*

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

***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 18 to 22.***

In the 21st century, the amount of waste that is generated by educational institutions continues to grow at an alarming rate. One obvious strategy for tackling the issue of waste is recycling, (18) \_\_\_\_\_\_. Many schools focus on the idea of sustainability in their curriculum, and therefore pupils are familiar with this concept. An area for waste containers (19) \_\_\_\_\_\_, with the encouragement of their use.

The priority for schools, however, should be the introduction of an energy conservation programme. (20) \_\_\_\_\_\_. Many children have a concern for the environment, and so could easily be involved in practical projects: volunteering to read energy meters, monitoring and reporting energy consumption and setting targets for reducing it. (21) \_\_\_\_\_\_.

Both strategies would be beneficial to the environment, but energy conservation would also be advantageous in terms of saving money, which could be spent instead on the upgrade of facilities. (22) \_\_\_\_\_\_.

*(*Adapted from *Advanced Testbuilder- 3rd edition)*

**Question 18:**

**A.** of which the reduction of waste produced annually that is disposed of

**B.** minimize ecological impact through the consumption of finite resources

**C.** whose purpose is to reduce the amount of waste sent to landfills

**D.** recover valuable materials for reuse with decreased need for new resources

**Question 19:**

**A.** that should be designated in classrooms

**B.** having been designated in classrooms

**C.** should be designated in classrooms

**D.** of which designated classrooms

**Question 20:**

**A.** This would make a considerable difference to their carbon footprint and to the school budget

**B.** This would lead to a minor change in their carbon footprint, with no noticeable environmental impact

**C.** This would drastically increase their carbon footprint and add unnecessary expenses to the school budget

**D.** This would make a minimal difference to the carbon footprint and significantly increase costs for the school

**Question 21:**

**A.** Getting students involved may not influence their energy-saving behavior outside of school

**B.** Involving students in such initiatives can help them adopt energy-saving habits that extend beyond school

**C.** Engaging students in those activities might create uncertainty about the significance of energy conservation

**D.** Having students participate in such projects could make them reliant on school programs for sustainable habits

**Question 22:**

**A.** The savings could be reinvested into other sustainability initiatives, creating a cycle of positive environmental change

**B.** With proper budget distribution, short-term improvements could take priority over sustainable outcomes

**C.** Other operational costs could be funded with the resources, leaving eco-friendly projects unfunded

**D.** Investment could be directed towards expanding extracurricular activities to support sustainability objectives

***Read the following 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 23 to 30.***

**THE DIFFERENCES**

**BETWEEN AMERICAN AND CHINESE HUMANOID ROBOTS**

Humanoid robots are gaining importance in today’s world, especially in the United States and China. However, these two countries approach their development differently. In the United States, companies focus heavily on **advanced** artificial intelligence (AI). They want robots to think and act independently. For example, Boston Dynamics created Atlas, a robot that can jump, run, and even do backflips. This shows how **American engineers prioritize flexibility and smart software**, making their robots adaptable to challenging tasks.

In contrast, Chinese developers often concentrate on building strong and reliable hardware. Their robots are designed with precise movements and durable materials. A good example is UBTECH’s Walker, which can perform **practical tasks** like carrying objects or helping at home. Because of this focus, Chinese robots are affordable and useful in everyday life, particularly in homes or factories.

Funding also differs between the two nations. In the US, private companies and investors provide money for robotics projects. This encourages new ideas, but it can be risky if funding stops. On the other hand, China’s government supports **its** robotics industry with steady resources. While this ensures progress, it may limit creative breakthroughs compared to the American approach.

The uses of humanoid robots reflect these priorities. American robots often appear in research labs, entertainment, or healthcare, assisting people like elderly patients. Meanwhile, Chinese robots are more common in manufacturing and service industries, where their strength and accuracy are valuable.

Despite their differences, both countries contribute greatly to robotics. The US leads in AI innovation, while China excels in practical production. In the future, these strengths might combine. If American robots improve their hardware and Chinese robots enhance their AI, a new era of advanced humanoid robots could begin, benefiting people worldwide.

(Adapted from *https://vnexpress.net)*

**Question 23:** The word **advanced** in paragraph 1 is **OPPOSITE** in meaning to \_\_\_\_\_\_\_\_.

**A.** very basic **B.** highly complex

**C.** quite modern **D.** really sophisticated

**Question 24:** Which of the following best paraphrases the underlined sentence in paragraph 1?

**A.** American teams prefer sturdy and reliable hardware always.

**B.** American tech stresses cheap and practical designs daily.

**C.** US experts value adaptability and clever coding highly.

**D.** US firms focus on tough and precise robots only.

**Question 25:** The word **practical tasks** in paragraph 2 is **CLOSEST** in meaning to\_\_\_\_\_\_\_\_.

**A.** academic operations **B.** easy simple actions

**C.** useful daily jobs **D.** real-life missions

**Question 26:** The word **its** in paragraph 3 refers to\_\_\_\_\_\_\_\_.

**A.** industry **B.** China **C.** progress **D.** America

**Question 27:** Which of the following is **NOT** mentioned as a characteristic of Chinese humanoid robots?

**A.** Quite affordable pricing **B.** Very precise movements

**C.** Really expensive cost **D.** Strong durable materials

**Question 28:** According to the passage, which of the following is **NOT** true?

**A.** American robots emphasize advanced AI heavily.

**B.** Chinese robots serve mainly used by scientists.

**C.** American robots handle complex movements well.

**D.** Chinese robots support practical tasks daily.

**Question 29:** In which part of the text does the author mention the effect of funding on robotics?

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

**Question 30:** In which part of the text does the author mainly discuss the applications of humanoid robots?

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

***Read the following 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 31 to 40.***

Named for an architectural term—the keystone is the topmost stone in an arch that holds the entire structure together—keystone species are defined as species that have a disproportionately large effect on the communities in which they occur. They help maintain biodiversity and there are no other species in the ecosystem that can serve their same function. Without them, their ecosystem would change dramatically or could even **cease** to exist.

[**I**] The first keystone species ever identified was the predatory purple sea star (Pisaster ochraceus), found along the rocky coasts of Makah Bay in Washington State. [**II**] Without them, mussels multiplied, displacing algae, barnacles, and snails, which led to the collapse of ecosystem diversity. [**III**] This demonstrated the sea star’s crucial ecological role. Building on Paine’s research, Jim Estes discovered in the 1970s that sea otters in Alaska controlled sea urchin populations. Without otters, sea urchins overran kelp forests, disrupting habitats and food sources for many species. [**IV**]

While keystone species are most likely to be predators, the researchers agreed that other species can also be considered keystones given the strength of their interactions with their environments. These include certain ecosystem engineers, such as beavers and elephants.

Nonetheless, disagreement remains over which species qualify as keystones. **The surest way to identify a keystone species is through an experiment that eliminates it from its environment**. That is like Paine throwing coastal sea stars back into the sea. But it is not always possible-or ethical-to completely remove an animal from its environment. So scientists rely on identifying keystone species by their traits, such as what **they** eat, the habitats they create, and their relationships with other species.

Context matters, too. After all, a keystone species in one context might not be a keystone in another. Subsequent experiments with Paine’s purple starfish, for example, found that their absence has much less influence in other environments, such as more sheltered coastal areas with fewer mussels, than they do in **exposed** coastal ecosystems.

*(*Adapted from*: https://www.nationalgeographic.com/animals/article/keystone-species)*

**Question 31:** The word **cease** in paragraph 1 could be best replaced by.

**A.** stop **B.** transform **C.** expand **D.** initiate

**Question 32:** Where in paragraph 2 does the following sentence best fit?

**In 1963, Paine removed sea stars from one shoreline while leaving another untouched.**

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

**Question 33:** What does the word **they** in paragraph 4 refer to?

**A.** keystone species **B.** scientists **C.** traits **D.** environments

**Question 34:** Which of the following is **NOT** an example of a keystone species mentioned in the passage?

**A.** Sea otter **B.** Elephant **C.** Purple sea star **D.** Gray wolf

**Question 35:** Which of the following best paraphrases the underlined sentence in paragraph 4?

**A.** Only by conducting elimination experiments can researchers be certain of a species’ ecological role.

**B.** Unless a species is withdrawn from its environment, its influence on biodiversity cannot be fully assessed.

**C.** The experimental removal of keystone species serves as the most definitive means of identification.

**D.** It is important that researchers conduct elimination experiments to ascertain a species' ecological role with feasibility.

**Question 36:** Which of the following best summarises paragraph 4?

**A.** Removing a species from its environment is the only way to confirm its importance in the ecosystem.

**B.** Scientists often conduct experiments to determine the role of various species in their ecosystems.

**C.** Keystone species are always easy to identify through their physical characteristics and population dynamics.

**D.** Identifying keystone species can be done by examining their ecological roles and interactions with other species.

**Question 37:** The word **exposed** in paragraph 5 is **OPPOSITE** in meaning to.

**A.** altered **B.** regulated **C.** limited **D.** protected

**Question 38:** Which of the following statements is **TRUE** according to the passage?

**A.** The first species identified as a keystone was the sea otter, known for its influence on kelp forests.

**B.** Beavers and elephants are classified as keystone species due to their role as primary consumers.

**C.** The purple sea star's removal from its habitat caused a significant loss of biodiversity in the ecosystem.

**D.** Keystone species are exclusively defined as predators within their environments.

**Question 39:** Which of the following can be inferred from the passage?

**A.** Keystone species are solely identified by their predatory behavior as their eradication causes drastic changes.

**B.** The designation of a species as a keystone may change based on its surrounding environment.

**C.** The impact of removing a keystone species is consistent across all environments.

**D.** Organisms that hunt others qualify as keystone species regardless of their rank in the food hierarchy.

**Question 40:** Which of the following best summarises the passage?

**A.** The classification of keystone species is straightforward and primarily based on their predatory behaviors, with little regard for the ecological context in which they exist.

**B.** While keystone species are pivotal in maintaining ecosystem stability and biodiversity, identifying them poses challenges due to variances in ecological interactions and the need for context-specific evaluations.

**C.** The role of keystone species is universally acknowledged within the scientific community, as their removal invariably leads to ecosystem collapse, regardless of environmental context.

**D.** Keystone species are primarily recognized as top predators, but other organisms can also be classified as keystones, illustrating the diversity in ecological roles across different environments.

**------ THE END ------**

*- Thí sinh không được sử dụng tài liệu.*

*- Giám thị không giải thích gì thêm.*