| **DETHIANH.COM***Miễn phí - Đề thi thử số 3**Cập nhật ngày 16/05/2025* | **ĐỀ THI THỬ TỐT NGHIỆP THPT NĂM 2025****MÔN: TIẾNG ANH***Thời gian làm bài 50 phút, không kể thời gian phát đề.**\_\_\_\_\_* |
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***Part 1. Read the following advertisement and choose the option that best fits each of the numbered blanks from 1 to 6.***

| 😩 Tired of Outfit Disasters? 😩Do you ever find yourself staring (1) \_\_\_\_\_\_ your closet, completely (2) \_\_\_\_\_\_ about what to wear? We’ve all been there! But with OutfitInspiration, those days are gone!OutfitInspiration is a revolutionary new app (3) \_\_\_\_\_\_ you create stunning outfits for any occasion. Simply tell us about the event you're (4) \_\_\_\_\_\_, your personal style, and any specific (5) \_\_\_\_\_\_ you want to incorporate.OutfitInspiration’s advanced algorithm will then generate personalized outfit suggestions, complete with (6) \_\_\_\_\_\_ and shopping links. So why struggle with outfit anxiety? Download OutfitInspiration today and unlock your most stylish self! | image |
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| **Question 1:** | **A.** on | **B.** over | **C.** into | **D.** at |
| --- | --- | --- | --- | --- |
| **Question 2:** | **A.** cluelessly | **B.** clueless | **C.** cluelessness | **D.** clue |
| **Question 3:** | **A.** that helps | **B.** helped | **C.** to help | **D.** helps that |
| **Question 4:** | **A.** attend | **B.** attending | **C.** attended | **D.** to attend |
| **Question 5:** | **A.** item clothing | **B.** items clothing | **C.** clothing items | **D.** clothing of items |
| **Question 6:** | **A.** style tricks | **B.** style tips | **C.** style advice | **D.** style hacks |

***Part 2. Read the following leaflet and choose the option that best fits each of the numbered blanks from 7 to 12.***

 Unleash Your Inner Artist: Writing a Song or Poem

 Have you ever dreamt of crafting the perfect (7) \_\_\_\_\_\_ or penning a heartfelt poem? Now's your chance! Whether you're a seasoned writer or just starting out, exploring the world of creative writing can be an incredibly rewarding experience.

 Where do you begin? First, find your inspiration. It could be (8) \_\_\_\_\_\_ a personal experience to a breathtaking sunset. Let your imagination run wild! Next, choose your form. Will it be a sonnet, a haiku, a free verse poem, or maybe a catchy pop song? There are (9) \_\_\_\_\_\_ different structures to explore.

 Once you've got an idea, (10) \_\_\_\_\_\_ any words or phrases that come to mind. Don't worry about making it perfect at this stage, just let the creativity flow. Then, start shaping your piece. Think about the (11) \_\_\_\_\_\_ you want to convey and the emotions you want to evoke.

 Remember, there are no wrong answers in creative writing. Every piece is a unique expression of (12) \_\_\_\_\_\_ inner voice. So, grab a pen and paper, or open your laptop, and start creating!

| **Question 7:** | **A.** lyric | **B.** melody | **C.** music | **D.** rhythm |
| --- | --- | --- | --- | --- |
| **Question 8:** | **A.** anything from | **B.** different from | **C.** related to | **D.** similar to |
| **Question 9:** | **A.** a few | **B.** little | **C.** many | **D.** much |
| **Question 10:** | **A.** take after | **B.** look after | **C.** jot down | **D.** put away |
| **Question 11:** | **A.** message | **B.** tune | **C.** format | **D.** style |
| **Question 12:** | **A.** our | **B.** your | **C.** his/her | **D.** their |

***Part 3. Choose the option that 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. Lisa: Really? I've always thought about it, but I wasn't sure what to write.b. Sarah: Honestly, just your thoughts and feelings! It helps clear my head before the day begins.c. Sarah: I started journaling every morning, and it's been surprisingly helpful! |
| --- | --- |
|  | **A.** b - a - c | **B.** c - b - a | **C.** b - c - a | **D.** c - a - b |
| **Question 14:** | a. David: Maybe try focusing on a powerful image or metaphor that represents that?b. David: Hmm, well what's the song about?c. Emily: Ooh, like a phoenix rising! Thanks, that gives me something to work with!d. Emily: It's about overcoming a challenge and finding your inner strength.e. Emily: I'm trying to write a song, but I'm stuck on the chorus. Any tips? |
|  | **A.** d - a - b - e - c | **B.** b - a - e - c - d | **C.** e - b - d - a - c | **D.** b - a - d - e - c |
| **Question 15:** | Hey Lisa,a. Can't wait!b. Are you still up for seeing The Killers this Saturday?c. I'm so excited, I've heard their live show is unforgettable.d. Let me know if you need a ride or want to grab food beforehand.e. I managed to snag some great seats close to the stage!Best,Jessica |
|  | **A.** b - d - e - c - a | **B.** e - d - b - a - c | **C.** b - a - e - d - c | **D.** b - e - c - d - a |
| **Question 16:** | a. It's about stepping outside your comfort zone, embracing the unknown, and discovering hidden depths within yourself.b. Ultimately, adventure travel is a transformative journey that leaves you forever changed, with a newfound appreciation for the world and your place within it.c. From scaling towering peaks to navigating bustling souks, every experience offers a unique thrill and a chance for personal growth.d. The allure of adventure travel lies in its ability to push boundaries and ignite the soul.e. The memories forged and lessons learned on the open road become invaluable souvenirs, shaping perspectives and broadening horizons. |
|  | **A.** b - a - c - e - d | **B.** e - d - c - b - a | **C.** c - d - b - e - a | **D.** d - c - a - e - b |
| **Question 17:** | a. Walking amongst these ancient giants is a truly humbling experience, reminding us of the power and resilience of the natural world.b. These majestic giants, known as Coast Redwoods (Sequoia sempervirens), can reach heights of over 350 feet.c. The Redwood forests are a testament to the longevity of these trees, with some individuals living for over 2,000 years.d. Their massive trunks, sometimes exceeding 30 feet in diameter, create a sense of awe and wonder for visitors.e. The Redwood National and State Parks in California are home to some of the tallest trees on Earth. |
|  | **A.** b - a - d - c - e | **B.** e - b - a - c - d | **C.** e - b - d - c - a | **D.** c - b - e - d - a |

***Part 4. Read the following passage about ... the characteristics, social structures, threats, and conservation efforts related to elephants and choose the option that best fits each of the numbered blanks from 18 to 22.***

 Elephants, the largest land mammals on Earth, are often referred to as “gentle giants” due to their generally calm and social nature. (18) \_\_\_\_\_\_, (19) \_\_\_\_\_\_. Despite their massive size, they are known for their intelligence, emotional depth, and strong family bonds.

 Matriarchal societies are the cornerstone of elephant herds, with the eldest and most experienced female leading the group. This wise matriarch, (20) \_\_\_\_\_\_, guides her family through their territory, protecting the young and making crucial decisions for the herd's survival. Elephants communicate through a variety of vocalizations, including trumpets, rumbles, and roars, and they also use touch, scent, and body language to convey messages.

 Sadly, these magnificent creatures face numerous threats. (21) \_\_\_\_\_\_, leading to increased competition for resources and human-wildlife conflict. Poaching for ivory remains a serious problem, driving a lucrative illegal trade that decimates elephant populations. Conservation efforts are crucial to protecting these gentle giants and ensuring their survival for future generations.

 By supporting ethical tourism initiatives, advocating for stricter anti-poaching measures, and raising awareness about the plight of elephants, we can all play a part in preserving these intelligent and emotionally complex animals. The survival of elephants, (22) \_\_\_\_\_\_, is not only essential for maintaining biodiversity but also a testament to our own commitment to protecting the planet's incredible wildlife.

| **Question 18:** | **A.** They weigh up to ten feet and their height can reach over six tons**B.** Weighing up to six tons and reaching heights of over ten feet**C.** With a weight of ten feet and a height of up to six tons**D.** Reaching heights of over six tons and weighing up to ten feet |
| --- | --- |
| **Question 19:** | **A.** Asian elephants are smaller than their African relatives in the bush**B.** African bush elephants are larger than their Asian counterparts**C.** Asian counterparts are larger than African elephants in the bush**D.** African bush elephants are smaller than their counterparts in Asia |
| **Question 20:** | **A.** who possesses food and water sources of a wealthy knowledge**B.** about whom possesses knowledge of a wealthy food and water source**C.** whose knowledge about water and food sources is wealthy**D.** who possesses a wealth of knowledge about food and water sources |
| **Question 21:** | **A.** Habitat loss due to human encroachment and agriculture forces elephants into smaller areas**B.** Elephants are forced by humans into smaller areas due to agriculture and habitat encroachment**C.** Smaller areas are forcing elephants into agriculture and human encroachment due to habitat loss**D.** Habitat loss due to elephants encroaching on and forcing humans into agriculture in smaller areas |
| **Question 22:** | **A.** their species in an ecosystem keystone**B.** their ecosystems in a keystone species**C.** a keystone species in their ecosystems**D.** a species in their keystone ecosystems |

***Part 5. Read the following passage about the sociology of education and choose the best answer to each of the following questions from 23 to 30.***

 The sociology of education examines the |complex| interplay between education and society. It explores how social structures, cultural norms, and individual experiences shape educational opportunities and outcomes. Rather than simply viewing education as a personal journey, this field of study analyzes how broader societal forces influence who succeeds and why. It delves into issues of inequality, access, and the hidden curriculum that operates within and beyond the classroom.

 For instance, sociologists have long studied the "achievement gap," which refers to the persistent disparities in academic performance among different social groups. |They| have found that factors such as socioeconomic status, race, ethnicity, and gender can significantly impact a student's educational trajectory. Students from disadvantaged backgrounds often face more obstacles, such as limited access to quality schools, underrepresentation in advanced courses, and implicit biases within the education system.

 |Moreover, the sociology of education investigates how schools themselves can perpetuate or challenge social inequalities|. The curriculum taught, the teaching methods employed, and even the social interactions within a school environment can all contribute to reinforcing existing power dynamics. By understanding these complex interactions, sociologists aim to identify strategies for creating a more equitable and just education system.

 This field of study emphasizes the need for |inclusive| policies and practices that address the social, economic, and cultural factors that can hinder or facilitate students' academic success. By shedding light on these issues, the sociology of education provides valuable insights for policymakers, educators, and communities striving to create educational environments where all students have the opportunity to thrive.

| **Question 23:** | Which of the following is NOT mentioned as a factor impacting a student's educational trajectory? |
| --- | --- |
|  | **A.** Race | **B.** Gender | **C.** Socioeconomic status | **D.** Religious affiliation |
| **Question 24:** | The word "complex" in paragraph 1 is OPPOSITE in meaning to \_\_\_\_\_\_. |
|  | **A.** multifaceted | **B.** difficult | **C.** simple | **D.** intricate |
| **Question 25:** | The word "They" in paragraph 2 refers to \_\_\_\_\_\_. |
|  | **A.** school systems | **B.** hidden factors | **C.** sociologists | **D.** social groups |
| **Question 26:** | Which of the following best paraphrases the |first sentence| in paragraph 3?**A.** The sociology of education disregards the role of schools in influencing social inequalities.**B.** Social inequalities are solely challenged by the field of educational sociology.**C.** The study of educational sociology explores how schools can either maintain or break down social inequalities.**D.** Schools alone are responsible for perpetuating social inequalities in the education system. |
| **Question 27:** | The word "inclusive" in paragraph 4 could be best replaced by \_\_\_\_\_\_. |
|  | **A.** limited | **B.** encompassing | **C.** restrictive | **D.** exclusive |
| **Question 28:** | Which of the following is TRUE according to the passage?**A.** The passage primarily focuses on the individual's role in achieving academic success.**B.** The achievement gap is solely based on differences in individual student ability.**C.** Sociologists believe that schools always reduce social inequalities.**D.** The sociology of education considers how social factors influence educational success. |
| **Question 29:** | In which paragraph of the passage does the writer mention a present causal relationship between socioeconomic status and a student's educational trajectory? |
|  | **A.** Paragraph 1 | **B.** Paragraph 2 | **C.** Paragraph 3 | **D.** Paragraph 4 |
| **Question 30:** | In which paragraph of the passage does the writer emphasize the importance of the sociology of education in informing policy and practice for educational equity? |
|  | **A.** Paragraph 1 | **B.** Paragraph 2 | **C.** Paragraph 3 | **D.** Paragraph 4 |

***Part 6. Read the following passage about the history of voting rights and choose the best answer to each of the following questions from 31 to 40.***

 The history of voting rights is a long and arduous journey, marked by struggles for inclusion and equality. [I] For centuries, suffrage, the right to vote, was often |tied up with| factors like land ownership, wealth, and gender. [II] Similarly, during the medieval period in Europe, voting rights were often limited to members of the nobility and the clergy. [III] These early restrictions reflect a hierarchical social structure where power was concentrated in the hands of a privileged few. [IV]

 The rise of democratic ideals during the Enlightenment and the American and French Revolutions challenged these traditional power structures. These movements championed principles of natural rights and popular sovereignty, arguing that governments derive their legitimacy from the consent of the governed. |This| philosophical shift gradually led to expansions of suffrage, though the path was far from smooth. In the newly formed United States, while the Declaration of Independence proclaimed that all men are created equal, voting rights initially remained limited to white male property owners.

 Throughout the 19th and 20th centuries, various social and political movements fought to dismantle discriminatory voting practices. The abolitionist movement, which sought to end slavery, also advocated for the voting rights of African Americans. The women's suffrage movement fought tirelessly for women's right to vote, ultimately achieving victory with the passage of the Nineteenth Amendment to the U.S. Constitution in 1920. The Civil Rights Movement of the mid-20th century addressed the |deep-seated| racial discrimination that prevented African Americans from exercising their voting rights, leading to landmark legislation like the Voting Rights Act of 1965.

 |These struggles demonstrate the ongoing evolution of voting rights as societies grapple with issues of inclusion and equality|. Even today, debates continue about voter access, registration procedures, and the influence of money in politics. The history of voting rights reminds us that the fight for universal suffrage is a continuous process, requiring constant vigilance and advocacy to ensure that all voices are heard and respected in a democratic society.

| **Question 31:** | Where in paragraph 1 does the following sentence best fit?**In ancient Greece, the birthplace of democracy, only free male citizens could participate in political decision-making, excluding women, slaves, and foreigners.** |
| --- | --- |
|  | **A.** [I] | **B.** [II] | **C.** [III] | **D.** [IV] |
| **Question 32:** | The phrase "tied up with" in paragraph 1 could be best replaced by \_\_\_\_\_\_. |
|  | **A.** bound to | **B.** connected to | **C.** joined with | **D.** linked with |
| **Question 33:** | The word "This" in paragraph 2 refers to \_\_\_\_\_\_. |
|  | **A.** popular sovereignty | **B.** natural rights idea | **C.** the shift in philosophy | **D.** democratic ideals rise |
| **Question 34:** | According to paragraph 2, which of the following initially had voting rights in the newly formed United States?**A.** all property owners**B.** all adult men**C.** white male citizens**D.** white male property owners |
| **Question 35:** | Which of the following best summarises paragraph 3?**A.** The fight for expanded suffrage continued with movements advocating for voting access for various marginalized populations.**B.** The 19th and 20th centuries saw movements fighting for voting rights for African Americans and women, culminating in legislative victories like the Voting Rights Act.**C.** Numerous social groups achieved voting rights during the 20th century after prolonged struggles for equality and inclusion.**D.** Abolitionists and suffragists secured voting rights for all citizens, leading to the decline of discriminatory practices. |
| **Question 36:** | The word "deep-seated" in paragraph 3 is OPPOSITE in meaning to \_\_\_\_\_\_. |
|  | **A.** fleeting | **B.** superficial | **C.** shallow | **D.** surface |
| **Question 37:** | Which of the following is TRUE according to the passage?**A.** Voting rights have finally achieved universal suffrage across the globe.**B.** The fight for universal suffrage is an ongoing process requiring continuous effort.**C.** Modern democracies have resolved all issues related to voting access.**D.** Wealth and land ownership are still major factors for voting rights. |
| **Question 38:** | Which of the following best paraphrases the |first sentence| in paragraph 4?**A.** Ongoing conflicts reveal the evolving nature of suffrage within societies striving for fairness and acceptance.**B.** These battles highlight the constant progress of voting rights as societies tackle equality and inclusion.**C.** Current disagreements show that the advancement of voting rights continues to change as societies deal with equality.**D.** The continuing fight demonstrates how voting rights have steadily improved as societies work toward equal participation. |
| **Question 39:** | Which of the following can be inferred from the passage?**A.** Universal suffrage is a fully realized concept, with all nations guaranteeing equal voting access to all citizens.**B.** Achieving truly universal suffrage requires continuous advocacy and vigilance against discriminatory practices.**C.** The passage primarily focuses on the historical progress of voting rights without addressing contemporary challenges.**D.** The expansion of suffrage has always been a smooth and steady progression without encountering resistance. |
| **Question 40:** | Which of the following best summarises the passage?**A.** Historically linked to privilege, suffrage has gradually expanded due to various movements championing equality, but contemporary issues highlight the ongoing need for vigilance in protecting and expanding voting access.**B.** From ancient restrictions to modern debates, the fight for voting rights has been a long journey, with social movements achieving significant victories but still facing obstacles in ensuring equal access for all.**C.** The history of voting rights is a continuous struggle for inclusion, evolving from exclusionary practices based on wealth and social status to modern debates on access and equality, demonstrating that universal suffrage requires constant vigilance.**D.** Initially restricted by social hierarchy, voting rights expanded through democratic movements, yet challenges regarding access and equality persist, showing the need for ongoing advocacy for universal suffrage. |

------------------------------ THE END ------------------------------

**ĐÁP ÁN**

| **Câu** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Chọn | C | B | A | B | C | B | A | A | A | C |
| **Câu** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| Chọn | A | B | D | C | D | D | C | B | B | D |
| **Câu** | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| Chọn | A | C | D | C | C | C | B | D | B | D |
| **Câu** | **31** | **32** | **33** | **34** | **35** | **36** | **37** | **38** | **39** | **40** |
| Chọn | B | B | C | D | B | B | B | B | B | C |