



Q ENGLISH - TIẾNG ANH CÔ QUỲNH

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G12 - TEST 20 – Unit 6, 7

(45 minutes)

Part 2: Pronunciation

Choose the letter A, B, C or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

1 A. forest <u>te</u> r	B. extinc <u>tion</u>	C. pollut <u>ant</u>	D. diversity <u>ty</u>
2 A. applic <u>ation</u>	B. combust <u>ion</u>	C. navig <u>ation</u>	D. recogni <u>tion</u>
3 A. potential	B. produ <u>ction</u>	C. promotion	D. psychology

Choose the letter A, B, C or D to indicate the word that differs from the other three in the position of the primary stress in each of the following questions.

4 A. assembly	B. interf <u>er</u> e	C. reun <u>ite</u>	D. resurrect
5 A. botanical	B. responsible	C. vulner <u>able</u>	D. endangered

Part 3: Vocabulary and grammar

Choose the letter A, B, C or D to indicate the correct answer to each of the following questions.

1. We _____ while we were on holiday.

A. had our car stolen	B. had stolen our car
C. got stolen our car	D. are stolen our car
2. Many materials have been used for _____ teeth, including wood.

A. unnatural	B. false	C. hand-made	D. natural
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3. I don't think people should be allowed to _____ experiments on animals.

A. create	B. make	C. perform	D. produce
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4. The teacher had the students _____ an essay on the positive and negative effects that modern technology has on children.

A. to write	B. to be written	C. write	D. writing
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5. By the time you come home, I _____ decorating.

A. have finished	B. will have finished
C. are finishing	D. finished
6. _____ helps to maintain the balance of nature that we rely on for our well-being and benefit.

A. Biodiversity	B. Diversity	C. Diversification	D. Biology
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7. _____ I waited, the more furious I got.

A. The longer	B. The fewer	C. The better	D. The older
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8. Darwin's theory of _____ has helped to explain the disappearance of some species.

A. extinction	B. revolution	C. conservation	D. evolution
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Choose the letter A, B, C or D to indicate the underlined part that needs correction.

11. (A) By the time you (B) will arrive here, I (C) will have finished my (D) homework.

12. Efforts are (A) done in the hope (B) of preserving all (C) species and maintaining (D) the ecological balance.

13. Many animal (A) species are becoming (B) endangered or even (C) extinction due to (D) habitat destruction.

14. Many nations (A) protect endangered species (B) by forbidding hunting, (C) to restrict land development (D) and creating preserves.

15. (A) The more you (B) pratise speaking in your class, (C) the more better you are (D) at public speaking.

Part 4: Reading

Read the passage and decide if the following sentences are True or False. Write T for True, F for False.

According to Dr Nick Hawes, the future of robots is going to be huge. Here he explains the challenges.

'There's this huge excitement around robots,' says Dr Nick Hawes, Senior Lecturer in Intelligent Robotics, School of Computer Science, University of Birmingham. 'Everyone really believes, as we do ourselves, that robots are going to have a huge impact on our future - in workplaces, in roles in various industries.' But there is one problem that motivated Dr Hawes and the group at Birmingham in their research. 'The fact that these robots would only function for two hours, and only do one useful thing once, made us think that we are not getting close to doing the science that will allow robots to have this huge impact.'

The result of this was 'Bob' the robot, which received much media attention as 'Bob' was shown working as a security guard, patrolling the offices of a security company. 'Bob' was designed as part of a research group called STRANDS, and is made up of seven universities across Europe. 'The STRANDS project has focused on what we can do to make a robot function for more than an hour or two - for days, weeks and months,' says Dr Hawes. There are two interesting things about this, he says.

Controlled environment

Firstly, there's the science and engineering challenge of making an 'autonomous robot, a robot that can do things for itself, function for that length of time in an environment it has no control over. Normally when you put robots into places you have to control everything, to tie things down, make sure nobody gets in the robot's way. You want to be able to make a robot cope in a real human environment.'

Secondly, there are real advantages when a robot can function for an extended period of time. 'The robot can start to learn things about this environment that it wouldn't ever see normally,' says

Dr Hawes. 'It gets to see daily routines and patterns: what time people come and go; where you put your mug of tea on your desk every day; things that humans have a common-sense understanding of, but robots don't. Our aim is for robots to learn that over time.'

From driverless cars to washing machines

But do we have a fixed image of robots and have certain expectations of what they look like and how they operate? Is our image of robots too human-like, and is that a negative factor? 'I think that is the way science fiction has shown them to date,' says Dr Hawes. 'I'm not really interested in robots that look like humans. There are some advantages to having human-like features, humans naturally understand other humans from their physical movement. Having a robot with some human-like physical movement - with eyes looking at places, positioning your body to look. Humans understand that as having some meaning, and just generally it makes them feel more comfortable about other robots.'

He points out that our environment, from door handles to cupboards, is created for humans so having a human-type robot is easier to fit in. 'But at the same time,' he argues, 'robots are really tools, a technology. Their form should be dictated by their function. A driverless car is a driverless car and that's a robot. To some a washing machine is a robot. There are many autonomous intelligent machines that can do things on their own. Some of them may end up looking like humans but most of them won't.'

The next step with Bob is extending the amount of time he can function. Other STRANDS partners are working in the area of 'care', in a hospital in Vienna where a robot is doing some work. 'There is going to be a big industry building and programming robots so we think our students need to be looking at that,' says Dr Hawes. So at the university they 'teach robotics; we have a Robot Club where students work on Bob and similar robots. We are really trying to get everyone, from 18 upwards, working on this technology because it is going to be huge.'

1. People think that robots are going to have a big effect on _____
some areas of our lives in the future.
2. According to Dr Hawes, robots were limited because they _____
could not work for a long period of time.
3. There was little interest from newspapers and TV when _____
Bob the robot started working.
4. A robot normally has no problems functioning in a place _____
where human beings live and work.
5. If a robot can function for a longer period of time, it can _____
learn new things it didn't understand before.
6. Dr Hawes says that the majority of robots in the future will _____
look like human beings.
7. The next thing that needs to be done with Bob the robot is _____
to make him able to work for a longer period of time.
8. Dr Hawes thinks that only a small team of experts should _____
work on this technology.

Part 5: Writing

Use the words in brackets to rewrite the sentences.

1. If you make much money, you spend much, (more)

→ The _____

2. Did the dressmaker shorten the skirt for her? (shortened)

→ Did she have _____?

3. As this road gets busier, it becomes more and more dangerous, (busier)

→ The _____

4. He asked someone at the garage to repaint his car. (repainted)

→ He got _____

5. Bill's house is very similar to his son's house, (same)

→ Bill's house is nearly _____