Task 7. (0-5) Read the text. For questions 7.1.–7.5., choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).

SUGAR-FREE AT A COST

By avoiding calories and providing the sweet taste of sugar, it seems that artificial sweeteners offer the ultimate solution and an effective answer to weight loss. So far, various regulatory bodies around the world **7.1.** _____ as a measure to combat the rising global obesity crisis, metabolic syndrome and diabetes. However, despite the benefits in the struggle against heart disease, evidence suggests that they are **7.2.** _____ perfect. Issues arise from the way man-made sweeteners impact on the human body and the way that our brain responds. One big concern amongst researchers is that artificial sweeteners actually change the way that we taste food. This is an issue as overstimulation of sugar receptors from **7.3.** _____ use of hyper-intense sweeteners can reduce tolerance of other complex flavours and tastes. It could even cause you to find some savoury food types such as vegetables to be unpalatable. As a result, people could **7.4.** _____ end up shunning healthier food completely due to changes in their ability to taste correctly.

Another significant concern is the development of a disconnect between sweetness and caloric intake leading to people craving more sweetness and consuming more and gaining weight. In fact, studies have found that people who drank high amounts of sugar-free diet drinks were twice as likely to put on weight as people who drank non-diet versions. There is one more finding that raises eyebrows. **7.5.** _____, research shows that the daily consumption of sugar-free drinks actually presents a 67% increased risk for type 2 diabetes, the disease that sugar-free alternatives were supposed to prevent.

7.1.
A. have had sweeteners approved
B. get sweeteners approved
C. will have had sweeteners approved
D. will have got sweeteners approved

7.2.
A. by all means
B. by no means
C. by means of
D. by any means

7.3.
A. cyclic
B. tedious
C. monotonous
D. repetitive

7.4.
A. but dislike it and
B. not dislike it but
C. not only dislike it but
D. neither dislike it nor

7.5.
A. Ironically
B. Jovially
C. Jokingly
D. Facetiously

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Task 8. (0-4) Read the text. Fill in each gap with one word to create a coherent and logical text. Full grammatical and spelling correctness of the entered words is required.

The Internet has become so widely used that it's an established part of mainstream culture. Online tools have allowed us to bridge distances and connect with people all over the world in dynamic ways, which has **8.1.** _____ to the rise of online friendships. However, are these online connections legitimate and as valid as the bonds we share with people that we see offline? If we consider what a 'friend' is, **8.2.** _____ does it say that the individual has to be someone that you have face-to-face contact with in person?

In actuality, the connections we foster over the Internet have unique strengths. For one, it allows us access to large groups of people with mutual interests via a dedicated online community on a forum or social media. Internet communication also has numerous advantages over in-person contact. It's easier to strike **8.3.** _____ conversation and also allows a platform that enables talking about yourself in a comfortable context.

Another important advantage is the ability to make friends across the world. Doing so not only allows you to gain access to another culture and perspective on life, it also enables you to develop a stronger appreciation of the self through introspection and self-evaluation. Of course, critics will object and raise the issue of deceit and misrepresentation; however, those are just as possible with people you meet in **8.4.** _____ life.

Task 9. (0–5) Translate into English the parts of the sentences given in brackets so as to come up with logical and grammatically correct sentences. Full spelling correctness of the parts of the sentences written is required. You can write up to five words in each gap.

9.1. When we confronted William, we discovered that *(był w posiadaniu)* _____ the missing material.

9.2. Julian needed to reboot the system *(po tym, jak przypadkowo zainstalował oprogramowanie)* _____ that was incompatible with it.

9.3. If Karen knew Mr Harris better, she *(nie powiedziałaby wszystkich)* _____ of these nasty things she said yesterday.

9.4. *(W żadnym wypadku nie wolno ci)* _____ discuss the problem with Janet.

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9.5. *(Zakładając, że nie byłoby żadnych ograniczeń)* _____ on the amount of luggage we can check in, which suitcase would you go for?

Task 4. (0-8) Read the text and do the tasks 4.1.-4.8.

A NEW AGE OF CHEATING

Cheating in exams or essay assignments is nothing new. It remains an academic issue that reaches back centuries. However, what is new is the capability of technology to help unscrupulous students cheat at their work. Thanks to new cutting-edge advancements in computer AI, the issue has transcended mere plagiarism, the cardinal crime of the academic world. Whereas in the past students looking for the quick way out would turn to plagiarism, and the mundane copy pasting of content from their online research into their assignments, now they have something entirely more sophisticated – chatbots. In particular, the revolutionary capabilities of software like Chat GPT.

Chat GPT is an artificial intelligence bot that is able to generate remarkable content through the use of prompts. Chatbots originally were developed in order to stimulate human conversation in amusing ways and show the potential of human-computer interaction. Unfortunately, they have been commandeered for more unethical reasons. Students, in particular, found that such software has the ability to create entire essays and produce what essentially appears to be original work, since it isn't technically plagiarised. The output varies from answers to simple queries such as 'what is the tallest mountain in Britain' to detailed lengthy answers to academic essay questions.

Naturally, the proliferation of such technology is causing significant concern amongst academic circles. Since Chat GPT assignments are not simply copied text, but computer-generated material making use of online resources, it is harder to spot a chatbot-assisted essay in traditional plagiarism checking software. That being said, there remains a key issue with chatbot generated essays which is highly problematic for the students using them, and a blessing for professors checking work. Currently, the bot doesn't function flawlessly and has a tendency to be somewhat flexible with details, by adapting them in ways that make them not entirely true. Academics have likened this to a student who hasn't attended any classes throughout term and attempts to write an essay that is very convincing nonsense. As a result, a student could end up getting a much worse score for their essay than they had anticipated.

This new phenomenon has led to the adoption of policies against AI-generated material in some colleges and has even birthed a new term 'AIglarism'. Yet, many academics feel that the punishments and rules against this AIglarism should go further and be the same as those currently in place against conventional plagiarism. Although the emphasis and mechanisms are somewhat different, ultimately the key

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issue remains the same. In plagiarism, you are taking the work of others and claiming it as your own. In AIglarism you are doing essentially the same thing by claiming the work of a computer is yours.

Developers of the software have been quick to accept the issues inherent in their technology and have suggested measures to counteract it. One idea proposed is the 'watermarking' of AI-generated material. It's hoped that such a move would make plagiarism easier to spot. The idea would work by discreetly tweaking specific words and turns of phrase selected by the system. This would be done so in a way that wouldn't be immediately noticeable to a human reader but could be statistically predicted by anti-plagiarism checks.

While this digital watermarking scheme offers a useful tool against cheaters, it would still have some limitations in terms of the sheer scale of language generated by chatbots. It seems that the best tool against this new wave of AIglarism is probably educating and informing students of the issues and risks and stressing the need to avoid it from the outset.

For questions 4.1.–4.4., choose the answer that best matches the text and circle the appropriate letter (A, B, C or D).

4.1. In the past, mechanisms for cheating on computers

A. involved methods that were unimaginative.
B. transcended their limitations with inspired innovations.
C. introduced techniques that directly gave birth to AI.
D. generated simple paraphrased summaries of research.

4.2. During their checking process, professors

A. had to use anti-plagiarism software to identify AI-generated essays.
B. observed that Chat GPT essays contained peculiar factual errors.
C. concluded that all low-scoring work was AI-generated.
D. only used specific online resources in their output.

4.3. Based on the text, we can conclude that AIglarism

A. has sufficient penalties currently in place against it.
B. isn't as harmful as plagiarism since the creator is a machine.
C. uses different enough mechanisms for serious punishment.
D. is viewed as a minor offence by some educational institutions.

4.4. Which of the following is stated in the text as an OPINION, and not a fact?

A. The capabilities of Chat GPT are remarkably complex.
B. The material produced by Chat GPT can give off subtle clues.
C. The most effective defence against AIglarism is raising awareness among the student body.
D. The placement of watermarking tags wouldn't be clear to people.

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