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## The Pandora's Box of ChatGPT has been Opened!

The risks created by artificial intelligence can seem overwhelming. This new frontier of invention will cause people to be lazy: they won't use their minds anymore; they will rely on the device for everything. This will be the end of true creativity and originality. (0) A. However, there's a good reason to think that we can deal with them. This is not the first time a major innovation has introduced new threats necessitating new controls.

Whether it was the introduction of cars or the rise of personal computers and the Internet, people have managed other transformative moments and, despite a lot of turbulence, come out better off in the end. Soon after the first automobiles were on the road, there was the first car crash. But we didn't ban cars; we adopted speed limits, safety standards, drunk-driving laws, and other rules of the road. Fears about how new technologies will reshape society have existed for millennia, and in many ways, those fears have not been ungrounded. (36) \_\_\_\_\_. Instead, we need to consider how we will approach and utilise the technology to orient that change in a positive direction.

With the release of ChatGPT, generative Artificial Intelligence software, many school systems have responded to concerns in the education sector around plagiarism by completely banning the program. However, the software is only the beginning of new technological horizons which can be used productively and innovatively in the classroom. (37) \_\_\_\_\_. What is needed is a comprehensive understanding of how to use the program and, perhaps most importantly, where its shortcomings lie. If students regard the program as a digital genie in a bottle, equipped to write their papers at the push of a button, they will not only generate incorrect and uncreative work but will hamper their own writing in the process. (38) \_\_\_\_\_. Therefore, provided that students have a realistic and healthy attitude, ChatGPT has the potential to aid them significantly in their learning and writing.

By discussing the uses and benefits of the program, teachers can help students recognise the role that critical thinking plays in completing an assignment and approach ChatGPT as just another tool in their arsenal. Educators must emphasise that students must have a strong initial concept, creative approach, research acumen, and grammatical knowledge. (39) \_\_\_\_\_. For this reason, students also need to be aware that ChatGPT is a large language model that generates responses based only on the input it has been trained on. (40) \_\_\_\_\_. Moreover, it may contain hidden biases.

A student's comprehension can be negatively affected due to inappropriate or stylistically bland vocabulary or sentence structures suggested by ChatGPT, which fails to recognise important nuances in language that are necessary for effective writing. (41) \_\_\_\_\_. It is in no one's interest for students to run the risk of becoming dependent on the software, as this blind reliance can hinder their own capabilities as budding researchers, writers, and thinkers. ChatGPT will undoubtedly alter the way that students learn, so educators' worries are not unfounded; nevertheless, the software is here to stay. (42) \_\_\_\_\_. They should provide students with robust instruction on how to use the program responsibly. Therefore, rather than banning the software, those in the education sector should seek to demystify ChatGPT and equip students to utilise it with discretion.

**Part 3 (7 points, 1 point per item).** You are going to read a text about ChatGPT. Seven sentences have been removed from the text. For questions 36–42, choose from sentences A–I the one which fits each gap. There is **one sentence** that you do not need to use. There is an example (0).

- A These are all fair predictions, and the concerns they raise need to be taken seriously.
- B Otherwise, each user is at the mercy of the software, which is not without (sometimes critical) factual errors.
- C We should not be asking whether technology will have an impact on us as individuals and as a society.
- D But it turns out that banning ChatGPT from the classroom was the wrong move.
- E ChatGPT's value as an educational tool is proportional to the amount of instruction students receive regarding it.
- F These flaws in the software are why students must be trained to question, analyse, and critically evaluate all of the program's output.
- G However, instead of allowing their worst fears to become reality, teachers should realise that the antidote to them is in their hands.
- H If, on the other hand, they can approach the program as one of many digital tools available, it can enhance their work.
- I While this information is vast and varied, it's not flawless.

# Book review: Jesse Prinz's *Beyond Human Nature*

Jesse Prinz's book *Beyond Human Nature: How Culture and Experience Shape the Human Mind* is a valuable exploration of the age-old 'nature or nurture' debate – whether individual human beings are the product of the genetic features they are born with or of what they experience as they grow up. The book is also firmly part of what we might call the 'neuro-backlash'. In the last decade or so, a host of accessible books have appeared which are fun and provocative, and supplied startling messages about psychology and neuroscience that promised to empower us by decoding the inner workings of human life. But it was really only a matter of time before the re-evaluation of this popular science writing took off.

The controversy over the work of the American journalist Jonah Lehrer only accelerated the widespread reaction. The discovery that, in writing his celebrated books and magazine pieces on neuroscience, Lehrer had been a bit too careless with his facts, quotes, arguments, and conclusions gave way to cries that the simplification of science, in particular of neuroscience, often by science journalists, was once again to blame. The truth is, though, this trend was due to run out of steam. Even some of the best of these books — and there are certainly many worthwhile ones — have begun to seem formulaic.

With any luck, we will now get more books like Jesse Prinz's. While too many of the popular neuroscience authors write as though they are angling for more high-profile speaking work, Prinz is clearly only interested in trying to leave his mark on the nature-versus-nurture debate. Obviously, as Prinz says, we are shaped by both nature and nurture. But while Steven Pinker's influential book, *The Blank Slate*, provides a compelling defence for 'team nature', Prinz identifies himself as an unashamed 'nurturist'.

As such, he is committed to demonstrating that our interactions with our environment — our upbringing, early experiences, culture — have a lot more to do with the way we think, learn language, acquire knowledge, and make moral judgments than anything we are born with. This position has real implications for such big issues as the influence of genetics on intelligence and the effect of biology on gender inequality. And while it might not seem an exciting approach in the manner we have come to expect from recent popular cognitive science books, in the academic world today, it is a minority view—and in terms of certain established theories, very controversial.

Take the debate about language. For years, the field of linguistics has been heavily influenced by Noam Chomsky's notion of a *universal grammar*. Kids might learn a particular language from experience, Chomsky and his followers say, but they are drawing on a set of pre-programmed grammatical rules that we are all born with. It's why, even at a very young age, we are able to create an impressive array of unique, grammatically correct sentences. It's also a prime example of a 'nature' rather than 'nurture' argument.

Prinz takes us through the research that has been done, meticulously examining the logic behind the conclusions of Chomsky and his supporters, and suggests a different explanation. He defends a lesser-known theory that 'children might learn language statistically,' by unconsciously remembering the patterns in the sentences they hear and 'using these to generalise to new cases.' Instead of going for the hard sell, Prinz admits that all he hopes to do is raise the possibility that this alternative theory might be true. This lends his work an air of maturity.

This book should be seen as a notable example of science writing done right. Before discussing the role of genes in the manifestation of different traits, for instance, Prinz spends several pages explaining what genes are, how they work, and how we should think about them. We also get a useful walk through intellectual history as he shows how the nature/nurture pendulum has swung back and forth over thousands of years, and how Prinz's particular approach to these issues descends directly from the 18th-century philosopher David Hume. Although the author seems to want to win the argument, he's generous when it comes to providing evidence for the opposing side — making sure that readers will finish the book with a more thorough understanding of some major debates in science.

31 What does the 'neuro-backlash' in the first paragraph refer to?

- A a host of accessible books
- B the inner workings of human life
- C a new vocabulary of buzz words
- D the re-evaluation of this popular science writing

32 According to the reviewer, the discovery of problems in Jonah Lehrer's work

- A stemmed from a wider access to information about science.
- B triggered a new way of thinking about neuro-science.
- C confirmed a shift in many people's opinions.
- D led to exaggerated criticism of him.

33 In which of these phrases from the third paragraph does the writer express disapproval?

- A 'angling for high-profile speaking work'
- B 'trying to leave his mark'
- C 'provides a compelling defence'
- D 'identifies himself as an unashamed "nurturist"

34 The reviewer refers to 'Chomsky's notion of a universal grammar' as an example of

- A a big issue
- B an exciting approach
- C a minority view
- D an established theory

35 What view of Prinz's work does the reviewer express in the sixth paragraph?

- A He shows appropriate caution in putting forward his own ideas.
- B He spends too much time challenging other people's work.
- C His explanation of difficult concepts is very clear.
- D His analysis goes into too much detail at times.

36 What point does the reviewer make in the final paragraph?

- A The book reveals new information about the issues it covers.
- B Certain theories have always gone in and out of fashion.
- C The views Prinz puts forward are rather old-fashioned.
- D Science writers should consider their readers more.

# The lost civilisations of Peru

An expedition in the mountainous regions of southern Peru has found some important remains from the Inca civilisation. Their discovery came when the expedition stumbled across a small, flat area cut into a forested mountainside. At first, it looked like nothing in particular, but then the explorers realised it could have been a platform where Inca priests stood and watched the path of the sun.

41

Qoriwayrachina, as the site they discovered is known, is of outstanding importance. In fact, it became clear that this was one of the most significant historical finds in South America since the unearthing of Machu Picchu, the fabulous lost city of the Incas, in the 20th century.

42

For example, recent archaeological work near the Peruvian capital has revealed another ancient city, dating back to well before the Incas. This has reinforced the feelings of many archaeologists that there are many more hidden remains buried for hundreds (or even thousands) of years, still waiting to be found.

43

But it is the mountains of the Vilcabamba range that perhaps hold the most promise. Vilcabamba, which means 'sacred valley', was the hub of the vast Inca civilisation. In the 16th century, when the Spanish conquest led to the demise of this ancient way of life, this area was the last part of the Inca empire to fall. Hundreds of years later, it slowly began to yield its secrets to archaeologists, Macchu Picchu perhaps being the most notable of a series of impressive finds. By no means everything there has been unearthed, however.

44

Knowing that there is more to be found is important, because although many valuable Inca sites have been discovered and researched, we still know surprisingly little about the Inca way of life. What's more, studying remains will be of great value, as many are in danger of being ruined forever, either by thieves on the hunt for ancient treasure, or by modern developments such as the building of roads or new towns.

45

It is not all action-man excitement, however. The best explorers spend time reading the accounts of the Spanish conquerors, studying maps and talking to local people who know their own area and are often willing to reveal the whereabouts of previously unidentified remains. Raising funds to pay for the work is also part of the challenge.

46

Peter Frost, one of the group which discovered Qoriwayrachina, knows this. As a tour guide, photographer, and travel writer working in the region for 30 years (though not an archaeologist), he has become an expert on the Incas. Since his initial work at Qoriwayrachina, he has led two lengthy expeditions to the area, and has uncovered the ruins of 200 structures and storehouses, an intricately engineered aqueduct, colourful pottery and several tombs, all valuable evidence for the study of the region's past.

A Far from it. Archaeologists know from having found traces of homes and infrastructure, that there are several potentially major sites still waiting for proper investigation.

B The importance of this kind of preparation is underlined by Hugh Thompson in his recent book about exploring for Inca ruins, *The White Rock*. According to him, anyone can go into the jungle and look for ancient remains. However, they may cause a great deal of damage in the process and indeed, the history of Peruvian exploration is littered with failures.

C According to these experts, what we now know as Peru has hosted advanced civilisations for as long as almost anywhere else in the world. The likelihood, therefore, of making further discoveries almost anywhere in the country, is high.

D These worries mean it is fortunate that the urge to discover ruins swallowed by the jungle is still as strong as ever. Many archaeologists feel a keen sense of adventure, seeing themselves in an Indiana Jones fantasy, hunting for lost civilisations. The thought of finding a lost city, hidden by the jungle for hundreds of years, and containing unimaginable treasures from a mysterious people is, for some, difficult to resist.

E The previous year, 1989, saw a number of expeditions to the region in search of the mythical lost city, but the end result was similarly disappointing. Undeterred, the courageous explorer refuses to abandon his attempts to raise money for one last try.

F But that staggering discovery took place over 100 years ago, and so many explorers, archaeologists and tourists have been in the region since then that one might assume all its secrets have been surrendered. But the mountains of Peru are still full of hidden ruins, as are other parts of the country.

G So, a decision was made to battle on through the thick jungle. Their reward was to uncover significant evidence of the civilisation that once lived there: tombs, a water system, and traces of many other buildings.