

1 Complete each sentence with the correct form of the word in brackets.

- a They all felt _____ was being done, and that the local authority was ignoring the rules. (just)
- b The _____ of modern technology has had an important influence on the quality of life in modern society. (complex)

2 marks

2 Complete the text with words from the list below in the correct form. Three of the words are not used.

charge | crack | ban | remand | acquit | sentence | lodge | appear | find | accuse

Usually, the first step is that a suspect is arrested and (1)_____ by the police. Before he (2)_____ he might be allowed out of jail, or he might be (3)_____ in custody, depending on how severe the case is. When the case comes to court, the defendant has the chance to plead 'guilty' or 'not guilty'. If he pleads 'not guilty', then he will have a trial where the jury will hear all of the evidence and return a verdict. If the jury (4)_____ him guilty, then the judge will hand down a (5)_____. The defendant usually has the chance to (6)_____ an appeal if he disagrees with the verdict and/or the sentence. If the jury finds the defendant not guilty, then he is (7)_____.

7 marks

3 Complete the missing word in each of the sentences.

- a One of the first examples of a bo (a)_____ came in 1791 when people in Britain refused to buy sugar made by slaves.
- b Sarah told of her so (b)_____ at having to flee a country she loved so dearly.

(2 marks)

4 Replace the phrase in brackets using a suitable expression with the word law.

- a Rachel is a (*person beyond anyone's control*) as she never takes any notice of the rules and regulations at work.
- b No one, not even the President, can be (*beyond the legal system*) – we all have to accept responsibility for our actions.
- c Sid beat up the man who had stolen his car, but was later arrested for (*taking his own steps to get justice*).
- d According to the (*strict legal rule*), parking her car outside the hospital entrance was an offence, but the police let Mia off because it had been an emergency.
- e In politics, the (*survival of the fittest*) applies – only the most ruthless succeed in getting to the top.

(5 marks)

Reading

When I was a kid, in the early 1980s, I programmed a little in a language called BASIC. Recalling that long-ago era, I see myself, bowl cut and braces, tapping at the keyboard of some ancient computer:

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10 PRINT "[Whatever]"
20 GOTO 10
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And when I hit "return," up jumps a digital column of whatever I'd entered between the quotation marks to fill the screen:

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[Whatever]
[Whatever]
[Whatever]
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1

The power of those who give commands appears to grow all the time. Every command, however trivial, adds something to it, not only because in practice it generally benefits the person who gives it, but because, by the very nature of commands—their knife-edged precision and the recognition they exact in the whole sphere they traverse—it tends in every way to augment and secure his power.

2

Ari makes me think about the future of computers, as technology moves away from the keyboard-and-monitor model of computing. Consider the Amazon Echo, a specimen of which is playing the audio version of Carrie Fisher's *The Princess Diarist* in the other room as I type. For all its magical qualities, the Echo—or Alexa, to give the name the device responds to—is an imperfect interface. Alexa often has us repeating ourselves, but we forgive her because the very idea of conversing with a computer is still a wonderful novelty. Voice-activated computing is at an adolescent stage, which is fitting for my newly teenaged son.

"Alexa, play *Jeopardy!*," he might say—and his word is her command.

3

Of course, there was no "please" or "thank you" in my BASIC computations. But then,

Paragraph gap fill

my programming was written—silently and solitarily. Alexa makes the command-based nature of computers audible. The device lives on the table where Ari, his mother, sister, and I eat every day. We talk at her all the time.

4

Commands, as Canetti suggests, usually sting their recipients—it's a sting that "sinks deeply into the person who has carried out the command and remains in him unchanged." With Alexa, there's no sting at all. I wonder if this crucial absence could, under certain circumstances, grow into an empathic blind spot.

5

Ari is 13, and mature enough to know the difference between a human and a computer interface programmed to sound like one. But as his dad, I want him to use his voice to create real human dialogue, of the sort the 20th-century Jewish philosopher Martin Buber proposed in his book *I and Thou*. Buber says that when people speak, they employ one of two essential dispositions (Buber calls them "basic words"): "I-It" and "I-You." These are two different attitudes an "I" can take when speaking. The former is transactional; the latter is relational. As he writes in *I and Thou*: "When I confront a human being as my You and speak the basic word I-You to him, then he is no thing among things nor does he consist of things." When people use I-You language, it's about relating in the deepest sense, as opposed to using it as a means to some sort of end. This "I-You" relation is an area of meaningful connection, but throwing commands at Alexa habituates people to speaking "I-It" language out loud.

Now, I could be overreacting. Maybe speaking to Alexa is just programming by another means. It's too soon to assess what, if anything, speech-driven interfaces will do to children (mine or anyone else's). But to me, using one's voice to get what one wants feels qualitatively different from silently inputting commands on a keyboard. Vocalizing one's authority can be problematic, if done repeatedly and unreflectively—and today's chatbots and digital assistants encourage a lot more repetition than reflection.

A

This raises the question about how we should interact. Does the fact that we are talking to a machine make any difference? Experiments have already shown that a robot can carry out a simple conversation with a human without the person realising that they are talking to a machine. So, if we are rude to the robot, might we not sometimes make the mistake of extending that impoliteness to phone conversations that might turn out to be with a real person after all?

B

Kids who live with Alexa or other smart speakers have access to a digital genie. What might be the consequences of giving a child this voice-activated magic lamp, one with no limit to wishes and no consequences for exceeding the allotted amount?

C

Today, the power differential has changed. My own son, Ari, is 13. Ari's a far more skilled computer user than I could ever hope to be—and he has access to extremely sophisticated equipment.

D

Traditionally speaking, kids are too overwhelmed by commands to deliver any of their own. "Those most beset by commands are children," writes Canetti. "It is a miracle that they ever survive the pressure and do not collapse under the burden of the commands laid on them by their parents and teachers." For Ari, commanding Alexa is a regular part of life. I do it myself sometimes. Alexa is there, waiting for us to tell her what to do and to obey. He is—we all are—Alexa's master.

E

And that gives me pause. My wife and I have expended much time and energy ensuring that when Ari speaks, he does so respectfully and intelligently. But he can speak to Alexa without any consideration at all. "Please" or "thank you" are never involved. In fact, polite words would just get in the way.

F

And so on. Later in my life, there were more advanced computing experiences—my parents eventually got me a TI-99/4A with Extended BASIC—but *20 GOTO 10* lingers. Those early days at the computer enabled me, for the first time, to issue commands. I was—suddenly, shockingly—a person to be obeyed. My commands didn't carry any grand force, as do commands in, say, a military context, but issuing them did make me happy. The Nobel laureate Elias Canetti described the dynamic well some 60 years ago in *Crowds and Power*:

Use of English Open Cloze **GARDEN WILDLIFE**

The age of a garden (0) *has* a great effect on the abundance of its wildlife. Since most animals depend ultimately on plants for their food, animal life cannot easily establish (1) in the absence of plant life. A plot of land behind a newly-built house, even (2) covered with a layer of good soil, will support very (3) resident species other (4) microscopic organisms. (5) from the odd worm or spider, not (6) creatures will be able to (7) a living in the garden (8) this stage.

Colonisation takes (9) gradually. Humans may introduce plants, and weed seeds will arrive on the breeze or be dropped by passing birds. Insects and other animals visit the garden and, given suitable conditions, they take (10) residence there. (11) all this activity, however, it takes years for a garden to become fully populated, and it cannot really be regarded as mature until it is (12) of supporting fully-grown shrubs and trees. On (13) basis, a large number of British gardens are immature, (14) as much as they do not support (15) a variety of wildlife as an older garden.

Transformations Part 4

For questions **32–39**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Here is an example (**0**).

Example:

- 0** Do you mind if I watch you while you paint?

objection

Do you you while you paint?

0	have any objection to my watching
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Write **only** the missing words **on the separate answer sheet**.

- 32** Only passengers with Gold Star tickets may use the executive lounge.

restricted

Use of the executive lounge
possession of Gold Star tickets.

- 33** You should not lock this door for any reason when the building is open to the public.

circumstances

Under locked when the building is
open to the public.

- 34** Helen was always embarrassed by her father's jokes.

source

Helen's father's jokes her.

- 35 How likely is the new venture to get off the ground?

prospects

What off the ground?

- 36 Damien paid little attention to his brother's warnings.

notice

Damien didn't his brother's warnings.

- 37 In Colin's opinion, he hasn't done anything he should apologise for.

concerned

As , he hasn't done anything he should apologise for.

- 38 Dr Potter was offended by some of the remarks that were made about her work.

exception

Dr Potter some of the remarks that were made about her work.

- 39 She had her own reasons for not telling us anything about her past.

dark

As to her past, she kept us reasons.

LISTENING (40 minutes approximately) 1 mark for each answer

Part 1

You will hear four different extracts. For questions **1–8**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract 1

You hear part of a radio interview about an amusement park and its founder.

1 Why does Ray Taylor say he only goes on some rides once?

- A** to indicate how busy he is
- B** to show he has checked them all
- C** to make them seem exciting

	1
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2 Charles Wicksteed's job was

- A** running the park.
- B** managing an engineering company.
- C** inventing machines.

	2
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Extract 2

You hear a rock musician speaking about his early life.

3 What made the speaker, as a child, interested in his father's hobby?

- A** It seemed rather mysterious and scary.
- B** It was his only chance to listen to the radio.
- C** It opened the outside world up to him.

	3
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4 How did he feel when he first heard his record on the radio?

- A** overjoyed
- B** shocked
- C** embarrassed

	4
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Extract 3

You hear a radio announcement telling listeners about an arts programme later in the evening.

5 The subject of tonight's programme is

- A a new theatrical production.
- B actors in film and theatre.
- C the analysis of one type of play.

	5
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6 Rowntree has chosen a new area of work because

- A he enjoys theatre work so much.
- B he wants to have an overview of theatre.
- C he is getting too old to be a director.

	6
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Extract 4

You hear a speaker talking about a medicine called 'PROKAZ' and how she chose its name.

7 The speaker said she wanted to choose a name that

- A could be used in many different languages.
- B would suggest the qualities of the product.
- C would be easy to remember.

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8 'KAZ' was chosen as part of the name 'PROKAZ' because

- A modern scientists used these letters.
- B it already existed.
- C it sounded progressive.

	8
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Part 2

You will hear the beginning of an interview in which a university professor talks about the robot he has designed, called Jeremy. For questions 9–17, complete the sentences with a word or short phrase.

In the trials, Jeremy had to find his way round a complicated

9 without problems.

Professor Shepherd mentions

10 as a possibly dangerous substance that robots can deal with.

He believes that making robots will help researchers to understand

11 itself.

Researchers decided to use the model of ants, whose

12 are adequate for their needs.

In appearance, Jeremy most resembles a **13** on wheels.

Jeremy has a **14** attached on top of him.

Professor Shepherd compares giving Jeremy rewards and punishments with

15

Professor Shepherd describes his use of the terms 'reward' and 'punishment' as a kind of

16

He gives the example of a robotic

17 to show how far domestic robots have developed.

Part 3

You will hear an interview with Dr Janet Thompson, who spent many years in Africa observing chimpanzees. For questions **18–22**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

18 When Dr Thompson first saw a chimpanzee using a blade of grass as a tool,

- A** it made her feel much closer to the animal.
- B** it confirmed one of her theories.
- C** it fulfilled her expectations.
- D** it had no initial impact on her.

	18
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19 Dr Thompson was not worried about her personal safety while in Africa because

- A** wild animals tend to avoid conflict with humans.
- B** she had never been hurt by an animal.
- C** the potentially dangerous chimpanzees knew her well.
- D** she was able to avoid the wild animals.

	19
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20 According to Dr Thompson, the only disadvantage of bringing up her son in Gombe was

- A** the lack of expert medical services in case of illness.
- B** the risk of drowning in the lake.
- C** the danger of attack by a wild animal.
- D** the fact that there were no other children of his age.

	20
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21 Dr Thompson corrects the interviewer by explaining that father chimpanzees

- A** are unlikely to take on a paternal role.
- B** keep male intruders or rivals at a distance.
- C** extend their territory for reasons of pride.
- D** rescue their females from danger.

	21
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22 Dr Thompson decided to leave Gombe and the chimpanzees because

- A** she wanted the company of people again.
- B** there was little more to be discovered about their habits.
- C** she felt impelled to tell people about the problem.
- D** her research needed to be taken to the next stage.

	22
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You will hear five short extracts in which different people are talking about books that made an impression on them.

Task One

For questions **1-5**, choose from the list (**A-H**) what led each speaker to read their book.

Task Two

For questions **6-10**, choose from the list (**A-H**) why each speaker particularly appreciated their book.

You will hear the recording twice. While you listen, you must complete both tasks.

- | | |
|-----------------------------------|----------------------------|
| A receiving it as a gift | <input type="checkbox"/> 1 |
| B a family member recommending it | <input type="checkbox"/> 2 |
| C getting hold of a copy cheaply | <input type="checkbox"/> 3 |
| D reading a review | <input type="checkbox"/> 4 |
| E seeing the film version | <input type="checkbox"/> 5 |
| F doing a course of study | <input type="checkbox"/> 6 |
| G buying it on an impulse | <input type="checkbox"/> 7 |
| H being part of an interest group | <input type="checkbox"/> 8 |

- | | |
|---|-----------------------------|
| A the novelty of a new medium | <input type="checkbox"/> 9 |
| B the fast-moving storyline | <input type="checkbox"/> 10 |
| C the underlying message | <input type="checkbox"/> 11 |
| D the light-hearted look at life | <input type="checkbox"/> 12 |
| E the insight into a particular culture | <input type="checkbox"/> 13 |
| F the link between landscape and literature | <input type="checkbox"/> 14 |
| G the perceptive characterisation | <input type="checkbox"/> 15 |
| H the use of language | <input type="checkbox"/> 16 |

10 marks