

1 Breaking news

Reading and Use of English

Part 7

Look at the exam task and answer these questions.

- 1 What do you understand by the term *citizen journalism*?
- 2 How is a *citizen journalist* different from a newspaper journalist?
- 3 When have citizen journalists provided important news stories?

Exam task

You are going to read an extract from an article. Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.



THE RISE OF ‘CITIZEN JOURNALISM’

Journalists lecture the rest of the world about the importance of change in everything from foreign policy to food labelling. Yet the same journalists dislike change as much as anyone else; their extensive experience of recommending change does not help them to accept it themselves. The fact is that journalists react to digital technology’s disruption of their industry with the same anger as any groups of professionals required to rethink what they do.

1

‘Journalism’ came into existence when reliable information was scarce. As newspaper publishing and distribution grew, editors had to satisfy demands for accuracy, as well as entertainment. The effort to be trusted came to be the distinguishing mark of journalism. But printing technology made journalism powerful: a few people gathered, sorted and distributed news and hoped that many people would buy it.

2

Anyone can now publish their thoughts and their books for free to a global audience. Old fashioned print publishing by the few to the many sits uneasily next to successful ‘peer-to-peer’ networks.

3

Citizens, helped by democratic technology, can at last bypass and expose these tricks but ‘citizen journalism’ can also simply mean a wider range of sources. Big events that leave media organisations rushing to get to the right spots are now covered by volunteer witnesses who send instant photos and videos from their mobile phones. Where established reporters fear to go – war zones being the obvious example – the voice of the ordinary citizen journalist may be the only believable news source.

4

The attempt to get at the truth may fail or may fail to be credible. It may involve opinion and analysis as well as reportage so that the truth is understood in depth and significance. It will involve judgements under pressure about truth and public interest. We call this inexact science ‘editing’. Anyone looking at the history of journalism will also notice that the organisations that do it are regularly turned upside down. Two forces do this: first, frustrated journalists who find the habits and the conventions of journalism block all attempts to get at the truth.

5

Journalists still gather the basic news, but must also meet the need to give it meaning and context. We analyse news in the context of instant global conversations that can involve a handful of people or millions. Believers in citizen journalism argue that enforced ‘democratisation’ of media reduces the need for, and therefore the power of the conventional media. The forces of change may bring down media empires that fail to adapt, but they do not destroy the idea of journalism.

6

Also the way people sample and use news and opinion is changing: they dip in and out of news all day. But the business of getting accurate basic data to consumers, of building platforms that people trust remains valuable work despite the changing background. Some ‘citizen journalists’ make a real contribution to this; some don’t. It depends who they are. In other words, we’re back where we started: making judgements about accuracy and honesty. The most important question consumers of news and opinion will ask themselves is the question they have always asked: do I trust this source to tell me something true and useful?

- A** Against this background, ‘citizen journalism’ means different things to different citizens. As a movement in media politics, citizen journalists would like to replace ‘conventional media’, arguing that the claims made by journalists for the trustworthiness of their work are a trick, hiding agendas which may belong to big business or government.
- B** Bloggers have increased the transparency of the established media by exposing errors, and acting as gossip platforms for opinion that would otherwise not circulate so far so fast. These are not all citizens, in the sense of being outside media organisations; many are journalists and many of their sources are journalists.
- C** However, three changes turned this shortage of public information into today’s glut: the invention of radio and television, digital technology such as email, and finally the Internet. Digital communications not only increased the amount of easily-reached information but weakened the power of traditional publishing.
- D** I may not be in a majority in my line of work, but I like the current technology-driven chaos precisely because journalists have to go back to first principles. Let’s look at the history.
- E** The need to know the accuracy of what you are reading or watching does not disappear because you have a lot of new ways of finding facts and other points of view. The nature of the news and opinion people now consume is changing: more varied, less formal, often like an everyday conversation.
- F** The second revolutionary force is technology. Radio and television gave journalism the vivid immediacy it lacked. The blend of wireless telephony, the World Wide Web, and the miniaturisation of personal technology has helped to create a glut of news.
- G** But if it is the case that anyone can be a journalist, what is journalism? Whatever the era and technology, it must surely involve an organised attempt to show what is happening, to reduce or eliminate doubt about what is true.

Part 1

Look at the exam task. Quickly read the text without filling the gaps and answer these questions.

- Who will be affected by the new law?
- How long could offenders be sent to prison for?
- Who was intimidated by paparazzi in the text?

Exam task

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A people B figures C citizens D celebrities

New law to protect children from paparazzi

Paparazzi who harass the children of public (0) ... will face stiffer penalties under new legislation in California. The law signed by state governor Jerry Brown, increases (1) for actions that include taking photographs or videos of a child without consent. Media organisations had opposed the move, which increases penalties for harassing children because of their parents’ job, on the (2) that it could restrict legitimate newsgathering activities. Those caught (3) the restrictions now (4) a maximum sentence of one year in jail and a fine of up to \$10,000. The bill was given a boost when Hollywood actor Halle Berry gave it her (5) She said her daughter had been (6) by aggressive photographers who followed them daily, often shouting as they (7) images of the star and her family. Welcoming the legislation, she said: ‘I started this fight with a great deal of hope and a bit of uncertainty so I am very (8) to Governor Brown for recognising the plight of children who are tormented because of their parents’ identity.’



- | | | |
|---|-----------------|--------------|
| 1 | A conclusions | C judgements |
| | B results | D penalties |
| 2 | A grounds | C arguments |
| | B reasons | D bases |
| 3 | A dismissing | C ignoring |
| | B opposing | D neglecting |
| 4 | A face | C meet |
| | B confront | D encounter |
| 5 | A encouragement | C support |
| | B help | D assistance |
| 6 | A afraid | C nervous |
| | B feared | D frightened |
| 7 | A captured | C grasped |
| | B seized | D grabbed |
| 8 | A appreciative | C grateful |
| | B pleased | D gratified |

Listening

Part 4

- Look at the exam task instructions and answer these questions.
 - How many speakers will you hear?
 - What will they be talking about?
 - In each A–H list how many choices do not match any of the speakers?
- 02** Now listen and do the exam task.



Exam task

You will hear five short extracts in which people are talking about dramatic situations they have been in.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) the situation each speaker describes.

A a hurricane	Speaker 1	<input type="checkbox"/>	<input type="checkbox"/>	1
B a civil conflict	Speaker 2	<input type="checkbox"/>	<input type="checkbox"/>	2
C a murder attempt	Speaker 3	<input type="checkbox"/>	<input type="checkbox"/>	3
D a domestic burglary	Speaker 4	<input type="checkbox"/>	<input type="checkbox"/>	4
E a vehicle fire	Speaker 5	<input type="checkbox"/>	<input type="checkbox"/>	5

TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker felt in the situation they describe.

A amazed	Speaker 1	<input type="checkbox"/>	<input type="checkbox"/>	6
B unsurprised	Speaker 2	<input type="checkbox"/>	<input type="checkbox"/>	7
C anxious	Speaker 3	<input type="checkbox"/>	<input type="checkbox"/>	8
D terrified	Speaker 4	<input type="checkbox"/>	<input type="checkbox"/>	9
E embarrassed	Speaker 5	<input type="checkbox"/>	<input type="checkbox"/>	10

Grammar

Revision of verb tenses

- Choose the correct verbs in these sentences.
 - If I *knew* / *I'd known* you were home, I'd have called you.
 - Police *are currently looking* / *currently look* into the accident.
 - This time next year, *I'll be studying* / *I'll have been studying* here for three years.
 - I tried to put my car into reverse gear while I *drive* / *was driving* at 50 kph. The gears *made* / *have made* a dreadful noise.
 - By the time we *arrived* / *we've arrived* home, we *drove* / *we'd driven* 500 km.
 - I need to get fit, so I've decided *I'll start* / *I'm going to start* running every day.
 - It's a difficult question, but I'm sure I *know* / *I'm knowing* the answer.
 - I *just finished* / *I've just finished* writing an essay and I'm / *I'm being* exhausted.
- Complete these sentences with the correct form of the verbs in brackets.
 - I'll go back to work when my child (be) one year old.
 - By the end of this decade most people (forget) many forms of entertainment from last century.
 - This movie (download) for ages. I need a faster connection!
 - This is the third book in the series they (publish) and I hear they (bring out) two more in March next year.
 - By the time the papers picked up the story it (be) all over social media sites for hours.
- Correct the verb tense mistakes made by exam candidates in these sentences.
 - I didn't met any other people apart from English people in our group.
 - Those were expenses that we didn't considered because we knew about them from the start.
 - The quality of the service were really unsatisfactory, giving me the impression that I joined a cheap holiday trip.
 - As I have started turning over the pages, I had some concerns.
 - Our International Students' Sports Club has being incredibly successful so far.

Writing

Part 1 Exam task: essay

Contrast links

1 Use the expressions in the box to complete the sentences.

despite in contrast in spite of the fact that
 nevertheless

- Many young people are well qualified. this, unemployment rates remain high.
- Salaries and employment levels remain high for those over fifty. unemployment rates for those under twenty are incredibly high.
- many people work, the cost of living continues to rise and poverty levels increase.
- Living standards have been rising for decades. many still face challenging economic times.

2 Look at this exam task and answer these questions.

- How many ways of dealing with the problem should you discuss?
- Do you have to use the opinions from the discussion?

Your class has attended a panel discussion on the problem of youth unemployment and possible solutions to the problem. You have made the notes below.

Ways of dealing with the problem

- Retirement
- Education
- Skills

Some opinions expressed in the discussion:

"Young people should study practical subjects."

"People should retire earlier."

"All young people should have to get some qualifications."

Write an essay for your tutor discussing **two** of the ideas in your notes. You should **explain which approach you think would be more effective, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

3 Use the contrast links in the box to complete the essay on the right.

However Although Despite Nevertheless

Unemployment in many countries is at record levels; in particular, youth unemployment is almost out of control. It could even be argued that we are in danger of having a lost generation if urgent action is not taken. **(1)**, should effective policies be implemented, the consequences of this potential disaster could be minimised.

The first approach that could be taken is to raise the level of compulsory education. **(2)** this approach might cause financial problems for governments, this would probably cost no more than unemployment benefits. Raising academic standards and the level of skills training will enable the country as a whole to benefit from an improved range of skills.

Secondly, not only should education levels be raised for all, but the introduction of more relevant, practical and useful skills would also be beneficial for the country. Arguably, a significant proportion of today's youth have qualifications and skills that are held by too many people. **(3)** many young people gaining high level qualifications, the lack of diversification means that they are still faced with an uncertain career path as many of their skills are not those most in demand.

Reform of the education system would be costly and it is perhaps questionable whether the minimum level for all will address the issue. **(4)** raising awareness of the skills and qualifications our country is in desperate need of, would go some way to addressing the problem.

4 Now read this exam task and write an essay in 220–260 words in an appropriate style.

Your class has attended a panel discussion on the problem of long term unemployment among people over 50 and possible solutions to the problem. You have made the notes below.

Ways of dealing with the problem

- Retraining
- Early retirement
- Job sharing

Some opinions expressed in the discussion:

"The retirement age should be 55."

"It's more important for young people to have jobs."

"Job sharing should be encouraged."

Write an essay for your tutor discussing **two** of the ideas in your notes. You should **explain which way of dealing with the problem you think would be more effective, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

2 Travels and traditions

Reading and Use of English

Part 6

1 Look at the exam task and answer these questions.

- 1 What is the topic of the four texts?
- 2 In general, what do the questions ask you to look for in the texts?

Exam task

You are going to read four blogs about travel. For questions 1–4, choose from texts A–D. The blogs may be chosen more than once.

Travel today

Four travel bloggers give their opinion on the purpose of travel in the 21st century.

A
 Arrival at a destination is often thought to be the prime purpose of travel these days. Taken in this way the journey itself is not the point, rather it is the serious business of transporting our bodies from one place to another. Getting to the end location as quickly as possible is the requirement and nowadays this is possible almost instantaneously. The modern method of travel seals us into tubes called aeroplanes as they charge through the sky at such speeds that we can hardly have any notion of the glorious planet we pass across. We want to get somewhere new and different as quickly as possible, and this is ironic as the very thing that enables us to get there quicker is also what makes all the “theres” so similar. Globalisation through airpower means stepping into the plane and swapping one city for another as though by some magic trick.

B
 It is only since flying became the most popular means of long-distance travel for both leisure and business purposes that journeys have ceased to be of intrinsic interest to the majority of those travelling. In the past, when our only travel choices for such journeys were rail, sea or road, journeys themselves had to be taken account of. A journey that might have taken several days passing through different landscapes and climate zones, can now be completed in a few hours. Our place of arrival will, in many instances, be identical to our place of departure. This change has intellectual as well as practical implications. While we no longer need to worry about food, accommodation or changes of clothing during today’s journeys, we are no longer in a position to enjoy the geographical and cultural differences between the places we pass through on our journeys. This is a serious loss.

C

There are those for whom travel is an end itself, a minority, in my opinion, who enjoy the journey to their destination more than their arrival. These people might deliberately choose a sea voyage lasting two weeks in preference to a long-haul flight. In my view, these travellers belong to a generation of romantics from a bygone age. Sadly, the many cultural differences that once characterised our world and made it a fascinating place to travel through have now all but disappeared. Why would a serious traveller choose to spend more of his or her time and probably money than is necessary simply to get from A to B? Whether one is going on an exotic holiday or an important business trip, the less time spent travelling the better for most modern travellers, especially as this means more time is spent at the chosen destination.

D

Those who travel through multiple time zones at high speed but do not realise that it is the journey, rather than the destination, that matters miss the opportunity to experience something very important. By stopping focusing on arriving, and by travelling long enough to feel the passage of time, we can come to realise that what really matters in travel is the same for life in general. That bubble all around us, that threatens always to trap us in the same frustration-coma we feel at home, can and must be resisted. Travel can and must become a joy in itself and then the broken down buses, the flies and the baking heat will not bother us. The evidence that this is possible is out there to see. Great travel books and writing are never just about the destination, they are about the changes the act of travelling bring about during a journey.

Which blogger

shares A’s opinion about the relative importance of a journey and the arrival at a destination?

1

has a different opinion from the others about the cultural value of travel?

2

shares B’s opinion about the kind of places people travel from and to?

3

takes a similar view to D on what we lose if we travel by air?

4

Grammar

Participle clauses

1 Rewrite these sentences using participle clauses.

- Because he was pleased with their behaviour, James took his children to a park.
Pleased with the children's behaviour, James took them to a park.
- The new mall, which is located in the suburbs, is very popular.

- He was late for college yesterday, so he set his alarm for an earlier time this morning.

- After he had completed the project, he started his next venture.

- As she looked over her shoulder, she saw the train leaving.

- Because I had taken the wrong train, I found myself in Swindon not Oxford.

- The man who is walking the dog is a friend of mine.

- I didn't have a break all day, so I was desperate for something to eat.

- The presenter stepped up to the microphone. He cleared his voice.

- As long as you drive carefully, this car is quite safe.

2 Join these sentences using participle clauses.

- I have seen some of the damage done by tourists. I'm now a strong believer in eco-tourism.

- Eco-tourists want to boost the economies of the places they visit. They try to eat only locally produced food.

- The group arrived two hours late. They missed their flight.

- Mario is an experienced travel guide. He always gives reliable advice about places worth visiting.

- Uluru, or Ayers Rock, in Australia is now seriously eroded. It was climbed by large numbers of tourists.

- The Australian government gave Uluru back to the Aboriginal people in 1985. The government hoped that tourists would respect its spiritual significance.

Reading and Use of English

Part 3

Prefixes

1 Choose the correct words in these sentences.

- This option is *inappropriate* / *unappropriate* considering the choices available.
- The government has plans to *deregulate* / *disregulate* the banking system.
- It isn't always easy for the police to *enforce* / *inforce* speed limits.
- It's highly *unprobable* / *improbable* that they will agree.
- On that occasion, her behaviour was completely *irrational* / *unrational*.

2 Complete the words in bold in these sentences with the appropriate prefix from the box.

anti bi inter mis out over re under

- Can you ...**call** what happened last night?
- Low-level crime which is not serious enough for a prison sentence is often referred to as ...**social** behaviour.
- Communication at the college is poor. There's hardly any ...**action** between the students and teachers.
- You did really well, definitely ...**performing** most of the class. You might even have come first.
- You shouldn't ...**estimate** the cost. It could be a lot more expensive than you think.
- Ben needs to calm down. He's getting ...**excited**.
- The journal is ...**annual**. It comes out in March and September.
- I prefer to speak on the phone. It's so easy to ...**interpret** emails.



3 Look at the exam task instructions and quickly read the text. What did the writer see when she arrived in Phnom Penh?

Exam task

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).
 Example: (0) RELATIVELY



My first solo trip

I am (0) well-travelled, but until now I have never really travelled alone. It was something that I needed to do. Sitting on the riverfront in Phnom Penh on my last night, I had to admit to feeling a sense of (1) It was a strange feeling leaving the (2) and companionship of my tour group and setting out on my own: a new (3) scene to adjust to, new towns to find my way around. But I soon realised that I was not alone. The Cambodian people are so (4) welcoming and friendly, and I met many (5) travellers along the way. I travelled by speed boat up the Mekong River, passing through border checkpoints. (6), one of the first things we saw as we arrived in Phnom Penh was a New Zealand flag. After being (7) by a dishonest taxi driver, I arrived at Kambuja Inn – my home and (8) oasis for the next few days.

- RELATE
- ACCOMPLISH
- SECURE
- CULTURE
- CREDIBLE
- AGREE
- SURPRISE
- CHARGE
- PEACE

Listening

Part 2

Do the exam task. Write no more than three words for each answer.

Exam task

03 You will hear a student called Tom Sadler talking about a trip to The Galapagos Islands. For questions 1–8, complete the sentences with a word or short phrase

Tom's visit to the Galapagos Islands

Tom's visit made him realise why Darwin had been (1) by the Galapagos Islands.

Before going there, Tom believed the islands were between Indonesia and (2)

Tom didn't have time to travel to the islands (3)

Santa Cruz was the (4) of Tom's trip.

Tom was very surprised to find jungle and (5) landscapes on the same island.


Tom regretted not taking an (6) with him when he went diving.

Instead of giving a detailed account, Tom lists some of the (7) of his visit.

The dolphins Tom saw on the last night of his trip appeared to (8)

Writing

Part 2 Exam task: report

1  Correct any errors you can see in these sentences.

- 1 To summing up, what we must do is encourage the next generation to do sports.
- 2 It also includes recommendation for improvements to help the department operate efficiently.
- 3 Despite the problems I outlines, I enjoyed attending this conference.
- 4 Shortly, everything's organised for you.
- 5 In order to considering appointing someone as my assistant, you have asked me to write this report outlining my needs.
- 6 The purpose of this report is suggesting the most suitable catering company.
- 7 All the above considered, I believe that my proposal meets your requirements.
- 8 I'd like to suggest you some improvements to the week's programme.

2 Read the exam task below and answer these questions.

- 1 What must you write about?
- 2 Who are you writing for and why do they want a report?
- 3 What points must you include?

In your Geography class, you have been discussing the impact of tourism. Your tutor has asked you to write a report on a tourist region in your country.

Your report should describe the place and say why it is popular, say what impact tourism has had on the region, and suggest changes that would improve the region.

Write your **report**.

3 Quickly read the model report, *Tourism in Cancun*, and answer the questions.

- 1 Is the report organised into clear sections?
- 2 Is it written in an appropriate style?
- 3 What suggestions has the writer made?

Tourism in Cancun

The aim of this report is to provide information on the impact of the tourist industry on Cancun, a city located on the eastern coast of Mexico.

Tourists are attracted to Cancun for many reasons: its white sandy beaches, its bright blue waters, and its lagoon where many native species live. It has always been recognised as a beautiful place. It was known to the ancient Mayan tribes but when the government decided to develop the region in the 1970s, it expanded at an incredibly rapid rate. Its tropical climate varies very little from season to season and this means that visitor numbers are high throughout the year.

With regard to the impact tourism has had on this coastal city, the population, which numbered only a handful when construction began, has increased dramatically and the resort's rapid growth as a tourist destination has had negative environmental consequences. Parts of the lagoon have been destroyed or contaminated by the construction of a major highway system. A nearby rainforest has shrunk in size and the building of many hotels and restaurants has severely affected the natural habitats of local wildlife.

While it is true that Cancun is a prosperous tourist resort which provides employment for thousands of people, the impact its development has had on the environment is undeniable. For this reason, I would suggest that the government takes measures to reverse some of the damage that has been done. I would also suggest that businesses are encouraged to introduce more environmentally friendly practices.



4 Find sentences in paragraphs two and three which give the following information:

- The historical background
- The effect on the original town
- The reason for its popularity
- Specific examples of the impact

5 Write your own report in answer to the same exam task. Choose a tourist destination in your country that you know about. Write 220–260 words in an appropriate style.

3 Behaving and interacting

Reading and Use of English

Part 5 Exam task

You are going to read a text about the impact of social media. For questions 1–6, choose the answer (A, B, C, or D) which you think fits best according to the text.

The Impact of Social Media on Children, Adolescents, and Families

Engaging in social media is a routine activity that has been shown to benefit young people by enhancing communication and social skills. Social media sites such as Facebook offer multiple opportunities for connecting with friends and people with shared interests. In recent years, the number of young people using such sites has increased dramatically, with many logging on more than ten times a day. In addition, a large proportion of teenagers now own mobile phones, so a large part of their social and emotional development is occurring while they are on the Internet or on mobiles.

Because of their limited capacity for self-regulation and susceptibility to peer pressure, young people are at some risk as they experiment with social media. Research indicates that there are frequent online expressions of offline behaviours, such as bullying and clique-forming, that have introduced problems such as cyberbullying. Other problems that merit awareness include internet addiction.

Many parents today use technology incredibly well and feel comfortable with the programs and online venues that their children are using. Nevertheless, for various reasons, some may find it difficult to relate to their digitally smart youngsters. Such parents may lack a basic understanding of these forms of socialisation, which are integral to children's lives. Frequently, they do not have the technical abilities or time needed to keep pace with their children in their ever-changing internet habits. In addition, these parents often lack a basic understanding that children's online lives are an extension of their offline lives. The result can be a knowledge and skill gap, which creates a disconnect in how these parents and their children relate.

Social media sites allow young people to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, and exchanging ideas. Older students also use social media to connect with one another on school work. For example, Facebook allows students to gather outside class to exchange ideas about assignments. Some schools successfully use blogs as teaching tools, which has the benefit of reinforcing skills in written expression and creativity. Adolescents are also finding



that they can access online information about their health concerns easily and anonymously. Excellent health resources are increasingly available to youth on topics such as stress reduction. However, because of their young age, adolescents can encounter inaccuracies during these searches and may require parental involvement to be sure they are using reliable online resources, interpreting the information correctly, and not becoming overwhelmed by what they are reading.

Using social media becomes a risk to adolescents more often than adults realise. Most risks fall into these categories: peer-to-peer; lack of understanding of online privacy issues; and the influences of advertisers. Although “online harassment” is often used interchangeably with the term “cyberbullying”, it is actually different. Research suggests that online harassment is not as common as offline harassment, and participation in social networking sites does not put most children at risk of online harassment. Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most common online risk for all teens, and can have profound emotional effects.

Researchers have proposed a new phenomenon called “Facebook depression”, defined as depression that develops when youngsters spend a great deal of time on social media sites and then begin to exhibit classic symptoms of depression. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, young people who suffer from Facebook depression are at risk of social isolation and sometimes turn to risky internet sites for “help”. The main risks to young people online today are each other, risks of improper use of technology, lack of privacy, or posting false information about themselves or others. These types of behaviour endanger their privacy.

When people go onto websites, they can leave evidence of their visits. This ongoing record of online activity is called the “digital footprint”. One of the biggest threats to young people on social media sites is to their digital footprint and future reputations. Young people who lack an awareness of privacy issues often post inappropriate material without understanding that “what goes online stays online”. As a result, future jobs and college acceptance may be put in jeopardy by inexperienced clicks of the mouse.

- 1 How does the writer explain why young people could face some problems when they use social media?
 - A They spend more time than they should on social media sites.
 - B They cannot control their use of social media sites well enough.
 - C They are unaware of the ways in which others use social media sites.
 - D Their use of social media sites and mobile phones has increased.

- 2 The writer suggests that there is a problem between parents and their children because parents
 - A do not understand the technology behind social media sites.
 - B take little interest in their children's online behaviour.
 - C feel excluded from their children's online lives.
 - D do not understand the relationship between children's online and offline lives.

- 3 The writer suggests it may be dangerous for young people to access online health information because
 - A they can get information without saying who they are.
 - B the information they find may not be correct.
 - C they may refuse to share the information they find with their parents.
 - D they may not be able to find the information they need.

- 4 According to the writer, online harassment
 - A is another term for cyberbullying.
 - B is the most common danger facing internet users.
 - C affects a majority of young people.
 - D is not as frequent as real-life harassment.

- 5 In the sixth paragraph, the writer suggests that young social media users who feel socially excluded may
 - A give away more personal information than they should.
 - B be at risk of becoming seriously depressed.
 - C look for advice and support on unreliable websites.
 - D tell lies about themselves and other people.

- 6 The writer uses the term 'digital footprint' to refer to
 - A a permanent account of someone's contributions to a social media site.
 - B a list of places someone has visited.
 - C the information that someone wishes to keep private.
 - D a record of jobs and college places someone has applied for.

Part 4

Look at the exam task and answer these questions about each item.

- 1 Which part of speech is the key word?
- 2 Which part/s of the first sentence must you replace?

Exam task

For questions 1–6, 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 six words**, including the word given. Here is an example (0).

Example:

- 0 Sam has constantly attempted not to attract attention since the trial began.

PROFILE

Sam has made constant ATTEMPTS TO KEEP A LOW PROFILE since the trial began.

- 1 He ignored the 'do not enter' sign and went straight in.

ATTENTION

He didn't the 'do not enter' sign and went straight in.

- 2 She wishes she had accepted the job offer.

TURNING

She of the job.

- 3 He failed to persuade her not to resign.

TALKED

She couldn't be

- 4 The exam was so long he just couldn't continue to concentrate at such a high level.

KEEP

He couldn't of concentration needed for such a long exam.

- 5 'Why don't we get together for a chat tomorrow afternoon?' Rosie said.

MEETING

Rosie for a chat the following afternoon.

- 6 You won't achieve anything if you refuse to talk to him.

POINT

There's to talk to him.