

the weak ties could be the explanation, says Ellison. 'Asking your close friends for help or advice is nothing new, but we are seeing a lowering of barriers among acquaintances,' she says. People are readily sharing personal feelings and experiences to a wider circle than they might once have done. Sandy Pentland at the Massachusetts Institute of Technology agrees. 'The ability to broadcast to our social group means we need never feel alone,' he says. 'The things that befall us are often due to a lack of social support. There's more of a safety net now.'

- F** Henry Holzman, also at MIT, who studies the interface between online social networking and the real world, points out that increased visibility also means our various social spheres – family, work, friends – are merging, and so we will have to prepare for new societal norms. 'We'll have to learn how to live a more transparent life,' he says. 'We may have to give up some ability to show very limited glimpses of ourselves to others.'

- G** Another way that online networking appears to be changing our social structures is through dominance. In one repeated experiment, Michael Kearns of the University of Pennsylvania asked 30 volunteers to quickly reach consensus in an online game over a choice between two colours. Each person was offered a cash reward if they succeeded in persuading the group to pick one or other colour. All participants could see the colour chosen by some of the other people, but certain participants had an extra advantage: the ability to see more of the participants' chosen colours than others. Every time Kearns found that those who could see the choices of more participants (in other words, were better connected) persuaded the group to pick their colour, even when they had to persuade the vast majority to give up their financial incentive. While Kearns warns that the setting was artificial, he says it's possible that greater persuasive power could lie with well-connected individuals in the everyday online world too.

Questions 33–36

Look at the following findings (Questions 33–36) and the list of researchers below.

Match each finding with the correct researcher, **A–F**.

Write the correct letter, **A–F**, in boxes 33–36 on your answer sheet.

- 33** People who network widely may be more able to exert pressure on others.
34 We have become more willing to confide in an extensive number of people.
35 There is a limit to how many meaningful relationships we can maintain.
36 There is a social advantage in knowing about the lives of our online contacts.

List of researchers

- | | |
|---------------------------|-------------------------|
| A Mark Granovetter | D Jeff Hancock |
| B Judith Donath | E Nicole Ellison |
| C Robin Dunbar | F Michael Kearns |

Questions 37–40

For Questions 37–40, choose **TWO** answers, **A–E**.

Write your answers in boxes 37–40 on your answer sheet.

37–38

Which **TWO** of these advantages of online social networking are mentioned in Reading Passage 3?

- A** Social networking sites can be accessed on any day and at any time.
B Online socialising is an efficient way of keeping in touch with a lot of people.
C It is very easy to establish new friendships online.
D Online social networking can solve problems in real-world relationships.
E It can be reassuring to be part of an online social network.

39–40

Which **TWO** of these disadvantages of online social networking are mentioned in Reading Passage 3?

- A** Information from online social contacts may be unreliable.
B We may become jealous of people who seem to have a wide circle of friends.
C We may lose the ability to relate to people face-to-face.
D It is easy to waste a lot of time on social networking sites.
E Using social networking sites may result in a lack of privacy.

WRITING

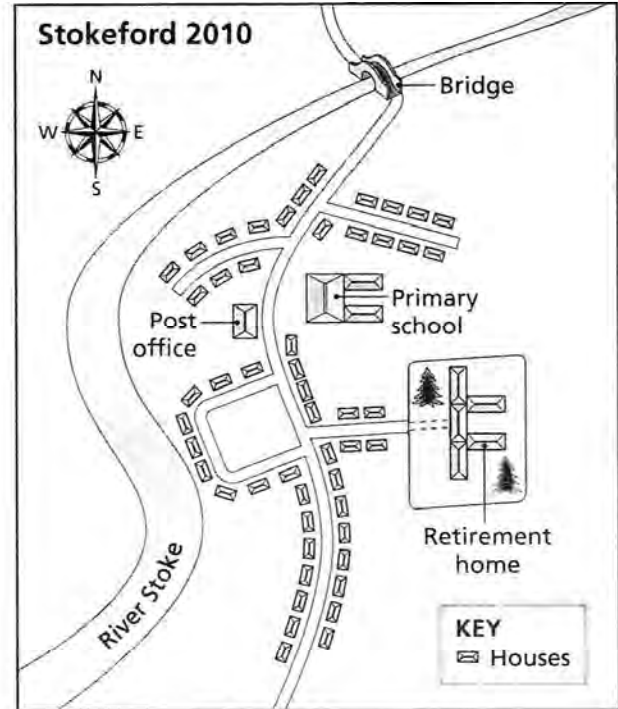
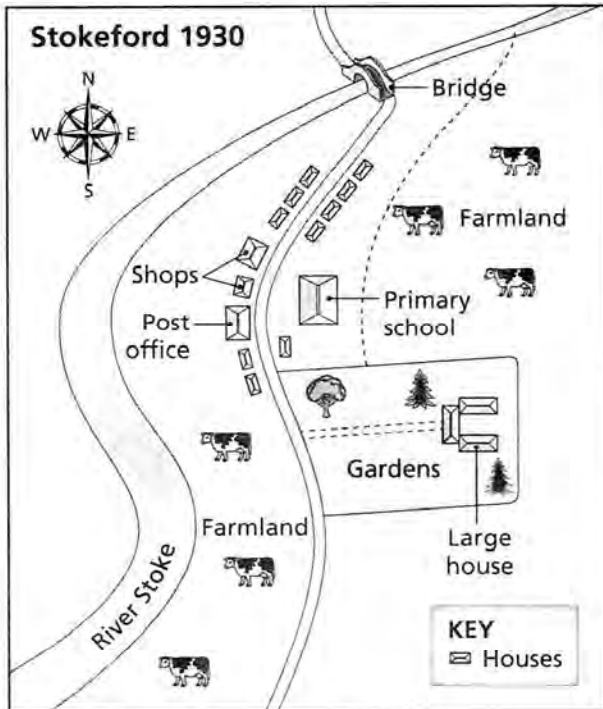
WRITING TASK 1

You should spend about 20 minutes on this task.

The maps below show the village of Stokeford in 1930 and in 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

The continued rise in the world's population is the greatest problem faced by humanity at the present time.

What are the causes of this continued rise?

Do you agree that it is the greatest problem faced by humanity?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING**PART 1 (4–5 MINUTES)****Introduction**

- Let's talk about where you live ...
- What do you like most about your home town?
- Is your home town a popular place for tourists to visit? [Why? / Why not?]
- Has your home town changed much in recent years? [Why? / Why not?]

Writing

Now let's talk about writing.

- What different types of writing do you do, for example letters, emails, reports or essays?
- Do you prefer writing with a pen or using a computer? [Why?]
- Do you write more now or less than you did a few years ago? [Why?]
- Do you like to write stories or poems? [Why? / Why not?]

Music

Let's talk about music.

- How often do you listen to music? [Why?]
- Do you prefer to buy CDs or download music from the Internet? [Why?]
- Have you always liked the same kind of music? [Why? / Why not?]
- Is there a musical instrument you would like to learn to play? [Why? / Why not?]

PART 2

Candidate task card:

Describe a time when you helped someone.

You should say:

**who you helped and why
how you helped this person
what the result was**

and explain how you felt about helping this person.

PART 3

- **Helping neighbours**
 - (describe) practical things people can do to help their neighbours
 - (explain) why neighbours should help each other
 - (consider) whether people in small towns help each other more than people in cities
- **Jobs that involve helping people**
 - (identify) jobs that focus on helping other people
 - (outline) the qualities that people need to do jobs that involve helping others
 - (comment on) whether salaries for jobs that involve helping people are generally too low
- **Attitudes towards helping other people**
 - (account for) some people not wanting to help other people
 - (agree/disagree) governments have a responsibility to help people
 - (consider) whether some people deserve help more than others

General Training Reading and Writing Test

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–8.

Some places to visit

- A** Beautiful **Kingsley House** was built in the 18th century, and all the rooms are decorated and furnished in the style of the time. They include the dining room, study and dressing room, which contains a display of 18th-century ladies' clothing. Our volunteer guides in each room bring the house to life with stories of the past.
- B** The **Africa Museum** was founded 50 years ago, and to commemorate the event, we have chosen 50 treasures from the permanent collection and put them together to tell the fascinating story of that continent. This exhibition continues until the end of the year. The Folk Art Gallery opens to the public next month, exhibiting traditional paintings and other objects from all over Africa.
- C** From the outside, **17 Mansfield Street** may not look particularly exciting, but come inside, and you'll find yourself in a historic building that started life as a theatre, before becoming a bank and then a restaurant, which is still in operation. On Sundays and Mondays, when the restaurant is closed, a guide is available to show you round the building and its fascinating architectural features.
- D** The **Industrial Heritage Centre** tells the fascinating story of a local family firm. Mr John Carroll started his engineering business in this building exactly 150 years ago. The firm closed in 1969, but the factory has been re-created, with machines like those that Mr Carroll was familiar with. See what working life could be like in the 19th century, a life far removed from the elegance of the wealthy.
- E** The **Fashion Museum** has only just opened. It is home to an outstanding collection of more than 30,000 objects worn by men, women and children, dating from the 17th century to the present day. You'll see how people used to dress! As well as the permanent exhibits, you can currently see *Dressing the Stars*, which displays original costumes worn by the stars of many popular films.
- F** Having spent the best part of two years being refurbished, the **Mason Museum** has recently opened its doors again. It provides a magnificent setting for its art collection and for the beautiful 18th-century furniture for which the Mason is famous. Open Mondays to Fridays 10–4, and weekends 10–6.

Questions 1–8

The text above has six descriptions of places to visit in the same city, **A–F**.

Which description mentions the following information?

*Write the correct letter, **A–F**, in boxes 1–8 on your answer sheet.*

NB You may use any letter more than once.

- 1 clothes that well-known people have worn
- 2 a display that cannot be seen yet
- 3 people who talk in an entertaining way
- 4 the museum having just reopened
- 5 a building that has changed its function several times
- 6 furniture of the same kind that was used when the building was new
- 7 being open for tours on certain days of the week
- 8 a special event to mark an anniversary

Read the text below and answer Questions 9–14.

LearnWithUs courses

LearnWithUs courses are a great way to learn, because they're so flexible. All our courses are taken online using a computer, so you can work through the course at your own speed, and go back to any session whenever you want to. For some courses there are workbooks, in addition to the computer course, to provide extra written practice.

We offer hundreds of courses in a whole range of subjects from reading, writing and maths to business and management. Many of these are specially designed for people whose first language isn't English.

Step one: have a chat with a friendly member of staff in one of our 1,500 LearnWithUs centres around the country. They can advise you on the most suitable course. They'll also work out whether you qualify for funding, so that you won't have to pay the full fee for the course.

You might want to try a taster lesson first. This is a single computer session in any subject of your choice, and it will show you what learning with LearnWithUs is like.

When you've made your final decision, step two is to register on your course. Once you've done this, a staff member will show you how to get started, whether you're using a computer at home, at work or at a LearnWithUs centre.

That's all you need to do! When you start your course, you can contact your LearnWithUs centre by phone (we're open during normal office hours) or email if you need help.

Questions 9–14

Do the following statements agree with the information given in the text above?

In boxes 9–14 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 9 You can work through parts of a course more than once.
- 10 The number of courses offered by LearnWithUs has increased enormously.
- 11 Many staff members have worked through a LearnWithUs course themselves.
- 12 You may have to pay to take a LearnWithUs course.
- 13 Everybody takes the same taster lesson.
- 14 LearnWithUs centres are open seven days a week.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

The benefits of having a business mentor

Introduction

If you're starting your own business, you probably need a mentor. This is a business person who volunteers to give their time to help somebody else with their work – particularly somebody who is new to business. They have a wealth of experience they are willing to share, perhaps from setting up and running their own company. The mentor's role is to support, develop, stimulate and challenge. However, business mentors won't solve your problems for you or tell you what to do: they will talk things over with you, rather than acting as consultants. Many people setting up their first business have found that a mentor can have a very positive effect on its success.

Why business mentoring is important

If you have a gap in your knowledge or experience, then mentoring could work very well for you. For example, you may have a great concept for a business but need a bit of assistance to turn it into a successful venture.

A mentor can provide you with a number of benefits, such as:

- guidance on developing and improving your business
- help with decisions – particularly difficult ones
- ideas for new products or services, or for working practices that will improve your efficiency
- tips for your business that are gained from practical experience
- access to a network of contacts with other business people

A business mentor can also help you to:

- develop key business skills
- improve your problem-solving abilities
- build confidence
- work on your personal development

Face-to-face business mentoring

If you decide that face-to-face business mentoring is right for you, mentor and mentee should decide in advance on the nature of the relationship.

You will need to agree on the degree of involvement that suits you both. Some mentors and mentees work extremely closely, keeping in touch with each other most weeks or even most days. In the majority of cases, however, a mentor will provide help every few weeks or months. In either case, they might meet, speak on the phone, or exchange emails.

You should also agree on a level of structure to suit you both. Mentoring can be a very formal process with regular meetings which follow a specific agenda and work towards a specific set of goals. It can also be quite a casual arrangement, where the mentee calls on the mentor as and when problems or questions arise.