Complete the article with words from the box.

business forums location members networks profile reconnect relationships share touch

Through social networking, people can use [1]_____ of online friends and group memberships to keep in [2]_____ with current friends, [3]_____ with old friends or make real-life friends through similar interests or groups. Besides establishing important social [4]_____ , members can [5]_____ their interests with like-minded members by joining groups and [6]_____ . Some networking sites can also help members find a job or establish [7]_____ contacts.

Most social networking sites also offer additional features like links to blogs. [8]_____ can express themselves by customising their [9]_____ page to reflect their personality. These days, much social networking is done on the move by smartphone, so users can now share their current [10]_____ as well as their photos and personal thoughts.

Which word in each list does NOT form a collocation?

1	BE IN TOUCH WITH	your emotions your problems your relatives reality
2	SHARE	your thoughts a passion a question your view
3	ESTABLISH	your credentials a network a reputation an idea
4	CREATE	a friend a new identity an illusion an impression
5	MAKE	an arrangement a connection an impact an understanding

You are going to read an article about the effects of digital media on people's minds. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Is the internet making us stupid?

In an article in *Science*, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and 'more automatic' thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that 'every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by 'new weaknesses in higher-order cognitive processes', including 'abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination'. We're becoming, in a word, shallower.

Studies of our behaviour online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to 'bounce' rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. 'Everything distracts them,' said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being 'massively remodelled' by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be 'deadly'.

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, 'unconscious thought does not occur'. The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

31 What do we learn about Patricia Greenfield's research in the first paragraph?

A It focused on problems resulting from use of media technologies.
B It did not produce consistent patterns in connection with computer use.
C It involved collating the results of work done by other people.
D It highlighted differences between people when using computers.

32 Two of the experiments mentioned in the second paragraph concerned

A the amount of attention people pay to what they see on computers.
B the connection between computer use and memory.
C the use and non-use of computers for studying.
D changes that happen if people's computer use increases.

33 One of Greenfield's conclusions was that

A certain claims about the advantages of computer use are false.
B computer use has reduced a large number of mental abilities.
C people do not care about the effects of computer use on their minds.
D too much emphasis has been placed on the benefits of computer use.

34 One of the pieces of research mentioned in the fourth paragraph indicated that

A some people are better at multitasking than others.
B 'mental juggling' increases the mental abilities of only a few people.
C beliefs about the effectiveness of multitasking are false.
D people read online material less carefully than other material.

35 What is the writer's purpose in the fifth paragraph?

A to advise on how to avoid the bad effects of new media technology
B to present opposing views on the consequences of use of new media technology
C to warn about the damage done by use of new media technology
D to summarise the findings of the previously-mentioned research

36 The writer mentions Ap Dijksterhuis's research in order to make the point that

A not all research supports beliefs about the dangers of computer use.
B the mind functions in ways that computers cannot.
C problem-solving can involve very complex mental processes.
D uninterrupted concentration on something is not always a good thing.

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Example: **0** O T H E R

Cheating at Computer Games

Computer games try to strike a balance between providing a challenge on the one hand, and allowing you to win through on the **(0)** ..... . Inevitably, however, you get stuck sometimes. But all is not lost. Many other gamers have figured **(9)** ..... what to do and posted the solution online. The answer is just a **(10)** ..... clicks away.

Purists say this is cheating. They argue that solving a puzzle yourself, **(11)** ..... gamers had to do in the old days, might have **(12)** ..... longer, but it was more satisfying. **(13)** ..... you know that detailed 'walkthroughs' are available online, free of charge, for almost any game, the temptation is to ask for virtual help at the first sign of trouble, **(14)** ..... robs players of a true sense of achievement.

I say this is rubbish. Doing a search and downloading a solution **(15)** ..... me more likely to finish games, so I get better value for money. But it's also a reminder that I'm a member of a broader community, many of **(16)** ..... have been this way before.