

## Vocabulary

**V Insight** Idioms and expressions with *brain***1** Complete the sentences with the correct form of an idiom or expression with *brain*.

- Have you already asked me this? Sorry, I don't remember, I have a \_\_\_\_\_!
- I've been \_\_\_\_\_ over the name of that actor, but I just can't remember it!
- Warm Bath was the \_\_\_\_\_ of Xóchitl Guadalupe Cruz López when she was just eight years old. The low-cost device heats water using solar power.
- That politician invents a slogan and his supporters just believe it. They've all been \_\_\_\_\_.
- You're so \_\_\_\_\_. You're always losing your keys or your phone.

**V Insight** Lexical twins**2** Match verbs 1–8 to phrasal verbs a–h with similar meanings.

- |               |                |
|---------------|----------------|
| 1 collaborate | a come up with |
| 2 transmit    | b work out     |
| 3 devise      | c get on       |
| 4 accept      | d take up      |
| 5 ascertain   | e pass on      |
| 6 succeed     | f buy into     |
| 7 calculate   | g find out     |
| 8 occupy      | h team up      |

**3** Complete the sentences with the correct form of the phrasal verbs in exercise 2. There are two phrasal verbs that you do not need.

1 My homework and hobbies \_\_\_\_\_ a lot of my free time during the week, so I usually meet people at weekends.

2 Google Deep Mind \_\_\_\_\_ with University College London Hospital to see how AI can help cancer treatment.

3 Young minds often \_\_\_\_\_ some amazingly original ideas.

4 I can't \_\_\_\_\_ the fact that a tomato has more genes than a human!

5 Dan just wants to \_\_\_\_\_ with starting his own business as soon as possible.

6 It is believed that the Greek astronomer Eratosthenes \_\_\_\_\_ the circumference of Earth over 2,000 years ago.

## Vocabulary extra

## Memory

**4** Complete the dialogue with the verbs below.

- commemorates ■ recollect ■ reflect ■ remind  
■ reminisce

A Have you seen the Tomb of the Unknown Soldier in Paris? It <sup>1</sup>\_\_\_\_\_ the dead of WWI.

B Yes, it's very moving. It really makes you <sup>2</sup>\_\_\_\_\_ on the past and how lucky we are now.

A I know what you mean. I love to hear my grandma <sup>3</sup>\_\_\_\_\_ about *her* past. She can <sup>4</sup>\_\_\_\_\_ the tiniest details. What's that noise?

B It's just my mobile. I set an alarm to <sup>5</sup>\_\_\_\_\_ me that my lesson starts in five minutes! Got to go!

**5** Complete the article with the words below. Change the form of the words where necessary.

- bear out ■ brainiac ■ brainteaser ■ come up with  
■ find out ■ memorize ■ pass on  
■ rack someone's brains ■ recollect ■ team up

## The brain questionnaire

The BBC and Imperial College researchers have <sup>1</sup>\_\_\_\_\_ for a new project.

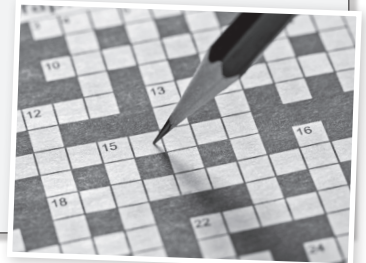
They are hoping to <sup>2</sup>\_\_\_\_\_, through a series of questions, how smart the Great British public are and to gain new insights into intelligence and how we <sup>3</sup>\_\_\_\_\_ things in the process.

The two organizations have <sup>4</sup>\_\_\_\_\_ a number of <sup>5</sup>\_\_\_\_\_ to gauge the nation's mental capabilities. They have already proved very popular. The test was used over 200,000 times by wannabe <sup>6</sup>\_\_\_\_\_ in the first week!

More and more evidence seems to <sup>7</sup>\_\_\_\_\_ the idea that being more intelligent could bring certain benefits: a lower dementia risk, a better chance of success and even a longer life.

Scientists hope to build up a clearer picture of how the brain works. In time, this could be <sup>8</sup>\_\_\_\_\_ to the general public, resulting in improved public health in the future.

This has to be good news for anyone who has problems <sup>9</sup>\_\_\_\_\_ conversations they've had or constantly feels like they're <sup>10</sup>\_\_\_\_\_ to understand the most basic concepts!

**6 TASK** What kind of 'brain training' do you do in the activities below? Discuss and compare your ideas with a partner.

- |                              |                        |
|------------------------------|------------------------|
| ■ play board games           | ■ do brainteasers      |
| ■ do jigsaw puzzles          | ■ learn a new language |
| ■ learn a musical instrument | ■ meditate             |

## Verb patterns

### 1 Choose the correct answers.



## Brainless creatures that can do smart stuff

### Counting plants

Despite not having a brain, some plants are able to behave in ways that make <sup>1</sup> \_\_\_\_\_ like they do. Researchers at the University of Würzburg found that some of them can <sup>2</sup> \_\_\_\_\_ to five! When an insect lands on hairs of the Venus flytrap, the hairs send electric signals through the stems. A maximum of five hairs triggered by the prey, and no fewer, enable <sup>3</sup> \_\_\_\_\_ a deadly cocktail of enzymes which begin <sup>4</sup> \_\_\_\_\_ the insect.



### Sleeping jellyfish

Sleeping is something you can't help <sup>5</sup> \_\_\_\_\_ if you have a brain! If you don't, then there's no need to rest, right? Wrong! The Cassiopea jellyfish is a case in point. In the day, the jellyfish's body pulsates at an average of once a second. However, at night this slows down by around 30%. Is this proof that the brainless creature has succeeded <sup>6</sup> \_\_\_\_\_ something resembling sleep?

- |                  |                        |
|------------------|------------------------|
| 1 a seem         | b seeming              |
| c them seem      | d seeming them         |
| 2 a to count     | b count                |
| c count them     | d counting             |
| 3 a deliver      | b delivering the plant |
| c delivering     | d the plant to deliver |
| 4 a it digesting | b digest               |
| c to digesting   | d to digest            |
| 5 a doing        | b do                   |
| c with doing     | d to be doing          |
| 6 a achieved     | b achieving            |
| c in achieving   | d to achieve           |

## The infinitive and -ing form: continuous, perfect and passive

### 2 Correct the mistakes in the underlined phrases.

- 1 My mother will never forget to be shocked by my first déjà vu experience as a three-year-old. We happen to have visiting Siena the day before my grandparents arrived. It was my first time there. We turned into the large square and I 'remembered' to having been there before with my grandfather!

- 2 My great-grandfather has a very sharp mind. He didn't appreciate having be called in for a memory test. Within 20 minutes, having quizzed on several tests, the doctor was convinced that he has a fantastic memory for his age.
- 3 At school, I remember one day my dad was angry with me. I had been at a party with my friends when I was meant to have been revised for an important exam the next day. I had punished, but I was happy because I got top marks in the exam!

### 3 Complete the article with the verbs below.

- being immersed ■ have been based  
 ■ having experienced ■ not yet having formed  
 ■ to be cared for ■ to be invited

## How to 'build' a baby's brain

The first five years of a child's life is when their brain will develop most. And <sup>1</sup> \_\_\_\_\_ in quality experiences, both positive and negative, is likely to have a big effect on how their brain develops.

From a physical point of view, in their first year, when babies have <sup>2</sup> \_\_\_\_\_ the most, their brains double in size! By the age of five, when you'd think most children can't recall <sup>3</sup> \_\_\_\_\_ much in the way of life, their brain is 90% of the size of an adult's.

However, a lot has gone on in this time. The most important influences on a child's brain are relationships formed with adults.

Any parent understands that they are bound <sup>4</sup> \_\_\_\_\_ to engage with their offspring at all hours of the day, and night! Babies do this through smiling, cooing and crying. This is due to <sup>5</sup> \_\_\_\_\_ the ability to speak. The adult's response is important to the wiring of the baby's brain, in a process known as 'serve and return'.

Therefore, if someone's pre-school years tend to <sup>6</sup> \_\_\_\_\_ on dependable loving relationships, they're off to a great start.



### 4 TASK Think of a memorable event that happened when you were a child. Why do you think you remember it? What did this experience teach you? Write an account, using as many of the forms below as possible.

- I was sitting / standing ... ■ I spent (a few moments) ...  
 ■ I remember having ...  
 ■ I happened to have been ... ■ I tried really hard ...

# Listening, vocabulary and speaking

## V Insight Adjectives describing intelligence and ability

### 1 Complete the sentences with the adjectives below.

- articulate ■ dexterous ■ discerning ■ introspective
- intuitive ■ methodical ■ observant ■ receptive

- 1 It isn't just dancers who need to be \_\_\_\_\_ . Occupations like surgeons and engineers also require precise movements.
- 2 People have to be \_\_\_\_\_ to new ideas if they want to become more open-minded and tolerant.
- 3 Songwriters are often \_\_\_\_\_ , drawing on their own personal thoughts, feelings and life experiences in their lyrics.
- 4 That journalist has a \_\_\_\_\_ eye for detail which leaves the editor with an easy job.
- 5 I thought the therapist expressed her ideas very evocatively. She is a very \_\_\_\_\_ person.
- 6 Many everyday tasks, such as planning a route or managing a budget, require us to work in a \_\_\_\_\_ way.
- 7 As a teacher, I am required to be \_\_\_\_\_ in the classroom. I need to make sure I notice things like body language and facial expressions.
- 8 Regardless of a person's experience and training, some businessmen and women prefer to act on \_\_\_\_\_ feelings to reach their decisions.

## Vocabulary extra Abilities and traits

### 2 Complete the sentences by changing the form of the word in brackets. There are two words that you do not need to change.

- 1 When it comes to gadgets for people with limited movement, these designs show a lot of \_\_\_\_\_ (ingenious).
- 2 You'll never hear her bragging about her success. Her \_\_\_\_\_ (modest) prevents her from doing that.
- 3 A judge should display the highest personal \_\_\_\_\_ (integrity).
- 4 My daughter cannot play the piano to save her life, but then I had zero \_\_\_\_\_ (dexterous) as a child as well!
- 5 Magnus has always showed great (diligent) \_\_\_\_\_ in his approach to work, but perhaps he needs to develop his interpersonal skills.
- 6 I'm signed up for a maths course to help me pass my exam. I've never really had much \_\_\_\_\_ (aptitude) for numbers.
- 7 It's no surprise she became an engineer. She always had a natural \_\_\_\_\_ (curious) about how things worked.
- 8 Whatever levels of \_\_\_\_\_ (agile) you display as a child, it's inevitable that these diminish over time.

## Signposting a presentation

### 3 4.01 Listen to two teachers giving a talk about their school. What is 'Opening Minds'?

- a a training curriculum to improve teacher competence
- b a chain of schools for gifted students
- c a different way of teaching core subjects in schools

### 4 4.01 Listen again. Are the sentences true (T) or false (F)?

- 1 The speakers are able to give only an overview of experience from their own school.
- 2 Melanie starts with a quotation to underline the problems her students have.
- 3 Opening Minds focuses on five main areas which are sub-divided into learning aims.
- 4 An Opening Minds syllabus doesn't teach students through classes on individual subjects.
- 5 Scott quotes a student who is in favour of the programme.
- 6 Students are expected to take responsibility for their own learning.
- 7 Scott says that visits from experts and trips abroad help students with their learning.
- 8 The speakers' students received a positive appraisal of their skills and attitude.

### 5 4.01 Look at the phrases below. Put them into the correct column of the table. Listen again and underline the phrases you hear.

- Moving on from ...
- I'm going to start by ...
- So that was... Now I want to ...
- It's important to note that ...
- OK, my next point concerns ...
- I'd like to point out that ...
- Let's turn to ...
- Remember that ...

to introduce a new point	to transition between points	to highlight key information

### 6 TASK Work in small groups and talk about your own approach to learning. As you present your ideas, remember to connect with your audience. Follow these tips.

- Ask the audience direct questions.
- Tell a story or joke.
- Refer to your own knowledge or experience.

# Vocabulary and grammar

## V Insight Word analysis

### 1 Complete the sentences with the words below.

- affluent ■ alumni ■ gowns ■ lug ■ party  
■ portmanteau ■ stranglehold ■ under-represented

- 1 A \_\_\_\_\_ is a word like fanzine, which is a combination of fan and magazine.
- 2 Women are still \_\_\_\_\_ in high levels of management.
- 3 Let's get a taxi or we'll have to \_\_\_\_\_ everything from the station to our hotel.
- 4 The new sanctions are designed to put a \_\_\_\_\_ on the country's trade with the rest of the world.
- 5 Traditionally only the most \_\_\_\_\_ families can afford to attend private schools.
- 6 She works hard, but she also loves to \_\_\_\_\_ when the opportunity arises.
- 7 A large number of the university's \_\_\_\_\_ attend the event each year.
- 8 The Oxford students wore \_\_\_\_\_ to their formal meals, which meant they were all dressed in black.

## Articles

### 2 Read the quotations about class and accent. Choose the correct words.

1 'The / – poor, I am told, are kind to each other, but that's because they have nothing to lose. The / – rich cannot afford to be.'  
*MRC Kasasian (writer)*

2 'Being the / an MP is a / the sort of job all working-class parents want for their children – clean indoors and no heavy lifting.'  
*Diane Abbott (politician)*

3 'The / – capitalism has always been a / the failure for the lower classes. It is now beginning to fail for the middle classes.'  
*Howard Zinn (historian, playwright and activist)*

4 'The / A most important thing we learn at the / – school is the fact that the / – most important things can't be learned at the / – school.'  
*Malala Yousafzai (Pakistani activist)*

5 'The / – class is dead? People looking for a / the £400,000 house won't want to live on a / the £250,000 street, no matter how big the / – house is.'  
*Phil Spencer (property expert)*

### 3 Complete the article with a / an, the or – (= no article).

## Survey reveals seven social classes



<sup>1</sup> \_\_\_\_\_ major survey now suggests that people in the UK can be divided into seven social classes. <sup>2</sup> \_\_\_\_\_ research proposes <sup>3</sup> \_\_\_\_\_ new model for social class, ranging from <sup>4</sup> \_\_\_\_\_ 'elite' at the top to <sup>5</sup> \_\_\_\_\_ group called <sup>6</sup> \_\_\_\_\_ 'precariat' – that is, <sup>7</sup> \_\_\_\_\_ poor who find themselves in a precarious situation.

More than 160,000 people took part in <sup>8</sup> \_\_\_\_\_ same survey, making it <sup>9</sup> \_\_\_\_\_ largest ever study of the British class system. Assessment of class has traditionally been based on <sup>10</sup> \_\_\_\_\_ wealth, education and occupation, but Fiona Devine, <sup>11</sup> \_\_\_\_\_ Professor of Sociology at Manchester University, argued that this was too simplistic. Working with Mike Savage from <sup>12</sup> \_\_\_\_\_ London School of Economics, she set out to get <sup>13</sup> \_\_\_\_\_ more sophisticated picture. They measured not only economic capital, but also social capital – <sup>14</sup> \_\_\_\_\_ number and status of the people you know, and cultural capital – <sup>15</sup> \_\_\_\_\_ extent and nature of your cultural interests.

**The other five classes between the two extremes are:**

**Established Middle Class** – with high levels of all three capitals, they are <sup>16</sup> \_\_\_\_\_ gregarious and culturally engaged.

**Technical Middle Class** – a new, small class with high economic capital but <sup>17</sup> \_\_\_\_\_ less cultural engagement and few social contacts.

**New Affluent Workers** – with medium levels of economic capital and higher levels of cultural and social capital, this group is made up of <sup>18</sup> \_\_\_\_\_ young and active.

**Emergent Service Workers** – characterized by low economic capital but high cultural and social capital, this is another young group often found in <sup>19</sup> \_\_\_\_\_ urban areas.

**Traditional Working Class** – older on average than the others, and scoring low on all <sup>20</sup> \_\_\_\_\_ three capitals, although they are not <sup>21</sup> \_\_\_\_\_ poorest.

### 4 TASK Is there a similar class system in your country? Do you think it's possible to change the class you are born into? Why do you think people often want to?



1 4.02 Do you think you can recognize different British accents? Listen to five recordings and match the speaker to the area.

- |           |              |
|-----------|--------------|
| Speaker 1 | a Bristol    |
| Speaker 2 | b Glasgow    |
| Speaker 3 | c Birmingham |
| Speaker 4 | d Liverpool  |
| Speaker 5 | e Newcastle  |

2 Read the blog post quickly and answer the questions.

In which paragraph A–J does the writer:

- 1 profile accents that are well received? \_\_\_\_\_,
- 2 set out her own reaction and attitude to accents and communication? \_\_\_\_\_,
- 3 give a flavour of her local dialect? \_\_\_\_\_,
- 4 describe a modern interpretation of an established technique? \_\_\_\_\_
- 5 give factual information about her region and dialect? \_\_\_\_\_,
- 6 discuss negative reactions to accents and the repercussions for wider society? \_\_\_\_\_,

3 What is the writer's intention in varying the content and tone across the blog post? Choose the correct answers.

- 1 Starting and ending the blog post with Geordie is intended to
  - a teach people a few local words.
  - b create a hook and provide balance.
- 2 In paragraph D, the words *blessed* and *so-called* indicate
  - a a slight irritation at the idea of a benchmark for speaking.
  - b a real dislike for people without regional accents.
- 3 Stating that communication-based businesses are located in Tyneside
  - a shows that the north of England is economically buoyant.
  - b reinforces the point that the Geordie accent is well liked.
- 4 In paragraph G, the words *sadly*, *poor*, *endured* and *even* indicate that the writer
  - a doesn't think accent prejudice is justified.
  - b has a strong attachment to Birmingham and Liverpool.
- 5 In paragraph H, the tone is deliberately
  - a more serious to reinforce the writer's message.
  - b neutral to give the reader some facts.
- 6 In paragraph J, the idea of a Geordie app is
  - a something the writer might consider doing.
  - b a light-hearted suggestion.

## Let's hear it for accents

posted by  
Geordielass

- A** 'Divvent fret, pet. Keep gannin and youse'll larn how te speak Geordie.' Or to those born outside the North East, 'Don't worry, love. Keep going and you'll learn how to speak Geordie.' Luckily for me, I already do, so I was intrigued to see that Geordie, and more broadly the topic of UK accents, had been much in the news.
- B** But first a bit of background. Leaving aside local disputes about where Geordieland starts and ends, the dictionary tells us that Geordie is:
- 1 A native or inhabitant of Newcastle-upon-Tyne, England, or its environs.
  - 2 The dialect of English spoken by Geordies.
- C** And here, dialect, rather than accent, is important. Geordie rejoices in a range of colourful language. Much of the local vocabulary stems from Old English (Anglo-Saxon). A few examples of words you might hear on the streets of Tyneside: bairn ('child'), bonny ('pretty'), canny ('kind'), gan ('go').
- D** Most Geordies are proud of the distinctive way they speak, but there seems to be a love-hate relationship in the rest of the country. Pat Glass, MP for the city of Durham until 2017, complained that women with northern accents were being **jeered at** in parliament by members blessed with Received Pronunciation – the so-called 'standard' English. Ironic, as estimates suggest only 2% of the UK population actually speak RP.
- E** Geordie enjoys the affection of the general public. A study found that the Geordie accent is not only believed to be the friendliest in the UK, but is also the most likely to put you in a good mood. Small wonder, then, that several companies have located their customer service centres in Tyneside, as the Geordie accent is associated with 'warmth, genuineness, friendliness and understanding'.
- F** Other accents which also score highly on the nation's list of favourites can be heard in Edinburgh, where the people are thought to sound 'intelligent' and 'pleasant', and the West Country, where the speakers were thought of as 'affable' and 'trustworthy'. Myself, I'm all for a lovely Welsh liit or an Irish brogue – it's like being serenaded.
- G** But sadly, not all our regions have fared so well. For decades, the poor Brummies endured the title of 'worst accent in Britain', with some commentators going so far as to say they are unintelligible. Similarly, the guttural Scouse accent has been associated with a lack of trustworthiness, unfriendliness and even low intelligence.
- H** And there's an important point behind all this. Recent research by a current affairs programme shows that 28% of Britons feel they have been **held back** because of their regional accent. Just think what talent is being neglected by such subjectivity.
- I** Personally, I've always been interested in what people say, not how they say it. And I haven't ever felt the need to **pass myself off** as anything but Geordie (though I do tend to **tone down** the accent and **stick to** standard vocabulary when in 'mixed company').
- J** But for those who do want to change their accent, perhaps technology is the way forward. An iPhone app has been launched to help people speak the Queen's English. Apparently, there are training exercises like those that Henry Higgins set for Eliza Doolittle in *Pygmalion*. Maybe I should do a Geordie app and send it to the Queen ...  
Ye knaa what ah mean, leik?

## Comments



**BrummieBanter:**

Nice post! I've been told my accent is a 'nasal drone' in the past, so it's good to see someone stand up for different ways of talking. If we all spoke RP, we'd be **missing out on** all the weird and wonderful ways people speak in different regions of the UK.



**northoftheborder:**

The Queen's English app has got to be an improvement on Siri! 'Pieces' is Scottish for sandwiches. I asked Siri to 'remind me to take my pieces to work'. It came back with 'take my PC to work!'



**longliveliverpool:**

I'm proud of my Scouse accent. People know who I am because when I'm down south I stand out! As long as I can get my message across, what's the big deal? Use it or lose it, I say. It would be a shame if regional accents died out.



**bristolforever:**

Someone with 'the Queen's English' said that he couldn't tell regional accents apart! Pretty rude, huh? Without accents, we'd not have local colour and heritage. I love my Bristol twang! It reminds me of where I'm from when I'm at uni.



## 4 Study the highlighted verbs in the blog post and comments. Choose the correct definitions.

- |                      |                 |
|----------------------|-----------------|
| 1 jeer at            | 5 stick to      |
| a praise             | a add to        |
| b annoy              | b keep to       |
| c ridicule           | c tie to        |
| 2 hold back          | 6 miss out (on) |
| a promote            | a find out      |
| b suppress           | b leave out     |
| c encourage          | c lose out      |
| 3 pass (oneself) off | 7 stand out     |
| a assume             | a be noticeable |
| b reveal             | b be similar    |
| c pretend            | c be audible    |
| 4 tone down          | 8 tell apart    |
| a make stronger      | a distinguish   |
| b improve            | b pronounce     |
| c make less strong   | c confuse       |

## 5 Complete the sentences with the correct form of the verbs in exercise 4.

- 1 Try to \_\_\_\_\_ your accent when you speak to my mum. She'll never understand you, especially if you speak quickly!
- 2 The third candidate for the job really \_\_\_\_\_. He has a real aptitude for numbers.
- 3 I was worried I'd be \_\_\_\_\_ in my career because of my accent, but I've had no problems so far.
- 4 The woman tried to \_\_\_\_\_ as a Russian tourist, but her accent gave her away.
- 5 Those twin brothers are so similar, it's hard to \_\_\_\_\_ them \_\_\_\_\_.
- 6 The politician could hardly make himself heard as the workers \_\_\_\_\_ him during his speech.
- 7 I've seen so little of Australia since working here that I feel I've \_\_\_\_\_ some amazing experiences.
- 8 It's essential to \_\_\_\_\_ the point when having a heated debate.

## 6 TASK Look at the key findings of a 2020 report into bias in Britain regarding candidates' accents in job interviews. How do you think this could be resolved? Think about exposure, education and choice of career.

### KEY FINDINGS

- Accent hierarchy exists and has done so for 50 years, since the earliest surveys.
- In professional contexts, accent bias is weaker but still influences how a job candidate is perceived.
- Professionals have the ability to mitigate the effects of accent bias.
- Raising awareness of accent bias is an effective intervention.

# Writing A for and against essay

## 1 Complete the nouns and adjectives in these sentences with the correct endings.

- 1 There was only a slight vari\_\_\_\_\_ between the answers given.
- 2 The correspond\_\_\_\_\_ we've had with the company has been rather sporadic.
- 3 The terms 'mind' and 'brain' are often seen as interchange\_\_\_\_\_, although many experts would draw a distinction between the two.
- 4 There is a wide diverg\_\_\_\_\_ of opinion regarding the efficacy of brain-training games and puzzles.
- 5 Bilingual children from two dispar\_\_\_\_\_ cultures often find it hard to adapt from one to the other.
- 6 There is a high degree of homogen\_\_\_\_\_ of accent in Canada and Australia.
- 7 The results of the survey are somewhat contradic\_\_\_\_\_, so we are unable to draw any firm conclusions.
- 8 Studies suggest that some animals undergo experiences analog\_\_\_\_\_ to dreaming in humans.

## 2 Complete the second sentence in each pair to make it sound more informal. Use the phrases below.

- bigger and bigger ■ is the same as ■ the most popular  
■ weren't better

- 1 a The adverts that used disparate regional accents proved to have the greatest appeal for the public.  
b The ads that didn't use a standard accent were \_\_\_\_\_.
- 2 a Surprisingly, intensive practice did not result in an improvement in results.  
b It was surprising that students' results \_\_\_\_\_ after a lot of practice.
- 3 a In centralized education systems, the approach used in lessons is homogenous.  
b In countries where the state controls education, a lesson in one school \_\_\_\_\_ one in the next.
- 4 a There is an ever-increasing disparity between levels of graduate education and starting salaries.  
b The gap between what graduates know and how much they are paid is getting \_\_\_\_\_.

## 3 Read the description of social media screening. In what other situations might observing an individual's social media profile be useful?

In 2017, YouGov reported that 36% of UK employers turned down candidates based on their social media profiles.

According to a 2018 survey carried out by CareerBuilder, 70% of employers check social media profiles when looking at prospective employees during their hiring process.

## 4 Complete the essay with the examples of 'marked language' below.

- 'get the right mix' ■ 'high-flyers' from the 'no-hopers'  
■ 'imperfect' than 'perfect' ■ 'let their hair down'  
■ 'put a gloss' ■ 'the whole picture'

### Social media profiling

According to a recent survey by CareerBuilder, 70% of employers look at social media profiles as part of their hiring process. But is this a reliable method of finding talent?

On the one hand, someone's social media profile is a quick and efficient method of separating the <sup>1</sup>\_\_\_\_\_. You have access to hobbies, likes, dislikes and a general feel for their character and professionalism. It's only natural that you'd want to <sup>2</sup>\_\_\_\_\_ when it comes to who would be a suitable fit in the office environment.

On the other hand, this type of investigating can be misleading, as many people tend to <sup>3</sup>\_\_\_\_\_ on their social media persona. It is impossible for the employer to predict what they'd actually be like day to day. You might realize they're more <sup>4</sup>\_\_\_\_\_ for the job when you meet them face to face. In addition, it comes across as a little intrusive to see what people do outside work.

In conclusion, there are reasons for and against using social media profiling. In my opinion, it should be used as a last resort. Workers should be free to make a distinction between their professional and personal life. People will <sup>5</sup>\_\_\_\_\_ from time to time. My advice to employers is if you really want to see <sup>6</sup>\_\_\_\_\_, then call them in for interview!

### Writing guide

#### ■ TASK Write a for and against essay on the topic below.

'Social media profiling would be a valuable tool in selecting university students.' Discuss.

#### ■ PLAN 1 Make notes about:

- arguments for and against the statement.
- how different factors could be compared.

#### ■ PLAN 2 Follow the plan.

**Paragraph 1:** Write an introduction with a clear outline of the topic and state your purpose.

**Paragraph 2:** Present the main argument in favour, and any counter-arguments.

**Paragraph 3:** Present the main argument against, and any counter-arguments.

**Paragraph 4:** Write a conclusion, giving your own balanced opinion.

#### ■ WRITE Write your essay. Use the paragraph plan to help you.

#### ■ REVIEW Check the following points.

- Have you presented a balanced argument?
- Have you checked grammar, vocabulary, spelling and punctuation?



Lesson 4A	I can recognize and understand paraphrasing / rephrasing of parts of a text.	Mark	
	I can recognize a range of idiomatic phrases about the brain.		
	I can recognize some phrasal verbs and their Latin synonyms.		
	How can I improve?		
Lesson 4B	I can recognize specific information in a discussion.	Mark	
	I can use a variety of verb patterns to describe life events.		
	How can I improve?		
Lesson 4C	I can anticipate the content of a talk based on the introduction.	Mark	
	I can describe ability and intelligence using a variety of adjectives.		
	I can use signposting language to structure a presentation.		
	How can I improve?		
Lesson 4D	I can use a range of strategies to understand new words.	Mark	
	I can contrast articles ( <i>a/an, the</i> , zero article).		
	How can I improve?		
Lesson 4E	I can write a for and against essay.	Mark	
	I can use a variety of marked language to appeal to a wider audience.		
	I can describe similarity and difference using a variety of adjectives and nouns.		
	How can I improve?		

**Action plan**

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.