

objects 8 face recognition skills

Vocabulary

Nouns which can be countable or uncountable

- 1 Introduce this by asking students to give you examples of countable nouns and uncountable nouns and elicit the main differences between them.

Answers

- 1 sight: UC (= the general ability to see)
memory: C (= something that is remembered)
- 2 ability: C (= a certain thing that people can do)
society: UC (= society as a whole, not a particular community)
culture: C (= a certain set of customs, beliefs and values)

2 **Example answers**

- 1 The Eiffel Tower in Paris is one of the most famous *sights* in the world. (C)
After the accident he suffered loss of *memory*. (UC)
- 2 My brother has great linguistic ability. (UC)
Sociologists believe we can learn a lot from primitive *societies*. (C)
You won't find much *culture* in this sleepy little town. (UC)

3 **Example sentences**

- My favourite subject at school was *art*. (= art as a subject, UC)
- I'm applying for a job at the local *arts* centre. (= individual forms of art, e.g. painting, sculpture, music, etc., C)
- He has no interest in the world of *business*. (= the activity of buying and selling goods, UC)
- I'd like to run an internet *business*. (= a single organisation or company, C)
- I love grilled *chicken*. (= meat from a chicken, UC)
- We get our eggs from our own *chickens*. (= animals, C)
- Starvation and *disease* have killed thousands of refugees. (= illness in general, UC)
- Flu can be a serious *disease*. (= a specific illness, C)
- Exercise* is good for you. (= physical activity in general, UC)
- I do stomach *exercises* every day. (individual activities, C)
- Children usually develop *speech* in the second year of life. (= the ability to speak, UC)
- I gave a *speech* at my sister's wedding. (= a talk, C)

change jobs or stop studying?

- When is it difficult to maintain long-term friendships?
- What can people do to maintain long-term friendships?

Reading and Use of English | Part 8

- 1 **Alternative treatment** Ask students to work alone and think about the answers to the questions. Then in small groups they each give a short talk to their partners, explaining their ideas.
- 2 Remind students that they should read the text and introductory sentence before they start: it will orientate their reading and make things easier for them.

Suggested answer

Graduates should have lots of opportunities to be successful, but in fact for them the future is frightening.


Extension idea Ask students: *Do you think the introductory sentence will be true for you / was true for you too?*

Adjective–noun collocations (1)

- 1 Elicit why it is important to use correct collocations.
(Answer: Your English sounds more natural because you are using the same combinations as native speakers. This means that when talking to native speakers communication will be easier.)

Answers

1 major 2 long, wide

- 2  Tell students that they should make a note of the correct collocations and try to use them when writing or speaking.

Answers

1 wide 2 extreme 3 big 4 high 5 big
6 high 7 big 8 strong 9 high 10 strong

Extension idea Ask students to work alone and write five sentences of their own using the nouns in bold but not the adjectives. With their books closed, they then work in small groups and read their sentences to their partners. Their partners repeat each sentence but include an appropriate adjective. For example:

Student A: I have experience of working in the fashion industry.

Student B or C: I have vast experience of working in the fashion industry.

3 **Suggested underlining**

- 1 advise / continue job-hunting while already working
- 2 why / accept / certain type of employment opportunity
- 3 suggestion / job-hunting / unsuccessful
- 4 variety of ways of obtaining employment
- 5 how / create a good impression
- 6 need to maintain relationships
- 7 recommend / way of thinking positively
- 8 why / some jobs / fewer applicants
- 9 some information / difficult to hide
- 10 employment opportunity / disapproves

4 **Alternative treatment**

- Ask students to work in pairs and read either sections A and C, or B and D only.
- Students find the statements (1–10) which correspond to their two sections and make sure that they both understand these sections.
- Ask them to change partners and form groups of three with students who have read other sections. They take turns to summarise their two sections. The other students listen and decide which statements correspond with these sections. If they are unsure, they should then discuss further.

Answers

1 C 2 C 3 B 4 B 5 A 6 D 7 D 8 B 9 A
10 C

Notes

- 1 C You must keep applying for roles elsewhere before your internship ends.
- 2 C Because many graduates are desperate for experience, the result is that most internships now pay nothing, even when interns are effectively doing a proper job.
- 3 B If you've had no joy applying for positions this way, it may well be more productive to start hunting for less visible vacancies.
- 4 B If you're answering ads for junior jobs in media, ... building a network of contacts will [reap rewards]. On the other hand, for public-sector jobs ... you'll have to apply through official channels like everybody else. If you've only targeted big companies, broaden your search to smaller outfits.
- 5 A You should be very conscious of your digital footprint ... you can make the most of what shows up first by using public professional networking sites to build a much more professional footprint which

you can then add to by getting mentioned for extra-curricular activity. In the job market this can be gold dust, so find opportunities to comment on blogs and articles, provide quotes for journalists and guest blog on things you're interested in or know a lot about.

- 6 D You should make it a priority to stay in touch with those who mattered most to you during your university career.
- 7 D Graduation ... also represents new beginnings and it's more energising to think in those terms ... you should break the task ahead into smaller steps and frame each step in a way that allows you to measure progress.
- 8 B Smaller outfits ... [will] have tighter recruitment budgets and won't be advertising vacancies or hiring stands at recruitment fairs.
- 9 A Nothing can ever really be deleted ... You might not be able to fully prevent some things from showing on search engines.
- 10 C The problem is that in some countries this law isn't being enforced, so employers are free to exploit graduates who can afford to work for less than the minimum wage and exclude those who can't.

5 **Alternative treatment** If you wish, this can be a whole-class discussion.

This may be a suitable moment to do the Unit 4 photocopiable activity on the Teacher's Resources CD-ROM.

Vocabulary**Dependent prepositions****Answers**

1 of 2 from, of 3 for, for 4 for 5 to 6 on
7 with

Extension idea Write the following words / phrases on the board:

aware concentrate eager hinder keep in contact
listen searching take advantage

Ask students to match them with words and phrases in the exercise with similar meanings and to say what preposition follows each one. (Answers: aware – conscious + of; concentrate – focus + on; eager – desperate + for; hinder – prevent + from; keep in contact – stay in touch + with; listen – pay attention + to; searching – hunting + for; take advantage – make the most + of)

All in all, the co-operative movement offers an alternative to people who are disenchanted with conventional business models and a way forward for people who want to bring real change to the world. Thank you.

4 

Answers

1 i 2 e 3 h 4 d 5 c 6 a 7 g 8 b 9 f

- 5 **Extension idea** Ask one student from each group to present the group's views on these questions to the whole class.


Grammar

Expressing possibility, probability and certainty

- 1 When students have finished the exercise, go through the Language reference on page 169 (Expressing possibility, probability and certainty) with them.

Answers

1 a 2 b 3 a

- 2 **Alternative treatment** Students work in pairs and write a prediction for another student in the class, using the phrases from this section. They read out their predictions to the whole class and the class then guesses who the prediction is for.
- 3  Tell students that they should look out for these kinds of mistakes when speaking or writing and correct them.

Answers

1 ~~probably~~ likely 2 ~~you bound~~ you are bound
 3 ~~most~~ more 4 ~~possible~~ possible 5 ~~one of the~~
~~possibly best~~ possibly one of the best 6 ~~the worst~~
 trip I ~~probably~~ have probably the worst trip I have
 7 ~~That may be the possible reason~~ That may
 possibly be the reason

- 4 Encourage students to refer to the Language reference while they are doing this exercise.

Answers

1 was bound to be 2 likelihood of Boris winning /
 that Boris will win 3 may / could / might well
 have seen 4 must have forgotten to 5 is (quite /
 very) likely to lose 6 there any chance of (you)
 helping / you could help

Vocabulary and grammar review | Unit 3

- 1 1 relationships 2 communication(s) 3 rarely
4 neighbourhood 5 increasingly 6 arguments
7 violence 8 disagreements
- 2 1 ~~not~~ no 2 ~~no~~ not / ~~no~~ my sister my sister doesn't
3 ~~none~~ any / ~~didn't get~~ none got none 4 correct
5 ~~no~~ none 6 correct (*None of Patrick's friends is also possible.*) 7 ~~no~~ not 8 ~~none~~ no

3 Suggested answers

- 1 The term 'amnesia' is used to refer to a partial or complete loss of memory ... Amnesia can be caused by specific medical conditions.
- 2 It is very well known that our memory is formed by our real experiences. But could a false memory be put into our heads? Could we be persuaded (to believe) that we had experienced something that never actually took place?
- 3 Our semantic memory is used to store our knowledge of the world. ... The meanings of words and the names of people and places are included in our semantic memory.
- 4 ... It can be thought of as the ability to remember and use a limited amount of information for a short amount of time ... If you are distracted, the information can be lost and the task has to be started again.

Vocabulary and grammar review Unit 4

1 1 B 2 A 3 D 4 D 5 C 6 C 7 B 8 D

2 1 extensive/huge/specialist/vast 2 huge/powerful
3 constant/huge 4 excellent 5 fierce
6 huge/vast 7 extensive/specialist/vast
8 excellent/specialist

3 1 could 2 might not 3 couldn't have 4 possible
5 highly 6 can't 7 bound