

The common cold

1 Work in pairs: A and B. Look at the phrases in your box only and look up any unfamiliar words.

Pair A

the common cold the general public the human body
a high fever an infectious disease a routine check a sore throat

Pair B

the average adult blood cells close contact a leading cause
a runny nose severe symptoms standard practice

2 Take it in turns to describe one of the phrases from your box. Don't use either of the words from the collocation in your definition. Can your partner guess which of the phrases you are describing?

3 Fold here or cover exercises 1 and 2 as you do the exam task.

Exam tip!

Collocations are words that are often used together. When you learn a new adjective, find out which nouns it is used with.

Fold here

Fold here

EXAM TASK

4 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

A cold is known as the (0) common cold for a reason. It is the most frequent (1) disease in humans. The (2) adult suffers from a cold two to four times a year. Children often get between five and seven colds a year due to their (3) contact with other children. Although colds are usually relatively mild, they are a (4) cause of doctor visits and absences from school and work. The symptoms of a cold are a (5) throat and a runny nose. A cold begins when a cold virus attaches to the lining of the nose or throat. Your immune system sends white blood (6) to attack this germ. As a result, the nose and throat become inflamed and produce mucus. See your doctor if you have a (7) fever or muscle aches. More (8) symptoms may mean you have flu instead.

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|---|-------------|--------------|-----------------|-------------|
| 0 | A ordinary | B normal | C common | D general |
| 1 | A harmful | B infectious | C poisonous | D unhealthy |
| 2 | A average | B common | C general | D routine |
| 3 | A near | B close | C nearby | D local |
| 4 | A main | B vital | C first | D leading |
| 5 | A sore | B stiff | C severe | D sharp |
| 6 | A organisms | B units | C parts | D cells |
| 7 | A sharp | B serious | C high | D deep |
| 8 | A strong | B severe | C heavy | D powerful |



Telling barefaced lies

1 Match the idioms in the text with the definitions. There are two alternatives that you don't need.

My earliest memories are of my grandmother. Whenever I visited with my parents, she would be outside in the garden, (1) putting her back into some project or other: digging, landscaping, tending plants, bringing her dreams to life whatever the weather. When my parents died in a road accident, she welcomed me with open arms. But looking after me wasn't an easy task. I was always (2) up to my neck in trouble, whether it was stealing sweets or (3) telling barefaced lies. She (4) kept her head, no matter what I did, and in time I learned to follow her example. I never inherited her (5) green fingers, but I learned from her that whatever you do, you should do it (6) with all your heart. And never (7) turn your back on those you love.



- | | |
|--|---------------|
| a) with all your energy and emotion | 6 |
| b) be in a situation that it is hard to get out of | |
| c) not help or support | |
| d) not doing your best at | |
| e) stayed calm | |
| f) love of plants and making them grow | |
| g) not telling the truth and not ashamed of it | |
| h) being impatient | |
| i) working very hard at | |

2 Work in four small groups: A–D. Your teacher will give each group a list of three idioms. Find the definition of the first idiom and put it into an example sentence. Then invent two more definitions and example sentences. Make sure your definitions are likely! Do the same for the other two idioms on the list.

3 Read out your sentences and definitions to another group. Can they guess the correct meaning? If they guess correctly, they score a point. If they don't, the point is yours!

<p>Group A</p> <p>keep your head down</p> <p>catch someone red-handed at something</p> <p>be up to your ears in something</p>	<p>Group C</p> <p>keep an eye on someone / something</p> <p>pull someone's leg</p> <p>have the cheek to do something</p>
<p>Group B</p> <p>stick your neck out</p> <p>be up in arms about something</p> <p>get cold feet</p>	<p>Group D</p> <p>turn a blind eye to something</p> <p>break someone's heart</p> <p>have no stomach for something</p>

Three wishes and a dream job

1a Look quickly at the text below and answer the questions. The sentences are not in the correct order.

- a) What kind of text do you think it is?
- magazine article
 - a poem
 - a story
- b) Is the text
- serious?
 - funny?

1b Discuss with a partner. What helped you reach your decision?

'Me first! Me first!' says the sales rep. 'I want to be in the Maldives, riding a jet ski without a care in the world.'

Whoosh! The office receptionist is gone.

'OK, now it's your turn!' the genie says to the manager.

The genie says, 'I have three wishes to give, so you can have one each.'

And the moral is: always let your boss speak first!

They rub the lamp to clean it and a genie comes out in a puff of smoke.

Whoosh! The sales rep is gone.

'Wow!' says the office receptionist. 'Me next! I want to be in Croatia, snorkelling in the clear blue sea.'

The manager says, 'I want those two back in the office after lunch.'

An office receptionist, a sales rep and their manager are walking to lunch when they find a rusty old oil lamp.



2 Fold the paper over so you can't see the correct answers. In pairs, decide on the correct order.

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3 Check your answers against the original story. Discuss with your partner what helped you put the sentences in the correct order.

An office receptionist, a sales rep and their manager are walking to lunch when they find a rusty old oil lamp.

They rub the lamp to clean it and a genie comes out in a puff of smoke.

The genie says, 'I have three wishes to give, so you can have one each.'

'Me first! Me first!' says the sales rep. 'I want to be in the Maldives, riding a jetski without a care in the world.'

Whoosh! The sales rep is gone.

'Wow!' says the office receptionist. 'Me next! I want to be in Croatia, snorkelling in the clear blue sea.'

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'OK, now it's your turn!' the genie says to the manager.

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And the moral is: always let your boss speak first!

4  Read this text in **two minutes**. What is the aim of this article? Who is it written for?

GETTING THE JOB YOU LOVE

Very often you only get one chance to show an employer you're the right person to employ. Why is the interview so important? 'The best candidate doesn't necessarily get the job: the best interviewee does,' says John Lees, author of *How to get a job you love*. Here are some tips to ace an interview.

1 Be mentally prepared. Ask yourself three questions: Why do I want this job? Why this organisation? What do I have to offer this company? In a recent survey, 63% of UK firms had concerns over finding enough skilled candidates. Find out what the company does, who their customers and competitors are, and what your responsibilities might be if you got the job. Zara, 22, learned the hard way that failure to prepare is preparation to fail. 'I'd been too busy to find out all I should have. I spoke to two people who knew the company and thought that was enough. I hadn't looked at their website before the interview, and it was full of new information. The person who interviewed me was incredulous I knew so little. He thought I was a waste of time.'

2 Many employers will ask you similar questions, so prepare your answers before you even walk into an interview. The classic ice-breaker is: 'Tell me about yourself.' It's your chance to share accomplishments, skills or hobbies that may be of interest to the employer. Be brief, specific and to the point. Employers may ask: 'Why do you want this job?' A good boss is hard to find. For example, 'I play several sports and have done a lot of research on sport products, so I have a good idea of what customers want from your sports shop.' 'What are your strengths and weaknesses?' State two or three of your strengths. Pick ones that match the job and choose a weakness that can be overcome, such as 'I'd like to have more skills / training in ...'

3 Prepare questions to ask during the interview and be prepared to take notes. Ask questions that show you are conscientious and demonstrate you've researched – and are genuinely interested in – the company. Good ones include: 'I read about ... can you tell me more about that?' 'Can you describe a typical day?' 'What training do you offer?' End with: 'When can I take my first holiday?'

4 Look professional. In a recent survey of UK companies, one top interview tip is dressing appropriately. Choose sports gear and trainers and avoid a suit. The right clothes will demonstrate that special care has been taken when attending the interview. 'Wearing too much jewellery or strong perfume or aftershave are a definite no,' advises Kath James, managing director of Luton Airport.

5 Greet the interviewer confidently with a smile, eye contact and a firm handshake. 'I favour people who show confidence and enthusiasm at an interview,' says Nazir Jessa, chairman of an electronics company. Nod and show your interest. Sit up straight and avoid off-putting body language like fidgeting or exaggerated hand gestures. Interviewers prize good communication skills and negatively rate the use of slang expressions or speaking without thinking. Speak clearly and avoid the temptation to talk too much. Make sure your answers are lengthy and detailed. Some interviewers use silence to see how you'll react. You can pass the lead back to them by pleasantly asking, 'Does that answer your question?' Don't interrupt the interviewer or say anything negative about previous jobs, colleagues or bosses.

6 A recent survey among UK employers produced their number one tip: Be yourself! Interviewees who try to exaggerate their abilities in order to impress an employer face trouble. 'I only speak English, but I always say I can speak French,' says graduate Ella Mitchel. Answer questions honestly, supporting what you say with specific examples of things you've done. If you don't understand a question, ask for an explanation.

5 In each paragraph (1–6), there is a sentence that doesn't belong in this text. Can you find the six sentences? Why don't they fit?

6 Replace each of the wrong sentences with one of the sentences below. Choose from the sentences A–F the one which fits in each paragraph (1–6).

- A Keep your answers concise and relevant.
- B End with: 'When can I expect to hear your decision?'
- C Says property developer Adrian Gillooly, 'Those who try to cheat the process stand out.'
- D Research the company on the Internet and through any personal contacts.
- E Most employers agree that it's safer to overdress for an interview.
- F Explain how your skills would help you do a good job.

Exam tip!

Always read through the text carefully once you have finished. Check that each paragraph makes sense.