

## Revision B

### Reading

1 Read the first part of this article carefully, and then answer the questions which follow.

### Doing an internship

Finding work in a crowded job market can be challenging sometimes, especially for graduates who do not have any work experience. Many employers are looking for people with a proven track record in a particular area of work. However, you need to have a job in order to get experience. Doing an internship is a good way to get around this problem.

Internships provide work experience for university students, graduates and people considering career changes. Although they are not usually paid, interns do get many benefits. The most important benefit is considered to be the opportunity to get valuable work experience.



- 1 Why is it sometimes challenging for graduates to get their first job?
- 2 What does the phrasal verb 'get around' in line 7 mean?
- 3 What does the pronoun 'they' in bold in line 10 refer to?
- 4 What does the writer feel is the main reason for doing an internship?

### Listening

2 Listen to the rest of the article and answer the questions.

- 1 How do many employers view their interns?
- 2 What is meant by 'trial period'?
- 3 What chance do internships provide?

### Vocabulary and grammar

3 Choose the correct option in brackets to complete the following sentences.

- 1 The graduation ceremony was a very \_\_\_\_\_ occasion for everyone. (memory / memorising / memorable)
- 2 Nuts contain useful \_\_\_\_\_ such as oils and fats. (nutrients / nutritious / nutrition)
- 3 You don't speak French, \_\_\_\_\_? (don't you / you don't / do you)
- 4 If you \_\_\_\_\_ to learn a new language, you need to be motivated. (will want / want / wanted)
- 5 If only I \_\_\_\_\_ lost my ticket! (haven't / didn't / hadn't)

4 Complete the second sentence so that it has the same meaning as the first.

1 People say that the brain is like a computer.

It \_\_\_\_\_ the brain is like a computer.

2 Arab mathematicians invented algebra.

Algebra \_\_\_\_\_ Arab mathematicians.

3 Where does the bus go from, please?

Could \_\_\_\_\_ from?

4 I am sorry that I didn't read that book.

I wish \_\_\_\_\_ that book.

### Speaking

5 1 If you could go to school anywhere in the world, where would you go? What do you think it would be like? Talk to your partner about this, using the correct language.

2 Your school wants to introduce a new subject into its curriculum. All students have been asked to vote on this. These are the subjects that students can vote for:

- Philosophy
- Graphic Design
- Textiles
- Art History
- Engineering

Discuss with your partner the advantages and disadvantages of each subject.

Decide on the best two options.

### Writing

6 Edit the following text. There are three grammar mistakes, one spelling mistake and one punctuation mistake. Find and correct them.

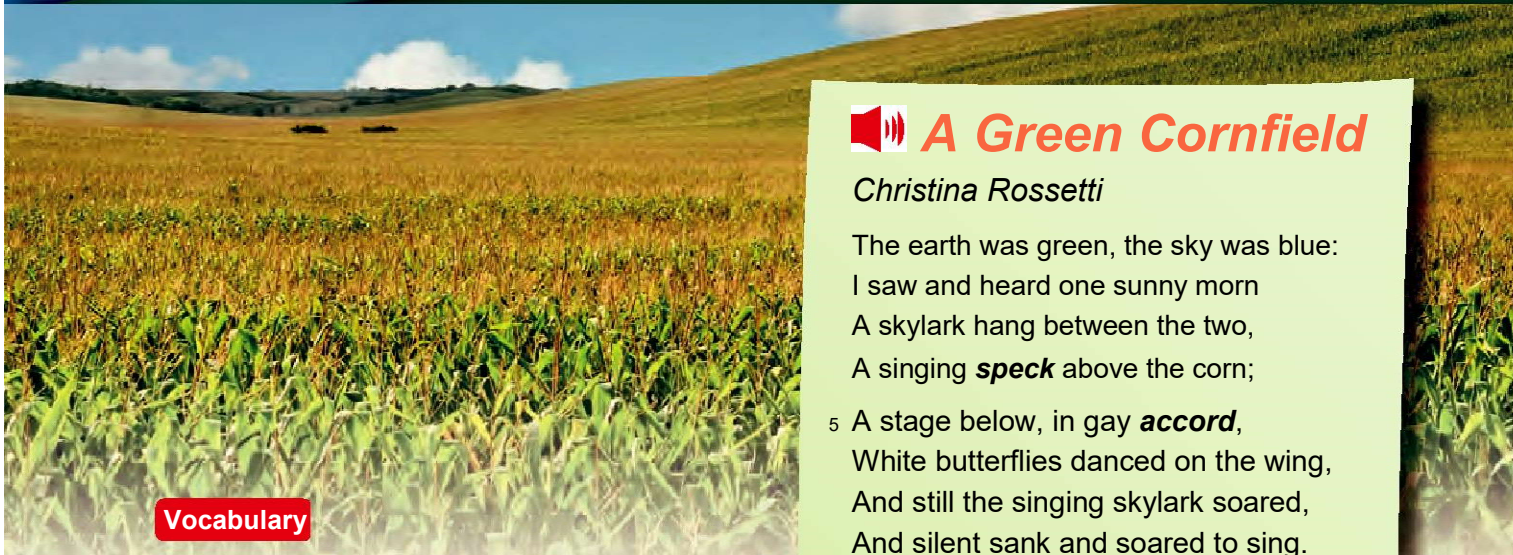
It is believe that when you learn a forein language, it helps to use the language as much you can. You should take every oppportunity to engage in the conversation with a native speaker. Reading English books, or magazines also helps.

7 Read the information below, and write two sentences about the advantages and disadvantages of doing voluntary work while you are still a student. Use appropriate linking words.

- practical experience
- future career choices
- interviews and your curriculum vitae

8 Write a four-paragraph report on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.

# Literature spot B



## Vocabulary

1 Answer the questions.

1 Is a speck something big or **small** (line 4)? 2 If something is in accord, is it in **agreement** or disagreement (line 5)? 3

Does tender suggest something **fresh and young**, or old and strong (line 9)?

4 What does a bird do in a nest (line 11)? 5

Which part of a plant is the stalk (line 12)? 6 Does swift mean slow or **fast** (line 14)?

## Comprehension

2 Choose the correct word to complete the summary of the poem.

The poet describes how (1) \_\_\_\_\_ (**content** / sad / lonely) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) \_\_\_\_\_ (**fl ying away from the cornfield** / flying in the sky / falling towards her). It doesn't sing as it flies (3) \_\_\_\_\_ (**lower** / higher). Below it, butterflies (4) \_\_\_\_\_ (**sit quietly** / move slowly / **move quickly**) in the cornfield. The poet knows that the skylark's nest is (5) \_\_\_\_\_ (**visible in** / **hidden in** / far away from) the cornfield. She (6) \_\_\_\_\_ (**notices** / **imagines** / knows) that its companion is also listening somewhere in the cornfield.

## Analysis

3 Answer the questions about the poem.

1 The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique?

2 Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?

3 How do we know that the poet leaves the cornfield before the skylark has stopped singing?

## A Green Cornfield

Christina Rossetti

The earth was green, the sky was blue:  
I saw and heard one sunny morn  
A skylark hang between the two,  
A singing **speck** above the corn;

5 A stage below, in gay **accord**,  
White butterflies danced on the wing,  
And still the singing skylark soared,  
And silent sank and soared to sing.

The cornfield stretched a **tender** green

10 To right and left beside my walks; I  
knew he had a **nest** unseen  
Somewhere among the million **stalks**.

And as I paused to hear his song  
While **swift** the sunny moments slid,

15 Perhaps his mate sat listening long,  
And listened longer than I did.



## Around the World in Eighty Days

by Jules Verne

*The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty.*

5 The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several **bungalows** and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

'Where are we?' asked Sir Francis.

'At the **hamlet** of Kholby.'

10 'Do we stop here?'

'Certainly. The railway isn't finished.'

'What! Not finished?'

'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

16 'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm. 'No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'

'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about for some means of conveyance to Allahabad.'

20 'Mr Fogg, this is a delay greatly to your disadvantage.' 'No, Sir Francis; it was foreseen.'

'What! You knew that the way—'

'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A **steamer** leaves Calcutta for

25 Hong Kong at noon, on the 25<sup>th</sup>. This is the 22<sup>nd</sup>, and we shall reach Calcutta in time.' There was nothing to say to so confident a response.

Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

'I shall go afoot,' said Phileas Fogg.

30 Passepartout, who had now rejoined his master, made a **wry grimace**, as he thought of his magnificent, but too frail Indian shoes. After a moment's hesitation, he said, 'Monsieur, I think I have found a means of conveyance.'

'What?'

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

35 'Let's go and see the elephant,' replied Mr Fogg.



They soon reached a small hut. **Enclosed** within some high **palings**, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the

40 animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male

45 elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal

50 outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.

At two thousand pounds the Indian yielded.

'What a price, good heavens!' cried Passepartout, 'for an elephant.'

It only remained now to find a guide, which was comparatively easy. A young Parsee\*, with

55 an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs\* on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine

60 o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

\* *Parsee* – a person living in South Asia but descended from Persia. \*

*howdah* – a seat for riding an elephant

### Vocabulary

1 Answer the questions.

- 1 What kind of house is a *bungalow* (line 6)? a house with one floor
- 2 How does the word *hamlet* (line 9) suggest that there aren't many houses or people in the area where the train has stopped? small village which suggest that there are very few people and houses
- 3 What form of transport is a *steamer* (line 24)? a ship powered by steam
- 4 What kind of facial expression is a *wry grimace* (line 30), and why did Passepartout's face show this expression? pain- unhappiness
- 5 Read line 36 again. Which words tell us that the elephant was kept safely away from direct contact with humans? enclosed -paling The elephant was in the compound surrounded by high pailings. In other words the animal was fenced in an area

## Comprehension

2 Answer the questions.

- 1 Why can't the train continue its journey from Kholby to Allahabad? railway line hasn't been completed
- 2 Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed? (line 15) he feels cheated by being sold a ticket to some place where the train doesn't go
- 3 How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.
- 4 Why did the Indian man decide to rear an elephant? **5 for fighting**
- How do we know that the elephant is not aggressive? **6 preserve natural gentleness**
- How many people travel on the elephant? four

3 Complete the sentences with the correct word.

**calm confident enthusiastic unapologetic worried**

- 1 The conductor is unapologetic about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.
- 2 Mr Fogg is confident that he will still complete his journey in eighty days.
- 3 Passepartout feels worried about the prospect of walking the rest of the way to Allahabad.
- 4 Mr Fogg remains calm while he negotiates the sale of the elephant.
- 5 The guide is very enthusiastic about making the journey by elephant.

4 Complete the sentences **1–3** with the names of the characters.

**Sir Francis Passepartout Phileas Fogg**

- 1 Fogg is prepared to walk the rest of the way to Allahabad.
- 2 Passepartout thinks that two thousand pounds is too much to pay for an elephant.
- 3 Sir Francis does not know where they are when the train stops.

## Ideas

5 Find a line in the story that represents the following ideas.

1 time 2 money 3 transport

6 Consider the idea of transport. Compare the train (lines 6–15) and the elephant (lines 38–45). What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

7 Do you think that this story shows the importance of time? Justify your answer.