




**Q3** What was the reason for Sheila to start working from home?

- A** Sheila wanted to help her husband in his doctor's office.
- B** Her boss made the suggestion that she could start working at home.
- C** Sheila thought that she could handle the workload using the Internet.
- D** Sheila asked for permission to work at home to care for her children.

**Q4** What problem has Sheila's working situation caused?

- A** She has become addicted to surfing the Internet.
- B** She hardly sees her kids any more.
- C** She and her husband want to get a divorce.
- D** She and her family have almost no undisturbed time together.

## 2. Listening: Love marriage or arranged marriage?

 You are going to listen to a recording about love marriage versus arranged marriage. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–5) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening you will have 45 seconds to check your answers.

### Love marriage or arranged marriage?

|           |   |  |
|-----------|---|--|
| <b>0</b>  | One of the factors that determines love marriages is ... .  | <i>independence/self-determination/freedom</i> |
| <b>Q1</b> | Many Indians' attitude towards arranged marriage changed with the ... .                                 |  |
| <b>Q2</b> | In arranged marriages the parents choose their children's future husband or wife with the help of ... . |  |
| <b>Q3</b> | The main advantage of love marriages is that your partner ... .   |  |
| <b>Q4</b> | The reason why arranged marriages developed in India was ... .  |  |
| <b>Q5</b> | In India couples deciding to enter a love marriage ... .  |  |

### 3. Reading: Abortion

Read the text below, then choose the correct answer (A, B, C or D) for questions 1–5. Put a  in the correct box. The first one (0) has been done for you.

#### Abortion

Abortion is an extremely controversial topic in the United States with both sides of the debate duelling it out over what is right or wrong. The law presently controlling abortion in America was introduced in 1973 by the Supreme Court. According to this law, women have the right to choose how they want to handle a pregnancy, whether through termination or continuation. Since this court ruling, abortion has been in the national spotlight and the centre of the debate still remains whether it should actually still be legal or overturned.

Before this ruling there had been abortion laws in the US as early as the 1820s. However, by 1900 most abortions had been outlawed because of the extreme pressure from the American Medical Association, physicians and legislators. Nevertheless, this did not prevent illegal abortions, which at the time were a dangerous practice, from taking place. The main difference was that women did not only risk their lives due to the bad hygienic conditions under which such procedures took place, but also because few abortions were carried out by medical professionals any more. By 1965, all states had banned abortions altogether, with few exceptions being allowed. Finally, abortion was once again legalised in 1973 in all fifty states, using a trimester framework that freed doctors to perform abortions for any reason in the first trimester and giving the individual states the power to regulate the second and third trimester. In the years since this decision many pro-life groups, such as the Human Life Foundation or the Life Coalition, have been formed which have taken up the fight against this ruling and presented alternatives such as adoption. They have been the driving forces behind new restrictions and regulations that have been introduced, such as required parental consent for teenagers. These pro-life organisations arrange many protests and lobby to bring forth legislation to end the age-old debate of how to handle an unexpected pregnancy. Often, these groups see the practice of abortion as an unlawful procedure that takes a defenseless human life and advocate adoption as the only legal alternative. Furthermore, they argue that life begins at

conception, whereas the other side of the debate believes that no rights other than those stated in the Constitution should be judicially recognised and protected.

There are many different reasons why a woman might decide to have an abortion. If there are irreparable defects concerning the fetus, such as major development failures or problems with the heart, nervous system, brain, kidneys or breathing system, a woman might choose to end the pregnancy. There are other common reasons that a woman might choose to have an abortion such as birth control failure, unwanted or unplanned pregnancy, not being able to support or provide for the child or medical conditions that could seriously endanger the woman's health. Most women concerned choose to abort based on their current needs, feelings and economic position. Especially women aged between 15 and 20 often do not feel prepared to take responsibility for another human being. They might lack sufficient means to provide for themselves and a child. Unfinished education and lack of mental maturity are factors that particularly cause young females to abort. However, younger women are not the only ones making such drastic decisions, which may have a strong impact on their future lives. Research shows that abortions are no longer limited to a certain age group of women.

On average, one million women in the US decide to abort their unborn children every year. This decision, which is often made in a moment of desperation or panic, may cause inner turmoil and stress. No matter whether having an abortion is legal or not, in the end it is always the woman who has to deal with the choice she has made.

- 0** The 1973 law
- A banned abortion.
  - B legalised abortion.
  - C led to a protest.
  - D was overturned.

- Q1** Banning abortion around 1900 caused
- A a lot of pressure from doctors and lawyers.
  - B an increase in death following abortion.
  - C a rise in the practice of illegal abortion.
  - D a decrease of medical professionals.

- Q2** Regulations on abortion after 1973
- A** allowed abortion up to the second trimester.
  - B** allowed abortion throughout the US.
  - C** banned abortion after the second trimester.
  - D** banned abortion in individual states.
- Q3** The formation of pro-life groups resulted in
- A** stronger support for single mothers.
  - B** the creation of educational programmes.
  - C** stricter regulations on abortion.
  - D** a ban on teenage abortion.
- Q4** The main reason for teenage girls to abort is their
- A** psychological stability.
  - B** physical maturity.
  - C** financial situation.
  - D** educational background.
- Q5** What is the purpose of the text?
- A** to criticise women who abort
  - B** to illustrate the dangers of abortion
  - C** to argue a ban on abortion
  - D** to explain the background of abortion

#### 4. Reading: Do you believe in IQ tests?

Read the text below, then complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

#### Do you believe in IQ tests?

Although IQ tests have been used for quite some time to determine the intelligence of the people taking them, the question remains whether you can really judge somebody's mental capabilities by letting them answer questions concerning language patterns or mathematical operations. In order for an IQ test to be considered reliable, it has to examine more than one cognitive skill and has to be conducted by a professional, for example a psychiatrist. This ensures that the test taker's intelligence is measured correctly and the results are interpreted in a meaningful way.

Most of us are interested in what kind of result they would receive, but what keeps most people from taking such a test is the insecurity about what they will learn about themselves. The relatively high costs are only a minor obstacle for most of us. Even though we do not think of ourselves as less intelligent as the people around us, being given a number that is below average might change the way we perceive ourselves forever. In addition, we are aware of the fact that the chance that we are geniuses and simply did not know about it is very small. Thus, it seems safer to live without knowing the details.

In recent years another point of discussion concerning this issue has been raised. Many people have difficulties believing that answering a couple of questions is enough to provide valid information about their cognitive skills, especially since one of the most important aspects of a human being, their emotional intelligence, is not addressed in an IQ test at all. This fact is even more crucial since the way we socially interact with others has a huge impact on our job performance and can also influence our success in personal life. After all, we respond much more to how a person talks to us than to the actual content of their words.

But does the result of such a test come as a surprise to most people having taken it? Well, it must be said that although there are occasional exceptions, the majority of test takers have a quite precise idea of how they performed. Apart from the fact that they should be able to pass a certain judgment on how they were doing throughout the test, namely whether they had trouble answering questions or not, most people compare their skills and abilities to those around them their entire lives. They usually know if they are having trouble learning and understanding and do not need a test telling them exactly that. It might even make matters worse for them if they receive a rating below average. A person's self-esteem could be seriously damaged or even vanish entirely if they do not perform well due to having a bad day. Following such a blow to their self-image, they might suffer from family or job problems.

So should we abandon IQ tests as a whole? Of course, this is not the best way of dealing with this matter. We simply need to realise that the result we get is only a number and it does not by far give anyone an idea of who we are and what we can do. We might even see it as a challenge to prove to ourselves that this number cannot possibly be right since we can do and achieve so much more.

|           |  |   |
|-----------|--|---|
| <b>0</b>  | An IQ test measures ... .                                  | <i>the intelligence/the mental capability</i> |
| <b>Q1</b> | In order to be valid an IQ test has to test ... .          |   |
| <b>Q2</b> | Most people do not take an IQ test to avoid ... .          |   |
| <b>Q3</b> | Our perception of our intelligence might suffer from ... . |   |
| <b>Q4</b> | Emotional intelligence affects the way we ... .            |   |
| <b>Q5</b> | Most test takers... by their rating.                       |   |
| <b>Q6</b> | If their fears are confirmed, they might lose ... .        |   |



## Prime Time 7

- |                      |                     |                            |                     |
|----------------------|---------------------|----------------------------|---------------------|
| <b>A</b> adopting    | <b>E</b> extroverts | <b>I</b> messages          | <b>M</b> positively |
| <b>B</b> charming    | <b>F</b> initially  | <del><b>J</b></del> person | <b>N</b> shyness    |
| <b>C</b> differently | <b>G</b> likeable   | <b>K</b> personal          | <b>O</b> signals    |
| <b>D</b> easily      | <b>H</b> openness   | <b>L</b> personality       | <b>P</b> unfriendly |

| 0 | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 |
|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| J |    |    |    |    |    |    |    |    |    |     |     |     |     |

## 6. Language in use: Following the Amazon river

You are going to read a text about Ed Stafford, a man who walked along the Amazon River. In most lines of the text there is a word that should not be there. Write that word in the space provided after each line. Four to six lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

### Following the Amazon River

|   |             |            |
|---|-------------|------------|
| It's the stressful times that we live in that will make many people ask for | <i>will</i> | <b>0</b>   |
| more. They want to feel as themselves again, they want to live life to the  | <i>as</i>   | <b>00</b>  |
| fullest, and they want to achieve that what they think they deserve.        |             | <b>Q1</b>  |
| Ed Stafford, a former British Army captain, for example, did just that      |             | <b>Q2</b>  |
| when he walked 4,000 miles from the Southern Peru to the Atlantic           |             | <b>Q3</b>  |
| Ocean, following the Amazon River from at its source to its mouth in        |             | <b>Q4</b>  |
| Brazil. Stafford began on his expedition in April 2008 and finished it 859  |             | <b>Q5</b>  |
| days later in August 2010. He started to the journey together with his      |             | <b>Q6</b>  |
| friend Luke Collyer who had had to leave after three months. Gadiel         |             | <b>Q7</b>  |
| “Cho” Sanchez Rivera soon became the man to accompany Stafford on           |             | <b>Q8</b>  |
| the entire way. Ed Stafford, who had retired from the British Army as a     |             | <b>Q9</b>  |
| captain in 2002, had already led on a couple of expeditions worldwide,      |             | <b>Q10</b> |
| before he had finally decided that he wanted to be the first man to walk    |             | <b>Q11</b> |
| the entire 4,000 mile length of the Amazon River in all South America.      |             | <b>Q12</b> |
| Apart from his wish to achieve something that incredible and almost         |             | <b>Q13</b> |
| impossible, Stafford was driven to by his aim to inspire other people.      |             | <b>Q14</b> |
| With what he did he wanted to motivate people to make them realise          |             | <b>Q15</b> |
| that they can really turn their dreams into the reality.                    |             | <b>Q16</b> |

## 7. Writing: Adolescence

“Times were harder for teenagers 50 years ago than they are today.”

It seems that nowadays teenagers have it a lot easier than ever before. They have easy access to education and information and they have many technological advantages. However, it must be said that there are also more dangers and risks for teenagers out there than there were before. Write an **opinion essay** in which you either agree or disagree with the statement given on top. In your essay, you should:

- analyse the differences in the social lives of teenagers now and 50 years ago
- explain the educational and technological advantages of teenagers today
- outline the risks and dangers teenagers face today

Write an **opinion essay** of about **400 words**. Give your opinion essay a **title**.