

File Test 10

Grammar, Vocabulary, and Pronunciation A

GRAMMAR

1 Order the words to make emphatic sentences.

Example: her it saw was I when month last

It was last month when I saw her.

1 a what need holiday is I

_____.

2 place a class we was at the where met yoga

_____.

3 happy be all is want I to

_____.

4 happened down that broke was the what car

_____.

5 much it so was cost meal the that

_____.

6 was I bored because left is the why I reason

_____.

6

2 Underline the correct word.

Example: Becker, that / who was a tennis champion in the 1980s and 1990s, is a Wimbledon commentator now.

- Do you remember that hotel we stayed in in Singapore? You know, the one that / where had that amazing view of the river.
- My cousins, all of whom / which are on my father's side of the family, live in Canada.
- That's the referee which / that sent Matt off in the first half of the match.
- For safari holidays, we have a choice of the Maasai Mara or Nakuru in Kenya, or Kruger in South Africa, none of where / which we've been to before.
- The place that / where I enjoyed the most was Scotland in spite of the horrendous weather!
- That's the guy I was telling you about – you know, whose / whom sister competed in the Olympics.
- Lukas can't make it to the party, what / which is a pity as I'd been looking forward to meeting him.
- Wow! You've chosen Norway as your destination? That's just when / where I was going to suggest!

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3 Complete the sentences with the correct word.

Example: It was my aunt who advised me not to study law.

- You can't blame me for trying! _____ I did was try to convince them to join us!
- _____ was me who told Ben about the party. I didn't know it was supposed to be a surprise!
- The class was full of women, many of _____ had never done circuits before.

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- 4 After the competitors finish the marathon, what _____ next is that they have a shower and something to eat and then gather in the hall for the prize-giving event.
- 5 Is that the woman _____ husband crossed the Namib desert for charity?
- 6 _____ I like about Fridays is that the weekend comes after them!

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Grammar total		20
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VOCABULARY

4 Underline the correct word.

Example: The walk / *stroll* was long and challenging but we managed to complete the route.

- 1 I threw my backpack on the *soil* / *ground* and sat down to rest.
- 2 I'd probably describe my uncle as *reclusive* / *reserved*. He lives in the middle of nowhere and doesn't like to have visitors.
- 3 The man was a complete *foreigner* / *stranger* yet he stopped to help us. It was so kind.
- 4 *Immigrant* / *Migrant* workers bring great benefits to the countries they move to.
- 5 Captain James Cook's 18th-century *trips* / *voyages* resulted in him discovering New Zealand.
- 6 When questioned about the changes to the government's education policy, the politician *declined* / *deplored* to comment.

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5 Complete the chart.

Adjective	Noun	Verb
wide		
high		
weak		
deep		
strong		

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6 Complete the words in the sentences.

Example: The climber fell and injured his spine so he had to rest for several weeks.

- 1 In our pilates class we do **str**_____ exercises to relax and lengthen our muscles.
- 2 Those gymnasts have the most incredible **f**_____! How do they bend like that?
- 3 The main part of the body apart from the head, arms, and legs is called the **tr**_____.
- 4 Hans does one hundred **s**_____ - _____ every day to build his abdominal muscles.

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Vocabulary total		20
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PRONUNCIATION

7 Match the words to the same sound.

professional stomach ~~height~~ calories stumble
soil

Example: stride height

- 1 voyage _____
- 2 dramatic _____
- 3 unbeatable _____, _____
- 4 finish _____

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8 Underline the stressed syllable.

Example: e|co|nom|ic

- 1 mo|ti|va|ted
- 2 re|served
- 3 a|c|com|plish|ment
- 4 com|bi|na|tion
- 5 im|mi|gra|tion

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Pronunciation total		10
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Grammar, Vocabulary, and Pronunciation total		50
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File Test 10
Reading and Writing A**READING**

Read the article about language and fitness. Tick (✓) A, B, or C.

For best results, tone down your language

The scientific evidence is overwhelmingly in favour of taking regular exercise. No matter what type of sport you decide to take up, or exercise class you join, can and will have a lasting positive impact on your life. Exercise is good for us physically, mentally, and socially. However, although we're all aware of these benefits, it's not always so easy to simply walk into the gym and sign up. The most common cause of people not taking up exercise is due to lack of self-esteem and poor body image. It's easy if you've been playing a sport regularly since childhood, or you're just naturally built like an Olympic athlete. But many of us are attracted to an exercise class precisely because we're not. We have no illusions – we don't necessarily expect to come out looking like an Olympian. However, we do want to see some improvements to our body shape – to feel good about ourselves and make a positive difference to our overall health, fitness, and well-being.

It is common to see advertisements for intensive fitness classes which claim to help people 'get in shape', 'burn fat', or 'box, skip, run, weight-lift your way to a better body'. But what are the consequences of all this appearance-related jargon? And how effective is it in the gym room or on the athletics track? As a psychologist, I recognize that positive self-talk is the key to happiness and mental well-being. I'm also aware that women in particular can struggle with body image and low self-esteem when it comes to exercise. As a woman myself, I understand this perspective so I have to question whether exercise regimes which combine physical exertion with judgemental comments on body image are a good thing. I read up a bit more about it and found an interesting study which was conducted recently by scientists at Northwestern University, USA. It found that the language that fitness instructors use plays a key role in determining whether their class participants feel as though they have successfully achieved their fitness goals.

According to psychologist Renee Engeln, the aim of the study was to determine whether the psychological outcomes of a fitness class, for women in particular, might differ based on the focus of the instructors' motivational comments. The study involved female participants taking an intensive exercise class lasting 16 minutes. For the purposes of the experiment, they were randomly assigned an instructor. One half of the women had an instructor that made comments related to the health and body shape benefits of each exercise, saying things like, 'This exercise is essential to developing strength in your legs', or 'This work you're doing on these muscles will allow you to run, sprint, and jump like a super hero!' The other half of the participants did an identical exercise class, in the same room, with the same music playing, but the instructor made comments focussed on their need to improve physical appearance and fitness. For instance, 'This exercise blasts bottom fat!' and 'Let's get rid of those thunder thighs!'

The study found that the participants whose instructor had made comments which focused on health and strength were much more likely to write positive words like 'strong' and 'accomplished' to describe their feelings at the end of the class. In contrast, those whose instructor had used negative comments regarding their current fitness, appearance, and body shape, were much more likely to write words such as 'ashamed' or 'disgusted with myself' to describe their post-exercise feelings. Basically, the greatest feelings of positivity came from hearing the comments about what the exercise was doing for their health and

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fitness rather than the more negative comments which focussed on the potential for weight loss or improved body shape.

This suggests that, when it comes to sports psychology, words really do matter. By simply modifying the language they use as motivation, fitness instructors can have a significant impact on the way the participants in their classes feel about themselves. I agree with Engeln when she says, 'If we want people to stick with exercise, we need to remove shame from the equation'. The good news is that fitness instructors can quickly and effectively moderate their language in order to make their classes healthier, more inclusive, and more motivating.

- 1 The writer's main intention in the text is to _____.
 A explain the psychology behind successful exercise ☐
 B highlight the negative psychological effects associated with exercising ☐
 C promote a type of physical activity which is especially suited to women ☐
- 2 According to the writer in paragraph 1, many people _____.
 A say they prefer an instructor who is tough on them ☐
 B choose not to exercise because they lack confidence ☐
 C drop out of exercise classes because they are too challenging ☐
- 3 In paragraph 1, the writer suggests that most people do not expect _____ an exercise class.
 A miracle results when they take up ☐
 B the instructor to treat them kindly in ☐
 C to feel good about themselves in ☐
- 4 According to the writer in paragraph 2, exercise classes _____.
 A are rarely designed to include both men and women ☐
 B only tend to appeal to people who are already relatively fit ☐
 C are often promoted as being good for 'fixing' undesirable body shapes ☐
- 5 What does the writer of the article do as a profession?
 A She is a fitness instructor. ☐
 B She is a medical professional. ☐
 C She is a lifestyle journalist. ☐
- 6 The writer says that she _____.
 A has evidence that an instructor's comments can cause serious psychological damage ☐
 B understands women's general lack of confidence regarding exercise ☐
 C took part in the study at Northwestern University ☐
- 7 The writer explains that the US study was designed to examine _____.
 A the psychological impact of instructional language ☐
 B whether men and women respond differently to certain instruction styles ☐
 C whether women responded better to intensive exercise regimes ☐

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Reading and Writing A

- 8 The study _____.
- A was conducted in several different locations ☐
- B was conducted under identical conditions ☐
- C covered a range of different sports and activity types ☐
- 9 According to the study, which group was most likely to respond positively to the after-exercise survey?
- A The fitness instructors. ☐
- B The group whose instructor commented on improving their body shape. ☐
- C The group whose instructor explained the health and physical benefits of an exercise. ☐
- 10 The writer is of the opinion that _____.
- A physical fitness depends on good mental health ☐
- B people are more likely to continue exercising if they feel good about themselves ☐
- C fitness instructors should be better trained ☐

Reading total		10
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WRITING

Write a proposal to increase the number of people who use a local sports and community centre.

Write approximately 250 words including information on:

- the reasons why the number of people using the centre needs to be increased
- two or three suggested improvements (include reasons why you think each improvement will work)
- explain how you imagine people will use the centre in future.

Writing total		10
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Reading and Writing total		20
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File Test 10

Listening and Speaking A

LISTENING

- 1 Listen to five people talking about why they moved to a particular country. Match the speakers (1–5) to the reasons (A–H).**

- Speaker 1 ☐
 Speaker 2 ☐
 Speaker 3 ☐
 Speaker 4 ☐
 Speaker 5 ☐

- A for health reasons
 B to study
 C on an educational exchange programme
 D for the climate
 E for work
 F to live with a partner from that country
 G they were a refugee
 H for research purposes

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- 2 Listen to a radio show discussion about reverse culture shock. Tick (✓) A, B, or C.**

- 1 According to Cassie, reverse culture shock _____.
 A is the most common problem travellers experience ☐
 B can be mistaken for jet lag ☐
 C affects people who travel a lot for business ☐
- 2 Cassie explains that with reverse culture shock, _____.
 A people don't want to return home ☐
 B it is more likely to occur if a person is unhappy in their home country ☐
 C people sometimes find that home seems unfamiliar to them ☐
- 3 Cassie says she _____.
 A hadn't expected to get reverse culture shock ☐
 B knew from experience how difficult it was going to be ☐
 C has arranged to go to Europe soon ☐
- 4 Cassie felt frustrated that _____.
 A she couldn't find any authentic Japanese food in Canada ☐
 B Canada wasn't colourful enough ☐
 C her friends couldn't identify with her when she returned ☐

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Listening and Speaking A

- 5 According to Cassie, it's important not to forget that _____.
- A people still care about you ☐
- B the experience of living abroad was worthwhile ☐
- C people's lives don't stop when you go away ☐

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Listening total		10
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SPEAKING

1 Make questions and ask your partner.

- If you went to live in another country, what would you miss most?
- Is there anything you have loved or hated after returning home from another place? What? Why?
- Can you describe in detail how to play a sport or game or do an exercise activity?
- Would you fancy living abroad or travelling long-term? If so why / where? If not, why not?
- Do you enjoy watching sports? Why / Why not?

2 Now answer your partner's questions.

3 Talk about one of these statements, saying if you agree or disagree. Give reasons.

- 'Paying for intensive exercise classes is a waste of time and money.'
- 'Money has a negative effect on competitive sports.'
- 'Immigrants bring many benefits to the countries they immigrate to.'

4 Now listen to your partner. Do you agree with him / her?

Speaking total		20
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Listening and Speaking total		30
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