

File Test 10

Grammar, Vocabulary, and Pronunciation B

GRAMMAR

1 Underline the correct word.

Example: Gary Lineker, *that / who* played football for England in the 1980s and 1990s, is a now a sports commentator.

- 1 You've chosen Corsica as your destination? That's just *where / when* I was going to suggest!
- 2 Chloe can't make it tonight, *which / what* is a pity as I'd been looking forward to meeting her.
- 3 My cousins, all of *which / whom* are on my mother's side of the family, live in Australia.
- 4 Do you remember that hotel we stayed in in Thailand? You know, the one *where / that* had that amazing view of the river.
- 5 For adventure holiday destinations, we have a choice of New Zealand or Switzerland, or Canada, none of *which / where* we've been to before.
- 6 In spite of the horrendous weather, the place *where / that* we enjoyed the most was Ireland!
- 7 That's the referee *which / that* sent Ferdinand off in the match last week.
- 8 That's the guy I was telling you about – you know, *whom / whose* brother won a gold medal in the Olympics.

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2 Complete the sentences with the correct word.

Example: It was my tutor who advised me to try for the scholarship.

- 1 The class was full of women, most of _____ had never done yoga before.
- 2 Is that the man _____ wife climbed the Matterhorn for charity?
- 3 _____ was me who told Andrej about the party. I didn't know it was supposed to be a secret!
- 4 _____ I like about Fridays is that the weekend comes after them!
- 5 After the athletes finish the triathlon, what _____ next is that they have a shower and something to eat and then gather in the stadium for the prize-giving.
- 6 _____ I did was try to convince them to join us! You can't blame me for trying!

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3 Order the words to make emphatic sentences.

Example: week him it last saw I when was
It was last week when I saw him.

- 1 cost that much so was it meal the
 _____.
- 2 broke happened what that down was the car
 _____.
- 3 bored was I why left is because the I reason
 _____.
- 4 holiday a is need what I
 _____.
- 5 is happy to all be want I
 _____.

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6 where place a we yoga at class the met was

_____.

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Vocabulary total		20
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VOCABULARY

4 Complete the chart.

Adjective	Noun	Verb
weak		
deep		
strong		
wide		
high		

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5 Complete the words in the sentences.

Example: Neil had to rest for several weeks after he injured his spine in a climbing accident.

- The main part of the body apart from the head, arms, and legs is called the tr_____.
- Anton wants to build his abdominal muscles so he's doing one hundred s_____ - _____ a day!
- Those ballet dancers have the most incredible f_____! How do they bend like that?
- We do str_____ exercises in our pilates class to relax and lengthen our muscles.

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6 Underline the correct word.

Example: Although we found the walk / *stroll* challenging we managed to complete it.

- Captain James Cook's 18th-century *voyage* / *trip* resulted in him discovering New Zealand.
- Migrant* / *Immigrant* workers bring great benefits to the countries they move to.
- The politician *declined* / *deplored* to comment when questioned about the changes to the government's immigration policy.
- My cousin lives in the middle of nowhere and doesn't like to have visitors. I'd probably describe her as *reserved* / *reclusive*.
- The woman was a complete *stranger* / *foreigner* yet she stopped to help me. It was so kind.
- We all threw our backpacks on the *ground* / *soil* and sat down to eat our picnic.

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Vocabulary total		20
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PRONUNCIATION

7 Underline the stressed syllable.

Example: heighten

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

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8 Match the words to the same sound.

calories	stumble	stomach	stride	soil
professional				

Example: height stride

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

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

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

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 B

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

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

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

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

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Listening total		10
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SPEAKING

1 Make questions and ask your partner.

- 1 What reasons might people have for leaving their native country?
- 2 What do you like most about professional sports?
- 3 Which sports are the most popular in your country? Why?
- 4 Which sport would you most like to be good at?
- 5 What is your idea of a good workout? Why?

2 Now answer your partner's questions.

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

- 1 'There's no reason to travel abroad when you can spend time exploring your own country.'
- 2 'Sport and/or outdoor activities are an essential part of my life.'
- 3 'I feel I would have better life opportunities if I immigrated to another country.'

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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