

Test B2 C1

Coaching and Mentoring| Imposter syndrome| Surviving meetings|

Vocabulary

1. Complete the sentences using the correct form of the phrases below.

- **get the most out of**

- **stuck in a rut**

- **live life on your own terms**

- **the ins and outs**

- **steer clear of**

1. A good coach will teach you how to _____ your potential and improve your performance.
2. If you want to achieve professional freedom, you need to be brave enough to _____.
3. She decided to change careers because she felt completely _____ and needed a fresh challenge.
4. Before starting the new project, we must understand _____ of the funding application process.
5. Experts advise you to _____ company politics and seek professional financial advice instead.

2. Match the vocabulary word or phrase (1-5) to its correct definition (A-E).

1. Imposter syndrome	A. The state of believing that you deserve success and have earned it.
2. High achiever	B. The act of exposing someone or revealing a secret, often implying shame.
3. Perfectionism	C. A person who is successful, often through intense hard work and ambition.
4. To be exposed as a fraud	D. A tendency to demand the highest standard of quality or performance.
5. Sense of entitlement	E. A psychological condition characterized by self-doubt despite clear evidence of success.

3. Complete the sentences using the most appropriate term for a "meeting personality" or role from the list.

- **the wallflower**
- **the sceptic**
- **to play devil's advocate**
- **missed the cue**
- **the interrupter**

1. I had brilliant ideas, but I never **speak up**; I'm afraid I'm a bit of _____ in most meetings.
2. I think we need someone who will _____ and point out all the potential flaws in this plan.
3. She was so busy checking her emails that she totally _____ to introduce the next topic, and the conversation drifted.
4. Don't let _____ derail the presentation; politely tell them you will address their question once you finish your point.
5. Martin is always _____; every suggestion is met with an impossible question about its feasibility.

Grammar

1. Rewrite the sentences using a modal perfect verb (**should have**, **might have**, **must have**, **could have**) to express advice, criticism, or possibility about a past event.

1. It was a mistake not to get a mentor earlier in your career.

(Use **should have**)

You

2. Perhaps he felt stuck in a rut because his career path offered no challenges.

(Use **might have**)

He

3. It's clear that the coachee has achieved success because they took their coach's advice seriously.

(Use **must have**)

The coachee

2. Rewrite the sentences using a noun form of the verb or adjective in bold. Make any other necessary changes to the structure to keep the sentence natural and correct. The meaning must remain the same.

1. Many people doubt their abilities despite clear evidence of their success.
Many people suffer from _____ about their abilities despite clear evidence of their success.
2. It is the fear that they will be exposed as a fraud that drives the self-sabotage.
The fear of _____ as a fraud drives the self-sabotage.
3. High achievers often struggle to accept the praise they receive.
High achievers often struggle with the _____ of the praise they receive.
4. It is vital for people to recognise that their success is due to competence, not luck.
_____ that one's success is due to competence, not luck, is vital.
5. The problem is that individuals are rarely confident in their own talent.
The problem is the rarity of _____ in one's own talent.

3. Choose the most appropriate reporting verb from the box to complete the sentence, ensuring the correct grammar structure is used.

- **suggested**
- **complained**
- **urged**
- **admitted**

1. "Why don't we create an agenda the night before?"
The meeting chair _____ an agenda be created the night before.
2. "Every time we tried to stick to the topic, Sam changed the subject."
One participant _____ that the topic changer kept derailing the discussion.
3. "I was wrong; I completely missed the cue to take control of the conversation."
The facilitator _____ to missing the cue.
4. "You must speak up and stop being a wallflower!"
The manager _____ the employee to speak up more in future meetings.

Reading

Read the passage below and answer the questions that follow.

The Silent Struggle of the High Achiever

Impostor syndrome is a psychological condition characterized by a constant doubt over one's abilities or achievements, accompanied by the fear of being exposed as a "fraud," despite clear evidence of success. This phenomenon is particularly common among **high achievers**, who often set incredibly demanding standards for themselves. Perfectionism is, in fact, a common trait in people who experience imposter syndrome, pushing them toward endless self-scrutiny and anxiety.

Often, the problem isn't a lack of skill but a skewed perception of one's performance. For these individuals, success is frequently attributed to external factors, such as luck or timing, rather than internal competence. When confronted with praise, they struggle to internalize it, feeling a disconnect between the glowing external assessment and their own harsh self-judgment. Consequently, they may shy away from opportunities, convinced they will eventually be found out. Learning to recognize the psychological patterns of imposter syndrome is the first step toward navigating through the obstacles it presents and reclaiming confidence in one's skills.

Questions:

1. According to the passage, what is the core characteristic of imposter syndrome?
 - A deep-seated need to constantly seek praise and validation.
 - The belief that one's successes are due to personal competence.
 - A persistent feeling of being a fraud despite having achieved success.
 - The inability to set high standards for oneself.
2. Why do high achievers struggle with imposter syndrome?
 - They rarely receive external praise for their accomplishments.
 - Their tendency toward perfectionism leads to excessive self-criticism.
 - They attribute all their success to hard work and determination.
 - They are less prone to self-doubt than other people.
3. What is presented as the initial action needed to overcome the negative effects of imposter syndrome?
 - Attributing all success to internal competence.
 - Shying away from opportunities to avoid failure.
 - Learning to identify the psychological patterns of the syndrome.
 - Confronting the person who gives them praise.

Listening

Listen to the conversation and answer the questions.

1. What was the Coachee's main complaint about David during the meeting?
 - A. David was a wallflower and didn't speak up.
 - B. David constantly tried to introduce new agenda items.
 - C. David continually diverted the discussion away from the main subject.
 - D. David was unprepared for the budget projections.
2. What term is used in the transcript to describe Sarah's behavior in the meeting?
 - A. A high achiever.
 - B. A wallflower.
 - C. A sceptic.
 - D. A team player.
3. What specific piece of advice did the Mentor give the Coachee for dealing with David?
 - A. To tell David to stop speaking immediately.
 - B. To gently guide the conversation back to the Q3 projections.
 - C. To ask Sarah to interrupt David.
 - D. To assign David the role of note-taker.