Speak out
3RD EDITION

B2+
PROGRESS TEST 2 | Version A

Part A • Grammar, Vocabulary and How to …

GRAMMAR

1 Put the words in brackets in the correct order to complete the sentences.

1 _____ (listening / feels / she / if / as / It / isn't) to me. It's really frustrating.
2 _____ (looks / hasn't / He / though / slept / as / he) for a month.
3 _____ (acted / they / had / They / never / as / if / seen) a thunderstorm before.
4 She gave me some flowers, _____. (if / sorry / say / to / as)
5 He suddenly raised his voice _____. (anger / if / as / in)
6 _____, (matter / annoying / is / he / No / how) we still love him.
7 _____, (No / what / finish / you / matter / time) call me and I'll pick you up.
8 _____ (matter / lost / It / who / doesn't) the book, we need to find it.
9 _____ (haven't / No / been / that / skiing / matter / you) before. I'll show you how to do it.
10 We'll always be here for you. _____. (matter / No / what)

/10

2 Complete the sentences with *should* and the correct form of the verbs in brackets.

1 Stop that! You _____ (open) your present right now. Put it down and wait until everyone's here.
2 I've cleaned your trumpet so it _____ (sound) better now.
3 The person seemed to be in trouble, but we drove straight past. We _____ (stop) to help them.
4 If you _____ (arrive) before the check-in time, you may leave your bags in the reception area.
5 You _____ (give) a receipt by the cashier when you bought the jacket. Have you still got it?

/5

3 Complete the sentences with the correct continuous form of the verbs in brackets.

1 The children _____ (watch) TV at the moment, but I've asked them to turn it off in five minutes.
2 I'm worried about Neil. He _____ (sleep) since lunchtime. It's not like him at all.
3 When she came in, I could tell she _____ (do) something naughty outside. She had that look in her eyes.
4 What do you think you _____ (do) this time next week?
5 We _____ (live) together for four years next June.

/5

VOCABULARY

4 Choose the correct words to complete the sentences.

1 I loved that book, but the ending was so **eager** / **tragic**. I couldn't believe it when the hero died.
2 She made some **encouraging** / **overwhelming** comments which made me feel more motivated.
3 That was a rather **unconvincing** / **understanding** excuse. How could he expect me to believe that?
4 The coach **rubbed** / **pushed** the team to their limits, but they still lost the match.
5 He's very **pathetic** / **humble** about his achievements. He never thinks he's more important than anyone else.

/5

5 Match the sentence beginnings (1–5) with the sentence endings (a–e).

1 The builders are driving me ___
2 I couldn't believe it when Roisin lost ___
3 Dev was bursting with ___
4 All of us are really pumped ___
5 Jade seems to be down in ___

a pride at his university graduation.
b up the wall with all the noise.
c the dumps lately. I wonder why?
d about going to the concert.
e her temper at work yesterday.

/5

6 Complete the sentences with the words and phrases in the box. There are three words or phrases you do not need.

abolish	**deter**	**foreground**	**frame**	**imposed**
restricted	**shot**	**zoom in**		

1 The council have installed cameras to _____ thieves from operating in the area.
2 The offer is _____ to first time customers only.
3 The teachers _____ a ban on mobile phones in the classroom.
4 If you _____, you'll be able to see her more clearly.
5 That's a lovely _____ of the family. Could you send me a copy?

/5

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7 Complete the sentences with words and phrases for advertising and marketing.

1 The **m** _ _ _ _ _ _ _ _ _ **e** was arranged tidily on the shelves of the shop.
2 We need to think of a **s** _ _ _ _ **n** which is easy for people to remember.
3 We aim to **t** _ _ _ _ **t** a younger audience with this exciting new product.
4 The restaurant was a little old-fashioned so we gave it a **m** _ _ _ _ _ **r** and now it looks more modern.
5 This laptop is more expensive than other brands because it's an **a** _ _ _ _ _ _ _ _ _ _ **l** product.

/5

HOW TO …

8 Complete the sentences with the words and phrases in the box.

beyond	**broad**	**inexperienced**	**level**	**neat**
proficient at	**reason with**	**sense**	**strongly**	**win**

1 I tried to convince Paula to stay at home from work, but it was impossible to _____ her.
2 Martin didn't want to come out, but we managed to _____ him over by offering to pay for his meal.
3 That's a really _____ idea. How did you think of it?
4 A: I'd suggest going by train because it's more comfortable than going by plane.
B: That makes _____.
5 A: It's a good idea to spend more on advertising.
B: But on a practical _____, can we afford it?
6 I found the talk interesting on the whole, but the science was _____ me.
7 We hope to find a music teacher who is _____ the piano and the guitar.
8 Andy has the right training, but he's very _____. Do you think he'll be able to do the job?
9 This is something I feel quite _____ about.
10 That's quite a _____ topic. Maybe we need to be more specific.

/10

Total: /50

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Part B • Listening and Reading

LISTENING

1 [Audio PT2.01] Listen to five people talking about presentations which they have given. Match the speakers (1–5) with the statements (A–E).

1 Lisa: ___
2 Brian: ___
3 Milly: ___
4 Jack: ___
5 Jodie: ___

A I felt desperate while I was giving the presentation.
B I was afraid of the consequences of my presentation.
C I was pleased with the way the presentation turned out.
D I was annoyed about my lack of preparation for the presentation.
E I was amused by what happened during a presentation.

/5

2 [Audio PT2.01] Listen again. Choose the correct answer (A, B or C).

1 Lisa mentions that
A she had never given a presentation at work before.
B she had expected the presentation to be a success.
C she had updated the software before the presentation.

2 Brian explains that
A he tried to gently persuade his students to participate in the quiz.
B he hadn't known his students spoke a different language.
C he never found out why the students wouldn't answer his questions.

3 Milly's friend was supposed to
A talk about butterflies in her presentation.
B give her presentation in the next class.
C show the results of her experiment on a screen.

4 Jack's presentation
A failed to motivate his clients in the way he had hoped.
B resulted in his clients taking their business away.
C convinced his clients to increase their investments.

5 Jodie says that
A she asked a friend to give the presentation for her.
B she knew she could impress her managers.
C she felt nervous before giving the presentation.

/5

3 [Audio PT2.02] Listen to a talk about advertising in sports. Number the topics (A–E) in the order they are mentioned.

A Different forms of sports advertising ___
B Advertising is not always popular with fans ___
C Realising the potential for advertising in sport ___
D Undesirable effects of connecting with fans ___
E Advertising adapted to different audiences ___

/5

4 [Audio PT2.02] Listen again. Are the statements True (T) or False (F)?

1 The advantage of advertising at sports events is that spectators are unable to ignore it. **T** / **F**
2 Social media has replaced more traditional forms of advertising in sports. **T** / **F**
3 Virtual Replacement Technology allows advertisers to focus on different audiences at the same time. **T** / **F**
4 Baseball fans were enthusiastic about the promotion of a film at a match. **T** / **F**
5 Fans' behaviour has little impact on our perceptions of brands. **T** / **F**

/5

READING

5 Read extracts from six different text types. Match the extracts (A–F) with the genres (1–6).

1 review: ___
2 humorous article: ___
3 social media post: ___
4 research report: ___
5 how-to guide: ___
6 fiction: ___

/6

A
Directing a play for the first time can be a challenging experience. You are responsible for all of the creative aspects of the play and its success largely depends on you. This might feel overwhelming, but the tips below will help your first play be a success!

1. Script
You can use a play that has already been written or write your own script. You will need to distribute copies of the script to the whole cast and crew. If you are using someone else's play, you will also need to make sure you are permitted to use it. You can find out this information by contacting the publisher responsible for the play.

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B
@dramaboy asked 'What's the best play you've ever seen?' Well, in my case, it was more of a musical than a play, but I was completely blown away by *Hamilton*. If I'm honest, I was sick to death of all the hype beforehand, but now I know what the fuss was about. Miranda's decision to tell the story of the US founding father, Alexander Hamilton, through hip hop was a touch of genius in my opinion. Historical stories can be a bit boring on the whole, but the songs made it way more entertaining. The other thing I liked was the way different cultures are represented in the story. If only my history lessons had been like that, I might have paid more attention! #luvhamilton

C
Janner's disturbing production of *Othello* is set in a modern-day British football club. The protagonists are no longer soldiers, but successful footballers who seem more interested in outdoing each other than defeating their rivals on the pitch. In keeping with the football theme, Othello and his deputies wear football kits with their names printed on the back, while Othello is distinguished by his captain's armband. The action takes place both on the pitch and in the players' luxurious residences. The simplicity of the set permits smooth scene changes, but none of the atmosphere is lost as sophisticated sound and lighting effects bring the play to life.

D
She hoped the butterflies in her stomach would disappear before she heard the call to go on stage. She had been playing the lead role for the last three months and she had never had this sense of fear before. The impact of the director's words had affected her more than she thought. What had driven him to speak to her like that? Perhaps he was hoping to motivate her. After all, he was known to push people to the limit. But his criticism had had the opposite effect. She had been left doubting her competence and now she was scared stiff of having to face an audience.

E
Pantomime is a theatrical tradition which has divided the British for hundreds of years. Much like the advertising slogan for a British savoury food, 'You either love it or hate it.' On the one hand, you've got the pantomime lovers, who laugh enthusiastically at the pathetic jokes. For some strange reason, they're eager to shout out 'He's behind you!' whenever the villain steps on stage. On the other hand, there are the haters. For them, there's nothing entertaining about the old-fashioned jokes delivered by an actor who once appeared in a soap opera. I've always considered myself a hater, so when my wife suggested taking the kids to the pantomime, the answer was a definitive 'No way.' She could pressurise me all she liked, but I was never going to give in.

F
The number of young people participating in drama and theatre has been decreasing steadily since 2010. This decrease has been seen across all age groups, but it has been more significant in five- to ten-year-olds. In 2010, 47 percent of them took part in some form of theatrical activity, whereas that number had fallen to 25 percent by 2020. It is known that drama can improve children's confidence and communication skills, as well as develop a love of literature. However, over the last twenty years, the education department has been reducing the amount of money available for drama and theatre in schools. It is estimated that the money available has been cut by more than 50 percent.

6 Read the extracts again. In which one (A–F) does the author …

1 describe the unkind treatment received by an actor? ___
2 mention their frustration with the attention given to a certain theatrical production? ___
3 describe a number of benefits of taking part in theatrical activities? ___
4 explain why taking on a certain job in theatre can be difficult and demanding? ___
5 suggest that some of the characters in a play are selfish and self-centred? ___
6 admit having a negative attitude to a certain type of theatrical production? ___
7 mention the technology used to make a theatrical production more exciting? ___
8 describe the contrast in attitude to a type of theatrical production between two groups of people? ___
9 imagine how their attitude to an aspect of education could have been different? ___

/9

7 Read a blog post about a food photography course. Tick the topics (1–5) which are mentioned.

1 Difficulties in managing all the features on smartphones. ___
2 How food photography is not complicated. ___
3 Things to consider when arranging a photograph effectively. ___
4 Editing techniques used before digital photography appeared. ___
5 The advice the author found more useful than that on editing pictures. ___

/5

The food photography course

I've been posting food photos on social media for several years. As a chef, it's a great way to share my work with the public. Generally, the feedback has been encouraging, but recently someone posted a negative comment about my photos. Their complaint was that the pictures looked blurred and it was difficult to tell what the dishes were. Looking at the photos again, I could see their point. The Caesar salad looked like a chemistry experiment gone wrong, and the beef stew looked more like dog food! I was pretty down in the dumps when I realised my photos might be putting people off my food.

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The problem is that I'm not a professional photographer and I've never had any training. Smartphones are packed with features for taking and editing pictures, but they can be overwhelming. Unless you know how to use them properly, the results can be disappointing, or even tragic, in the case of my beef stew. Fortunately, there are a number of online courses aimed at people like me who want to improve their skills. I came across a free one promising to show me how to take 'mouth-watering' photos. All I had to do was watch some video tutorials on my phone and do the assignments, which involved taking and uploading photos to their platform. I didn't think twice before signing up.

It started with an introductory video explaining why food photography is trickier than people think. It was illustrated with dull photos where all the colours had blended into one. These were examples of how your photos shouldn't look, although they had a lot in common with mine. Apparently, the biggest problem for amateur photographers is lighting because we tend to overuse the flash, which makes the colours look wrong. Colour is so essential to our perception of food that the wrong colours will deter us from eating it. What we should be doing is using natural light to illuminate our dishes. You can achieve this by sitting next to a window or by using a shiny menu to reflect natural light onto your food.

Composition has always been beyond me. I've got a tendency to just point the camera and hope for the best. However, the course taught me more effective ways of creating visually pleasing shots. For example, most smartphone cameras let you show gridlines on the screen, which help you frame the subject. You can also use the settings to keep it in focus and control how much light gets in. Another tip I learnt is to use the environment to frame the picture. For example, you should make sure it isn't too crowded by removing unnecessary objects, like dirty plates or ketchup bottles. You should also look out for unusual backgrounds, like tablecloths or tiles with interesting designs, while avoiding patterns that are too busy.

A big advantage of digital photography is that it's easy to edit your pictures once you've taken them. The course presenters suggested taking lots of shots of the same thing, eliminating the worst ones at the editing stage, although even an incompetent photographer like me would know that. There were some nice tips about filters, though, like using them to make the foreground look sharper or avoiding those 1970s filters which everyone else uses. Apart from that, this part of the course lacked depth in my opinion. A lot of photo-editing software is available online and I'd have been interested in learning more about that.

The final part of the course, which dealt with sharing photos on social media, was more convincing. I'm inclined to post loads of photos every day, which probably drives my followers up the wall. A similar example from the course was how many cups of coffee with heart patterns on top are to be found online. The expression, 'You've seen one, you've seen them all' comes to mind. In other words, after seeing the same thing a few times, you stop being engaged. Instead, I learnt that posting fewer yet more original photos, maybe one or two a day, is more likely to entice people to follow you.

8 Read the blog post again. Choose the correct answer (A, B, C or D).

1 How did the author feel about his past attempts to share food photographs on social media?
- **A** He would have liked to receive more encouraging feedback.
- **B** He felt that negative comments about his images were unfair.
- **C** He was unhappy about the possible negative impact of his images.
- **D** He wanted to eliminate the images which had been criticised.

2 What does the author say about the photographs used in the introductory video?
- **A** They showed how light can make food appear boring.
- **B** They were not as interesting as his photos of food.
- **C** They looked as if they had been taken on a cloudy day.
- **D** They had been taken by an amateur photographer.

3 What has the author learnt about composition?
- **A** Simply pointing a camera at the subject is the best way to take a photograph.
- **B** Smartphone cameras make it difficult to frame the subject properly.
- **C** Smartphones have a tendency to let too much light into photographs.
- **D** The area behind the subject can be manipulated to make a photograph more attractive.

4 How does the author feel about the advice on editing on the course?
- **A** It was helpful to recommend deleting poor-quality photographs.
- **B** It should have included more details and information about ways to edit photographs.
- **C** It might have been useful for incompetent photographers.
- **D** It was necessary to use online software to follow the advice.

5 What does the author say about sharing photographs on social media?
- **A** Posting too many images can be frustrating for followers.
- **B** Arguments for posting lots of images are more convincing.
- **C** Most images of cups of coffee are engaging for people on social media.
- **D** Few people are likely to be enticed by images of food or drink.

/10

Total: /5

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