Use of English B2 – Test 2

Faites ce test en ligne et vérifiez vos réponses immédiatement

Nom: Classe: Date: Score: / 36

Choisissez la bonne réponse (A, B, C ou D) pour chaque question.

Partie 1 : Texte à trous à choix multiple

Lisez le texte et choisissez le mot ou l'expression qui convient le mieux à chaque trou (1–10).

Slow travel

When Lena Okafor was offered a job in Lisbon, most of her friends assumed she would simply (1) ___ a plane. Instead, she decided to make the 2,000-kilometre journey by train. 'I wanted to (2) ___ the most of the trip rather than just getting it over with,' she explains.

The journey took three days and involved six changes, but Lena insists it was worth every minute. 'At first I was worried that something would go wrong, but everything (3) ___ out perfectly. I met fascinating people and watched the landscape change outside the window.'

Lena is far from the only one. Slow travel has become increasingly popular, particularly among younger travellers who are keen to (4) ___ their carbon footprint. Rail companies have responded by introducing more night trains, which (5) ___ passengers to cover long distances while they sleep.

Of course, slow travel is not for everyone. It usually costs more, and it requires a (6) ___ deal of patience. Delays are common, and travellers need to be prepared to (7) ___ up with crowded carriages from time to time.

For Lena, however, the benefits far (8) ___ the disadvantages. 'When you fly, you lose any (9) ___ of distance. On a train, you really feel that you're going somewhere.' She has already started planning her next trip and has no (10) ___ of going back to flying.

1. Gap (1): most of her friends assumed she would simply _____ a plane.
   A make **B** take **C** go **D** do
2. Gap (2): I wanted to _____ the most of the trip
   A take **B** get **C** make **D** do
3. Gap (3): but everything _____ out perfectly.
   A turned **B** broke **C** went **D** set
4. Gap (4): younger travellers who are keen to _____ their carbon footprint.
   A decline **B** fall **C** shorten **D** reduce
5. Gap (5): night trains, which _____ passengers to cover long distances
   A let **B** allow **C** make **D** have
6. Gap (6): it requires a _____ deal of patience.
   A great **B** large **C** big **D** wide
7. Gap (7): travellers need to be prepared to _____ up with crowded carriages
   A keep **B** catch **C** come **D** put

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8. Gap (8): the benefits far _____ the disadvantages.
   A overcome **B** outweigh **C** overtake **D** overload

9. Gap (9): you lose any _____ of distance.
   A meaning **B** view **C** sense **D** opinion

10. Gap (10): has no _____ of going back to flying.
    A plan **B** aim **C** purpose **D** intention

Partie 2 : Texte à trous ouvert (mots grammaticaux)

Lisez le texte et choisissez le mot qui convient le mieux à chaque trou (11–18).

Is it ever too late to learn a language?

It is often said that children pick up languages more easily than adults. However, researchers now believe that adults have a number (11) ___ advantages. They tend to be better at organising their time, and they usually have a clear reason for learning, which keeps them motivated.

Take Tomás Rivera, (12) ___ love of Japanese films led him to start learning the language at the age of 58. 'I kept putting it off for years, (13) ___ I had always wanted to do it,' he admits. 'When I retired, I finally ran out of excuses.' Tomás now attends classes twice (14) ___ week. 'Not only (15) ___ it kept my mind active, but I've also made lots of new friends.'

Experts agree that the secret is regular practice. It is far more effective to study for twenty minutes every day (16) ___ to spend three hours on it once a week. Learners should also try not to worry too much (17) ___ making mistakes. 'Nobody learns a language without getting things wrong,' says Tomás. 'You have to learn to laugh at (18) ___ when that happens.'

11. Gap (11): adults have a number _____ advantages.
    A with **B** of **C** for **D** in

12. Gap (12): Take Tomás Rivera, _____ love of Japanese films led him to start learning
    A who **B** who's **C** whose **D** which

13. Gap (13): I kept putting it off for years, _____ I had always wanted to do it
    A even though **B** despite **C** however **D** in spite

14. Gap (14): Tomás now attends classes twice _____ week.
    A the **B** one **C** an **D** a

15. Gap (15): Not only _____ it kept my mind active, but I've also made lots of new friends.
    A is **B** has **C** did **D** does

16. Gap (16): to study for twenty minutes every day _____ to spend three hours on it once a week.
    A as **B** that **C** rather **D** than

17. Gap (17): try not to worry too much _____ making mistakes.
    A about **B** for **C** of **D** with

18. Gap (18): You have to learn to laugh at _____ when that happens.
    A you **B** yourself **C** yours **D** your own

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Partie 3 : Formation des mots

Choisissez la forme du mot en majuscules qui complète correctement chaque phrase.

19. Many people find it _____ to work for hours on a laptop without a proper chair. (COMFORT)
    A discomfort **B** uncomfortably **C** uncomfortable **D** comforting

20. Regular exercise can improve your _____ to concentrate. (ABLE)
    A ably **B** ability **C** enable **D** inability

21. The ending of the film was so _____ that nobody in the audience guessed it. (PREDICT)
    A unpredictable **B** prediction **C** predictable **D** unpredictably

22. There is a serious _____ of qualified nurses in many countries. (SHORT)
    A shortness **B** shortly **C** shorten **D** shortage

23. The council has promised to improve the _____ of public transport. (RELY)
    A reliance **B** reliability **C** reliable **D** reliably

24. Thousands of _____ took part in the city marathon last Sunday. (COMPETE)
    A competition **B** competitive **C** competitors **D** competing

25. The instructions were so _____ that nobody knew what to do. (CONFUSE)
    A confused **B** confusing **C** confusion **D** confusingly

26. Getting enough sleep is _____ for good health. (ESSENCE)
    A essential **B** essence **C** essentially **D** essentials

27. The new law aims to _____ the rights of part-time workers. (STRONG)
    A strength **B** strongly **C** stronger **D** strengthen

Partie 4 : Transformations de phrases avec mot clé

Choisissez la phrase qui a le même sens que la première, qui contient le mot en majuscules et qui est grammaticalement correcte.

28. I haven't seen my cousin for five years. (LAST)
    A The last time I saw my cousin was five years ago.
    B The last time I have seen my cousin was five years ago.
    C I last saw my cousin since five years.
    D The last time I saw my cousin was for five years.

29. I'd prefer you not to smoke in the kitchen. (RATHER)
    A I'd rather you don't smoke in the kitchen.
    B I'd rather you not to smoke in the kitchen.
    C I'd rather you didn't smoke in the kitchen.
    D I'd rather not you smoked in the kitchen.

30. They cancelled the concert because of the storm. (CALLED)
    A The concert was called because of the storm.
    B The concert was called off because of the storm.
    C They called the concert out because of the storm.
    D The concert called off because of the storm.

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31. Ana didn't go to the party because she was ill. (IF)
    A If Ana wasn't ill, she would go to the party.
    B If Ana hadn't been ill, she would go to the party.
    C If Ana had been ill, she wouldn't have gone to the party.
    D If Ana hadn't been ill, she would have gone to the party.

32. The film was so boring that we left early. (SUCH)
    A It was such a boring film that we left early.
    B It was such boring film that we left early.
    C It was a such boring film that we left early.
    D The film was such boring that we left early.

33. Kenji finds it strange to drive on the left. (USED)
    A Kenji didn't use to drive on the left.
    B Kenji isn't used to drive on the left.
    C Kenji isn't used to driving on the left.
    D Kenji doesn't get used driving on the left.

34. My brother is too young to drive a car. (ENOUGH)
    A My brother isn't enough old to drive a car.
    B My brother isn't old enough to drive a car.
    C My brother is old enough not to drive a car.
    D My brother hasn't enough age for driving a car.

35. She was the most talented student in the class. (AS)
    A She was as talented as the other students in the class.
    B No other student in the class was so talented than her.
    C No other student in the class was as talented like her.
    D No other student in the class was as talented as her.

36. It took me two hours to finish the report. (SPENT)
    A I spent two hours finishing the report.
    B I spent two hours to finish the report.
    C I spent two hours for finishing the report.
    D It spent me two hours to finish the report.

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Corrigé – Use of English B2 – Test 2

1 B	2 C	3 A	4 D	5 B	6 A	7 D	8 B	9 C	10 D
11 B	12 C	13 A	14 D	15 B	16 D	17 A	18 B	19 C	20 B
21 A	22 D	23 B	24 C	25 B	26 A	27 D	28 A	29 C	30 B
31 D	32 A	33 C	34 B	35 D	36 A				

Explications

1. **B** – On dit « take a plane/train/bus » pour exprimer le fait de voyager avec ce moyen de transport.
2. **C** – « Make the most of something » est une expression figée qui signifie tirer le meilleur parti de quelque chose.
3. **A** – « Turn out » signifie se produire ou se terminer d'une certaine manière.
4. **D** – « Reduce » est transitif et forme une collocation avec « carbon footprint » ; « decline » et « fall » ne peuvent pas avoir de complément d'objet ici.
5. **B** – Seul « allow » se construit avec complément + infinitif avec to ; « let », « make » et « have » sont suivis de l'infinitif sans to (bare infinitive).
6. **A** – « A great deal of » est une expression figée qui signifie « a lot of » devant les noms indénombrables.
7. **D** – « Put up with » signifie supporter quelque chose de désagréable.
8. **B** – « Outweigh » signifie l'emporter sur quelque chose, être plus important.
9. **C** – « A sense of distance » désigne la perception ou la conscience de la distance parcourue.
10. **D** – « Have no intention of doing something » est une expression figée ; « plan » et « aim » sont suivis de « to », et non de « of + -ing ».
11. **B** – L'expression est « a number of » + nom au pluriel.
12. **C** – « Whose » est le pronom relatif possessif : his love of Japanese films.
13. **A** – « Even though » est une conjonction suivie d'une proposition complète ; « despite » et « in spite of » se construisent avec un nom ou une forme en -ing.
14. **D** – On utilise « a » pour exprimer la fréquence : twice a week, once a month.
15. **B** – Après « Not only », l'auxiliaire se place avant le sujet ; « kept » est ici un participe passé, il faut donc l'auxiliaire du present perfect « has ».
16. **D** – Un comparatif (« more effective ») est suivi de « than ».
17. **A** – Le verbe « worry » se construit avec la préposition « about ».
18. **B** – Lorsque le complément désigne la même personne que le sujet « you », on emploie le pronom réfléchi « yourself ».
19. **C** – Après « find it », il faut un adjectif, et le contexte exige la forme négative « uncomfortable ».
20. **B** – Après « your », il faut un nom, et on améliore une « ability », pas une « inability ».
21. **A** – Après « so », il faut un adjectif, et « nobody guessed it » indique un sens négatif.
22. **D** – « Shortage » est le nom qui signifie qu'il n'y a pas assez de quelque chose (pénurie).
23. **B** – Après « the », il faut un nom, et « reliability » désigne la fiabilité du service.
24. **C** – Après « Thousands of », il faut un nom de personnes au pluriel.
25. **B** – Les adjectifs en -ing décrivent ce qui provoque le sentiment : ce sont les instructions qui ont semé la confusion.
26. **A** – Après « is », il faut un adjectif, et « essential » signifie absolument nécessaire.
27. **D** – Après « aims to », il faut un verbe, et « strengthen » signifie renforcer.
28. **A** – La structure correcte est « The last time I + prétérit (past simple) ... was + durée + ago ».
29. **C** – « Would rather + personne » est suivi du prétérit (past simple) pour exprimer une préférence présente ou future.
30. **B** – « Call off » signifie annuler, et le passif exige « was called off ».

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31. **D** – Le conditionnel de type 3 (third conditional) décrit une situation passée imaginaire et sa conséquence dans le passé.
32. **A** – « Such » est suivi de « a/an + adjectif + nom singulier ».
33. **C** – « Be used to » signifie être habitué à et se construit avec une forme en -ing.
34. **B** – « Enough » se place après l'adjectif : « not old enough to ».
35. **D** – « No other … as + adjectif + as » exprime un sens superlatif.
36. **A** – La structure correcte est « spend + durée + -ing » ; elle n'est pas suivie d'un infinitif avec to.

Notes pour l'enseignant: Utilisez ce test comme examen blanc chronométré ou traitez-le partie par partie en classe, en expliquant pourquoi chaque distracteur est faux. Il cible des erreurs fréquentes au niveau B2, comme « I'd rather you don't », « such boring film », la confusion entre adjectifs en -ed et en -ing, « used to drive » par opposition à « used to driving » et « spend time to do ». En prolongement, demandez aux élèves de rédiger leurs propres transformations avec les mêmes mots clés, ou de reformuler les textes à trous en réemployant les collocations étudiées.

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