Use of English C1 – Test 1

Faites ce test en ligne et vérifiez vos réponses immédiatement

Nom: Classe: Date: Score: / 36

Pour chaque question, choisissez la bonne réponse (A, B, C ou D).

Partie 1 : Texte à trous à choix multiples

Lisez le texte et choisissez le mot ou l'expression qui convient le mieux à chaque blanc.

Slow travel: the journey as the destination

For decades, the conventional (1) ___ was that a good holiday meant covering as much ground as possible in as little time as possible. Increasingly, however, travellers are (2) ___ the opposite approach. Rather than ticking off five cities in a week, they choose a single region and stay long enough to get under its skin.

Advocates of slow travel argue that rushing from one landmark to the next leaves visitors with little more than a blur of photographs. By contrast, spending a fortnight in one village allows you to strike (3) ___ conversations with locals, learn a few phrases of the language and get a (4) ___ for the rhythms of daily life. Many find that it is the unplanned moments, rather than the famous sights, that (5) ___ the most lasting impression.

There are practical benefits, too. Travelling overland by train or bus is often cheaper than it first appears, and it (6) ___ you the stress of airports. Admittedly, not everyone can (7) ___ to take several weeks off work, and critics point out that slow travel can be something of a luxury. Nevertheless, even a modest shift, such as replacing a short flight with a scenic rail journey, can make a (8) ___ difference to how a trip feels.

Ultimately, slow travel is less about the speed of transport than a state of mind. It asks us to (9) ___ our expectations and accept that we cannot see everything, and that this is perfectly fine.

1. (1) For decades, the conventional _____ was that a good holiday meant covering as much ground as possible.
   A knowledge **B** wisdom **C** sense **D** intelligence

2. (2) Increasingly, however, travellers are _____ the opposite approach.
   A obtaining **B** gaining **C** adopting **D** acquiring

3. (3) ...spending a fortnight in one village allows you to strike _____ conversations with locals.
   A out **B** off **C** in **D** up

4. (4) ...and get a _____ for the rhythms of daily life.
   A feel **B** touch **C** grip **D** sense

5. (5) ...it is the unplanned moments, rather than the famous sights, that _____ the most lasting impression.
   A put **B** leave **C** set **D** place

6. (6) ...and it _____ you the stress of airports.
   A prevents **B** avoids **C** protects **D** spares

© PDFTests.com – Gratuit pour un usage personnel et en classe

7. (7) Admittedly, not everyone can _____ to take several weeks off work.
   A allow **B** permit **C** afford **D** spare

8. (8) ...can make a _____ difference to how a trip feels.
   A noticeable **B** wide **C** heavy **D** deep

9. (9) It asks us to _____ our expectations and accept that we cannot see everything.
   A turn down **B** cut off **C** scale back **D** put off

Partie 2 : Texte à trous ouvert (choix multiples)

Lisez le texte et choisissez le mot grammatical qui convient le mieux à chaque blanc.

Why we put things off

Almost everyone has, at (10) ___ point, delayed a task they knew was important. For a long time, procrastination was dismissed as simple laziness, but researchers now believe it has (11) ___ to do with time management than with emotions.

According to one widely discussed theory, we avoid tasks (12) ___ make us feel anxious, bored or insecure. Scrolling through messages offers instant relief, (13) ___ only temporarily. The unpleasant feelings return, often stronger than before, (14) ___ the deadline approaches.

What, then, can be done? (15) ___ than relying on willpower alone, experts suggest breaking a large task into smaller steps. Not only (16) ___ this make the work seem more manageable, but each completed step also provides a small sense of achievement. Another strategy is to forgive yourself for past delays. Studies have found that students (17) ___ forgave themselves for procrastinating before one exam were less likely to do so before the next.

None of this means that procrastination can be eliminated entirely. However, understanding (18) ___ drives it is the first step towards keeping it under control.

10. (10) Almost everyone has, at _____ point, delayed a task they knew was important.
    A any **B** some **C** every **D** all

11. (11) ...researchers now believe it has _____ to do with time management than with emotions.
    A fewer **B** little **C** least **D** less

12. (12) ...we avoid tasks _____ make us feel anxious, bored or insecure.
    A that **B** what **C** whose **D** where

13. (13) Scrolling through messages offers instant relief, _____ only temporarily.
    A despite **B** albeit **C** unless **D** whereas

14. (14) The unpleasant feelings return, often stronger than before, _____ the deadline approaches.
    A so **B** unless **C** as **D** despite

15. (15) _____ than relying on willpower alone, experts suggest breaking a large task into smaller steps.
    A Other **B** Instead **C** More **D** Rather

16. (16) Not only _____ this make the work seem more manageable, but each completed step also provides a small sense of achievement.
    A is **B** does **C** has **D** do

© PDFTests.com – Gratuit pour un usage personnel et en classe

17. (17) Studies have found that students _____ forgave themselves for procrastinating before one exam were less likely to do so before the next.
A whom **B** which **C** who **D** whose

18. (18) However, understanding _____ drives it is the first step towards keeping it under control.
A what **B** that **C** how **D** whose

Partie 3 : Formation des mots

Choisissez la forme correcte du mot en majuscules pour compléter chaque phrase.

19. The committee's decision was met with widespread _____ from local residents. (APPROVE)
A unapproval **B** disapproving **C** disapproval **D** approvement

20. The museum saw a sharp drop in _____ after ticket prices were raised. (ATTEND)
A attention **B** attendance **C** attendant **D** attendee

21. It is _____ to expect a beginner to master the software in a single afternoon. (REAL)
A unrealistic **B** unreal **C** unrealistically **D** irrealistic

22. The new manager has a reputation for being highly _____, often changing plans at the last minute. (PREDICT)
A unpredicted **B** unpredictably **C** predictive **D** unpredictable

23. Despite repeated warnings, the company continued to _____ the risks involved. (ESTIMATE)
A estimation **B** underestimate **C** underestimation **D** estimative

24. The two reports were written _____ of each other, yet they reached the same conclusions. (DEPEND)
A independent **B** independence **C** independently **D** dependently

25. The film's _____ ending left many viewers wanting a sequel. (RESOLVE)
A unresolved **B** irresolute **C** unresolving **D** resolution

26. Recent _____ in battery technology have made electric bikes far more practical. (BREAK)
A breakdowns **B** outbreaks **C** breakages **D** breakthroughs

27. The scheme was praised for its _____, allowing staff to choose when and where they work. (FLEX)
A flexibleness **B** flexibility **C** flexion **D** inflexibility

Partie 4 : Transformations de phrases avec mot clé

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

28. I'm sure Tom didn't take your keys on purpose. (CAN'T)
A Tom can't take your keys on purpose.
B Tom can't have taken your keys on purpose.
C Tom can't have took your keys on purpose.
D Tom can't had taken your keys on purpose.

29. It was only when she read the letter that she understood what had happened. (UNTIL)
A Not until she read the letter she understood what had happened.
B Until she read the letter did she understand what had happened.
C Not until she read the letter did she understand what had happened.
D Not until she had read the letter she did understand what had happened.

© PDFTests.com – Gratuit pour un usage personnel et en classe

30. People say that the castle was built in the twelfth century. (SAID)
    A The castle is said to have been built in the twelfth century.
    B The castle is said to be built in the twelfth century.
    C The castle was said to have built in the twelfth century.
    D It is said the castle to have been built in the twelfth century.

31. I regret not accepting the job offer. (WISH)
    A I wish I accepted the job offer.
    B I wish I would accept the job offer.
    C I wish I hadn't accepted the job offer.
    D I wish I had accepted the job offer.

32. The meeting was cancelled because so few people could attend. (CALLED)
    A The meeting was called out because so few people could attend.
    B The meeting was called up since so few people could attend.
    C The meeting was called off due to the low number of people able to attend.
    D The meeting was called off because of so few people could attend.

33. You should have told me you were coming. (OUGHT)
    A You ought have told me you were coming.
    B You ought to have told me you were coming.
    C You ought to told me you were coming.
    D You oughtn't to have told me you were coming.

34. Although he had very little experience, he was given the job. (SPITE)
    A In spite of he had very little experience, he was given the job.
    B In spite having very little experience, he was given the job.
    C In spite of having so little experience, he wasn't given the job.
    D In spite of having very little experience, he was given the job.

35. I didn't recognise her at first because she had changed so much. (SUCH)
    A She had changed to such an extent that I didn't recognise her at first.
    B She had changed such much that I didn't recognise her at first.
    C She had changed to such extent that I didn't recognise her at first.
    D Such had she changed that I didn't recognise her at first.

36. There's no point in arguing with him; he never changes his mind. (WORTH)
    A It's not worth to argue with him; he never changes his mind.
    B It's not worth arguing with him; he never changes his mind.
    C It isn't worth for arguing with him; he never changes his mind.
    D It's not worthy arguing with him; he never changes his mind.

© PDFTests.com – Gratuit pour un usage personnel et en classe

Corrigé – Use of English C1 – Test 1

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

Explications

1. **B** – « Conventional wisdom » est une collocation figée qui désigne l'opinion généralement admise.
2. **C** – On dit « adopt an approach ». Les autres verbes ne s'emploient pas avec « approach ».
3. **D** – « Strike up a conversation » est le verbe à particule qui signifie engager la conversation avec quelqu'un.
4. **A** – « Get a feel for something » signifie commencer à comprendre quelque chose par l'expérience.
5. **B** – « Leave an impression » est la collocation usuelle.
6. **D** – Seul « spare » se construit selon le schéma « spare someone something », au sens d'épargner quelque chose de désagréable à quelqu'un.
7. **C** – « Can afford to do something » signifie pouvoir faire quelque chose sans réelle difficulté.
8. **A** – « A noticeable difference » est une collocation naturelle. « Wide », « heavy » et « deep » ne s'emploient pas avec « difference ».
9. **C** – « Scale back » signifie réduire quelque chose, ici nos attentes.
10. **B** – « At some point » signifie à un moment indéterminé et convient à une phrase affirmative.
11. **D** – « Have less to do with X than with Y » est un comparatif portant sur une notion indénombrable : il faut donc « less ».
12. **A** – Il faut un pronom relatif déterminatif renvoyant à « tasks » et sujet de « make ».
13. **B** – « Albeit » signifie « although » et peut être suivi directement d'un adverbe ou d'un groupe de mots sans verbe.
14. **C** – « As » signifie ici « while/at the same time that » (à mesure que) et décrit un processus progressif.
15. **D** – « Rather than » signifie « instead of ». « Instead » n'est jamais suivi de « than ».
16. **B** – Après « Not only », on emploie l'inversion, et le présent simple (Present Simple) exige l'auxiliaire « does » avec un sujet au singulier.
17. **C** – « Who » est le pronom relatif sujet pour les personnes. « Whom » s'emploie en fonction complément.
18. **A** – « What » signifie « the thing that » (ce que) et introduit une proposition nominale complément de « understanding ».
19. **C** – Il faut un nom, et le nom de sens négatif formé sur « approve » est « disapproval ».
20. **B** – « Attendance » est le nom indénombrable qui désigne le nombre de personnes présentes dans un lieu ou à un événement.
21. **A** – Il faut un adjectif signifiant « peu raisonnable ou irréalisable » : « unrealistic ».
22. **D** – Il faut un adjectif qualifiant une personne dont le comportement est imprévisible : « unpredictable ».
23. **B** – Après « continued to », il faut un verbe, et « underestimate » correspond à l'idée d'ignorer les avertissements.
24. **C** – Il faut un adverbe modifiant « were written », dans la construction figée « independently of ».
25. **A** – Il faut un adjectif signifiant « non réglé ou non conclu » : « unresolved ».
26. **D** – « Breakthroughs » désigne des découvertes ou des avancées majeures, ce qui correspond au contexte.
27. **B** – La forme nominale usuelle signifiant « la capacité à s'adapter » est « flexibility ».
28. **B** – Une déduction négative portant sur le passé s'exprime avec « can't have » suivi du participe passé.
29. **C** – « Not until + proposition » en début de phrase entraîne l'inversion dans la proposition principale : « did she understand ».

© PDFTests.com – Gratuit pour un usage personnel et en classe

30. **A** – Pour rapporter au présent une action passive passée, on utilise « is said to have been » suivi du participe passé.
31. **D** – Le regret concernant le passé s'exprime avec « wish » suivi du plus-que-parfait (Past Perfect), et le sens doit rester affirmatif (« had accepted »).
32. **C** – « Call off » signifie « cancel » (annuler), et « due to » est correctement suivi d'un groupe nominal.
33. **B** – « Ought to have » suivi du participe passé exprime une critique sur une action passée, exactement comme « should have ».
34. **D** – « In spite of » est suivi d'un nom ou d'une forme en -ing, et le sens doit rester identique.
35. **A** – « To such an extent that » est l'expression figée correcte, et elle exige l'article « an ».
36. **B** – « It's (not) worth » est suivi directement de la forme en -ing du verbe.

Notes pour l'enseignant: Utilisez ce test comme épreuve d'entraînement chronométrée (environ 45 minutes) ou proposez chaque partie séparément en début de cours. Les distracteurs ciblent les erreurs typiques du niveau C1 : mauvaises collocations, confusion entre particules, inversions incorrectes, préfixes négatifs erronés et transformations qui modifient le sens. Après la correction, demandez aux élèves d'expliquer pourquoi chaque distracteur est faux, puis faites-leur rédiger leurs propres items de transformation avec les mêmes mots clés.

© PDFTests.com – Gratuit pour un usage personnel et en classe