Use of English C1 – Test 2

Nom: Classe: Date: Score: / 36

Faites ce test en ligne et vérifiez vos réponses immédiatement

Lisez attentivement chaque question et choisissez la seule 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 trou.

In many towns, a quiet revolution is (1) ___ place in community halls and libraries. Once a month, volunteers set up tables, plug in their tools and offer to fix whatever local people bring along, from wobbly chairs to broken toasters. These so-called repair cafés were originally (2) ___ up as a response to the growing mountain of household waste, but they have come to mean much more than that.

For one thing, they challenge the assumption that it is always cheaper to replace than to repair. Many visitors are surprised to learn that a fault which seemed fatal can be (3) ___ down to a single loose wire. For another, they (4) ___ a need that has little to do with electronics. Regulars often say that the chance to chat over a cup of tea is what keeps them coming back, and organisers are well (5) ___ that the social side matters as much as the technical one.

The volunteers themselves come from all (6) ___ of life. Some are retired engineers; others are students who simply enjoy taking things apart. What they share is a reluctance to (7) ___ up on objects that still have years of use left in them. Rather than doing the work for visitors, they try to involve them, so that people leave not only with a working lamp but with the confidence to (8) ___ a go at the next repair themselves.

Critics point out that a monthly event can hardly make a (9) ___ in the vast amount of waste produced each year. Supporters, however, argue that changing attitudes has to start somewhere.

1. (1) In many towns, a quiet revolution is _____ place in community halls and libraries.
   A having **B** taking **C** making **D** getting
2. (2) These so-called repair cafés were originally _____ up as a response to the growing mountain of household waste.
   A put **B** brought **C** set **D** taken
3. (3) ...a fault which seemed fatal can be _____ down to a single loose wire.
   A put **B** set **C** laid **D** brought
4. (4) For another, they _____ a need that has little to do with electronics.
   A reach **B** achieve **C** meet **D** gain
5. (5) ...organisers are well _____ that the social side matters as much as the technical one.
   A conscious **B** informed **C** aware **D** known
6. (6) The volunteers themselves come from all _____ of life.
   A paths **B** ways **C** roads **D** walks

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7. (7) What they share is a reluctance to _____ up on objects that still have years of use left in them.
   A let **B** give **C** turn **D** hold

8. (8) ...with the confidence to _____ a go at the next repair themselves.
   A make **B** take **C** try **D** have

9. (9) ...a monthly event can hardly make a _____ in the vast amount of waste produced each year.
   A dent **B** crack **C** scratch **D** bruise

Partie 2 : Texte à trous ouvert

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

Few people would describe boredom as a pleasant experience, and most of us go to great lengths to avoid (10) ___. Yet a growing body of research suggests that boredom may serve a useful purpose. (11) ___ to some psychologists, it acts as a signal that our current activity is no longer meeting our needs, prompting us to look for something more rewarding.

In one well-known experiment, participants were asked to copy numbers from a long list for fifteen minutes before completing a creative task. Those (12) ___ had endured the dull activity came up with more original ideas than a group who had gone straight to the creative task. The researchers concluded that a wandering mind, far (13) ___ being wasted, may be quietly making new connections.

This does not mean that all boredom is beneficial. When it becomes chronic, it has (14) ___ linked to poor concentration and low mood. The problem today is that we rarely allow ourselves to stay with the feeling long enough for it to do (15) ___ good. (16) ___ soon as we sense the first hint of restlessness, we reach for our phones.

Some experts recommend building short periods of 'empty time' into the day. (17) ___ strange it may sound, sitting on a bus without headphones could turn out to be the most productive part of your morning. After all, it is only (18) ___ the mind has nothing to occupy it that it finally has the space to wander.

10. (10) ...most of us go to great lengths to avoid _____.
    A them **B** its **C** it **D** one

11. (11) _____ to some psychologists, it acts as a signal...
    A Owing **B** According **C** Due **D** Thanks

12. (12) Those _____ had endured the dull activity came up with more original ideas...
    A which **B** whose **C** whom **D** who

13. (13) ...a wandering mind, far _____ being wasted, may be quietly making new connections.
    A from **B** away **C** off **D** beyond

14. (14) When it becomes chronic, it has _____ linked to poor concentration and low mood.
    A being **B** been **C** be **D** had

15. (15) ...long enough for it to do _____ good.
    A its **B** a **C** any **D** the

16. (16) _____ soon as we sense the first hint of restlessness, we reach for our phones.
    A So **B** Too **C** Just **D** As

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17. (17) _____ strange it may sound, sitting on a bus without headphones could turn out to be...
A Although **B** However **C** Whatever **D** Even

18. (18) ...it is only _____ the mind has nothing to occupy it that it finally has the space to wander.
A unless **B** when **C** despite **D** whereas

Partie 3 : Formation des mots

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

19. The assembly instructions were so badly translated that they were completely _____. (COMPREHEND)
A comprehensive **B** incomprehensible **C** uncomprehending **D** comprehension

20. The rise in prices was _____ the main reason for the fall in sales. (DOUBT)
A doubtful **B** undoubted **C** undoubtedly **D** doubtfully

21. Her _____ to compromise eventually led to the collapse of the negotiations. (WILL)
A willingness **B** unwilling **C** unwillingness **D** willingly

22. The _____ of so many key players from the team left the coach with few options. (WITHDRAW)
A withdrawal **B** withdrawn **C** withdrew **D** withdrawingly

23. Compared with last year's figures, this year's drop in profits is relatively _____. (SIGNIFY)
A significance **B** insignificant **C** significantly **D** insignificance

24. Many of the town's former factories have been converted into _____ flats. (RESIDE)
A residence **B** resident **C** residential **D** residing

25. Wearing a helmet is _____ for all cyclists taking part in the race. (OBLIGE)
A obliged **B** obligatory **C** obligation **D** obliging

26. He's not really a close friend – more of a casual _____. (ACQUAINT)
A acquainted **B** acquaints **C** acquainting **D** acquaintance

27. When asked whether she would do it all again, she answered without the slightest _____. (HESITATE)
A hesitant **B** hesitation **C** hesitating **D** hesitantly

Partie 4 : Transformations de phrases

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

28. As soon as she arrived, the meeting began. (SOONER)
A No sooner she had arrived than the meeting began.
B No sooner had she arrived than the meeting began.
C No sooner had she arrived when the meeting began.
D No sooner did she arrived than the meeting began.

29. I'd prefer you not to mention this to anyone. (RATHER)
A I'd rather you not to mention this to anyone.
B I'd rather that you won't mention this to anyone.
C I'd rather you didn't mention this to anyone.
D I'd rather you to not mention this to anyone.

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30. Paula is very likely to win the award. (CHANCE)
    A There's every chance of Paula to win the award.
    B There's every chance for Paula that wins the award.
    C Paula is every chance to win the award.
    D There's every chance that Paula will win the award.

31. They didn't finish the project because they didn't have enough money. (LACK)
    A Due to a lack of money, they didn't finish the project.
    B Due to a lack in money, they didn't finish the project.
    C Because of lack money, they didn't finish the project.
    D Due to they lacked of money, they didn't finish the project.

32. I didn't know she was ill, so I didn't visit her. (HAD)
    A If I would have known she was ill, I had visited her.
    B If I had known she was ill, I will have visited her.
    C If I had known she was ill, I would have visited her.
    D Had I knew she was ill, I would have visited her.

33. It took me a long time to get used to working at night. (ACCUSTOMED)
    A It took me a long time to become accustomed with working at night.
    B It took me a long time to become accustomed to working at night.
    C It took me a long time to become accustomed of working at night.
    D It took me a long time to accustom to working at night.

34. Everyone was surprised when he resigned. (CAME)
    A His resignation came as surprise for everyone.
    B His resignation came to a surprise to everyone.
    C He came to resign as a surprise of everyone.
    D His resignation came as a surprise to everyone.

35. Tom is unlikely to accept the offer. (DOUBT)
    A I doubt whether Tom will accept the offer.
    B I doubt that Tom won't accept the offer.
    C There's no doubt Tom will accept the offer.
    D I doubt of Tom accepting the offer.

36. The new rules have had no effect on the number of complaints. (DIFFERENCE)
    A The new rules have done no difference to the number of complaints.
    B The new rules have made no difference of the number of complaints.
    C The new rules have made no difference to the number of complaints.
    D The new rules have caused no difference with the number of complaints.

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Corrigé – Use of English C1 – Test 2

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

Explications

1. **B** – L'expression figée est « take place », qui signifie « avoir lieu ».
2. **C** – « Set up » signifie créer ou lancer une organisation ou un événement.
3. **A** – « Put something down to » signifie attribuer quelque chose à une cause précise.
4. **C** – La collocation naturelle est « meet a need » (répondre à un besoin).
5. **C** – « Well aware that » est la collocation habituelle ; « well conscious » et « well known that » ne s'emploient pas ainsi.
6. **D** – « From all walks of life » est une expression figée qui signifie « de tous horizons ».
7. **B** – « Give up on something » signifie cesser de croire que quelque chose vaut la peine d'être conservé ou poursuivi.
8. **D** – L'expression figée est « have a go at something », qui signifie « essayer de faire quelque chose ».
9. **A** – « Make a dent in » est une expression idiomatique qui signifie réduire quelque chose de façon notable.
10. **C** – « It » est le pronom complément qui renvoie au nom singulier « boredom ».
11. **B** – « According to » introduit la source d'une opinion ou d'une information.
12. **D** – « Those who » s'emploie pour des personnes, comme sujet de la proposition relative.
13. **A** – « Far from » + -ing signifie « pas du tout » et exprime le contraire de ce qu'on attend.
14. **B** – Le present perfect passif se construit avec « has been » + participe passé.
15. **C** – « Do any good » s'emploie après une idée négative comme « rarely » ; ici, « good » ne prend pas d'article.
16. **D** – Le connecteur de temps est « as soon as ».
17. **B** – « However » + adjectif + sujet + verbe signifie « aussi... que » (no matter how) ; « Although » exigerait « it may sound strange ».
18. **B** – La structure emphatique (cleft sentence) « it is only when... that... » met en relief le moment ou la condition.
19. **B** – Il faut un adjectif signifiant « impossible à comprendre » : « incomprehensible ».
20. **C** – Il faut un adverbe signifiant « certainement », qui porte sur l'ensemble de l'énoncé.
21. **C** – Il faut un nom de sens négatif, puisque le refus de tout compromis a provoqué l'échec.
22. **A** – Après « the » et avant « of », il faut un nom : « withdrawal ».
23. **B** – Après « relatively », il faut un adjectif, et le contexte (« relatively ») indique que la baisse est faible : « insignificant ».
24. **C** – « Residential » est l'adjectif qui qualifie les bâtiments ou les quartiers où vivent des gens.
25. **B** – « Obligatory » est l'adjectif qui signifie « exigé par une règle » ; « obliged » s'applique aux personnes, pas aux choses.
26. **D** – Il faut un nom désignant une personne que l'on connaît un peu : « acquaintance ».
27. **B** – Après « the slightest », il faut un nom : « hesitation ».
28. **B** – « No sooner » entraîne une inversion (had + sujet + participe passé) et est suivi de « than ».
29. **C** – « Would rather » + un autre sujet est suivi du prétérit (past simple) pour parler du présent ou du futur.
30. **D** – « There's every chance that » + proposition exprime une forte probabilité.
31. **A** – Le nom « lack » se construit avec « of », et « due to » doit être suivi d'un groupe nominal, pas d'une proposition.

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32. **C** – Le conditionnel du troisième type (third conditional), pour un passé irréel, se construit avec « if + past perfect » et « would have + participe passé ».
33. **B** – La construction correcte est « become accustomed to » + -ing.
34. **D** – L'expression figée est « come as a surprise to someone ».
35. **A** – « I doubt whether » + proposition conserve l'idée que l'acceptation est peu probable ; les autres options changent le sens ou sont agrammaticales.
36. **C** – La collocation est « make no difference to something ».

Notes pour l'enseignant: Vous pouvez utiliser ce test comme épreuve blanche chronométrée ou le traiter partie par partie en classe. La partie 1 cible des collocations et des phrasal verbs que les apprenants confondent souvent, la partie 2 porte sur les petits mots grammaticaux faciles à négliger, la partie 3 vérifie les préfixes négatifs et la nature des mots, et la partie 4 teste des structures comme l'inversion, « I'd rather » et le conditionnel du troisième type (third conditional). En prolongement, demandez aux élèves d'expliquer pourquoi chaque distracteur est incorrect, ou faites-leur rédiger leurs propres transformations avec les mêmes mots clés.

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