Use of English C2 – Test 1

Nom: Classe: Date: Score: / 36

Faites ce test en ligne et vérifiez vos réponses immédiatement

Lisez attentivement chaque question et choisissez la seule réponse correcte (A, B, C ou D).

Partie 1 : Texte lacunaire à choix multiples

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

The Unexpected Value of Boredom

For most of human history, boredom was simply an unavoidable (1) ___ of daily life, something to be endured rather than analysed. Only recently have researchers begun to take it seriously, and their findings (2) ___ in the face of the conventional wisdom that idleness is wasteful. Far from being a mere absence of stimulation, boredom may (3) ___ out to be a vital signal, prompting us to seek out goals that are more meaningful than whatever currently occupies us.

The difficulty is that modern technology has made it all too easy to (4) ___ that signal. The moment a flicker of tedium arises, a device is within (5) ___ reach, offering an endless stream of distraction. Psychologists warn that by never allowing our minds to wander, we may be (6) ___ ourselves of the very conditions in which original ideas take shape. In one frequently cited study, participants who had first completed a deliberately dull task went on to (7) ___ considerably more inventive solutions to a creative problem than those who had not.

None of this is to suggest that boredom should be (8) ___ for its own sake. Rather, it is a case of recognising that a little restlessness, left to run its (9) ___, can be surprisingly productive.

1. Gap 1: boredom was simply an unavoidable _____ of daily life
   A truth **B** matter **C** fact **D** case
2. Gap 2: their findings _____ in the face of the conventional wisdom
   A run **B** fly **C** stand **D** go
3. Gap 3: boredom may _____ out to be a vital signal
   A come **B** work **C** turn **D** figure
4. Gap 4: it all too easy to _____ that signal
   A drown out **B** put off **C** give off **D** wipe out
5. Gap 5: a device is within _____ reach
   A hand's **B** finger's **C** palm's **D** arm's
6. Gap 6: we may be _____ ourselves of the very conditions
   A preventing **B** depriving **C** sparing **D** removing
7. Gap 7: participants ... went on to _____ considerably more inventive solutions
   A come round to **B** come down to **C** come in for **D** come up with
8. Gap 8: boredom should be _____ for its own sake
   A followed **B** pursued **C** tracked **D** traced

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9. Gap 9: a little restlessness, left to run its _____

A course **B** path **C** route **D** way

Partie 2 : Texte lacunaire ouvert (choix multiples)

Lisez le texte et choisissez le mot grammatical qui complète correctement chaque blanc numéroté.

Reading the City

Few inventions have reshaped the way we perceive cities as profoundly (10) ___ the humble street map. Before printed maps became widely available, travellers had little choice (11) ___ to rely on local guides, (12) ___ knowledge was often patchy and occasionally unreliable. (13) ___ the eighteenth century, however, surveyors had begun to produce plans of remarkable accuracy, and with them came a new sense that a city could be grasped as a whole.

Today, of course, hardly anyone (14) ___ a phone consults a paper map. Yet some historians argue that we have lost something in the process. Navigating by satellite, they claim, we are told where to turn without ever (15) ___ asked to understand where we are. (16) ___ convenient digital directions may be, they rarely encourage the kind of mental picture that comes from studying a map at leisure. Not (17) ___ do paper maps show the route; they also reveal the relationships between places. Whether this loss matters is open to debate, but it is certainly worth bearing (18) ___ mind.

10. Gap 10: as profoundly _____ the humble street map

A than **B** like **C** as **D** so

11. Gap 11: travellers had little choice _____ to rely on local guides

A but **B** than **C** except **D** rather

12. Gap 12: local guides, _____ knowledge was often patchy

A whom **B** which **C** their **D** whose

13. Gap 13: _____ the eighteenth century, however, surveyors had begun

A Until **B** By **C** Since **D** During

14. Gap 14: hardly anyone _____ a phone consults a paper map

A by **B** at **C** with **D** for

15. Gap 15: without ever _____ asked to understand where we are

A having **B** been **C** be **D** being

16. Gap 16: _____ convenient digital directions may be, they rarely encourage

A However **B** Although **C** Despite **D** Whatever

17. Gap 17: Not _____ do paper maps show the route; they also reveal

A once **B** only **C** even **D** until

18. Gap 18: it is certainly worth bearing _____ mind

A on **B** to **C** in **D** at

Partie 3 : Formation des mots

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

19. Her stubborn _____ to compromise eventually cost her the support of her colleagues. (WILLING)

A willingness **B** unwilling **C** unwillingly **D** unwillingness

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20. The new evidence casts doubt on the _____ of the original witness statements. (RELY)
A reliance **B** reliability **C** reliant **D** reliably

21. The plot is so _____ that I gave up trying to follow it halfway through. (CONVOLUTE)
A convoluted **B** convolution **C** convoluting **D** convolutedly

22. Despite repeated warnings, the problem remained largely _____ for years. (ADDRESS)
A misaddressed **B** addressless **C** unaddressed **D** disaddressed

23. The two accounts of the incident are virtually _____; there is no meaningful difference between them. (DISTINGUISH)
A distinguishable **B** undistinguished **C** distinguishing **D** indistinguishable

24. The minister's remarks were widely seen as _____ and deeply unhelpful. (PROVOKE)
A provocation **B** provocative **C** provocatively **D** provoked

25. The importance of early diagnosis is impossible to _____; it can quite literally save lives. (STATE)
A understate **B** restate **C** overstate **D** misstate

26. There was a wide _____ of opinion on the matter, with hardly any two experts agreeing. (DIVERGE)
A divergence **B** divergent **C** diverging **D** divergently

27. He was so _____ by the sheer scale of the task that he seriously considered giving up. (DAUNT)
A daunting **B** daunted **C** dauntless **D** undaunted

Partie 4 : Transformations de phrases avec mot clé

Choisissez la phrase qui contient le mot clé en majuscules, conserve le sens de la phrase d'origine et est grammaticalement correcte.

28. I'd never have found the house if you hadn't given me directions. (FOR)
A Had not it been for your directions, I would never have found the house.
B Had it not been for your directions, I would never have found the house.
C If it hadn't been for your directions, I will never have found the house.
D Were it not for your directions, I would never find the house.

29. The moment she arrived, the meeting started. (SOONER)
A No sooner she had arrived than the meeting started.
B No sooner had she arrived when the meeting started.
C Sooner had she arrived than the meeting started.
D No sooner had she arrived than the meeting started.

30. People believe that the painting was stolen during the war. (BELIEVED)
A The painting is believed to have been stolen during the war.
B The painting is believed to be stolen during the war.
C The painting was believed to have been stolen during the war.
D It is believed the painting to have been stolen during the war.

31. It's pointless to complain about the decision now. (POINT)
A There is no point to complain about the decision now.
B It has no point complaining about the decision now.
C There is no point in complaining about the decision now.
D There is no point of complaining about the decision now.

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32. I didn't realise how serious the situation was until I read the report. (DID)
    A Only when did I read the report I realised how serious the situation was.
    B Only when I read the report did I realise how serious the situation was.
    C Only when I read the report I did realise how serious the situation was.
    D Not until I read the report did I realise how serious was the situation.

33. She is extremely unlikely to accept the offer. (CHANCE)
    A She has little chance to accept the offer.
    B There is little chance for her accepting the offer.
    C There is a little chance of her accepting the offer.
    D There is little chance of her accepting the offer.

34. Although I'd like to help you, I'm afraid I can't. (MUCH)
    A As much I'd like to help you, I'm afraid I can't.
    B So much as I'd like to help you, I'm afraid I can't.
    C Much as I'd like to help you, I'm afraid I can't.
    D Much like I'd like to help you, I'm afraid I can't.

35. You were wrong to lend him money. (OUGHT)
    A You ought not to have lent him money.
    B You oughtn't have lent him money.
    C You ought not to lend him money.
    D You ought not having lent him money.

36. Nobody expected the plan to succeed, but it did. (CONTRARY)
    A On the contrary to expectations, the plan succeeded.
    B Contrary to expectations, the plan succeeded.
    C Contrary to expectations, the plan didn't succeed.
    D Contrary of expectations, the plan succeeded.

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Corrigé – Use of English C2 – Test 1

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

Explications

1. **C** – « A fact of life » est une expression figée qui désigne une réalité désagréable qu'il faut accepter.
2. **B** – « Fly in the face of » est une expression idiomatique qui signifie aller à l'encontre de ce que l'on croit généralement.
3. **C** – « Turn out to be » signifie s'avérer, se révéler ; les autres verbes ne se combinent pas avec « out to be ».
4. **A** – « Drown out » un signal ou un son, c'est l'empêcher d'être perçu en le couvrant par quelque chose de plus fort.
5. **D** – « Within arm's reach » est l'expression figée qui signifie tout près, à portée de main.
6. **B** – Seul « deprive » se construit selon le schéma « deprive somebody of something ».
7. **D** – « Come up with » signifie trouver ou proposer une idée ou une solution.
8. **B** – On dit que des objectifs et des expériences sont « pursued for their own sake » ; les autres verbes évoquent le fait de suivre quelque chose physiquement.
9. **A** – « Run its course » est une expression figée qui signifie suivre son cours naturel jusqu'à son terme.
10. **C** – Le comparatif d'égalité se construit avec « as ... as ».
11. **A** – La structure figée est « have little/no choice but to do something ».
12. **D** – « Whose » est le pronom relatif possessif qui relie « guides » à « knowledge ».
13. **B** – « By » + repère temporel se combine avec le past perfect pour indiquer une action achevée avant ce moment.
14. **C** – « With » exprime ici la possession : toute personne qui possède un téléphone.
15. **D** – Après la préposition « without », il faut une forme passive en -ing : « being asked ».
16. **A** – « However + adjectif + sujet + may be » est une structure concessive ; avec « Although », il faudrait « digital directions may be convenient ».
17. **B** – « Not only ... also » avec inversion correspond au sens, qui est d'ajouter un second argument.
18. **C** – L'expression figée est « bear something in mind ».
19. **D** – Il faut un nom à valeur négative après « stubborn » et avant « to compromise ».
20. **B** – « Reliability » est le nom qui désigne le degré de fiabilité de quelque chose ; « reliance » signifie la dépendance.
21. **A** – Après « so », il faut un adjectif signifiant extrêmement compliqué.
22. **C** – « Unaddressed » signifie non traité, ce qui correspond à « despite repeated warnings ».
23. **D** – « Indistinguishable » signifie impossible à distinguer, ce qui correspond à « no meaningful difference ».
24. **B** – Il faut un adjectif parallèle à « unhelpful » ; « provocative » signifie destiné à provoquer la colère.
25. **C** – « Impossible to overstate » signifie que quelque chose est extrêmement important ; « understate » inverserait le sens voulu.
26. **A** – Après « a wide », il faut un nom ; « divergence of opinion » est une collocation courante.
27. **B** – Le participe passé « daunted » décrit son état d'esprit et s'accorde avec « considered giving up » ; « undaunted » signifierait le contraire.
28. **B** – « Had it not been for » est la forme correcte du conditionnel de type 3 avec inversion et conserve le sens passé.
29. **D** – « No sooner » exige une inversion (« had she arrived ») et est suivi de « than », et non de « when ».

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30. **A** – Une opinion présente sur un événement passé au passif se construit avec « is believed to have been + participe passé ».
31. **C** – La structure correcte est « there is no point in + -ing ».
32. **B** – Après « Only when + proposition », la proposition principale est inversée, tandis que l'interrogative indirecte garde l'ordre normal des mots.
33. **D** – « Little chance of + complément + -ing » exprime une faible probabilité ; « a little » signifierait qu'il existe une certaine chance.
34. **C** – « Much as » est une conjonction concessive figée qui signifie « although ».
35. **A** – Pour critiquer une action passée, on utilise « ought not to have + participe passé » ; l'anglais standard conserve « to ».
36. **B** – « Contrary to expectations » est l'expression figée correcte, et le projet a bel et bien réussi.

Notes pour l'enseignant: Vous pouvez utiliser ce test comme examen blanc chronométré ou le découper en quatre parties pour des séances distinctes. Il cible les erreurs typiques du niveau C2 : collocations entre quasi-synonymes (act/serve, easy/arm's reach), ordre des mots avec inversion après « No sooner » et « Only when », « no point in » + -ing, propositions concessives avec « Much as » et confusion entre overstate et understate. En prolongement, demandez aux élèves de justifier pourquoi chaque distracteur est incorrect, ou de rédiger leurs propres transformations avec les mêmes mots clés.

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