# Use of English C2 – Test 2

Nom: Classe: Date: Score: / 36

Faites ce test en ligne et vérifiez vos réponses immédiatement

Pour chaque question, choisissez la meilleure 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.*

For most of the twentieth century, mending a broken toaster or darning a sock was simply what people did. Then, almost imperceptibly, the habit began to (1) ___ way to a culture of replacement. As manufactured goods grew cheaper, buying a new item came to seem not only easier but somehow more respectable than fixing an old one, and a whole body of practical know-how gradually (2) ___ into disuse.

Lately, however, the tide appears to be (3) ___. In community halls in cities across the world, volunteers now host regular repair sessions to which residents bring faulty lamps, torn jackets and temperamental bicycles. Organisers are quick to (4) ___ out that the appeal is not purely economic: each session is (5) ___ and foremost a social occasion, and many visitors take enormous satisfaction in seeing an object they had (6) ___ off as useless brought back to life.

Critics argue that such initiatives, however admirable, barely make a (7) ___ in the mountains of waste produced every year. Supporters counter that this misses the point: the real value lies in challenging a throwaway mindset that has gone (8) ___ for far too long. If nothing else, they contend, learning to fix things means we are no longer entirely at the (9) ___ of manufacturers.

1. Gap 1: the habit began to _____ way to a culture of replacement
   **A** make **B** give **C** lose **D** open
2. Gap 2: a whole body of practical know-how gradually _____ into disuse
   **A** went **B** came **C** fell **D** turned
3. Gap 3: Lately, however, the tide appears to be _____.
   **A** turning **B** swinging **C** revolving **D** rotating
4. Gap 4: Organisers are quick to _____ out that the appeal is not purely economic
   **A** bring **B** carry **C** hold **D** point
5. Gap 5: each session is _____ and foremost a social occasion
   **A** chief **B** prime **C** first **D** best
6. Gap 6: an object they had _____ off as useless
   **A** rubbed **B** laughed **C** written **D** kicked
7. Gap 7: such initiatives barely make a _____ in the mountains of waste
   **A** dent **B** scratch **C** crack **D** bruise
8. Gap 8: a throwaway mindset that has gone _____ for far too long
   **A** unquestioning **B** unchallenged **C** undeniable **D** unaccountable

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9. Gap 9: we are no longer entirely at the _____ of manufacturers
   **A** hands **B** command **C** charge **D** mercy

## Partie 2 : Texte à trous grammatical (choix multiples)

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

Few punctuation marks provoke (10) ___ strong feelings as the semicolon. Some writers adore it; (11) ___ dismiss it as a pretentious affectation best avoided altogether. The mark was popularised in fifteenth-century Venice, (12) ___ a printer sought a way of giving readers a pause longer than a comma (13) ___ shorter than a full stop. (14) ___ all its modest origins, it soon spread across Europe, and by the nineteenth century it had become a fixture of serious prose.

In recent decades, (15) ___, its fortunes have declined. Style guides increasingly advise writers to break long sentences up, and the more time people spend reading on small screens, (16) ___ fussier the semicolon seems. Even so, its defenders insist that, used sparingly, it allows a writer to link two ideas so closely related that separating them would lose something essential. (17) ___ it ever disappear entirely, they warn, written English would be poorer for it. Whether or not one agrees, few marks have inspired (18) ___ passionate debate.

10. Gap 10: Few punctuation marks provoke _____ strong feelings as the semicolon.
    **A** so **B** such **C** as **D** such as
11. Gap 11: Some writers adore it; _____ dismiss it as a pretentious affectation
    **A** the other **B** others **C** another **D** other
12. Gap 12: The semicolon was popularised in Venice, _____ a printer working in the 1490s sought a way of giving readers a pause longer than a comma but shorter than a full stop.
    **A** which **B** when **C** where **D** whom
13. Gap 13: a pause longer than a comma _____ shorter than a full stop
    **A** or **B** but **C** nor **D** so
14. Gap 14: _____ all its modest origins, it soon spread across Europe
    **A** With **B** In **C** By **D** For
15. Gap 15: In recent decades, _____, its fortunes have declined.
    **A** though **B** although **C** despite **D** even
16. Gap 16: the more time people spend reading on small screens, _____ fussier the semicolon seems
    **A** so **B** the **C** more **D** all
17. Gap 17: _____ it ever disappear entirely, they warn, written English would be poorer for it.
    **A** Were **B** Had **C** Should **D** Would
18. Gap 18: few marks have inspired _____ passionate debate
    **A** such **B** so **C** too **D** what

## Partie 3 : Formation des mots

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

19. Her contribution to the project, though largely _____, was absolutely crucial to its success. (SING)
    **A** unsinging **B** unsung **C** unsang **D** singless

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20. The two parties remain _____ opposed on the question of funding. (DIAMETER)
**A** diametrical **B** diametric **C** diametrically **D** diametrally

21. Rents in the city centre have become _____ high for most young people. (PROHIBIT)
**A** prohibitedly **B** prohibitive **C** prohibitionally **D** prohibitively

22. After weeks of fruitless discussion, the negotiations reached an _____ and talks were suspended. (PASS)
**A** impasse **B** overpass **C** passage **D** bypass

23. The novelist has an _____ ability to capture the rhythms of everyday speech. (CANNY)
**A** uncannily **B** incanny **C** uncanny **D** uncanniness

24. The difference between the two versions is barely _____ to the untrained eye. (DISCERN)
**A** discerning **B** discernible **C** discernment **D** undiscerning

25. She argued her case with such _____ that even her fiercest critics were won over. (CONVINCE)
**A** conviction **B** convincement **C** convincibility **D** convincing

26. The scheme was _____ from the outset, so nobody was surprised when it collapsed. (CONCEIVE)
**A** inconceivable **B** preconceived **C** misconceived **D** unconceived

27. Once signed, the agreement is _____ and cannot be withdrawn under any circumstances. (REVOKE)
**A** unrevokable **B** irrevokable **C** unrevocable **D** irrevocable

## Partie 4 : Transformations de phrases avec mot-clé

*Choisissez la phrase qui a le même sens que la première, qui emploie correctement le mot-clé en majuscules et qui est grammaticalement correcte.*

28. She had no idea that the police were watching her. (LITTLE)
**A** Little she knew that the police were watching her.
**B** Little did she know that the police were watching her.
**C** Little did she knew that the police were watching her.
**D** Little knew she that the police were watching her.

29. People say that the company is on the verge of bankruptcy. (REPUTED)
**A** The company is reputed being on the verge of bankruptcy.
**B** It is reputed the company to be on the verge of bankruptcy.
**C** The company is reputed to be on the verge of bankruptcy.
**D** The company reputes to be on the verge of bankruptcy.

30. Her performance was nowhere near as good as we had expected. (FELL)
**A** Her performance fell far short of our expectations.
**B** Her performance fell far behind of our expectations.
**C** Her performance fell short from what we had expected.
**D** Her performance fell slightly short of our expectations.

31. Everyone was surprised when he resigned. (CAME)
**A** His resignation came to everyone as surprise.
**B** His resignation came as a surprise to everyone.
**C** His resignation came as a surprise for nobody.
**D** Everyone came to be surprised by his resignation.

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32. I don't mind at all whether we eat in or go out. (DIFFERENCE)
    **A** It does no difference to me whether we eat in or go out.
    **B** It makes a big difference to me whether we eat in or go out.
    **C** There is no difference for me whether we eat in or go out.
    **D** It makes no difference to me whether we eat in or go out.

33. He has never really accepted that his career is over. (TERMS)
    **A** He has never really come to terms that his career is over.
    **B** He has never really come to terms with the fact that his career is over.
    **C** He has never really come into terms with the fact that his career is over.
    **D** He has never really been on terms with the fact that his career is over.

34. There is absolutely no possibility of the project being finished by Friday. (QUESTION)
    **A** Finishing the project by Friday is out of the question.
    **B** Finishing the project by Friday is out of question.
    **C** Finishing the project by Friday is beyond question.
    **D** Finishing the project by Friday is without question.

35. The match was called off because the pitch was waterlogged. (ACCOUNT)
    **A** The match was called off on account the pitch was waterlogged.
    **B** The match was called off by account of the waterlogged pitch.
    **C** The match was called off on account of the waterlogged pitch.
    **D** The match was called off on the account of the waterlogged pitch.

36. I'm sure she didn't intend to upset anyone. (MEANT)
    **A** She mustn't have meant to upset anyone.
    **B** She can't have meant upsetting anyone.
    **C** She couldn't have been meaning upset anyone.
    **D** She can't have meant to upset anyone.

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# Corrigé – Use of English C2 – Test 2

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

## Explications

1. **B** – L'expression figée est « give way to », qui signifie être remplacé par quelque chose.
2. **C** – « Fall into disuse » est la collocation usuelle pour dire qu'une chose n'est plus utilisée.
3. **A** – « The tide is turning » est l'expression idiomatique qui indique qu'une tendance commence à s'inverser.
4. **D** – « Point out » signifie attirer l'attention sur un fait.
5. **C** – L'expression figée est « first and foremost ».
6. **C** – « Write something off as useless » signifie juger qu'une chose n'a aucune valeur.
7. **A** – « Make a dent in » signifie réduire quelque chose de façon sensible.
8. **B** – « Go unchallenged » signifie se poursuivre sans que personne ne s'y oppose ni ne le remette en question.
9. **D** – « At the mercy of » signifie être entièrement à la merci de quelqu'un.
10. **C** – La comparaison « as + adjectif + nom + as » exige « as » aux deux places.
11. **B** – « Others » est le pronom pluriel qui s'oppose à « some ».
12. **C** – L'antécédent est le lieu « Venice » et la proposition après le blanc est déjà complète : seul l'adverbe relatif « where » convient. « When » exige un antécédent temporel, et « which » ou « whom » supposeraient un sujet ou un complément manquant.
13. **B** – « But » relie deux qualités opposées : plus long qu'une chose, mais plus court qu'une autre.
14. **D** – « For all » signifie « despite » (malgré) et introduit une concession.
15. **A** – « Though » peut s'employer comme adverbe entre virgules au sens de « however » (cependant) ; « although » ne le peut pas.
16. **B** – La structure du double comparatif est « the more …, the + comparatif ».
17. **C** – « Should » + sujet + base verbale forme une conditionnelle inversée ; « Were » exigerait « to disappear ».
18. **A** – « Such » s'emploie devant adjectif + nom indénombrable ; « so » s'emploie devant un adjectif seul.
19. **B** – « Unsung » est un adjectif qui signifie non salué, méconnu.
20. **C** – Il faut un adverbe pour modifier « opposed », et « diametrically opposed » est une collocation figée.
21. **D** – Il faut un adverbe devant l'adjectif « high » ; « prohibitively high » est une collocation courante.
22. **A** – Un « impasse » est une situation dans laquelle aucun progrès n'est possible.
23. **C** – L'adjectif « uncanny » signifie étonnamment remarquable, voire troublant ; il est nécessaire devant le nom « ability ».
24. **B** – « Discernible » signifie perceptible ; « discerning » décrit une personne dotée d'un bon jugement.
25. **A** – Le nom « conviction » signifie une croyance ferme ; « with conviction » est une collocation figée.
26. **C** – « Misconceived » signifie mal conçu ou fondé sur une idée erronée.
27. **D** – La forme correcte prend le préfixe « ir- » et s'écrit « -vocable » : « irrevocable ».
28. **B** – Les adverbes à sens négatif comme « little » entraînent une inversion avec un auxiliaire : « did she know ».
29. **C** – Dans cette structure passive de discours rapporté, « be reputed » est suivi d'un infinitif avec to.
30. **A** – « Fall far short of » conserve le sens de « nowhere near » ; « slightly » modifie le sens.
31. **B** – L'expression figée est « come as a surprise to someone ».
32. **D** – La collocation correcte est « make no difference to someone ».
33. **B** – « Come to terms with » exige « with » ; une proposition en that doit donc suivre « the fact that ».

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34. **A** – « Out of the question » signifie impossible ; « beyond question » signifie certain.
35. **C** – « On account of » est une locution prépositionnelle figée qui signifie « because of » et ne prend pas d'article.
36. **D** – « Can't have + participe passé » exprime une certitude négative sur le passé, et « mean » est suivi d'un infinitif avec to lorsqu'il signifie « avoir l'intention de ».

**Notes pour l'enseignant:** Utilisez ce test comme entraînement chronométré en conditions d'examen, ou traitez-le partie par partie en classe. Les parties 1 et 3 ciblent des collocations très proches de la bonne réponse ainsi que des erreurs de préfixe et de suffixe, comme unrevokable ou prohibitive au lieu de prohibitively. Les parties 2 et 4 portent sur l'inversion, les structures comparatives et les expressions figées, où les apprenants oublient souvent un article ou une préposition. En prolongement, demandez aux élèves de rédiger leurs propres transformations à partir des mots-clés de la partie 4.

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