

Englisch Einstufungstest C1 – Test 2

Name: _____ Klasse: _____ Datum: _____ Punkte: / 50



Diesen Test online
machen und sofort
auswerten

Wähle bei jeder Frage die beste Antwort (A, B, C oder D).

Teil 1: Grammatik im Kontext

Wähle die Option, die den Satz am besten ergänzt.

1. I wish you _____ interrupting me when I'm on the phone.
A stopped **B** will stop **C** would stop **D** had stopped
2. We _____ so much food — in the end, only six people turned up.
A needn't have bought **B** mustn't have bought
C needn't buy **D** shouldn't be buying
3. He _____ at the meeting yesterday; he was on holiday in Portugal all week.
A mustn't have been **B** shouldn't have been
C might not be **D** can't have been
4. _____ the instructions twice, Amira finally managed to assemble the bookcase.
A Being read **B** Having read **C** To have read **D** Having been read
5. She has three older brothers, all of _____ work in medicine.
A whom **B** who **C** them **D** which
6. What I find most frustrating _____ the constant noise from the street.
A are **B** being **C** is **D** it is
7. The committee recommended that the proposal _____ until further research had been carried out.
A will be postponed **B** be postponed **C** was postponing **D** would postpone
8. Joel talks about the project as though he _____ the whole thing himself, but he only joined last month.
A has organised **B** organises **C** would organise **D** had organised
9. We're having our kitchen _____ next month, so we'll be eating out a lot.
A redecorated **B** redecorate **C** to redecorate **D** redecorating
10. It took me months to get used to _____ on the left side of the road.
A drive **B** have driven **C** driving **D** be driving
11. _____ hard she tried, Lena couldn't get the old printer to work.
A Whatever **B** However **C** Although **D** Much
12. The last train has already left, so we _____ get a taxi.
A had better to **B** would sooner to **C** are bound **D** might as well
13. There's _____ point in arguing with him; he never changes his mind.
A little **B** few **C** a few **D** less

14. Only after the contract had been signed _____ to celebrate.
A they began **B** they did begin **C** did they begin **D** had begun they
15. The meeting _____ at ten, but it was moved to the afternoon at the last minute.
A is to take place **B** was to have taken place
C had been taking place **D** would take place
16. Much _____ I admire her talent, I find her attitude difficult to accept.
A though **B** so **C** that **D** as

Teil 2: Wortschatz, Kollokationen und Wortbildung

Wähle das Wort oder die Wendung, die am besten in den Satz passt, oder beantworte die Frage zur Bedeutung.

17. Before the interview, I need to _____ up on my French — I haven't used it for years.
A sweep **B** clean **C** brush **D** wipe
18. Investigators have not _____ out the possibility that the fire was started deliberately.
A ruled **B** taken **C** left **D** cut
19. Many of the town's problems _____ from a lack of investment in public transport.
A lead **B** stem **C** cause **D** base
20. The deal _____ through at the last minute when the buyer withdrew his offer.
A broke **B** went **C** came **D** fell
21. The film didn't _____ up to the hype; most critics found it rather dull.
A catch **B** keep **C** live **D** stand
22. The new policy aims to _____ awareness of mental health issues in the workplace.
A rise **B** raise **C** lift **D** grow
23. With so much _____ stake, the negotiators couldn't afford to make a single mistake.
A at **B** on **C** in **D** under
24. Her new life in a tiny rented flat in the city centre is a far _____ from the spacious country house she grew up in.
A shout **B** call **C** scream **D** cry
25. The minister was criticised for making such a _____ statement about young people without any evidence.
A broad-minded **B** widespread **C** far-reaching **D** sweeping
26. The players were _____ disappointed by the referee's decision.
A highly **B** bitterly **C** strongly **D** heavily
27. It is _____ regarded as one of the most important scientific discoveries of the century.
A widely **B** deeply **C** greatly **D** heavily
28. The figures in the advertisement were deliberately _____, so the company was fined. (LEAD)
A leading **B** mislead **C** misled **D** misleading
29. The rise in sea levels over the past decade has been _____ in recorded history. (PRECEDENT)
A precedential **B** unprecedented **C** unprecedenting **D** preceding
30. Customers have complained about the _____ of the new delivery service. (RELY)
A unreliable **B** reliance **C** unreliability **D** disreliability

31. To most people at the time, the idea of travelling to the moon seemed _____. (CONCEIVE)
A inconceivable **B** unconceivable **C** conceptual **D** conceiving
32. When Priya lost her job, she took it in her stride and started applying elsewhere the next day. What does 'took it in her stride' mean?
A reacted with anger **B** ignored it completely
C walked away quickly **D** dealt with it calmly
33. The proposal received a lukewarm response from the board. What does 'lukewarm' mean here?
A very positive **B** lacking enthusiasm **C** extremely hostile **D** delayed
34. From his tone of voice, I _____ that he wasn't happy with the result.
A implied **B** referred **C** inferred **D** deferred

Teil 3: Komplexe Strukturen und sprachliche Genauigkeit

Wähle die richtige Option, den korrekten Satz oder den Satzteil, der einen Fehler enthält.

35. Find the error: "We are looking forward to hear from you at your earliest convenience."
A are looking **B** to hear
C from you **D** at your earliest convenience
36. Find the error: "Although the team had trained hard, but they lost the final in the last minute."
A Although **B** had trained **C** but they lost **D** in the last minute
37. Which sentence is correct?
A She was accused for having leaked the information to the press.
B She was accused to have leaked the information to the press.
C She was accused that she leaked the information to the press.
D She was accused of having leaked the information to the press.
38. Which sentence is correct?
A Neither the manager nor his assistants were aware of the problem.
B Neither the manager nor his assistants was aware of the problem.
C Neither the manager or his assistants were aware of the problem.
D Neither the manager nor his assistants weren't aware of the problem.
39. Nowhere _____ the effects of climate change more visible than in the Arctic.
A is **B** they are **C** are **D** being
40. The company introduced a scheme _____ employees can buy shares at a reduced price.
A which **B** whereby **C** whereas **D** whom
41. It is the government, not the local council, _____ responsible for the delays.
A which are **B** what is **C** it is **D** that is
42. _____ to the public in 1998, the bridge quickly became the city's most famous landmark.
A Opened **B** Opening **C** Having opened **D** To open
43. _____ as she might, Mei couldn't remember where she had left her keys.
A Trying **B** Tried **C** Try **D** To try
44. _____ what to say, she simply smiled and nodded.
A Knowing not **B** Not knowing **C** Not known **D** Don't knowing

Teil 4: Leseverstehen

Lies den Text und wähle zu jeder Frage die beste Antwort.

The Quiet Return of Repair

For much of the last half-century, broken household objects have been treated as rubbish. A toaster stops working, a zip breaks, a lamp begins to flicker — and the instinctive response has been to throw the item away and buy a replacement. Yet in towns and cities across many countries, a small but growing movement is challenging this habit. Volunteers organise community repair events in libraries and local centres, where residents bring in damaged items and learn to fix them alongside skilled helpers.

The appeal is partly economic. Replacing a device can cost several times more than mending it, and for households under financial pressure, a free repair can make a real difference. Organisers insist, however, that money is only part of the story. Many participants say they come for the conversation as much as for the screwdrivers. At a time when neighbours often barely know each other's names, an afternoon spent coaxing an old radio back to life can create unexpected connections.

There is also an environmental argument. Manufacturing new goods consumes raw materials and energy, and discarded electronics are among the fastest-growing sources of waste. Every repaired item, campaigners point out, is one fewer object in a landfill. Critics, however, warn against overstating the impact. A few hundred mended kettles, they argue, will hardly dent global waste figures while products continue to be designed in ways that make repair difficult or impossible.

It is here that the movement may prove most significant. By drawing attention to sealed casings, glued-in batteries and unavailable spare parts, repair volunteers have helped shift the debate from individual behaviour to product design. Several governments are now considering rules that would require manufacturers to supply spare parts for a set number of years. Whether such measures will be properly enforced remains to be seen. Still, the sight of a teenager proudly carrying home a lamp she has rewired herself suggests that something more lasting than an appliance is being restored: a sense that the objects around us are worth understanding, and worth keeping.

45. What does the writer say about the usual response to broken household items?

- A** People have usually taken them to professional repairers.
- B** People have kept them in the hope of fixing them later.
- C** People have donated them to community centres.
- D** People have tended to throw them away and buy new ones.

46. According to the second paragraph, why do many participants attend repair events?

- A** For the social contact as much as the repairs
- B** Mainly to save money on new devices
- C** To train as professional repairers
- D** Because their neighbours expect them to

47. The phrase 'coaxing an old radio back to life' suggests that the repair requires:

- A** expensive equipment
- B** professional qualifications
- C** patience and gentle effort
- D** very little time

48. What point do critics make in the third paragraph?
- A** Repair events produce more waste than they prevent.
 - B** Small-scale repair cannot greatly reduce waste while products remain hard to fix.
 - C** Manufacturing new goods uses very little energy.
 - D** Campaigners have exaggerated the cost of new devices.
49. According to the writer, what may be the movement's most significant achievement?
- A** Persuading manufacturers to stop using batteries
 - B** Making repair events compulsory in many countries
 - C** Teaching teenagers to become electricians
 - D** Shifting public debate towards the way products are designed
50. Which best describes the writer's overall attitude to the repair movement?
- A** Cautiously optimistic
 - B** Entirely dismissive
 - C** Uncritically enthusiastic
 - D** Deeply pessimistic

Lösungen – Englisch Einstufungstest C1 – Test 2

1 C	2 A	3 D	4 B	5 A	6 C	7 B	8 D	9 A	10 C
11 B	12 D	13 A	14 C	15 B	16 D	17 C	18 A	19 B	20 D
21 C	22 B	23 A	24 D	25 D	26 B	27 A	28 D	29 B	30 C
31 A	32 D	33 B	34 C	35 B	36 C	37 D	38 A	39 C	40 B
41 D	42 A	43 C	44 B	45 D	46 A	47 C	48 B	49 D	50 A

Erklärungen

- C** – Wish + would drückt Ärger über eine lästige Angewohnheit einer anderen Person aus.
- A** – Needn't have + Partizip Perfekt (past participle) beschreibt etwas, das getan wurde, sich aber als unnötig herausstellte.
- D** – Can't have + Partizip Perfekt drückt die logische Gewissheit aus, dass etwas nicht passiert ist.
- B** – Ein Perfektpartizip (having + past participle) zeigt eine Handlung, die vor der Haupthandlung abgeschlossen war – bei gleichem, aktivem Subjekt.
- A** – Nach einer Mengenangabe + of in einem nicht notwendigen Relativsatz (non-defining relative clause) über Personen steht whom.
- C** – Ein 'what'-Satz als Subjekt verlangt ein Verb im Singular; die Ergänzung steht hier ebenfalls im Singular.
- B** – Nach 'recommend that' steht im formellen Englisch der Konjunktiv in der Grundform (be postponed).
- D** – As though + Past Perfect beschreibt eine irreal Situation in der Vergangenheit.
- A** – Die kausative Struktur lautet have + Objekt + Partizip Perfekt.
- C** – In 'get used to' ist 'to' eine Präposition, daher folgt die -ing-Form.
- B** – However + Adjektiv/Adverb bedeutet 'no matter how' (ganz gleich, wie).
- D** – Might as well + Grundform schlägt vor, etwas zu tun, weil es keine bessere Alternative gibt.
- A** – 'Point' ist hier unzählbar, und 'little point' bedeutet 'kaum Sinn'.
- C** – 'Only after...' am Satzanfang erfordert Inversion im Hauptsatz (did they begin).
- B** – Was to have + Partizip Perfekt beschreibt ein geplantes Ereignis, das nicht wie vorgesehen stattfand.
- D** – 'Much as' leitet eine Einräumung ein und bedeutet 'although ... very much' (so sehr ... auch).
- C** – To brush up on something bedeutet, eine teilweise vergessene Fähigkeit aufzufrischen.
- A** – To rule out a possibility bedeutet, eine Möglichkeit auszuschließen.
- B** – To stem from bedeutet 'herrühren von' bzw. 'verursacht werden durch'.
- D** – Wenn ein Plan 'falls through', kommt er nicht zustande.
- C** – To live up to something bedeutet, den Erwartungen gerecht zu werden.
- B** – Die feste Kollokation lautet 'raise awareness'; 'rise' ist intransitiv.
- A** – 'At stake' bedeutet 'auf dem Spiel stehend' bzw. vom Ausgang abhängig.
- D** – 'A far cry from' ist eine feste Redewendung mit der Bedeutung 'very different from' (weit entfernt von); 'way' wurde als Option entfernt, weil es an die ähnliche Wendung 'a long way from' erinnert, und die übrigen Wörter bilden mit 'far' keine Redewendung.
- D** – Ein 'sweeping statement' ist eine pauschale Behauptung, die Ausnahmen ignoriert.
- B** – 'Bitterly disappointed' ist eine starke, natürliche Kollokation.
- A** – 'Widely regarded' bedeutet, dass viele Menschen etwas so einschätzen.
- D** – 'Misleading' ist das Adjektiv mit der Bedeutung 'irreführend'.
- B** – 'Unprecedented' bedeutet 'beispielloos', also noch nie zuvor geschehen.
- C** – Nach 'the' wird ein Nomen benötigt, und 'unreliability' passt zum negativen Kontext.
- A** – 'Inconceivable' (mit der Vorsilbe in-) bedeutet 'unvorstellbar'.

32. **D** – To take something in your stride bedeutet, eine Schwierigkeit gelassen zu meistern.
33. **B** – Im übertragenen Sinn beschreibt 'lukewarm' eine Reaktion ohne große Begeisterung.
34. **C** – Der Zuhörer 'infers' (zieht einen Schluss); der Sprecher 'implies' (deutet an).
35. **B** – Auf 'look forward to' folgt die -ing-Form: 'to hearing'.
36. **C** – 'Although' und 'but' dürfen nicht gemeinsam verwendet werden, um dieselben zwei Teilsätze zu verbinden.
37. **D** – Auf das Verb 'accuse' folgt 'of' + -ing-Form.
38. **A** – Bei 'neither ... nor' richtet sich das Verb nach dem näherstehenden Subjekt (assistants), und es wird keine zusätzliche Verneinung verwendet.
39. **C** – 'Nowhere' am Satzanfang löst Inversion aus, und das Subjekt im Plural 'the effects' verlangt 'are'.
40. **B** – 'Whereby' bedeutet 'by which' (wodurch) und leitet eine Methode oder Regelung ein.
41. **D** – Ein Spaltsatz (cleft sentence) mit 'It is ...' verwendet 'that' und hier ein Verb im Singular, das mit 'the government' übereinstimmt.
42. **A** – Ein Partizipialsatz mit Partizip Perfekt ist nötig, weil die Brücke eröffnet wurde (passivische Bedeutung).
43. **C** – 'Try as she might' ist eine feste konzessive Struktur mit der Bedeutung 'however hard she tried' (so sehr sie sich auch bemühte).
44. **B** – In einem verneinten Partizipialsatz steht 'not' vor der -ing-Form.
45. **D** – Im ersten Absatz heißt es, die spontane Reaktion sei bisher gewesen, den Gegenstand wegzuwerfen und Ersatz zu kaufen.
46. **A** – Die Teilnehmenden sagen, sie kämen 'for the conversation as much as for the screwdrivers'.
47. **C** – To coax something bedeutet, etwas behutsam und geduldig zu bearbeiten oder zu überreden.
48. **B** – Kritiker argumentieren, dass ein paar hundert Reparaturen die Abfallmengen kaum verringern, solange Produkte bewusst schwer reparierbar gestaltet werden.
49. **D** – Im letzten Absatz heißt es, die Freiwilligen hätten dazu beigetragen, die Debatte vom individuellen Verhalten auf das Produktdesign zu verlagern.
50. **A** – Der Autor räumt Kritik und Unsicherheit ein ('remains to be seen'), endet aber positiv ('Still...').

Hinweise für Lehrkräfte: Setzen Sie den Test zur Einstufung oder als Abschlusstest am Kursende ein: Ab 40 von 50 Punkten ist das C1-Niveau gefestigt; unter 30 Punkten zeigen sich Lücken, die eher auf B2+ hindeuten. Der Test zielt auf typische Fehler fortgeschrittener Lernender, etwa die Verwechslung von Modalverben in der Vergangenheit, falsche Verbmuster (suggest, accuse, look forward to), doppelte Konjunktionen und schwache Kollokationen. Zur Nachbereitung können die Lernenden die falschen Antwortoptionen aus Teil 1 und 3 korrigiert neu formulieren und die Bedeutung der Redewendungen in eigenen Worten erklären.