

English Level Test C1 – Test 2

Name: _____ Class: _____ Date: _____ Score: / 50



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Choose the best option (A, B, C or D) for each question.

Part 1: Grammar in context

Choose the option that best completes each sentence.

- I wish you _____ interrupting me when I'm on the phone.
A stopped **B** will stop **C** would stop **D** had stopped
- 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
- 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
- _____ the instructions twice, Amira finally managed to assemble the bookcase.
A Being read **B** Having read **C** To have read **D** Having been read
- She has three older brothers, all of _____ work in medicine.
A whom **B** who **C** them **D** which
- What I find most frustrating _____ the constant noise from the street.
A are **B** being **C** is **D** it is
- 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
- 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
- We're having our kitchen _____ next month, so we'll be eating out a lot.
A redecorated **B** redecorate **C** to redecorate **D** redecorating
- 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
- _____ hard she tried, Lena couldn't get the old printer to work.
A Whatever **B** However **C** Although **D** Much
- 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
- 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

Part 2: Vocabulary, collocations and word formation

Choose the word or phrase that best fits each sentence, or answer the question about meaning.

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

Part 3: Advanced structures and accuracy

Choose the correct option, the correct sentence, or the part of the sentence that contains an error.

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

Part 4: Reading comprehension

Read the text and choose the best answer to each question.

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

Answer key – English Level Test 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

Explanations

- C** – Wish + would is used to complain about someone's annoying habit.
- A** – Needn't have + past participle describes something that was done but turned out to be unnecessary.
- D** – Can't have + past participle expresses a logical certainty that something did not happen.
- B** – A perfect participle (having + past participle) shows an action completed before the main action, with the same active subject.
- A** – After a quantifier + of in a non-defining relative clause about people, we use whom.
- C** – A 'what' clause acting as subject takes a singular verb, and the complement here is singular.
- B** – After 'recommend that', formal English uses the subjunctive base form (be postponed).
- D** – As though + past perfect describes an unreal situation in the past.
- A** – The causative structure is have + object + past participle.
- C** – In 'get used to', 'to' is a preposition, so it is followed by the -ing form.
- B** – However + adjective/adverb means 'no matter how'.
- D** – Might as well + base form suggests doing something because there is no better alternative.
- A** – 'Point' here is uncountable, and 'little point' means almost no point.
- C** – 'Only after...' at the start of a sentence requires inversion in the main clause (did they begin).
- B** – Was to have + past participle describes a planned event that did not happen as arranged.
- D** – 'Much as' introduces a concession, meaning 'although ... very much'.
- C** – To brush up on something means to improve a skill you have partly forgotten.
- A** – To rule out a possibility means to decide that it can be excluded.
- B** – To stem from means to originate in or be caused by.
- D** – If a plan falls through, it fails to happen.
- C** – To live up to something means to be as good as people expected.
- B** – The fixed collocation is 'raise awareness'; 'rise' is intransitive.
- A** – 'At stake' means at risk or depending on the outcome.
- D** – 'A far cry from' is a fixed idiom meaning 'very different from'; 'way' has been removed as an option because it suggests the similar idiom 'a long way from', and the remaining words form no idiom with 'far'.
- D** – A sweeping statement is an overly general claim that ignores exceptions.
- B** – 'Bitterly disappointed' is a strong, natural collocation.
- A** – 'Widely regarded' means considered so by many people.
- D** – 'Misleading' is the adjective meaning giving a false impression.
- B** – 'Unprecedented' means never having happened before.
- C** – A noun is needed after 'the', and 'unreliability' fits the negative context.
- A** – 'Inconceivable' (with the prefix in-) means impossible to imagine.
- D** – To take something in your stride means to deal with a difficulty calmly.
- B** – Used figuratively, 'lukewarm' describes a reaction without much enthusiasm.

34. **C** – The listener infers (draws a conclusion); the speaker implies.
35. **B** – 'Look forward to' is followed by the -ing form: 'to hearing'.
36. **C** – 'Although' and 'but' cannot be used together to link the same two clauses.
37. **D** – The verb 'accuse' is followed by 'of' + -ing form.
38. **A** – With 'neither ... nor', the verb agrees with the nearer subject (assistants), and no extra negative is used.
39. **C** – 'Nowhere' at the start triggers inversion, and the plural subject 'the effects' needs 'are'.
40. **B** – 'Whereby' means 'by which' and introduces a method or arrangement.
41. **D** – A cleft sentence with 'It is ...' uses 'that' and here a singular verb to agree with 'the government'.
42. **A** – A past participle clause is needed because the bridge was opened (passive meaning).
43. **C** – 'Try as she might' is a fixed concessive structure meaning 'however hard she tried'.
44. **B** – In a negative participle clause, 'not' comes before the -ing form.
45. **D** – The first paragraph says the instinctive response has been to throw the item away and buy a replacement.
46. **A** – Participants say they come 'for the conversation as much as for the screwdrivers'.
47. **C** – To coax something means to persuade or handle it gradually and patiently.
48. **B** – Critics argue that a few hundred repairs will hardly dent waste figures while products are designed to be difficult to repair.
49. **D** – The final paragraph says volunteers have helped shift the debate from individual behaviour to product design.
50. **A** – The writer acknowledges criticism and uncertainty ('remains to be seen') but ends on a positive note ('Still...').

Notes for teachers: Use this test as a placement or end-of-course check: scores of 40/50 or above suggest a learner is secure at C1, while scores below 30 indicate gaps that may place them at B2+. The test targets typical advanced-learner errors such as confusing past modals, misusing verb patterns (suggest, accuse, look forward to), redundant conjunctions and weak collocations. For follow-up, ask learners to rewrite the incorrect options in Parts 1 and 3 correctly, and to explain the meaning of the idioms in their own words.