

Test de niveau d'anglais C1 – Test 1



Faites ce test en ligne
et vérifiez vos
réponses
immédiatement

Nom: _____ Classe: _____ Date: _____ Score: / 50

Pour chaque question, choisissez la seule bonne réponse (A, B, C ou D).

Partie 1 : La grammaire en contexte

Choisissez l'option qui complète le mieux chaque phrase, ou répondez à la question.

1. Had I known about the delays, I _____ an earlier train.
A would catch **B** had caught **C** would have caught **D** will have caught
2. Not only _____ the deadline, but she also exceeded everyone's expectations.
A she met **B** did she meet **C** she did meet **D** met she
3. By the time the report is published, the team _____ on it for over two years.
A will work **B** has been working
C would work **D** will have been working
4. It's high time we _____ a decision about the budget.
A made **B** make **C** have made **D** will make
5. The missing hiker is believed _____ the area last Tuesday.
A to leave **B** leaving **C** to have left **D** having left
6. I'd rather you _____ anyone about this yet.
A don't tell **B** didn't tell **C** won't tell **D** hadn't told
7. Rarely _____ such a convincing performance from a newcomer.
A we have seen **B** we saw **C** did we saw **D** have we seen
8. Which sentence is correct?
A She suggested him to apply for the position.
B She suggested to him apply for the position.
C She suggested that he apply for the position.
D She suggested he to apply for the position.
9. The new timetable, _____ was announced yesterday, has already caused a lot of discussion.
A that **B** what **C** which **D** whose
10. _____ the bad weather, the festival went ahead as planned.
A Despite **B** Although **C** In spite **D** However
11. You _____ have told me you were coming — I'd have cooked something special!
A must **B** should **C** can **D** would
12. If he hadn't missed the flight, he _____ here with us now.
A would have been **B** will be **C** had been **D** would be
13. Find the error: "Hardly had we sat down than the phone started ringing."
A Hardly **B** had we sat down **C** than **D** started ringing

14. The more you practise, ——— you'll become.
A the more confident **B** more confident **C** the most confident **D** most confident
15. She firmly denied ——— the documents from the office.
A to have taken **B** having taken **C** to take **D** to having taken
16. I regret ——— you that your application has been unsuccessful.
A informing **B** to inform **C** to have informed **D** inform

Partie 2 : Vocabulaire et usage

Choisissez le mot ou l'expression qui convient le mieux au contexte, ou le sens ou la réponse le plus approprié.

17. Due to a lack of funding, the company has decided to ——— the project until next year.
A shell **B** shed **C** shelve **D** shelter
18. The new director came ——— a lot of criticism for her decision to close the branch.
A up with **B** in for **C** down on **D** round to
19. Many people struggle to ——— a balance between work and family life.
A hit **B** make **C** beat **D** strike
20. We might move abroad next year, but nothing is certain — it's all still up in the air. What does 'up in the air' mean here?
A exciting **B** undecided **C** postponed **D** cancelled
21. He has always been reluctant to ——— responsibility for his own mistakes.
A take **B** make **C** do **D** bring
22. The plan looked good on paper but proved completely ——— in practice. (WORK)
A unworking **B** disworkable **C** unworkable **D** misworkable
23. There has been a ——— increase in the number of people working from home.
A heavy **B** tall **C** wide **D** significant
24. The officer listened carefully, but the driver's explanation simply didn't hold water. What does this mean?
A It was too long. **B** It was very emotional.
C It was not convincing. **D** It was repeated several times.
25. Our new editor is extremely ———; she never misses even the smallest mistake.
A careless **B** meticulous **C** ambiguous **D** superficial
26. The two reports are ——— different; they reach completely opposite conclusions.
A highly **B** bitterly **C** greatly **D** fundamentally
27. The new equipment won't arrive until March, so we'll have to ——— do with what we have.
A make **B** get **C** take **D** put
28. Despite several setbacks, the team remained ——— about the final outcome.
A downbeat **B** offbeat **C** upbeat **D** beaten
29. The ——— of the new rules caused considerable confusion among staff. (IMPLEMENT)
A implementing **B** implementation **C** implement **D** implementment

30. A: "I can't believe they've cancelled the concert again!" B: "_____"
- A** Not at all, I'm glad to help.
B By all means, go ahead.
C Tell me about it — I was really looking forward to it.
D It's on me this time.

Partie 3 : Structures avancées

Choisissez l'option qui complète le mieux chaque phrase, ou répondez à la question.

31. _____ it not been for her quick thinking, the situation could have been much worse.
A Were **B** If **C** Had **D** Should
32. Should you _____ any further assistance, please do not hesitate to contact us.
A require **B** required **C** requiring **D** to require
33. The building, _____ roof was damaged in the storm, is now being repaired.
A which **B** whose **C** of which **D** that its
34. So _____ was the demand that the tickets sold out within minutes.
A greatly **B** much **C** many **D** great
35. I'd sooner _____ at home than go to that party.
A to stay **B** staying **C** stay **D** stayed
36. Little _____ that his decision would change everything.
A he realised **B** did he realise **C** he did realise **D** realised he
37. Which sentence is correct?
A Having finished the report, the computer was switched off.
B Having been finishing the report, she switched off the computer.
C Finished the report, she switched off the computer.
D Having finished the report, she switched off the computer.
38. It was not until midnight _____ the last guests finally left.
A when **B** that **C** than **D** which
39. The proposal is unlikely to be accepted, _____ it is.
A as brilliant **B** so brilliant **C** brilliant as **D** much brilliant
40. Find the error: "The number of applicants have risen sharply this year."
A The number **B** of applicants **C** have risen **D** sharply
41. Suppose you _____ a large sum of money, what would you do with it?
A win **B** won **C** had won **D** would win
42. The results, _____ we had been waiting for weeks, finally arrived this morning.
A which **B** that **C** for which **D** for that
43. Under no circumstances _____ the door be left unlocked.
A shouldn't **B** does **C** is **D** should
44. Were the plan _____, thousands of new jobs would be created.
A succeeded **B** to succeed **C** succeeding **D** succeed

Partie 4 : Compréhension écrite

Lisez le texte et choisissez la meilleure réponse à chaque question.

For most of us, boredom is something to be avoided at all costs. The moment we find ourselves waiting in a queue or sitting on a train with nothing to do, we reach for our phones, scrolling through messages and headlines until the empty minutes have been filled. Yet a growing body of research suggests that this reflex may come at a price, and that the state we work so hard to escape could in fact serve a useful purpose.

Psychologists have long distinguished between boredom and simple inactivity. Boredom, they argue, is not the absence of stimulation but an uncomfortable signal that our current situation is failing to engage us. Seen in this light, it functions rather like hunger: unpleasant in itself, but valuable precisely because it prompts us to change what we are doing. Some studies have found that people who were first given a deliberately dull task, such as copying numbers from a long list, subsequently produced more original ideas in a creative exercise than those who had gone straight to it.

The explanation, researchers believe, lies in what happens when the mind is left to wander. Freed from the demands of an external task, it begins to make unexpected connections between memories, plans and half-formed thoughts. This is not to say that every idle moment yields a breakthrough; much of the time, mind-wandering is aimless. But the conditions for insight are rarely present when attention is constantly being captured by a screen.

None of this means that we should abandon our devices or romanticise tedium. Chronic boredom, particularly when it is linked to a lack of meaningful work or social contact, is associated with poorer wellbeing rather than greater creativity. The point is subtler: brief periods of unstructured time may be worth tolerating, and perhaps even protecting. Parents who feel obliged to fill every hour of their children's weekends with organised activities might, some educators suggest, be depriving them of the chance to learn how to entertain themselves.

Ultimately, the challenge is less about eliminating distraction than about noticing when we turn to it automatically. The next time you are tempted to fill a spare five minutes, you might simply let them pass and see where your thoughts take you.

45. According to the first paragraph, what does recent research suggest?
- A** People are more easily bored than in the past.
 - B** Our habit of avoiding boredom may have hidden costs.
 - C** Phones are the main cause of boredom.
 - D** Waiting in queues is a major source of stress.
46. Why does the writer compare boredom to hunger?
- A** Both are unpleasant signals that push us to change our behaviour.
 - B** Both can be satisfied very quickly.
 - C** Both become dangerous if they are ignored.
 - D** Both are more common in modern life.
47. What did the studies mentioned in the second paragraph show?
- A** People who copied numbers felt less bored afterwards.
 - B** Creative exercises are more enjoyable than dull tasks.
 - C** Most people prefer creative tasks to routine ones.
 - D** People who did a dull task first produced more original ideas.
48. The word 'yields' in the third paragraph is closest in meaning to:
- A** prevents
 - B** requires
 - C** produces
 - D** delays

49. What is the writer's view of chronic boredom?

- A** It is the main source of creativity.
- B** It is harmful and different from the short idle periods the writer recommends.
- C** It should be encouraged in children.
- D** It is largely a myth created by researchers.

50. What is the main purpose of the final paragraph?

- A** To argue that phones should be avoided completely.
- B** To summarise the scientific evidence in detail.
- C** To warn readers about the dangers of mind-wandering.
- D** To encourage readers to notice their habit of automatically seeking distraction.

Corrigé – Test de niveau d'anglais C1 – Test 1

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

Explications

- C** – Un conditionnel de type 3 avec inversion (Had I known...) renvoie au passé et exige 'would have' + participe passé.
- B** – 'Not only' en tête de proposition impose l'inversion auxiliaire-sujet.
- D** – Le futur antérieur progressif (future perfect continuous) exprime une durée jusqu'à un moment donné dans le futur.
- A** – 'It's high time' est suivi du prétérit (past simple) pour parler du présent.
- C** – Après 'is believed', on emploie l'infinitif passé (perfect infinitive) lorsque l'action est antérieure.
- B** – 'Would rather' suivi d'un autre sujet se construit avec le prétérit (past simple) pour exprimer une préférence présente ou future.
- D** – Les adverbes négatifs comme 'rarely' placés en tête de phrase imposent l'inversion.
- C** – 'Suggest' est suivi d'une subordonnée en that (ici au subjonctif), et non de complément + infinitif.
- C** – Dans les relatives non déterminatives (entre virgules), on utilise 'which' et non 'that' pour les choses.
- A** – 'Despite' est suivi directement d'un groupe nominal ; 'in spite' exige 'of', et 'although' introduit une proposition.
- B** – 'Should have' + participe passé exprime un reproche concernant une action passée qui n'a pas eu lieu.
- D** – Ce conditionnel mixte relie une condition passée à un résultat présent : il faut donc 'would be'.
- C** – 'Hardly' est suivi de 'when', et non de 'than' (c'est 'No sooner' qui se construit avec 'than').
- A** – La structure du double comparatif est 'the more..., the more...'.
 - B** – 'Deny' est suivi du gérondif, ici le gérondif passé 'having taken'.
- B** – 'Regret to inform' sert à annoncer une mauvaise nouvelle ; 'regret informing' signifierait regretter une action passée.
- C** – 'Shelve' un projet signifie le reporter ou le mettre de côté.
- B** – 'Come in for criticism' signifie faire l'objet de critiques.
- D** – La collocation figée est 'strike a balance'.
- B** – 'Up in the air' signifie que quelque chose n'est pas encore décidé.
- A** – La collocation naturelle est 'take responsibility for'.
- C** – 'Unworkable' (un- + work + -able) signifie impossible à mettre en pratique.
- D** – 'Significant increase' est une collocation courante ; les autres adjectifs ne s'associent pas à 'increase'.
- C** – Si un argument ne 'hold water' pas, c'est qu'il n'est ni crédible ni logique.
- B** – 'Meticulous' signifie très soigneux et attentif au moindre détail.
- D** – 'Fundamentally different' est la collocation naturelle pour dire « différent sur le fond ».
- A** – 'Make do with' signifie se contenter de quelque chose qui n'est pas idéal.
- C** – 'Upbeat' signifie positif et optimiste, ce qui contraste avec 'despite several setbacks'.
- B** – Le nom formé sur 'implement' est 'implementation'.
- C** – 'Tell me about it' est une façon familière de montrer qu'on partage l'agacement de quelqu'un.
- C** – 'Had it not been for' est la forme inversée de 'If it hadn't been for' dans un conditionnel de type 3.

32. **A** – Dans un conditionnel de type 1 avec inversion, 'Should' est suivi de la base verbale (infinitif sans to).
33. **B** – 'Whose' exprime la possession et est directement suivi du nom.
34. **D** – Dans l'inversion 'So + adjectif + be + sujet', l'adjectif 'great' forme une collocation avec 'demand'.
35. **C** – 'Would sooner' est suivi de la base verbale (infinitif sans to) lorsque le sujet est le même.
36. **B** – 'Little', employé comme adverbe négatif en tête de phrase, impose l'inversion avec 'did'.
37. **D** – La proposition participiale doit avoir le même sujet que la principale : c'est 'she' qui a terminé le rapport.
38. **B** – La structure clivée est 'It was not until... that...'.
39. **C** – La structure 'adjectif + as + sujet + verbe' a une valeur concessive et signifie 'although it is brilliant'.
40. **C** – 'The number of' se construit avec un verbe au singulier : il faut donc 'has risen'.
41. **B** – 'Suppose', pour une situation imaginaire présente ou future avec 'would', se construit avec le prétérit (past simple).
42. **C** – 'Wait for' exige sa préposition, qui se place devant 'which' dans les relatives de registre soutenu ; 'that' ne peut pas suivre une préposition.
43. **D** – 'Under no circumstances' a déjà un sens négatif : il entraîne l'inversion avec un modal à la forme affirmative, 'should the door be'.
44. **B** – L'inversion 'Were + sujet + infinitif avec to' est une manière soutenue d'exprimer une condition hypothétique.
45. **B** – L'auteur affirme que le réflexe de combler chaque temps mort 'may come at a price' et que l'ennui pourrait être utile.
46. **A** – Le texte indique que l'ennui, comme la faim, est 'unpleasant in itself, but valuable', car il pousse au changement.
47. **D** – Les participants à qui l'on avait d'abord donné une tâche ennuyeuse 'produced more original ideas' que ceux qui étaient passés directement à l'exercice créatif.
48. **C** – Dans ce contexte, 'yields a breakthrough' signifie 'produces a breakthrough'.
49. **B** – L'auteur associe l'ennui chronique à 'poorer wellbeing' et l'oppose à 'brief periods of unstructured time'.
50. **D** – L'auteur explique que le défi consiste à 'noticing when we turn to it automatically' et invite les lecteurs à laisser passer leurs minutes libres.

Notes pour l'enseignant: Utilisez le score comme repère : 40 bonnes réponses ou plus indiquent un niveau C1 acquis, de 30 à 39 un niveau C1 en cours d'acquisition, et moins de 30 une orientation vers le niveau B2. Le test cible les erreurs typiques des apprenants avancés : absence d'inversion après une expression négative en tête de phrase, mauvaises constructions verbales (suggest, deny, regret), participes « orphelins » (dangling participles) et collocations approximatives. Analysez les erreurs par catégorie, puis proposez des exercices ciblés sur l'inversion et les collocations, les deux points qui posent le plus de difficultés à ce niveau.