

Test de niveau d'anglais C1 – Test 2



Faites ce test en ligne
et vérifiez vos
réponses
immédiatement

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

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

Partie 1 : La grammaire en contexte

Choisissez l'option qui complète le mieux chaque phrase.

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

Partie 2 : Vocabulaire, collocations et formation des mots

Choisissez le mot ou l'expression qui convient le mieux à chaque phrase, ou répondez à la question portant sur le sens.

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

Partie 3 : Structures avancées et précision

Choisissez l'option correcte, la phrase correcte ou la partie de la phrase qui contient une erreur.

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

Partie 4 : Compréhension écrite

Lisez le texte et choisissez la meilleure réponse à chaque 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 |

Corrigé – Test de niveau d'anglais 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

Explications

- C** – Wish + would s'emploie pour se plaindre d'une habitude agaçante de quelqu'un.
- A** – Needn't have + participe passé décrit une action qui a été faite mais qui s'est révélée inutile.
- D** – Can't have + participe passé exprime la certitude logique que quelque chose ne s'est pas produit.
- B** – Le participe parfait (having + participe passé) indique une action achevée avant l'action principale, avec le même sujet à la voix active.
- A** – Après un quantificateur + of dans une relative non déterminative portant sur des personnes, on emploie whom.
- C** – Une proposition en « what » en position de sujet s'accorde avec un verbe au singulier, et l'attribut est ici au singulier.
- B** – Après « recommend that », l'anglais soutenu utilise le subjonctif, c'est-à-dire la base verbale (be postponed).
- D** – As though + past perfect décrit une situation irréaliste dans le passé.
- A** – La structure causative est have + complément + participe passé.
- C** – Dans « get used to », « to » est une préposition : il est donc suivi de la forme en -ing.
- B** – However + adjectif/adverbe signifie « no matter how » (aussi... que, quel que soit le degré).
- D** – Might as well + base verbale suggère de faire quelque chose faute de meilleure solution.
- A** – « Point » est ici indénombrable, et « little point » signifie qu'il n'y a presque aucun intérêt.
- C** – « Only after... » en début de phrase entraîne une inversion dans la proposition principale (did they begin).
- B** – Was to have + participe passé décrit un événement prévu qui n'a pas eu lieu comme convenu.
- D** – « Much as » introduit une concession et signifie « although ... very much » (bien que... beaucoup).
- C** – To brush up on something signifie perfectionner une compétence qu'on a en partie oubliée (se remettre à niveau).
- A** – To rule out a possibility signifie décider qu'une possibilité peut être écartée.
- B** – To stem from signifie provenir de ou être causé par.
- D** – Si un projet « falls through », il n'aboutit pas (il tombe à l'eau).
- C** – To live up to something signifie être à la hauteur des attentes.
- B** – La collocation figée est « raise awareness » ; « rise » est intransitif.
- A** – « At stake » signifie en jeu, menacé ou dépendant de l'issue.
- D** – « A far cry from » est une expression idiomatique figée qui signifie « very different from » (très différent de) ; « way » a été retiré des options car il évoque l'expression proche « a long way from », et les autres mots ne forment aucune expression avec « far ».
- D** – Une « sweeping statement » est une affirmation trop générale qui ignore les exceptions (une généralisation hâtive).
- B** – « Bitterly disappointed » est une collocation forte et naturelle.
- A** – « Widely regarded » signifie considéré ainsi par beaucoup de gens.
- D** – « Misleading » est l'adjectif qui signifie donner une fausse impression (trompeur).

29. **B** – « Unprecedented » signifie qui ne s'est jamais produit auparavant (sans précédent).
30. **C** – Après « the », il faut un nom, et « unreliability » correspond au contexte négatif.
31. **A** – « Inconceivable » (avec le préfixe in-) signifie impossible à imaginer.
32. **D** – To take something in your stride signifie affronter une difficulté avec calme.
33. **B** – Au sens figuré, « lukewarm » décrit une réaction peu enthousiaste (mitigée, tiède).
34. **C** – C'est l'auditeur qui « infers » (tire une conclusion) ; c'est le locuteur qui « implies » (sous-entend).
35. **B** – « Look forward to » est suivi de la forme en -ing : « to hearing ».
36. **C** – « Although » et « but » ne peuvent pas être employés ensemble pour relier les deux mêmes propositions.
37. **D** – Le verbe « accuse » se construit avec « of » + forme en -ing.
38. **A** – Avec « neither ... nor », le verbe s'accorde avec le sujet le plus proche (assistants), et on n'ajoute pas de négation supplémentaire.
39. **C** – « Nowhere » en début de phrase entraîne une inversion, et le sujet pluriel « the effects » exige « are ».
40. **B** – « Whereby » signifie « by which » (par lequel) et introduit une méthode ou un dispositif.
41. **D** – Une phrase clivée en « It is ... » utilise « that » et, ici, un verbe au singulier qui s'accorde avec « the government ».
42. **A** – Il faut une proposition au participe passé, car le pont a été inauguré (sens passif).
43. **C** – « Try as she might » est une structure concessive figée qui signifie « however hard she tried » (elle avait beau essayer).
44. **B** – Dans une proposition participiale négative, « not » se place avant la forme en -ing.
45. **D** – Le premier paragraphe indique que la réaction instinctive a été de jeter l'objet et d'en acheter un nouveau.
46. **A** – Les participants disent venir « for the conversation as much as for the screwdrivers ».
47. **C** – To coax something signifie amadouer ou manier quelque chose progressivement et avec patience.
48. **B** – Les critiques estiment que quelques centaines de réparations ne feront guère baisser les chiffres des déchets tant que les produits seront conçus pour être difficiles à réparer.
49. **D** – Le dernier paragraphe indique que les bénévoles ont contribué à déplacer le débat du comportement individuel vers la conception des produits.
50. **A** – L'auteur reconnaît les critiques et l'incertitude (« remains to be seen ») mais conclut sur une note positive (« Still... »).

Notes pour l'enseignant: Utilisez ce test comme test de positionnement ou comme bilan de fin de cours : un score de 40/50 ou plus indique que l'apprenant maîtrise solidement le niveau C1, tandis qu'un score inférieur à 30 révèle des lacunes qui le situent plutôt au niveau B2+. Le test cible les erreurs typiques des apprenants avancés : confusion entre les modaux au passé, mauvaise construction de certains verbes (suggest, accuse, look forward to), conjonctions redondantes et collocations approximatives. En prolongement, demandez aux apprenants de réécrire correctement les options erronées des parties 1 et 3, et d'expliquer le sens des expressions idiomatiques avec leurs propres mots.