Use of English C1 – Test 1

Name: Klasse: Datum: Punkte: / 36

Diesen Test online machen und sofort auswerten

Wähle bei jeder Aufgabe die richtige Antwort (A, B, C oder D).

Teil 1: Multiple-Choice-Lückentext

Lies den Text und wähle für jede Lücke das Wort oder die Wendung, die am besten passt.

Slow travel: the journey as the destination

For decades, the conventional (1) ___ was that a good holiday meant covering as much ground as possible in as little time as possible. Increasingly, however, travellers are (2) ___ the opposite approach. Rather than ticking off five cities in a week, they choose a single region and stay long enough to get under its skin.

Advocates of slow travel argue that rushing from one landmark to the next leaves visitors with little more than a blur of photographs. By contrast, spending a fortnight in one village allows you to strike (3) ___ conversations with locals, learn a few phrases of the language and get a (4) ___ for the rhythms of daily life. Many find that it is the unplanned moments, rather than the famous sights, that (5) ___ the most lasting impression.

There are practical benefits, too. Travelling overland by train or bus is often cheaper than it first appears, and it (6) ___ you the stress of airports. Admittedly, not everyone can (7) ___ to take several weeks off work, and critics point out that slow travel can be something of a luxury. Nevertheless, even a modest shift, such as replacing a short flight with a scenic rail journey, can make a (8) ___ difference to how a trip feels.

Ultimately, slow travel is less about the speed of transport than a state of mind. It asks us to (9) ___ our expectations and accept that we cannot see everything, and that this is perfectly fine.

1. (1) For decades, the conventional _____ was that a good holiday meant covering as much ground as possible.
   A knowledge **B** wisdom **C** sense **D** intelligence

2. (2) Increasingly, however, travellers are _____ the opposite approach.
   A obtaining **B** gaining **C** adopting **D** acquiring

3. (3) …spending a fortnight in one village allows you to strike _____ conversations with locals.
   A out **B** off **C** in **D** up

4. (4) …and get a _____ for the rhythms of daily life.
   A feel **B** touch **C** grip **D** sense

5. (5) …it is the unplanned moments, rather than the famous sights, that _____ the most lasting impression.
   A put **B** leave **C** set **D** place

6. (6) …and it _____ you the stress of airports.
   A prevents **B** avoids **C** protects **D** spares

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7. (7) Admittedly, not everyone can _____ to take several weeks off work.
   A allow **B** permit **C** afford **D** spare

8. (8) ...can make a _____ difference to how a trip feels.
   A noticeable **B** wide **C** heavy **D** deep

9. (9) It asks us to _____ our expectations and accept that we cannot see everything.
   A turn down **B** cut off **C** scale back **D** put off

Teil 2: Offener Lückentext (Multiple Choice)

Lies den Text und wähle für jede Lücke das grammatische Wort, das am besten passt.

Why we put things off

Almost everyone has, at (10) ___ point, delayed a task they knew was important. For a long time, procrastination was dismissed as simple laziness, but researchers now believe it has (11) ___ to do with time management than with emotions.

According to one widely discussed theory, we avoid tasks (12) ___ make us feel anxious, bored or insecure. Scrolling through messages offers instant relief, (13) ___ only temporarily. The unpleasant feelings return, often stronger than before, (14) ___ the deadline approaches.

What, then, can be done? (15) ___ than relying on willpower alone, experts suggest breaking a large task into smaller steps. Not only (16) ___ this make the work seem more manageable, but each completed step also provides a small sense of achievement. Another strategy is to forgive yourself for past delays. Studies have found that students (17) ___ forgave themselves for procrastinating before one exam were less likely to do so before the next.

None of this means that procrastination can be eliminated entirely. However, understanding (18) ___ drives it is the first step towards keeping it under control.

10. (10) Almost everyone has, at _____ point, delayed a task they knew was important.
    A any **B** some **C** every **D** all

11. (11) ...researchers now believe it has _____ to do with time management than with emotions.
    A fewer **B** little **C** least **D** less

12. (12) ...we avoid tasks _____ make us feel anxious, bored or insecure.
    A that **B** what **C** whose **D** where

13. (13) Scrolling through messages offers instant relief, _____ only temporarily.
    A despite **B** albeit **C** unless **D** whereas

14. (14) The unpleasant feelings return, often stronger than before, _____ the deadline approaches.
    A so **B** unless **C** as **D** despite

15. (15) _____ than relying on willpower alone, experts suggest breaking a large task into smaller steps.
    A Other **B** Instead **C** More **D** Rather

16. (16) Not only _____ this make the work seem more manageable, but each completed step also provides a small sense of achievement.
    A is **B** does **C** has **D** do

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17. (17) Studies have found that students _____ forgave themselves for procrastinating before one exam were less likely to do so before the next.
    A whom **B** which **C** who **D** whose

18. (18) However, understanding _____ drives it is the first step towards keeping it under control.
    A what **B** that **C** how **D** whose

Teil 3: Wortbildung

Wähle die richtige Form des großgeschriebenen Wortes, um den Satz zu vervollständigen.

19. The committee's decision was met with widespread _____ from local residents. (APPROVE)
    A unapproval **B** disapproving **C** disapproval **D** approvement

20. The museum saw a sharp drop in _____ after ticket prices were raised. (ATTEND)
    A attention **B** attendance **C** attendant **D** attendee

21. It is _____ to expect a beginner to master the software in a single afternoon. (REAL)
    A unrealistic **B** unreal **C** unrealistically **D** irrealistic

22. The new manager has a reputation for being highly _____, often changing plans at the last minute. (PREDICT)
    A unpredicted **B** unpredictably **C** predictive **D** unpredictable

23. Despite repeated warnings, the company continued to _____ the risks involved. (ESTIMATE)
    A estimation **B** underestimate **C** underestimation **D** estimative

24. The two reports were written _____ of each other, yet they reached the same conclusions. (DEPEND)
    A independent **B** independence **C** independently **D** dependently

25. The film's _____ ending left many viewers wanting a sequel. (RESOLVE)
    A unresolved **B** irresolute **C** unresolving **D** resolution

26. Recent _____ in battery technology have made electric bikes far more practical. (BREAK)
    A breakdowns **B** outbreaks **C** breakages **D** breakthroughs

27. The scheme was praised for its _____, allowing staff to choose when and where they work. (FLEX)
    A flexibleness **B** flexibility **C** flexion **D** inflexibility

Teil 4: Satzumformungen mit Schlüsselwort

Wähle den Satz, der das großgeschriebene Wort enthält und dieselbe Bedeutung hat wie der erste Satz.

28. I'm sure Tom didn't take your keys on purpose. (CAN'T)
    A Tom can't take your keys on purpose.
    B Tom can't have taken your keys on purpose.
    C Tom can't have took your keys on purpose.
    D Tom can't had taken your keys on purpose.

29. It was only when she read the letter that she understood what had happened. (UNTIL)
    A Not until she read the letter she understood what had happened.
    B Until she read the letter did she understand what had happened.
    C Not until she read the letter did she understand what had happened.
    D Not until she had read the letter she did understand what had happened.

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30. People say that the castle was built in the twelfth century. (SAID)
    A The castle is said to have been built in the twelfth century.
    B The castle is said to be built in the twelfth century.
    C The castle was said to have built in the twelfth century.
    D It is said the castle to have been built in the twelfth century.

31. I regret not accepting the job offer. (WISH)
    A I wish I accepted the job offer.
    B I wish I would accept the job offer.
    C I wish I hadn't accepted the job offer.
    D I wish I had accepted the job offer.

32. The meeting was cancelled because so few people could attend. (CALLED)
    A The meeting was called out because so few people could attend.
    B The meeting was called up since so few people could attend.
    C The meeting was called off due to the low number of people able to attend.
    D The meeting was called off because of so few people could attend.

33. You should have told me you were coming. (OUGHT)
    A You ought have told me you were coming.
    B You ought to have told me you were coming.
    C You ought to told me you were coming.
    D You oughtn't to have told me you were coming.

34. Although he had very little experience, he was given the job. (SPITE)
    A In spite of he had very little experience, he was given the job.
    B In spite having very little experience, he was given the job.
    C In spite of having so little experience, he wasn't given the job.
    D In spite of having very little experience, he was given the job.

35. I didn't recognise her at first because she had changed so much. (SUCH)
    A She had changed to such an extent that I didn't recognise her at first.
    B She had changed such much that I didn't recognise her at first.
    C She had changed to such extent that I didn't recognise her at first.
    D Such had she changed that I didn't recognise her at first.

36. There's no point in arguing with him; he never changes his mind. (WORTH)
    A It's not worth to argue with him; he never changes his mind.
    B It's not worth arguing with him; he never changes his mind.
    C It isn't worth for arguing with him; he never changes his mind.
    D It's not worthy arguing with him; he never changes his mind.

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Lösungen – Use of English C1 – Test 1

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

Erklärungen

1. **B** – „Conventional wisdom“ ist eine feste Kollokation und bedeutet die allgemein anerkannte Meinung.
2. **C** – Man sagt „adopt an approach“ (einen Ansatz wählen). Die anderen Verben bilden mit „approach“ keine Kollokation.
3. **D** – „Strike up a conversation“ ist das Phrasal Verb für „ein Gespräch mit jemandem anfangen“.
4. **A** – „Get a feel for something“ bedeutet, etwas durch Erfahrung allmählich zu verstehen.
5. **B** – „Leave an impression“ ist die übliche Kollokation.
6. **D** – Nur „spare“ steht im Muster „spare someone something“ und bedeutet, jemandem etwas Unangenehmes zu ersparen.
7. **C** – „Can afford to do something“ bedeutet, sich etwas ohne große Schwierigkeiten leisten zu können.
8. **A** – „A noticeable difference“ ist eine natürliche Kollokation. „Wide“, „heavy“ und „deep“ passen nicht zu „difference“.
9. **C** – „Scale back“ bedeutet, etwas zu reduzieren – hier unsere Erwartungen.
10. **B** – „At some point“ bedeutet „irgendwann“ und passt in einen bejahten Satz.
11. **D** – „Have less to do with X than with Y“ ist ein Vergleich mit einem nicht zählbaren Begriff, deshalb braucht man „less“.
12. **A** – Gesucht ist ein notwendiges (bestimmendes) Relativpronomen, das sich auf „tasks“ bezieht und Subjekt von „make“ ist.
13. **B** – „Albeit“ bedeutet „although“ und kann direkt von einem Adverb oder einer Wendung ohne Verb gefolgt werden.
14. **C** – „As“ bedeutet hier „während/zur gleichen Zeit wie“ und beschreibt einen allmählichen Vorgang.
15. **D** – „Rather than“ bedeutet „instead of“ (statt). Auf „instead“ folgt kein „than“.
16. **B** – Nach „Not only“ steht Inversion, und im Present Simple braucht man bei einem Subjekt im Singular das Hilfsverb „does“.
17. **C** – „Who“ ist das Relativpronomen für Personen in Subjektfunktion. „Whom“ verwendet man für Objekte.
18. **A** – „What“ bedeutet „the thing that“ (das, was) und leitet einen Nominalsatz ein, der als Objekt von „understanding“ dient.
19. **C** – Gesucht ist ein Nomen, und das verneinte Nomen zu „approve“ lautet „disapproval“.
20. **B** – „Attendance“ ist das nicht zählbare Nomen für die Anzahl der Personen, die einen Ort oder eine Veranstaltung besuchen.
21. **A** – Gesucht ist ein Adjektiv mit der Bedeutung „nicht vernünftig oder nicht erreichbar“: „unrealistic“.
22. **D** – Gesucht ist ein Adjektiv für eine Person, deren Verhalten man nicht vorhersehen kann: „unpredictable“.
23. **B** – Nach „continued to“ braucht man ein Verb, und „underestimate“ passt zur Bedeutung, Warnungen nicht ernst zu nehmen.
24. **C** – Gesucht ist ein Adverb, das „were written“ näher bestimmt – im festen Muster „independently of“.
25. **A** – Gesucht ist ein Adjektiv mit der Bedeutung „nicht geklärt oder abgeschlossen“: „unresolved“.
26. **D** – „Breakthroughs“ sind wichtige neue Entdeckungen oder Entwicklungen, was zum Kontext passt.
27. **B** – Die übliche Nomenform für „die Fähigkeit, sich anzupassen“ lautet „flexibility“.
28. **B** – Eine verneinte Schlussfolgerung über die Vergangenheit bildet man mit „can't have“ und dem Past Participle.

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29. **C** – Steht „Not until + Nebensatz“ am Satzanfang, folgt im Hauptsatz Inversion: „did she understand“.
30. **A** – Für eine gegenwärtige Aussage über eine vergangene Handlung im Passiv verwendet man „is said to have been“ mit dem Past Participle.
31. **D** – Bedauern über die Vergangenheit drückt man mit „wish“ und dem Past Perfect aus, und die Bedeutung muss bejaht bleiben („had accepted“).
32. **C** – „Call off“ bedeutet „cancel“ (absagen), und auf „due to“ folgt korrekt eine Nominalphrase.
33. **B** – „Ought to have“ mit dem Past Participle kritisiert eine vergangene Handlung – genau wie „should have“.
34. **D** – Auf „in spite of“ folgt ein Nomen oder eine -ing-Form, und die Bedeutung muss gleich bleiben.
35. **A** – „To such an extent that“ ist die korrekte feste Wendung und braucht den Artikel „an“.
36. **B** – Auf „It's (not) worth“ folgt direkt die -ing-Form des Verbs.

Hinweise für Lehrkräfte: Setzen Sie den Test als zeitlich begrenzte Übungsprüfung ein (ca. 45 Minuten) oder nutzen Sie die einzelnen Teile jeweils als Einstieg in eine Unterrichtsstunde. Die Distraktoren zielen auf typische Fehler auf C1-Niveau: falsche Kollokationen, verwechselte Partikeln, fehlerhafte Inversion, falsche Negationspräfixe und Umformungen, die die Bedeutung verändern. Lassen Sie die Lernenden nach der Korrektur begründen, warum die einzelnen falschen Antworten nicht passen. Anschließend können sie mit denselben Schlüsselwörtern eigene Umformungsaufgaben schreiben.

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