Use of English C1 – Test 2

Name: Klasse: Datum: Punkte: / 36

Diesen Test online machen und sofort auswerten

Lies jede Aufgabe genau und wähle die eine 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.

In many towns, a quiet revolution is (1) ___ place in community halls and libraries. Once a month, volunteers set up tables, plug in their tools and offer to fix whatever local people bring along, from wobbly chairs to broken toasters. These so-called repair cafés were originally (2) ___ up as a response to the growing mountain of household waste, but they have come to mean much more than that.

For one thing, they challenge the assumption that it is always cheaper to replace than to repair. Many visitors are surprised to learn that a fault which seemed fatal can be (3) ___ down to a single loose wire. For another, they (4) ___ a need that has little to do with electronics. Regulars often say that the chance to chat over a cup of tea is what keeps them coming back, and organisers are well (5) ___ that the social side matters as much as the technical one.

The volunteers themselves come from all (6) ___ of life. Some are retired engineers; others are students who simply enjoy taking things apart. What they share is a reluctance to (7) ___ up on objects that still have years of use left in them. Rather than doing the work for visitors, they try to involve them, so that people leave not only with a working lamp but with the confidence to (8) ___ a go at the next repair themselves.

Critics point out that a monthly event can hardly make a (9) ___ in the vast amount of waste produced each year. Supporters, however, argue that changing attitudes has to start somewhere.

1. (1) In many towns, a quiet revolution is _____ place in community halls and libraries.
   A having **B** taking **C** making **D** getting

2. (2) These so-called repair cafés were originally _____ up as a response to the growing mountain of household waste.
   A put **B** brought **C** set **D** taken

3. (3) …a fault which seemed fatal can be _____ down to a single loose wire.
   A put **B** set **C** laid **D** brought

4. (4) For another, they _____ a need that has little to do with electronics.
   A reach **B** achieve **C** meet **D** gain

5. (5) …organisers are well _____ that the social side matters as much as the technical one.
   A conscious **B** informed **C** aware **D** known

6. (6) The volunteers themselves come from all _____ of life.
   A paths **B** ways **C** roads **D** walks

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7. (7) What they share is a reluctance to _____ up on objects that still have years of use left in them.
   A let **B** give **C** turn **D** hold

8. (8) ...with the confidence to _____ a go at the next repair themselves.
   A make **B** take **C** try **D** have

9. (9) ...a monthly event can hardly make a _____ in the vast amount of waste produced each year.
   A dent **B** crack **C** scratch **D** bruise

Teil 2: Offener Lückentext

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

Few people would describe boredom as a pleasant experience, and most of us go to great lengths to avoid (10) ___. Yet a growing body of research suggests that boredom may serve a useful purpose. (11) ___ to some psychologists, it acts as a signal that our current activity is no longer meeting our needs, prompting us to look for something more rewarding.

In one well-known experiment, participants were asked to copy numbers from a long list for fifteen minutes before completing a creative task. Those (12) ___ had endured the dull activity came up with more original ideas than a group who had gone straight to the creative task. The researchers concluded that a wandering mind, far (13) ___ being wasted, may be quietly making new connections.

This does not mean that all boredom is beneficial. When it becomes chronic, it has (14) ___ linked to poor concentration and low mood. The problem today is that we rarely allow ourselves to stay with the feeling long enough for it to do (15) ___ good. (16) ___ soon as we sense the first hint of restlessness, we reach for our phones.

Some experts recommend building short periods of 'empty time' into the day. (17) ___ strange it may sound, sitting on a bus without headphones could turn out to be the most productive part of your morning. After all, it is only (18) ___ the mind has nothing to occupy it that it finally has the space to wander.

10. (10) ...most of us go to great lengths to avoid _____.
    A them **B** its **C** it **D** one

11. (11) _____ to some psychologists, it acts as a signal...
    A Owing **B** According **C** Due **D** Thanks

12. (12) Those _____ had endured the dull activity came up with more original ideas...
    A which **B** whose **C** whom **D** who

13. (13) ...a wandering mind, far _____ being wasted, may be quietly making new connections.
    A from **B** away **C** off **D** beyond

14. (14) When it becomes chronic, it has _____ linked to poor concentration and low mood.
    A being **B** been **C** be **D** had

15. (15) ...long enough for it to do _____ good.
    A its **B** a **C** any **D** the

16. (16) _____ soon as we sense the first hint of restlessness, we reach for our phones.
    A So **B** Too **C** Just **D** As

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17. (17) _____ strange it may sound, sitting on a bus without headphones could turn out to be...
A Although **B** However **C** Whatever **D** Even

18. (18) ...it is only _____ the mind has nothing to occupy it that it finally has the space to wander.
A unless **B** when **C** despite **D** whereas

Teil 3: Wortbildung

Wähle die Form des großgeschriebenen Wortes, die den Satz jeweils korrekt ergänzt.

19. The assembly instructions were so badly translated that they were completely _____. (COMPREHEND)
A comprehensive **B** incomprehensible **C** uncomprehending **D** comprehension

20. The rise in prices was _____ the main reason for the fall in sales. (DOUBT)
A doubtful **B** undoubted **C** undoubtedly **D** doubtfully

21. Her _____ to compromise eventually led to the collapse of the negotiations. (WILL)
A willingness **B** unwilling **C** unwillingness **D** willingly

22. The _____ of so many key players from the team left the coach with few options. (WITHDRAW)
A withdrawal **B** withdrawn **C** withdrew **D** withdrawingly

23. Compared with last year's figures, this year's drop in profits is relatively _____. (SIGNIFY)
A significance **B** insignificant **C** significantly **D** insignificance

24. Many of the town's former factories have been converted into _____ flats. (RESIDE)
A residence **B** resident **C** residential **D** residing

25. Wearing a helmet is _____ for all cyclists taking part in the race. (OBLIGE)
A obliged **B** obligatory **C** obligation **D** obliging

26. He's not really a close friend – more of a casual _____. (ACQUAINT)
A acquainted **B** acquaints **C** acquainting **D** acquaintance

27. When asked whether she would do it all again, she answered without the slightest _____. (HESITATE)
A hesitant **B** hesitation **C** hesitating **D** hesitantly

Teil 4: Satzumformungen mit Schlüsselwort

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

28. As soon as she arrived, the meeting began. (SOONER)
A No sooner she had arrived than the meeting began.
B No sooner had she arrived than the meeting began.
C No sooner had she arrived when the meeting began.
D No sooner did she arrived than the meeting began.

29. I'd prefer you not to mention this to anyone. (RATHER)
A I'd rather you not to mention this to anyone.
B I'd rather that you won't mention this to anyone.
C I'd rather you didn't mention this to anyone.
D I'd rather you to not mention this to anyone.

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30. Paula is very likely to win the award. (CHANCE)
    A There's every chance of Paula to win the award.
    B There's every chance for Paula that wins the award.
    C Paula is every chance to win the award.
    D There's every chance that Paula will win the award.

31. They didn't finish the project because they didn't have enough money. (LACK)
    A Due to a lack of money, they didn't finish the project.
    B Due to a lack in money, they didn't finish the project.
    C Because of lack money, they didn't finish the project.
    D Due to they lacked of money, they didn't finish the project.

32. I didn't know she was ill, so I didn't visit her. (HAD)
    A If I would have known she was ill, I had visited her.
    B If I had known she was ill, I will have visited her.
    C If I had known she was ill, I would have visited her.
    D Had I knew she was ill, I would have visited her.

33. It took me a long time to get used to working at night. (ACCUSTOMED)
    A It took me a long time to become accustomed with working at night.
    B It took me a long time to become accustomed to working at night.
    C It took me a long time to become accustomed of working at night.
    D It took me a long time to accustom to working at night.

34. Everyone was surprised when he resigned. (CAME)
    A His resignation came as surprise for everyone.
    B His resignation came to a surprise to everyone.
    C He came to resign as a surprise of everyone.
    D His resignation came as a surprise to everyone.

35. Tom is unlikely to accept the offer. (DOUBT)
    A I doubt whether Tom will accept the offer.
    B I doubt that Tom won't accept the offer.
    C There's no doubt Tom will accept the offer.
    D I doubt of Tom accepting the offer.

36. The new rules have had no effect on the number of complaints. (DIFFERENCE)
    A The new rules have done no difference to the number of complaints.
    B The new rules have made no difference of the number of complaints.
    C The new rules have made no difference to the number of complaints.
    D The new rules have caused no difference with the number of complaints.

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Lösungen – Use of English C1 – Test 2

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

Erklärungen

1. **B** – Die feste Wendung lautet „take place“ und bedeutet „stattfinden“.
2. **C** – „Set up“ bedeutet, eine Organisation oder Veranstaltung zu gründen bzw. ins Leben zu rufen.
3. **A** – „Put something down to“ bedeutet, etwas auf eine bestimmte Ursache zurückzuführen.
4. **C** – Die natürliche Kollokation ist „meet a need“ (einen Bedarf decken).
5. **C** – „Well aware that“ ist die übliche Kollokation; „well conscious“ und „well known that“ werden so nicht verwendet.
6. **D** – „From all walks of life“ ist eine feste Wendung und bedeutet „aus allen Gesellschaftsschichten“.
7. **B** – „Give up on something“ bedeutet, nicht mehr daran zu glauben, dass sich etwas lohnt, und es aufzugeben.
8. **D** – Die feste Wendung lautet „have a go at something“ und bedeutet, etwas auszuprobieren.
9. **A** – „Make a dent in“ ist eine idiomatische Wendung und bedeutet, etwas spürbar zu verringern.
10. **C** – „It“ ist das Objektpronomen, das sich auf das Nomen im Singular „boredom“ zurückbezieht.
11. **B** – „According to“ leitet die Quelle einer Meinung oder Information ein („laut“, „zufolge“).
12. **D** – „Those who“ wird für Personen als Subjekt des Relativsatzes verwendet.
13. **A** – „Far from“ + -ing bedeutet „ganz und gar nicht“ und drückt das Gegenteil des Erwarteten aus.
14. **B** – Das Present Perfect im Passiv erfordert „has been“ + Partizip Perfekt (Past Participle).
15. **C** – „Do any good“ steht nach verneinenden Ausdrücken wie „rarely“; „good“ steht hier ohne Artikel.
16. **D** – Der temporale Konnektor lautet „as soon as“ (sobald).
17. **B** – „However“ + Adjektiv + Subjekt + Verb bedeutet „egal wie“; bei „Although“ müsste es „it may sound strange“ heißen.
18. **B** – Der Spaltsatz (Cleft Sentence) „it is only when... that...“ betont den Zeitpunkt bzw. die Bedingung.
19. **B** – Gesucht ist ein Adjektiv mit der Bedeutung „unverständlich“: „incomprehensible“.
20. **C** – Gesucht ist ein Adverb mit der Bedeutung „sicherlich“, das sich auf die ganze Aussage bezieht.
21. **C** – Gesucht ist ein Nomen mit negativer Bedeutung, da die Weigerung, Kompromisse einzugehen, zum Scheitern führte.
22. **A** – Nach „the“ und vor „of“ steht ein Nomen: „withdrawal“.
23. **B** – Nach „relatively“ steht ein Adjektiv, und der Kontext („relatively“) deutet darauf hin, dass der Rückgang gering ist: „insignificant“.
24. **C** – „Residential“ ist das Adjektiv für Gebäude oder Gegenden, in denen Menschen wohnen.
25. **B** – „Obligatory“ ist das Adjektiv mit der Bedeutung „vorgeschrieben“; „obliged“ beschreibt Personen, nicht Sachen.
26. **D** – Gesucht ist ein Nomen für eine Person, die man flüchtig kennt: „acquaintance“.
27. **B** – Nach „the slightest“ steht ein Nomen: „hesitation“.
28. **B** – „No sooner“ erfordert Inversion (had + Subjekt + Partizip Perfekt) und wird mit „than“ fortgesetzt.
29. **C** – Auf „would rather“ + anderes Subjekt folgt das Past Simple, um sich auf Gegenwart oder Zukunft zu beziehen.
30. **D** – „There's every chance that“ + Nebensatz drückt eine hohe Wahrscheinlichkeit aus.
31. **A** – Das Nomen „lack“ steht mit „of“, und auf „due to“ muss eine Nominalphrase folgen, kein Nebensatz.

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32. **C** – Der Third Conditional für eine irreale Vergangenheit wird mit „if + Past Perfect“ und „would have + Partizip Perfekt“ gebildet.
33. **B** – Die korrekte Struktur lautet „become accustomed to“ + -ing.
34. **D** – Die feste Wendung lautet „come as a surprise to someone“.
35. **A** – „I doubt whether“ + Nebensatz erhält die Bedeutung, dass eine Zustimmung unwahrscheinlich ist; die anderen Optionen verändern die Bedeutung oder sind grammatisch falsch.
36. **C** – Die Kollokation lautet „make no difference to something“.

Hinweise für Lehrkräfte: Setzen Sie den Test als Übungsprüfung mit Zeitvorgabe ein oder bearbeiten Sie ihn im Unterricht Teil für Teil. Teil 1 behandelt Kollokationen und Phrasal Verbs, die Lernende häufig verwechseln, Teil 2 konzentriert sich auf kleine Funktionswörter, die leicht übersehen werden, Teil 3 prüft verneinende Präfixe und Wortarten, und Teil 4 testet Strukturen wie Inversion, „I'd rather“ und den Third Conditional. Zur Vertiefung können die Lernenden begründen, warum die einzelnen Distraktoren falsch sind, oder mit denselben Schlüsselwörtern eigene Umformungen schreiben.

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