# Use of English C1 – Test 1

Nombre: Clase: Fecha: Puntuación: / 36

Haz este examen en línea y comprueba tus respuestas al instante

Elige la opción correcta (A, B, C o D) en cada pregunta.

## Parte 1: Cloze de opción múltiple

*Lee el texto y elige la palabra o expresión que mejor encaja en cada hueco.*

**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

## Parte 2: Cloze abierto (opción múltiple)

*Lee el texto y elige la palabra gramatical que mejor encaja en cada hueco.*

**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

## Parte 3: Formación de palabras

*Elige la forma correcta de la palabra en mayúsculas para completar cada frase.*

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

## Parte 4: Transformaciones con palabra clave

*Elige la frase que contiene la palabra en mayúsculas y tiene el mismo significado que la primera frase.*

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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# Soluciones – 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 | | | | |

## Explicaciones

1. **B** – 'Conventional wisdom' es una colocación fija que significa la creencia generalmente aceptada.
2. **C** – En inglés se dice 'adopt an approach'. Los demás verbos no forman colocación con 'approach'.
3. **D** – 'Strike up a conversation' es el phrasal verb que significa entablar conversación con alguien.
4. **A** – 'Get a feel for something' significa empezar a entender algo a través de la experiencia.
5. **B** – 'Leave an impression' es la colocación habitual.
6. **D** – Solo 'spare' admite la estructura 'spare someone something', que significa ahorrarle a alguien algo desagradable.
7. **C** – 'Can afford to do something' significa poder hacer algo sin grandes dificultades.
8. **A** – 'A noticeable difference' es una colocación natural. 'Wide', 'heavy' y 'deep' no se combinan con 'difference'.
9. **C** – 'Scale back' significa reducir algo; aquí, nuestras expectativas.
10. **B** – 'At some point' significa en algún momento indeterminado y encaja en una oración afirmativa.
11. **D** – 'Have less to do with X than with Y' es una comparación con una idea incontable, por lo que se necesita 'less'.
12. **A** – Se necesita un pronombre relativo especificativo que se refiera a 'tasks' y funcione como sujeto de 'make'.
13. **B** – 'Albeit' significa 'although' (aunque) y puede ir seguido directamente de un adverbio o una expresión sin verbo.
14. **C** – Aquí 'as' significa 'while/at the same time that' (a medida que) y describe un proceso gradual.
15. **D** – 'Rather than' significa 'instead of' (en lugar de). 'Instead' no va seguido de 'than'.
16. **B** – Después de 'Not only' se usa la inversión, y el presente simple (Present Simple) necesita el auxiliar 'does' con un sujeto singular.
17. **C** – 'Who' es el pronombre relativo de sujeto para personas. 'Whom' se usa como complemento.
18. **A** – 'What' significa 'the thing that' (lo que) e introduce una oración sustantiva que funciona como complemento de 'understanding'.
19. **C** – Se necesita un sustantivo, y el sustantivo negativo de 'approve' es 'disapproval'.
20. **B** – 'Attendance' es el sustantivo incontable que indica el número de personas que acuden a un lugar o evento.
21. **A** – Se necesita un adjetivo que signifique 'poco sensato o inalcanzable': 'unrealistic'.
22. **D** – Se necesita un adjetivo que describa a una persona cuyo comportamiento no se puede prever: 'unpredictable'.
23. **B** – Después de 'continued to' se necesita un verbo, y 'underestimate' encaja con la idea de ignorar las advertencias.
24. **C** – Se necesita un adverbio que modifique a 'were written', dentro de la estructura fija 'independently of'.
25. **A** – Se necesita un adjetivo que signifique 'sin resolver o sin concluir': 'unresolved'.
26. **D** – 'Breakthroughs' son descubrimientos o avances nuevos e importantes, lo que encaja con el contexto.
27. **B** – La forma sustantiva habitual que significa 'capacidad de adaptación' es 'flexibility'.
28. **B** – Para una deducción negativa sobre el pasado se usa 'can't have' más el participio pasado.
29. **C** – 'Not until + oración' al principio de la frase exige inversión en la oración principal: 'did she understand'.
30. **A** – Para informar en presente sobre una acción pasiva pasada se usa 'is said to have been' más el participio pasado.

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31. **D** – El arrepentimiento sobre el pasado se expresa con 'wish' más el pasado perfecto (Past Perfect), y el significado debe seguir siendo afirmativo ('had accepted').
32. **C** – 'Call off' significa 'cancel' (cancelar), y 'due to' va correctamente seguido de un sintagma nominal.
33. **B** – 'Ought to have' más el participio pasado critica una acción pasada, igual que 'should have'.
34. **D** – 'In spite of' va seguido de un sustantivo o de la forma en -ing, y el significado debe mantenerse.
35. **A** – 'To such an extent that' es la expresión fija correcta y necesita el artículo 'an'.
36. **B** – 'It's (not) worth' va seguido directamente de la forma en -ing del verbo.

**Notas para el profesor:** Puede usar el test como simulacro cronometrado (unos 45 minutos) o plantear cada parte como actividad de calentamiento en clases distintas. Los distractores se centran en errores típicos del nivel C1: colocaciones incorrectas, confusión de partículas, inversiones mal construidas, prefijos negativos equivocados y transformaciones que alteran el significado. Después de corregir, pida al alumnado que explique por qué cada distractor es incorrecto. A continuación, propóngales que redacten sus propias transformaciones con las mismas palabras clave.

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