Use of English C2 – Test 1

Nombre: Clase: Fecha: Puntuación: / 36

Haz este examen en línea y comprueba tus respuestas al instante

Lee cada pregunta con atención y elige la única opción correcta (A, B, C o D) en cada caso.

Parte 1: Texto con huecos de opción múltiple (multiple-choice cloze)

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

The Unexpected Value of Boredom

For most of human history, boredom was simply an unavoidable (1) ___ of daily life, something to be endured rather than analysed. Only recently have researchers begun to take it seriously, and their findings (2) ___ in the face of the conventional wisdom that idleness is wasteful. Far from being a mere absence of stimulation, boredom may (3) ___ out to be a vital signal, prompting us to seek out goals that are more meaningful than whatever currently occupies us.

The difficulty is that modern technology has made it all too easy to (4) ___ that signal. The moment a flicker of tedium arises, a device is within (5) ___ reach, offering an endless stream of distraction. Psychologists warn that by never allowing our minds to wander, we may be (6) ___ ourselves of the very conditions in which original ideas take shape. In one frequently cited study, participants who had first completed a deliberately dull task went on to (7) ___ considerably more inventive solutions to a creative problem than those who had not.

None of this is to suggest that boredom should be (8) ___ for its own sake. Rather, it is a case of recognising that a little restlessness, left to run its (9) ___, can be surprisingly productive.

1. Gap 1: boredom was simply an unavoidable _____ of daily life
   A truth **B** matter **C** fact **D** case
2. Gap 2: their findings _____ in the face of the conventional wisdom
   A run **B** fly **C** stand **D** go
3. Gap 3: boredom may _____ out to be a vital signal
   A come **B** work **C** turn **D** figure
4. Gap 4: it all too easy to _____ that signal
   A drown out **B** put off **C** give off **D** wipe out
5. Gap 5: a device is within _____ reach
   A hand's **B** finger's **C** palm's **D** arm's
6. Gap 6: we may be _____ ourselves of the very conditions
   A preventing **B** depriving **C** sparing **D** removing
7. Gap 7: participants ... went on to _____ considerably more inventive solutions
   A come round to **B** come down to **C** come in for **D** come up with
8. Gap 8: boredom should be _____ for its own sake
   A followed **B** pursued **C** tracked **D** traced

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9. Gap 9: a little restlessness, left to run its _____

A course **B** path **C** route **D** way

Parte 2: Texto con huecos gramaticales (open cloze, opción múltiple)

Lee el texto y elige la palabra gramatical que completa correctamente cada hueco numerado.

Reading the City

Few inventions have reshaped the way we perceive cities as profoundly (10) ___ the humble street map. Before printed maps became widely available, travellers had little choice (11) ___ to rely on local guides, (12) ___ knowledge was often patchy and occasionally unreliable. (13) ___ the eighteenth century, however, surveyors had begun to produce plans of remarkable accuracy, and with them came a new sense that a city could be grasped as a whole.

Today, of course, hardly anyone (14) ___ a phone consults a paper map. Yet some historians argue that we have lost something in the process. Navigating by satellite, they claim, we are told where to turn without ever (15) ___ asked to understand where we are. (16) ___ convenient digital directions may be, they rarely encourage the kind of mental picture that comes from studying a map at leisure. Not (17) ___ do paper maps show the route; they also reveal the relationships between places. Whether this loss matters is open to debate, but it is certainly worth bearing (18) ___ mind.

10. Gap 10: as profoundly _____ the humble street map

A than **B** like **C** as **D** so

11. Gap 11: travellers had little choice _____ to rely on local guides

A but **B** than **C** except **D** rather

12. Gap 12: local guides, _____ knowledge was often patchy

A whom **B** which **C** their **D** whose

13. Gap 13: _____ the eighteenth century, however, surveyors had begun

A Until **B** By **C** Since **D** During

14. Gap 14: hardly anyone _____ a phone consults a paper map

A by **B** at **C** with **D** for

15. Gap 15: without ever _____ asked to understand where we are

A having **B** been **C** be **D** being

16. Gap 16: _____ convenient digital directions may be, they rarely encourage

A However **B** Although **C** Despite **D** Whatever

17. Gap 17: Not _____ do paper maps show the route; they also reveal

A once **B** only **C** even **D** until

18. Gap 18: it is certainly worth bearing _____ mind

A on **B** to **C** in **D** at

Parte 3: Formación de palabras (word formation)

Elige la forma de la palabra en mayúsculas que completa correctamente cada oración.

19. Her stubborn _____ to compromise eventually cost her the support of her colleagues. (WILLING)

A willingness **B** unwilling **C** unwillingly **D** unwillingness

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20. The new evidence casts doubt on the _____ of the original witness statements. (RELY)
A reliance **B** reliability **C** reliant **D** reliably

21. The plot is so _____ that I gave up trying to follow it halfway through. (CONVOLUTE)
A convoluted **B** convolution **C** convoluting **D** convolutedly

22. Despite repeated warnings, the problem remained largely _____ for years. (ADDRESS)
A misaddressed **B** addressless **C** unaddressed **D** disaddressed

23. The two accounts of the incident are virtually _____; there is no meaningful difference between them. (DISTINGUISH)
A distinguishable **B** undistinguished **C** distinguishing **D** indistinguishable

24. The minister's remarks were widely seen as _____ and deeply unhelpful. (PROVOKE)
A provocation **B** provocative **C** provocatively **D** provoked

25. The importance of early diagnosis is impossible to _____; it can quite literally save lives. (STATE)
A understate **B** restate **C** overstate **D** misstate

26. There was a wide _____ of opinion on the matter, with hardly any two experts agreeing. (DIVERGE)
A divergence **B** divergent **C** diverging **D** divergently

27. He was so _____ by the sheer scale of the task that he seriously considered giving up. (DAUNT)
A daunting **B** daunted **C** dauntless **D** undaunted

Parte 4: Transformaciones con palabra clave (key word transformations)

Elige la oración que utiliza la palabra clave en mayúsculas, mantiene el significado de la oración original y es gramaticalmente correcta.

28. I'd never have found the house if you hadn't given me directions. (FOR)
A Had not it been for your directions, I would never have found the house.
B Had it not been for your directions, I would never have found the house.
C If it hadn't been for your directions, I will never have found the house.
D Were it not for your directions, I would never find the house.

29. The moment she arrived, the meeting started. (SOONER)
A No sooner she had arrived than the meeting started.
B No sooner had she arrived when the meeting started.
C Sooner had she arrived than the meeting started.
D No sooner had she arrived than the meeting started.

30. People believe that the painting was stolen during the war. (BELIEVED)
A The painting is believed to have been stolen during the war.
B The painting is believed to be stolen during the war.
C The painting was believed to have been stolen during the war.
D It is believed the painting to have been stolen during the war.

31. It's pointless to complain about the decision now. (POINT)
A There is no point to complain about the decision now.
B It has no point complaining about the decision now.
C There is no point in complaining about the decision now.
D There is no point of complaining about the decision now.

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32. I didn't realise how serious the situation was until I read the report. (DID)
    A Only when did I read the report I realised how serious the situation was.
    B Only when I read the report did I realise how serious the situation was.
    C Only when I read the report I did realise how serious the situation was.
    D Not until I read the report did I realise how serious was the situation.

33. She is extremely unlikely to accept the offer. (CHANCE)
    A She has little chance to accept the offer.
    B There is little chance for her accepting the offer.
    C There is a little chance of her accepting the offer.
    D There is little chance of her accepting the offer.

34. Although I'd like to help you, I'm afraid I can't. (MUCH)
    A As much I'd like to help you, I'm afraid I can't.
    B So much as I'd like to help you, I'm afraid I can't.
    C Much as I'd like to help you, I'm afraid I can't.
    D Much like I'd like to help you, I'm afraid I can't.

35. You were wrong to lend him money. (OUGHT)
    A You ought not to have lent him money.
    B You oughtn't have lent him money.
    C You ought not to lend him money.
    D You ought not having lent him money.

36. Nobody expected the plan to succeed, but it did. (CONTRARY)
    A On the contrary to expectations, the plan succeeded.
    B Contrary to expectations, the plan succeeded.
    C Contrary to expectations, the plan didn't succeed.
    D Contrary of expectations, the plan succeeded.

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Soluciones – Use of English C2 – Test 1

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

Explicaciones

1. **C** – 'A fact of life' es una expresión fija para algo desagradable que hay que aceptar.
2. **B** – 'Fly in the face of' es una expresión idiomática que significa contradecir lo que se cree de forma generalizada.
3. **C** – 'Turn out to be' significa resultar ser; los demás verbos no se combinan con 'out to be'.
4. **A** – 'Drown out' una señal o un sonido significa impedir que se perciba tapándolo con algo más fuerte.
5. **D** – 'Within arm's reach' es la expresión fija que significa muy cerca, al alcance de la mano.
6. **B** – Solo 'deprive' admite la estructura 'deprive somebody of something'.
7. **D** – 'Come up with' significa idear o proponer una idea o solución.
8. **B** – Las metas y las experiencias se 'pursued for their own sake'; los otros verbos sugieren seguir algo físicamente.
9. **A** – 'Run its course' es una expresión fija que significa desarrollarse de forma natural hasta terminar.
10. **C** – Las comparaciones de igualdad se forman con 'as ... as'.
11. **A** – La estructura fija es 'have little/no choice but to do something'.
12. **D** – 'Whose' es el pronombre relativo posesivo que une 'guides' con 'knowledge'.
13. **B** – 'By' + un momento concreto se combina con el pasado perfecto (Past Perfect) para indicar algo terminado antes de ese momento.
14. **C** – Aquí 'with' expresa posesión: cualquiera que tenga un teléfono.
15. **D** – Tras la preposición 'without' se necesita una forma pasiva en -ing: 'being asked'.
16. **A** – 'However + adjetivo + sujeto + may be' es una estructura concesiva; con 'Although' haría falta 'digital directions may be convenient'.
17. **B** – 'Not only ... also' con inversión encaja con el sentido de añadir un segundo argumento.
18. **C** – La expresión fija es 'bear something in mind'.
19. **D** – Se necesita un sustantivo con sentido negativo después de 'stubborn' y antes de 'to compromise'.
20. **B** – 'Reliability' es el sustantivo que indica hasta qué punto se puede confiar en algo; 'reliance' significa dependencia.
21. **A** – Después de 'so' se necesita un adjetivo que signifique extremadamente complicado.
22. **C** – 'Unaddressed' significa no resuelto o no abordado, lo que encaja con 'despite repeated warnings'.
23. **D** – 'Indistinguishable' significa imposible de distinguir, lo que concuerda con 'no meaningful difference'.
24. **B** – Se necesita un adjetivo paralelo a 'unhelpful'; 'provocative' significa que pretende provocar enfado.
25. **C** – 'Impossible to overstate' significa que algo es extremadamente importante; 'understate' invierte el sentido buscado.
26. **A** – Después de 'a wide' se necesita un sustantivo; 'divergence of opinion' es una colocación habitual.
27. **B** – El participio 'daunted' describe cómo se sentía y encaja con 'considered giving up'; 'undaunted' significaría lo contrario.
28. **B** – 'Had it not been for' es la forma correcta de la tercera condicional con inversión y mantiene el significado en pasado.
29. **D** – 'No sooner' exige inversión ('had she arrived') y va seguido de 'than', no de 'when'.
30. **A** – Una creencia presente sobre un hecho pasado en voz pasiva requiere 'is believed to have been + participio'.

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31. **C** – La estructura correcta es 'there is no point in + -ing'.
32. **B** – Tras 'Only when + oración', la oración principal lleva inversión, mientras que la pregunta indirecta mantiene el orden normal de las palabras.
33. **D** – 'Little chance of + complemento + -ing' expresa una probabilidad baja; 'a little' significaría que sí hay cierta posibilidad.
34. **C** – 'Much as' es una conjunción concesiva fija que significa 'although' (aunque).
35. **A** – Para criticar una acción pasada se usa 'ought not to have + participio'; en el inglés estándar se mantiene 'to'.
36. **B** – 'Contrary to expectations' es la expresión fija correcta, y el plan sí tuvo éxito.

Notas para el profesor: Puede utilizar el test como simulacro cronometrado o dividirlo en sus cuatro partes para trabajarlas en sesiones distintas. Se centra en errores típicos del nivel C2: colocaciones con casi sinónimos (act/serve, easy/arm's reach), el orden de palabras con inversión tras 'No sooner' y 'Only when', 'no point in' + -ing, las oraciones concesivas con 'Much as' y la confusión entre overstate y understate. Como actividad de seguimiento, pida a los alumnos que justifiquen por qué cada distractor es incorrecto o que redacten sus propias transformaciones con las mismas palabras clave.

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