

USE OF ENGLISH C1

I MULTIPLE CHOICE

For questions 1–8, read the text below and decide which answer (A, B, C, or D) best fits each gap.

Example:

0. A completed B unfinished C concluded D dismissed

Answer: B

The Allure of the Unfinished

There's something oddly captivating about things left (0) _____. A sketch that was never painted, a novel missing its final chapter, or a melody that fades before reaching its climax - all of these can evoke a sense of mystery, of imagination stirred into (1) _____.

Artists and audiences alike often (2) _____ unfinished works with a kind of reverence. They represent not only potential, but also a window into the creator's process. Some critics even (3) _____ that incompleteness allows for a deeper connection between viewer and artist - a kind of shared authorship.

From a psychological standpoint, the human brain is wired to seek (4) _____. When we encounter something incomplete, we instinctively try to finish it in our minds. This phenomenon, known as the "Zeigarnik Effect", was first (5) _____ by Russian psychologist Bluma Zeigarnik in the 1920s.

Perhaps this explains why many of us feel drawn to the undone - the painting that (6) _____ detail, the film that ends mid-scene. These fragments ignite the imagination, allowing us to (7) _____ possibilities rather than passively consume.

In a world obsessed with perfection and finality, the unfinished reminds us that beauty can also lie in what's (8) _____.

1
A motion B chaos C reality D thought

2
A regard B name C collect D demand

3
A argue B comment C declare D inform

4
A clarity B explanation C closure D definition

5
A noticed B defined C coined D observed

6
A lacks B escapes C misses D neglects

7
A suppose B invent C imagine D unfold

8
A removed B unresolved C rejected D hidden

II OPEN GAPS

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Why do we enjoy being scared?

It might seem strange to (0) ENJOY something that triggers fear, but horror films and haunted houses continue to attract millions of people each year. The explanation (9) _____ this paradox lies partly in psychology: when we experience fear in a controlled setting, the brain interprets it (10) _____ excitement rather than actual danger.

This response is (11) _____ known as "benign masochism" - a situation in which people seek out experiences that are physically or emotionally uncomfortable, yet ultimately harmless. It helps us practise dealing (12) _____ fear in a safe environment.

But there's (13) _____ more to it. Horror also stimulates curiosity, tests boundaries, and allows us to explore darker emotions (14) _____ feeling ashamed or judged. It's a kind of emotional rollercoaster, and just (15) _____ with the real thing, the thrill lies in surviving the drop.

Whether you enjoy horror or not, it's clear that fear isn't always something to (16) _____ away from - in some cases, it's exactly what we're drawn to.

III WORD FORMATION

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Example:

0 INSPIRATION

How Habits Shape a Better Life

While creativity and spontaneity are often praised, having a consistent daily routine can be a source of great (0)_____ for many people. It brings structure and stability to a world that is frequently filled with (17)_____, helping individuals feel more grounded and in control of their day.

INSPIRE

CERTAIN

Establishing a routine does not mean living a dull or (18)_____ life. On the contrary, routines can provide the foundation for greater freedom and (19) _____. When key tasks become automatic, we free up mental space for more important decisions, thus increasing our overall (20)_____.

MEAN

PRODUCT

EFFECT

Studies also show that routines play a vital role in mental health. Regular sleep and exercise patterns have been linked to reduced levels of (21) _____ and anxiety. Even small habits, such as drinking water first thing in the morning, can have a surprisingly (22) _____ effect.

DEPRESS

BENEFIT

Of course, not all routines are created equal. Some may become too rigid or even (23) _____ over time, preventing growth. But with regular review and (24)_____, routines can evolve and remain both helpful and relevant throughout life.

LIMIT

ADAPT

IV TRANSFORMATIONS

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given.

You must use between three and six words, including the word given.

Write only the missing words IN CAPITAL LETTERS.

'It was wrong of you to lie to me,' said Emma.

*Emma accused me _____ to her. **LYING***

OF LYING TO HER

25

Mark has very little chance of passing the final exam.

It's _____ the final exam. **HIGHLY**

26

I think most people know that Rachel has decided to leave the team.

I think it's common _____ her mind to leave the team. **MADE**

27

I always found the way Sarah laughed annoying, but I don't any more.

The way Sarah laughed _____ nerves, but I don't mind it now. **USED**

28

Ten minutes before the end of the match, Tom realised he had no strength left.

Tom realised that he _____ ten minutes before the end of the match. **RUN**

29

We expected Alex to return before midnight, but he didn't.

Alex _____ returned before midnight, but he didn't. **SUPPOSED**

30

We must consider many factors before choosing the winner.

Many factors have _____ before choosing the winner. **ACCOUNT**

ODPOWIEDZI

I MULTIPLE CHOICE

1. D

„Stirred into thought” to naturalna kolokacja – oznacza „zmuszony do refleksji”. Pozostałe opcje nie pasują idiomatycznie w tym kontekście.

2. A

Tylko „regard” pasuje do kontekstu w znaczeniu „postrzegać” lub „traktować z szacunkiem”. Pozostałe są stylistycznie nieadekwatne lub nie tworzą naturalnej kolokacji.

3. A

„Critics argue that...” to typowa konstrukcja używana w tekstach akademickich i popularnonaukowych. Żadne inne z czasowników nie tworzy naturalnego wyrażenia z „that incompleteness...”.

4. C

„Seek closure” to idiomatyczne wyrażenie oznaczające dążenie do domknięcia, zakończenia. Inne opcje są zbyt ogólne lub niepasujące znaczeniem.

5. D

„Was first observed by” to typowa fraza naukowa używana przy opisie odkryć badawczych. Pozostałe nie odnoszą się precyzyjnie do zjawiska psychologicznego.

6. A

„Lacks detail” to naturalna kolokacja. „Misses” i „neglects” mogłyby pasować, ale są mniej naturalne i precyzyjne. „Escapes” zupełnie nie pasuje w tym kontekście.

7. C

„Imagine possibilities” to najczęściej używane połączenie - “wyobrażać sobie możliwości”. „Suppose” i „unfold” nie pasują znaczeniowo, a „invent” zmienia sens zdania.

8. B

„What’s unresolved” to naturalne i idiomatyczne zakończenie zdania – coś, co pozostało nierozstrzygnięte. Pozostałe opcje zmieniają sens lub brzmią nienaturalnie.

II OPEN GAPS

9. FOR

„The explanation for this paradox...” - typowa kolokacja: explanation for something.

10. AS

„Interprets it as excitement” - po czasowniku „interpret” używamy as + rzeczownik, by wskazać, jak coś jest postrzegane.

11. OFTEN

„Is often known as...” - poprawny przysłówek częstotliwości używany do opisu znanych zjawisk lub nazw.

ODPOWIEDZI

12. WITH

☞ „Dealing with fear” - czasownik „deal” wymaga przyimka with w tym znaczeniu (radzić sobie z czymś).

13. EVEN

„But there’s even more to it” - wyrażenie idiomatyczne oznaczające, że coś jest jeszcze bardziej złożone niż się wydaje.

14. WITHOUT

„Explore darker emotions without feeling ashamed” - popularna struktura: without + gerund (bez robienia czegoś).

15. LIKE

„Just like with the real thing...” - wyrażenie porównawcze; like + rzeczownik (lub fraza rzeczownikowa).

16. RUN

„To run away from” - czasownik „run away” (uciekać) to naturalna kolokacja z „fear”.

III WORD FORMATION

17. UNCERTAINTY

„a world filled with uncertainty” - poprawna forma rzeczownika od „certain”, zaprzeczona przedrostkiem un-.

18. MEANINGLESS

„a dull or meaningless life” - przymiotnik z końcówką -less, oznaczający „pozbawiony sensu”.

19. PRODUCTIVITY

„foundation for greater freedom and productivity” - rzeczownik od „product”, w znaczeniu „efektywność, wydajność”.

20. EFFECTIVENESS

„increasing our overall effectiveness” - rzeczownik od „effective”; „skuteczność”.

21. DEPRESSION

„linked to reduced levels of depression” - rzeczownik od „depress”; typowy kontekst medyczny i psychologiczny.

22. BENEFICIAL

„a surprisingly beneficial effect” - przymiotnik od „benefit”, oznaczający „korzystny”.

23. LIMITING

„become too rigid or even limiting” - imiestów/przymiotnik od „limit”, w znaczeniu „ograniczający”.

24. ADAPTATION

„with regular review and adaptation” - rzeczownik od „adapt”; odnosi się do procesu dostosowywania.

ODPOWIEDZI

IV TRANSFORMATIONS

25. HIGHLY UNLIKELY (THAT) MARK WILL PASS

„Highly” jest przysłówkiem, który często występuje z „likely” lub „unlikely”.

„It’s highly unlikely (that) Mark will pass...” = „Mark ma bardzo małe szanse na zdanie”.

Struktura: highly + unlikely + that + osoba + will + verb

26. KNOWLEDGE (THAT) RACHEL HAS MADE UP

Wyrażenie „common knowledge” oznacza „coś, co wszyscy wiedzą”.

„To make up one’s mind” to idiom: zdecydować się.

Struktura: It’s common knowledge (that) + osoba + has made up their mind

27. (ALWAYS) USED TO GET ON MY

„Used to” odnosi się do powtarzającej się sytuacji w przeszłości, która już nie ma miejsca.

Idiom “get on someone’s nerves” = działać komuś na nerwy.

Struktura: used to + get on someone’s nerves

28. HE HAD / HE’D RUN OUT OF STRENGTH

„Run out of” to phrasal verb = skończyć się (o zasobie).

Tutaj konieczny jest czas zaprzeszyły (past perfect), bo Tom uświadomił to sobie po fakcie.

Struktura: had run out of + rzeczownik

29. WAS SUPPOSED TO HAVE

„Be supposed to” oznacza mieć coś zrobić (oczekiwano tego).

Gdy mówimy o przeszłości, używamy: was supposed to + have + III forma.

Struktura: was supposed to have + past participle

30. TO BE TAKEN INTO ACCOUNT

„Take something into account” = wziąć coś pod uwagę.

W stronie biernej (passive) konieczne jest użycie bezokolicznika: to be taken.

Struktura: to be taken into account