

# 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 cancel    B ease    C repair    D abandon

Answer: B

### The Illusion of Certainty

In a world built for speed, uncertainty feels like failure. When we don't know what will happen next, we often try to (0) ease the discomfort immediately by checking, planning, or asking for reassurance. Yet uncertainty is not the enemy; it is simply the space where decisions are formed and growth begins. The problem is that many people have started treating doubt as a (1) \_\_\_\_\_ to be corrected, rather than a normal part of thinking. Instead of pausing, we rush to conclusions. We prefer answers that feel satisfying, even when they are based on incomplete information. This habit can (2) \_\_\_\_\_ our judgement, because it rewards speed over reflection. Social media adds another layer. It offers advice in endless quantities, but rarely provides the context that makes advice useful. As a result, we become (3) \_\_\_\_\_ to collecting opinions rather than forming our own. We assume that if we can gather enough information, we can avoid mistakes altogether.

But mistakes are unavoidable. Even the most careful plan cannot (4) \_\_\_\_\_ every outcome. Life shifts, people change, and opportunities appear without warning. What matters is not perfect certainty, but the ability to act responsibly despite uncertainty. Learning to tolerate doubt does not mean refusing to make decisions. It means recognising when your mind is (5) \_\_\_\_\_ you into seeking an instant answer. Sometimes you need to step back and let the situation become clearer. And when you finally do decide, your choice will feel less like a reaction and more like a (6) \_\_\_\_\_ response. In the end, confidence is not the absence of doubt. It is the willingness to move forward while doubt still (7) \_\_\_\_\_ and to accept that clarity is often (8) \_\_\_\_\_, not found.

**1**

A symptom   B defeat   C shortage   D disadvantage

**2**

A impair   B instruct   C reprimand   D lose

**3**

A prone   B keen   C skilled   D safe

**4**

A assume   B confirm   C guarantee   D demand

**5**

A making   B urging   C allowing   D reminding

**6**

A deliberate   B accidental   C immediate   D random

**7**

A remains   B resides   C rests   D repeats

**8**

A cultivated   B occupied   C borrowed   D inherited

## 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.

### The hidden cost of staying connected

Technology researchers have found that many people keep their phones within reach (0)DURING the entire day, checking them far more frequently than they realise. This is not always a conscious choice; the habit often develops gradually, until it becomes something we do almost (9)\_\_\_\_\_ thinking. Experts point out that constant switching between tasks makes it harder to concentrate and easier to feel mentally drained. The brain needs time to settle (10)\_\_\_\_\_ a single activity, but notifications repeatedly pull our attention away. Over time, this can reduce the quality (11)\_\_\_\_\_ our work, as well as our ability to relax properly.

What worries specialists most is that many people no longer notice the effect. Even when they feel exhausted, they assume the solution is to push on and do more. (12)\_\_\_\_\_ mental fatigue doesn't disappear through effort alone; it often requires a change in habits. For those who want to regain focus, one simple strategy is to set (13)\_\_\_\_\_ specific "offline" periods during the day, even if they last only fifteen minutes.

Another approach involves creating physical distance. Leaving your phone in (14)\_\_\_\_\_ room while you work may sound extreme, but it can be surprisingly effective. In addition, it helps to turn (15)\_\_\_\_\_ non-essential alerts so that you are interrupted less often. The goal is not to avoid technology completely, but to use it (16)\_\_\_\_\_ your attention being controlled by it.

### 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 SUSTAINABLE

#### The Rise of Digital Minimalism

Modern life encourages constant connection, yet an increasing number of people are beginning to question whether this is (0)\_\_\_\_\_ in the long term. The idea of digital minimalism has gained (17)\_\_\_\_\_ in recent years, particularly among those who feel mentally overwhelmed by constant notifications and online demands. Supporters argue that reducing digital clutter leads to greater (18)\_\_\_\_\_ and a stronger sense of control over one's time.

**SUSTAIN**  
**POPULAR**

**CLEAR**

However, critics warn that complete withdrawal from digital platforms may be neither practical nor socially (19)\_\_\_\_\_ in the long term. Instead, many experts recommend a more balanced approach, which involves the (20)\_\_\_\_\_ use of technology rather than its total rejection. Research suggests that people who adopt such habits often report higher levels of (21)\_\_\_\_\_ and improved concentration at work. Interestingly, the shift towards digital minimalism is not driven by technology itself, but by a growing (22)\_\_\_\_\_ with the pace of modern life. As awareness increases, it seems likely that future discussions about productivity will place less emphasis on speed and more on (23)\_\_\_\_\_ engagement. Whether this movement will lead to lasting change remains (24)\_\_\_\_\_, but it has already challenged many assumptions about what it means to be connected.

**DESIRE**

**INTENT**

**SATISFY**

**CONTENT**

**MEAN**  
**CERTAIN**



## 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

'Which destination are you considering for the class trip this spring?' the teacher asked the students.

The teacher asked the students which destination \_\_\_\_\_  
\_\_\_\_\_ for the class trip that spring. **MIND**

26

As the landlord raised the rent earlier this year, we decided to move out.

If the landlord \_\_\_\_\_ the rent earlier this year,  
we would not have moved out. **UP**

27

I don't think the new proposal is especially realistic.

The new proposal \_\_\_\_\_ especially realistic.  
**STRIKE**

28

Online courses are not limited to beginners only, despite what many people think.

Online courses are not, \_\_\_\_\_, limited to  
beginners only. **COMMONLY**

29

You can submit the application online or in person - the result will be the same.

It \_\_\_\_\_ you submit the application, as the  
result will be the same. **DIFFERENCE**

30

Mark never completed his training course because he became seriously ill.

Mark's \_\_\_\_\_ the training course. **RESULTED**

# ODPOWIEDZI

## I MULTIPLE CHOICE

1. A

symptom pasuje metaforycznie: "oznaka czegoś, co trzeba naprawić"  
defeat/shortage/disadvantage nie mogą być "corrected" (naprawione)

2. A

impair = osłabić / pogorszyć (np. impair judgement, impair vision)  
instruct/reprimand/lose nie tworzą kolokacji z "judgement"

3. A

prone to = skłonny do (często w kontekście negatywnego nawyku)  
keen/skilled/safe nie pasują znaczeniowo i nie łączą się z "to"

4. C

guarantee an outcome = zagwarantować rezultat (standardowa kolokacja)  
assume/confirm/demand every outcome jest logicznie i językowo nieprawidłowe

5. B

urge sb into doing sth = pchać / nakłaniać kogoś do czegoś (tu: "umysł pcha cię do...").  
allowing/reminding nie oddają presji / impulsu. Żadna z trzech odpowiedzi nie łączy się z "into"

6. A

deliberate response = przemyślana, świadoma reakcja (kontrast do "reaction")  
accidental/immediate/random nie oddają sensu: autor mówi o kontroli i refleksji, nie o przypadkowości

7. A

doubt remains = wątpliwości nadal pozostają (neutralnie, bardzo naturalnie)  
resides/rests brzmi zbyt "poetycko" i nienaturalnie z doubt  
repeats zmienia sens (wątpliwość nie "powtarza się", tylko "zostaje")

8. A

cultivated = "wypracowana / rozwijana" (jak umiejętność, proces). Kontrastuje z "found".  
occupied/borrowed/inherited są nieprawidłowe znaczeniowo i nie budują sensownego kontrastu

## II OPEN GAPS

9. WITHOUT

Stałe wyrażenie: without thinking = „bez zastanowienia / automatycznie”

10. ON

settle on sth = zdecydować się / skupić się na czymś jako "jednej opcji". W tekście chodzi o to, że mózg ma się skupić na jednym zadaniu.

11. OF

Klasyczna kolokacja: the quality of sth.

# ODPOWIEDZI

## 12. YET/BUT/HOWEVER

Tu potrzebujemy łącznika kontrastującego: zdanie z luką kontrastuje ze zdaniem poprzedzającym je.

## 13. UP

set up = ustanowić / zorganizować / ustawić (np. system, zasadę, plan).

## 14. ANOTHER

Naturalne i jednoznaczne: another room = „w innym pokoju”. Other byłoby możliwe tylko w formie in the other room (gdy są dokładnie dwa pokoje i ten drugi jest konkretny). Tu tego nie ma, więc another jest lepszą opcją.

## 15. OFF

turn off = wyłączyć (powiadomienia). Nie pasują: turn down = ściszyć; turn out = zgasić/okazać się (inny sens).

## 16. WITHOUT

Tu pasuje struktura: without + noun / -ing = „korzystać z tego bez tego, żeby...”.

## III WORD FORMATION

### 17. POPULARITY

Potrzebujemy rzeczownika po HAS GAINED.

### 18. CLARITY

Po przymiotniku w stopniu wyższym, GREATER, potrzebujemy rzeczownika.

### 19. DESIRABLE

Po przysłówku SOCIALLY użyjemy przymiotnika.

### 20. INTENTIONAL

Przed rzeczownikiem (USE) najczęściej potrzebny będzie przymiotnik.

### 21. SATISFACTION

Wyrażenie LEVELS OF wskazuje na to, że w luce będzie potrzebny rzeczownik.

### 22. DISCONTENT

Po article i przymiotniku (A GROWING) użyjemy rzeczownika.

### 23. MEANINGFUL

Słowo w luce ma opisywać ENGAGEMENT, więc będzie przymiotnikiem.

### 24. UNCERTAIN

Po czasowniku REMAIN używamy przymiotnika. Dodamy przedrostek UN-, aby pasował znaczeniowo.

# ODPOWIEDZI

## IV TRANSFORMATIONS

### 25. THEY HAD IN MIND

Wyrażenie HAVE STH IN MIND oznacza “rozważać”, “mieć coś konkretnego na myśli”. W tym zdaniu ARE YOU CONSIDERING zostaje przekształcone w HAD IN MIND, bo są to synonimy. Użycie HAD wynika z “cofnięcia czasu” w mowie zależnej.

### 26. HAD NOT PUT UP

Phrasal verb PUT UP oznacza “podnieść (cenę, opłatę, czynsz)”. Zdanie wyjściowe opisuje rzeczywistą sytuację w przeszłości, więc ta transformacja wymaga użycia III trybu warunkowego (If + past perfect → would have + past participle).

### 27. DOESN'T STRIKE ME AS

Konstrukcja STRIKE SB AS + PRZYMIOTNIK oznacza “sprawiać wrażenie”, “wydawać się komuś”. Zdanie wyjściowe (“I DON'T THINK”) zostaje tu przekształcone w bardziej formalną i idiomatyczną strukturę. Zachowujemy czas present simple.

### 28. AS IS COMMONLY BELIEVED

Konstrukcja AS IS COMMONLY BELIEVED oznacza “jak powszechnie się uważa” i służy do wtrąceń korygujących popularne przekonania.

### 29. MAKES NO / DOESN'T MAKE A DIFFERENCE WHERE / HOW

Konstrukcje NOT MAKE A DIFFERENCE oraz MAKE NO DIFFERENCE oznaczają “nie mieć znaczenia”. Zdanie wyjściowe (“the result will be the same”) logicznie wymusza użycie tej struktury. Trzymamy się czasu present simple. Musimy dodać WHERE lub HOW aby w pełni oddać znaczenie zdania (“nie ma znaczenia w jaki sposób/gdzie...”)

### 30. ILLNESS RESULTED IN HIM/HIS ABANDONING

Konstrukcja RESULT IN + RZECZOWNIK / -ING oznacza “doprowadzić do czegoś”. Zaimek HIM lub przymiotnik HIS są konieczne przed ABANDONING, ponieważ mówimy o czynności wykonywanej przez Marka.