



DOMAX

Level B2 Certificate in ESOL International

(B2 CEFR)

MOCK TEST

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in ESOL International (B2 CEFR)

Candidate Name: _____

EXAM ID: _____

This examination consists of one paper. You must sit the examination for Listening, Use of English and Reading, and Writing.

Component	Questions	Marks	Duration
Listening	1-20	20	30 minutes
Reading & Use of English	21-60	40	90 minutes
Writing	61-62	20	70 minutes

Total examination time: 200 minutes

LISTENING

Listening Exam Instructions

The listening section of the exam is divided into **two parts**.

In **Parts A and B**, you will hear a series of recordings. Each recording will be played **twice**.

General Instructions:

- ✓ You may use your exam paper to take **notes**.
- ✓ At the end of the recordings, you will have time to **transfer your answers**.
- ✓ If you have any **questions**, please ask them **before the exam begins**.

PART A

- You will listen to **two dialogues**.
- There are **5 questions** for each dialogue.
- Listen carefully and **choose the correct answer** for each question.
- Each dialogue will be played **twice**.

PART B

- You will listen to a **news brief**.
- There are **10 questions** related to the news brief.
- Listen carefully and **choose the correct answer** for each question.
- The news brief will be played **twice**.

This part of the exam will last approximately 30 minutes

PART A

Listen to a conversation between Liam and Kelly; for questions 1-5, choose the correct answer between **A**, **B** and **C**. You will hear the recording twice

Dialogue 1

1.	Why is Liam frustrated?	
A	He thinks speed cameras slow him down too much.	
B	He has to make a phone call.	
C	He is lost and doesn't know where they are.	
2.	What is Kelly's opinion about speed cameras?	
A	They help prevent accidents by making drivers slow down.	
B	They cause more accidents because people brake suddenly.	
C	They are annoying and should be removed.	
3.	Why does Kelly think that Liam's coffee accident was his fault?	
A	He was driving too fast.	
B	He was distracted by other drivers..	
C	He did not see the speed camera.	
4.	What does Liam think about cyclists and pedestrians?	
A	They should be more careful, but drivers are still responsible for accidents.	
B	They should follow traffic rules and be held accountable like drivers.	
C	They should have a licence to be on the streets.	
5.	Why does Kelly ask Liam to slow down in the end?	
A	So she can check the map properly.	
B	To avoid getting another speeding fine.	
C	Because she needs time to read the street names.	

Dialogue 2

Listen to a conversation between two Jenny and Pat. Read questions 6-10 and choose the most appropriate word from the options **A-F**. Be careful, there is one extra word!

A	bumping into	B	chat	C	disco
D	restaurant	E	dancing	F	paying for

6.	Jenny met her old school friends at a pub to ____ .	
7.	After the Indian restaurant, they decided to go ____.	
8.	Pat says that the ____ Jenny went to has a bad reputation	
9.	Jenny thought ____ her niece was unpleasant.	
10.	Jenny ended up ____ a ride home.	

PART B

Listen to the news brief and choose the correct answer for the missing information in sentences **11 - 20** by choosing from **A, B, or C**.

11. News #1

The man reacted and was hurt because _____.

- A) food was being thrown at him
- B) he slipped on the food in the bus
- C) food was being thrown at his partner

12. Detectives would like _____.

- A) witnesses to contact them
- B) the people to avoid taking that particular bus
- C) people to identify the suspect at the police station

13. News #2

The Royal Mail will introduce _____.

- A) a new post office
- B) new stamps, which will last a couple of years
- C) new stamps in two years' time

14. News #3

Studies show that _____.

- A) universities are promoting most of their students to work
- B) many students are finding it difficult to balance work and study
- C) most students work during term time to help pay for their course fees

15. Students tend to _____.

- A) waste most of their money on going out with friends
- B) spend most of their money on accommodation
- C) help their family economically when needed

16. News #4

The planet has been found to be _____.

- A) nearer to the sun than Pluto
- B) bigger than Pluto
- C) known in the past

17. News #5

The winner of the lottery _____.

- A) didn't claim the money
- B) was interviewed by journalists
- C) comes from Ireland

18. News #6

From the news report, we can understand that _____.

- A) driver anger was what sparked the incident
- B) the drivers knew each other well
- C) the boy had to be rushed to hospital

19. News #7

James Lloyd crashed his car because he _____.

- A) dozed off while driving
- B) was speeding while driving
- C) did not see the car in front while driving

20. News #8

The strike is being organised because of _____.

- A) lay-offs
- B) dangerous working conditions
- C) long working hours

READING, USE OF ENGLISH and WRITING

In this Part of the Exam, you will complete a total of seven sections:

- Reading & Use of English: Sections 1-6
- Writing: Section 7

Read the instructions for each section and choose the correct answers for each task. Mark the correct answer on your answer sheet in the correct box. Use a black pen only.

There is **only one correct answer** for each number.

READING & USE OF ENGLISH SECTION 1

Read the story. For questions **21-25**, choose the correct answer from the options A), B), C) or D) given. Number **0** is an example.

Last year, I ⁰ _____ to London with a group of friends. We had planned the trip ²¹ _____ months, and we were really excited about it. When we finally arrived, we noticed that the weather wasn't as nice as we ²² _____. It had rained heavily the day before, and the streets were still wet.

While we were exploring the city, we ²³ _____ a small café where we decided to stop for a break. We had been walking for hours, and we were all exhausted. As we sat down, we realised that we hadn't taken enough pictures of the sights we'd seen. If we had remembered to bring our camera, we ²⁴ _____ some great photos.

Over the next few days, we visited many famous landmarks, including the Tower of London and Buckingham Palace. We had heard a lot about them, but nothing compared to seeing them in person. By the time we returned home, we were ²⁵ _____ planning our next trip abroad.

0 **A.** arrived **B.** visited **C.** was **D. went**

21. **A.** in **B.** around **C.** for **D.** since

22. **A.** will expect **B.** should expect **C.** had expected **D.** would expect

23. **A.** came on **B.** came round **C.** came up with **D.** came across

24. **A.** have had taken **B.** had taken **C.** could have taken **D.** could take

25. **A.** too **B.** just **C.** already **D.** yet

READING & USE OF ENGLISH SECTION 2

For questions **26-30** read the sentence and choose the correct option from A), B), C) or D) so that the sentences have the same or similar meaning. Here is an example:

There are going to be zero people coming to the party.

_____ is going to come to the party.

0

A. anyone

B. someone

C. nobody

D. everyone

I'm convinced she was happy when she received the good news.

She _____ happy when she received the good news.

26

A. ought to
have been

B. must have been

C. should have
been

D. can't have
been

I went to Greece in the summer and met my husband.

If I _____ to Greece, I _____ my husband.

27

A. hadn't gone /
wouldn't
meet

B. went / wouldn't
have met

C. hadn't gone /
wouldn't have
met

D. didn't go /
wouldn't have
met

He likes the red team, but his whole family likes the blue one.

He supports the red team _____ his whole family likes the blue one.

28

A. in spite

B. even though

C. despite

D. thus

I regret selling the house.

I wish the house _____.

29

A. didn't sell

B. hadn't been sold

C. had been sold

D. hasn't been
sold

Ron accidentally hit a man with his car, and immediately pulled the brakes to stop.

He ran over the man and stopped _____.

30

A. to drive

B. drive

C. driving

D. to driving

READING & USE OF ENGLISH SECTION 3

For questions **31-40** read the mini dialogues and choose the correct option from A), B), C) or D). Here is an example

- 0** **Julian:** I can't believe _____ is coming to my birthday party! I invited 15 people and they all declined the invitation!
Roger: I'm sorry but you know there is a concert on your birthday. Everyone already had tickets.
A. anyone **B.** someone **C. nobody** **D.** everyone

The correct answer is **C**).

- 31** **Jack:** Why did John fly with the budget airline in the end?
Jill: Sarah persuaded _____ with a low cost company.
A. him to fly **B.** to fly him **C.** him flying **D.** flying him

- 32** **Karl:** I'd really like to visit some of the capital cities in Asia.
Lenard: You've never been to Manila, _____ ?
A. had you **B.** have you **C.** haven't you **D.** hadn't you

- 33** **Jamie:** Where did those two students go?
Luke: They left before the end of the lesson _____ arrive at the concert in time.
A. because **B.** wanting **C.** to **D.** in order

- 34** **Neighbour:** I can't believe some of your regular numbers came up in Friday's lottery!
Peter: I know! I regret _____ the lottery numbers last night.
A. not to play **B.** playing not **C.** not playing **D.** to not play

- 35** **Bob:** Are the authorities doing anything about this crime that has been committed?
Bill: The evidence _____ by the police at the moment.
A. will be investigated **B.** has been investigated **C.** is investigated **D.** is being investigated

- 36** **Jane:** What happened between you and Sarah?
Susan: We disagreed on so many things that we _____ and haven't talked since.
A. fell out **B.** drop out **C.** look out **D.** ended out

Lisa: I heard the company offered your son a good contract.

Charlie: Yes, but Michael _____ the contract so he could take a management position.

37

- A.** turned down **B.** fell over **C.** turned up **D.** looked out
-

Jones: Why are you always in a bad mood?

Peter: I really can't stand my friend. It's difficult to _____ him.

38

- A.** put up with **B.** stand up to **C.** cut down on **D.** take after
-

Worker: Have you turned in your research project?

Manager: Yes, but the university wants us to _____ a survey in order to conclude our experiment.
_____.

39

- A.** carry on **B.** catch on **C.** carry out **D.** work out
-

Helen: What are you doing here in the cold?

Henry: I don't suppose you could _____ at the station, could you?

40

- A.** drop off me **B.** drop off **C.** drop myself off **D.** drop me off
-

READING & USE OF ENGLISH SECTION 4

You are going to read about social media and its benefits. Five sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**41-45**). There are two extra sentences which you do not need to use.

Is social media good for you? ¹

Around forty percent of the world's population use online social media – and we are spending an average of two hours every day updating our statuses on these platforms.

People use social media to vent about everything from customer service to politics, **41** _____.

It's not uncommon for people to spend several minutes deciding which emoji best captures their feelings in a post.

Some users even schedule their posts to make sure they get the most engagement from their followers.

Researchers have tried to look at the general anxiety provoked by social media, characterised by feelings of restlessness and worry, and trouble sleeping and concentrating. **42** _____. were more than three times as likely as people using 0-2 platforms to have high levels of general anxiety symptoms.

Interestingly, some people claim that just scrolling through old posts can make them feel nostalgic, even if the posts are only a few months old. Others enjoy creating themed photo albums for special events, like birthdays or holidays.

While some studies have found a link between depression and social media use, there is emerging research into how social media can actually be a force for good. Scientists are looking at how social media can be used to diagnose depression, **43** _____.

Humans used to spend their evenings in darkness, but now we are surrounded by artificial lighting all day and night.

Research has found that this can inhibit the body's production of melatonin, which facilitates sleep – and blue light, **44** _____, is said to be the worst culprit.

The use of photoshop has long been a topic of discussion when it comes to self-esteem and now social media has its own filters, lighting and clever angles that is taking over as a primary concern among some campaigning groups. A study by Penn State University suggested that viewing other people's selfies lowered self-esteem, **45** _____.

Of course, social media's effects on well-being are still ambiguous however and much research is still required to have conclusive results.

¹ <http://www.bbc.com/future/story/20180104-is-social-media-bad-for-you-the-evidence-and-the-unknowns>

A	through linguistic style, to help people receive treatment earlier.
B	A study found that people who report using seven or more social media platforms
C	such as going to bed and waking up.
D	but the downside to this is that our feeds often resemble an endless stream of stress
E	which is emitted by smartphone and laptop screens
F	people are finding that artificial light is having a big effect on their eyesight.
G	because users compare themselves to photos of people looking their happiest

READING & USE OF ENGLISH SECTION 5

Read about how mud boosts your immune system. For questions **46-49** choose the best heading for each paragraph from options A to F. There are two extra headings which you do not need to choose. For questions **50-55**, choose the best option from the answers A), B) or C).

Match the headings to the paragraphs from the options:

A.	Strolls in nature may heal skin problems	B.	More relaxed attitude for country people
C.	Natural play boosts mind and body	D.	Good germs help young bodies
E.	Indoor games strengthen social interactions	F.	Apps which aid brain growth

0.	How mud boosts your immune system²
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Children love getting dirty - they are drawn to puddles with no regard for footwear or clothing. But getting mucky could have a powerful effect on their wellbeing, too. Playing in mud, soil, and natural environments not only brings joy but also stimulates important sensory experiences that are crucial for a child's development. Touching different textures, feeling the earth under their feet, and interacting with nature helps to build stronger connections between the body and the brain, encouraging both physical coordination and emotional growth.

46.	
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Many of the psychological benefits of outdoor play are already well established. Our brains evolved in natural landscapes and we are particularly well suited to wild outdoor spaces. This means that natural scenes provide the perfect level of stimulation, which is thought to help recharge the brain when it is tired and easily distractible. Interestingly, many children also enjoy collecting small rocks or leaves during their time outside. In addition, outdoor play has its benefits as the child may find it easier to build up strength and stamina in a large open space resulting in a reduced risk of obesity.

47.	
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What is more, the concept of 'hygiene hypothesis', which involved children being exposed to pathogens, led to a huge reduction in childhood infections over the 20th Century. However, this theory is now being questioned in favour of greater exposure to more traditional non-infectious organisms. Some families even enjoy picnics in local parks as a way to spend more time outdoors. These harmless and friendly microbes have been around for much of our evolutionary history and we encounter them regularly in nature.

48.	
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What is even more surprising is that bugs can even moderate the body's response to stress. Remarkably, people who spent the majority of their childhoods in a rural setting tend to show a more muted response to stressful events compared with those who had grown up in cities. In some rural areas, it's not unusual to see children playing near farms or small streams. This remained true even when the scientists controlled other factors, such as their socio-economic status.

² <https://www.bbc.com/future/article/20220929-how-outdoor-play-boosts-kids-immune-systems>

49.

With great emphasis being placed on early exposure to friendly bacteria, many scientists are investigating the benefits of interventions that encourage contact with nature in childhood. Gentle meditative walks through the woods have been shown to improve the symptoms of children and teenagers with dermatological issues. Some families like to bring small snacks along for these walks, making the outings even more enjoyable. With future research, it will be possible to learn much more about how to improve the immune system for months or even years to come!

50. The word '*mucky*' in the first paragraph is similar in meaning to:

A	pristine	B	clean	C	filthy
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51. What can be understood about wild outdoor spaces in the second paragraph?

A	We conform to the surroundings well.	B	We take time to adapt to nature.	C	We tend to neglect the outdoors.
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52. What do we understand about non-infectious organisms in the third paragraph?

A	They are a recent discovery.	B	They damage the immune system.	C	They tend to be safe.
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53. What synonym can be used for the word '*remarkably*' in the fourth paragraph?

A	Surprisingly	B	Alternatively	C	Oddly
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54. What benefit has been demonstrated with walking in nature?

A	It teaches you about the types of soil.	B	It makes young people eat healthy food grown in wildlife.	C	Some small treats can help young people appreciate walks in nature more.
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55. What can we understand about this article?

A	The immune system can't be trained to react to threats from nature.	B	Nature should take a leading role in strengthening the immune system.	C	The immune system is having a negative effect on our bodies.
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READING & USE OF ENGLISH SECTION 6

Read about the history of the light bulb. For questions **56-60**, choose from options A), B), or C). Number 0 is an example.

The history of the light bulb ³

The light bulb is one of the most revolutionary inventions in human history. It has transformed how we live, work, and even how we experience the world. Before the light bulb, people relied on natural light during the day and artificial light sources like candles, oil lamps, and gas lights at night. These early lighting methods, however, were often impractical and could be dangerous. Candles and oil lamps were easily knocked over and caused fires, while gas lighting created a risk of dangerous leaks. The introduction of electric lighting changed everything, providing a safe, efficient, and reliable source of light.

The idea of using electricity to produce light began in the early 19th century. Scientists and inventors started to experiment with electrical currents and their potential to produce light. In 1800, Italian inventor Alessandro Volta created the first electric battery, which allowed scientists to generate a continuous electric current. Soon, researchers discovered that when an electric current passed through a wire, it could generate heat and light. However, the early attempts at creating practical light sources were far from perfect. The light produced was often weak and unreliable, and the materials used for the filaments would burn out quickly.

In the 1840s, British scientist Frederick de Moleyns discovered that carbon could be used as a material for a filament. Carbon filaments were a significant improvement, as they lasted longer than other materials, but they still had many limitations. Despite these early discoveries, it wasn't until the late 19th century that the modern light bulb as we know it began to take shape.

Thomas Edison is often credited with inventing the light bulb, but in reality, his work built on the discoveries of many other scientists. Edison's major achievement was developing a practical and reliable light bulb that could be used in everyday life. In 1879, after years of experimentation, Edison created a light bulb that used a carbon filament inside a vacuum-sealed glass bulb. The vacuum kept the filament from burning out too quickly, and the carbon filament lasted many hours, making it a viable option for long-term use. Edison's light bulb was much brighter and longer-lasting than previous designs, and it quickly became popular in homes and businesses.

While Edison is the most famous name associated with the light bulb, other inventors also made significant contributions. In 1878, British scientist Joseph Swan developed a similar design for a light bulb, using a carbon filament in a vacuum. Swan's bulb was actually developed around the same time as Edison's, and there was some debate over who should be credited with the invention. In fact, Edison and Swan eventually reached a legal agreement allowing both of them to claim patents for the light bulb in their respective countries.

One of the main problems with early light bulbs was their cost. They were expensive to make and required a lot of energy to operate, which made them out of reach for most people. However, as technology improved and production methods became more efficient, the cost of light bulbs dropped. In the early 20th century, electric lighting became widely available and affordable, leading to the widespread adoption of electric lights in homes, streets, and workplaces.

Over time, the technology behind light bulbs has continued to improve. The introduction of tungsten filaments in the early 20th century made light bulbs more durable and energy-efficient. In the 1950s, fluorescent lighting was developed as an alternative to incandescent bulbs, offering even more energy efficiency and longer lifespans. Today, the most popular type of light bulb is the LED (Light Emitting Diode), which uses significantly less energy than traditional bulbs

³ <https://www.history.com/topics/inventions/light-bulb>

and can last for many years. LED lights are now used in everything from home lighting to streetlights, and they continue to evolve with new technologies.

The invention of the light bulb not only revolutionised the way we live but also had a profound impact on society. It extended the hours in which people could work and socialise, allowing for greater productivity and changing the rhythm of daily life. It also had a significant impact on industries such as entertainment, retail, and transportation, all of which rely on lighting for their operations. Today, the light bulb remains one of the most important and ubiquitous inventions of all time, and it continues to shape the way we live.

56. What was one of the main problems with early lighting methods like candles and oil lamps?	
A.	They were too bright and uncomfortable.
B.	They could be easily knocked over and cause fires.
C.	They created a lot of smoke and bad odours.
57. Which material was discovered to work well as a filament in the early stages of light bulb development?	
A.	Copper.
B.	Carbon.
C.	Plastic.
58. What did Thomas Edison develop that made the light bulb a practical invention?	
A.	A light bulb with a carbon filament inside a vacuum-sealed glass bulb.
B.	A light bulb that could run on batteries.
C.	A light bulb that produced both heat and light.
59. Why were early light bulbs expensive and not widely used?	
A.	They were too large and difficult to handle.
B.	They used a lot of energy and were costly to produce.
C.	They were dangerous and often broke.
60. What type of light bulb is most commonly used today?	
A.	Fluorescent bulbs.
B.	LED bulbs.
C.	Incandescent bulbs.

WRITING SECTION 7

In this section, you are required to complete two writing tasks, 61 and 62. You have **70** minutes to complete the writing section.

61-ESSAY:

You have been asked to write an essay for a travel magazine discussing the topic below. Write between 200-250 words.

Adventure or luxury travel – what are the pros and cons?

In your essay, you should:

- Discuss the advantages and disadvantages of both adventure and luxury travel.
- Give your opinion on which type of travel is more rewarding and why.
- Support your ideas with examples and reasons.

62-ARTICLE:

You have been asked to write an article for a lifestyle website discussing the topic below.

The Perfect Location for Sunday Lunch

In your article, you should:

- Describe what makes a location ideal for Sunday lunch.
- Compare different options (e.g., restaurants, countryside, family home).
- Give your opinion on the best place to enjoy Sunday lunch and why.

Write between 150-200 words

Write your answer in the space provided.

Please write clearly and use a black pen only.

DOMAX MOCK F

TAPESCRIPT

PART A

You will listen to two dialogues. There are 5 questions for each dialogue. Listen carefully and choose the correct answer for each question. Each dialogue will be played twice.

Dialogue 1

Listen to a conversation between Liam and Kelly: for questions 1-5, choose the correct answer between A, B and C. You now have some time to read the questions before we start.

Liam	Oh, no. Not again!
Kelly	What's up, Liam? Are we lost again?
Liam	No, Kelly, we're not lost again. I know exactly where we are. Well, more or less. The thing is, there's another speed camera ahead. I hate them! That's the third one we've passed in the last twenty minutes. It's useless, we'll never get to the party on time. You'd better ring Aunt Linda and tell her we're going to be late
Kelly	Don't worry, Liam, we've still got twenty minutes before the party starts, and we must be almost there. Now, getting back to the speed cameras - the idea is to make drivers slow down and reduce the number of accidents.
Liam	I suppose you're right but speed cameras are a nuisance. The other day I'd bought a cup of coffee, it was too hot to drink and I was in a hurry, so I put it on the dashboard. I saw a sign for a speed camera, so I pulled the brakes and the whole cup of coffee spilled on my lap. It was boiling! Now, that could've caused an accident!
Kelly	Yes Liam, and had you gotten into an accident, it would've been all your fault! You drive too fast, especially through towns, and you shouldn't balance hot drinks on the dashboard anyways. You never know when a bike or a pedestrian is going to pop out from behind a parked car.
Liam	Oh and that's another thing! A driver breaks the law for going too fast and he gets points taken off his license. But what about cyclists and pedestrians? Pedestrians never cross roads where and when they're supposed to. People on bikes ride at night without lights; go in the wrong direction along one-way streets; don't signal; don't wait for traffic lights! They're a menace – and if a driver knocks one down, it's the driver's fault. It's not fair! I suppose a pedestrian can't have a license to walk in the streets, but they should be fined heavily if they do something they shouldn't. But cyclists should have to pass a test, and have a license with points to lose. Then we'd see them behaving better.
Kelly	I guess that wouldn't be such a bad idea! Why don't you suggest it to the local council? It's about time they did something about cyclists. Now, let's focus on the road, what's the street we're meant to be looking for? Liam, you see, that's another reason to slow down, if you pass side streets at great speed, I can't see street names.
Liam	Speed has nothing to do with street names Kelly, what you need are new glasses

Dialogue 2. Listen to a conversation between Jenny and Pat . Read questions 6-10 and choose the most appropriate word from the options **A-F**. Be careful, there is one extra word

Pat	Jenny, You look asleep on your feet. Had a late night?
Jenny	Yes, actually, I did, Pat. I met up with some old school-friends last night, I hadn't seen them in ages.
Pat	That sounds nice. Did you have a good time?
Jenny	Well, most of the evening was fun. First, we had some drinks at the pub and spent some time chatting, just to catch up on all the latest gossip. After that, we went to an Indian restaurant and had a really spicy curry. It was delicious!
Pat	That sounds really nice Jenny.
Jenny	Wait for it , Pat, it's not over! To finish off the evening, we decided to go to a club and ended up in this absolutely terrible place
Pat	Don't tell me you went to 'The Dancing Bear'? Everybody knows it's the worst disco in town.
Jenny	Yes, we did! It was awful – full of young kids and the music was so loud I couldn't hear myself think.
Pat	Did you dance?
Jenny	Of course I did! Everything would have been perfect if I hadn't run into my niece Karla! She was there with her young friends and it was so embarrassing!
Pat	That's hilarious! So what did you do?
Jenny	Well, I actually had more fun, we danced together till three o'clock in the morning! However, it didn't end well for me. I missed the last train home and had to get a taxi. It cost me an arm and a leg... I can't believe taxis are so expensive these days! Anyways, I finally got home at 4 am! I could've thrown the alarm clock out of the window this morning when it went off at six.
Pat	Well, No wonder you look half-asleep. You'd better get some rest.

Part B

Richard: Here is today's news in brief, read by Richard Macdonald and Dominique Stokes.

Dominique: A passenger was stabbed yesterday on the top deck of a London bus because he tried to protect his girlfriend from a man who was throwing take-away food at her. Bill Harries, aged 24, was taken to hospital after being stabbed in the shoulder. A spokesman for the Metropolitan Police said that most passengers had left the top deck after the suspect, who escaped through the door after stabbing Mr Harris, started harassing and throwing food at them. Detectives have appealed to these passengers to get in touch with the nearest police station.

Richard: The Royal Mail is going to bring out a set of stamps to celebrate Britain winning the Olympic bid. Six stamps depicting events such as swimming and diving will be on sale to coincide with the World Championships in Helsinki. The collection will be available for two years.

Dominique: Recent research has revealed that nearly forty per cent of British university students work for an average of sixteen hours a week during term time in order to finance their studies. Of the remainder, thirty per cent work during the holidays and thirty-six per cent are helped by their parents so they can concentrate on their studies. On average, students spend one hundred and ninety-five pounds a week on living cost. This includes approximately seventy-four pounds on rent, twenty-one pounds on food and roughly the same amount on entertainment.

Richard: Astronomers have announced the discovery of a previously unknown planet which is even further from the sun than Pluto. Scientists have been studying the planet for the last seven months to estimate its size and motions. They say the planet is at least one and a half times bigger than Pluto, which has a diameter of about one thousand, four hundred miles.

Dominique: An Irish mother of six has become the biggest lottery winner in Europe after winning an eighty million pound jackpot. The record jackpot had accumulated because nobody had won it since the middle of May. Players in Britain, Ireland, Portugal, Switzerland, France, Spain, Austria, Belgium and Luxembourg take part in the weekly draw. Reporters waiting outside her home for her comments this morning were disappointed as she was still recovering from the celebrations which took place yesterday evening in her local pub.

Richard: An eight-year-old boy was peppered with shotgun pellets in a road-rage incident yesterday on a main road near Battersea. A black car in front of the car in which he was travelling did a U-turn before a shotgun was fired from it. The boy was not seriously injured.

Dominique: James Lloyd, aged 33, from Bristol, who fell asleep at the wheel of his camper on the way to an international rugby match and crashed into another car, slightly injuring a young woman of 24, has been fined almost five thousand pounds.

Richard: Fire-fighters in Suffolk will take part in the first of a series of strikes tomorrow. Members of the Fire Brigades Union will stop work for three hours from seven in the morning. If their demands are not met, there will be further strikes on Thursday and next week. The action is in protest at plans to cut 12 jobs.

DOMAX B2 MOCK F
ANSWER KEYS

Listening - Part A

1 point for each correct answer. Total 10 points

Dialogue 1

1. (A)
2. (A)
3. (A)
4. (B)
5. (C)

Dialogue 2

6. (B)
7. (E)
8. (C)
9. (A)
10. (F)

Listening - Part B

1 point for each correct answer. Total 10 points

11. (C)
12. (A)
13. (B)
14. (C)
15. (B)
16. (B)
17. (C)
18. (A)
19. (A)
20. (A)

LISTENING ____/20

Reading and Use of English - Section 1

1 point for each correct answer. Total 5 points

21. (C)
22. (C)
23. (D)
24. (C)
25. (C)

Reading and Use of English - Section 2

1 point for each correct answer. Total 5 points

26. (B)
27. (C)
28. (B)
29. (B)
30. (C)

Use of English Section 3

1 point for each correct answer. Total 10 points

31. (A)
32. (B)
33. (C)
34. (C)
35. (D)
36. (A)
37. (A)
38. (A)

39. (C)
40. (D)

Reading and Use of English - Section 4

1 point for each correct answer. Total 5 points

41. (D)
42. (B)
43. (A)
44. (E)
45. (G)

Reading and Use of English - Section 5

1 point for each correct answer. Total 10 points

46. (C)
47. (D)
48. (B)
49. (A)
50. (C)
51. (A)
52. (C)
53. (A)
54. (C)
55. (B) .

Reading and Use of English - Section 6

1 point for each correct answer. Total 5 points

56. (B)
57. (B)
58. (A)
59. (B)
60. (B)

Reading and Use of English ____/40

WRITING TASK SECTION 7

61. Requires an Impression Mark ____/20
62. Requires an Impression Mark ____/20

Writing TOT ____/20

SPEAKING

Requires a score out of 20

Speaking TOT ____/20

TOTAL EXAMINATION SCORE ____/100

DOMAX level B2 Certificate in ESOL

International

(B2 CEFR)

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ORAL EXAM FORMAT

The Oral examination is divided into three parts. The Interlocutor and the Examiner conduct the oral examination according to the Oral Examination Guidelines.

Speaking	Task Focus	Task Type	Marks
PART A Personal interaction	The learner will be able to: ▪ greet the examiner. ▪ provide personal details and information. ▪ demonstrate ability to respond to simple, familiar questions fluently and accurately ▪ use appropriate register and pronunciation in social interaction ▪ demonstrate spontaneity and coherence in short personal responses	Oral interaction with the interlocutor. Candidates respond to examiner-led questions. Timing:. 2 mins circa per candidate	20
PART B Discourse	Picture based description The Learners are shown two related photographs and are asked to: ▪ describe, compare, and contrast the images ▪ provide factual information and personal interpretations ▪ express opinions and develop ideas related to the theme presented The learner will be able to: ▪ use of descriptive language, comparative structures, and opinion phrases ▪ speak independently and fluently for an extended period ▪ use a range of grammar and vocabulary, including topic-specific language	Oral discourse prompted by visual material and follow-up questions. Timing: 3 mins circa per candidate	
PART C Paired discussion	This part involves a collaborative discussion between candidates. Candidates are prompted to: ▪ Ask and answer questions on a shared discussion topic ▪ Express and justify opinions and arguments ▪ Respond to and develop the ideas of a partner ▪ Engage in collaborative decision-making or problem-solving, where applicable The learner will be able to: ▪ ask and answer questions about a discussion topic. ▪ give opinions and facts, sustain or develop an argument ▪ use interactive strategies ▪ initiate and carry on interaction with another candidate around the discussion topic. The task may include mediation skills like contributing to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions.	Interaction between candidates based on a discussion or scenario prompt. Timing: 3 mins circa overall	
Total Timing per candidate 8- 10 mins Total marks: 20			

ONLINE EXAMINATION KICK OFF

The interlocutor addresses both candidates in turn.

Interlocutor:

Good morning.

Before we start, could I have your consent to record this exam session?

(wait for positive response from candidates)

Ok. Thank you.

(start recording)

My name is _____. I'll be your interlocutor today. My examiner ID is _____.
With me today is your assessor and they will be listening to the session.

Assessor:

Good morning. My name is _____ and my examiner ID is _____.

Interlocutor:

This is the oral examination for level B2. Today is *(date and year)*.

Let's begin with verifying your IDs.

to each candidate

What is your full name?

(wait for response from candidates)

Can you show me your ID?

(make sure ID corresponds to candidate's details)

Thank you.

Ok. Now we are ready to start.

First, I'm going to ask each of you a set of questions. You have some time to answer but do not worry if I interrupt you. Any questions?

(ask a set of questions to candidate A, then candidate B)

F2F EXAMINATION KICK OFF

The interlocutor addresses both candidates in turn

Interlocutor:

Good morning.

My name is _____ and this is my colleague _____. He/she will be listening to us.

What is your full name? Can you spell your surname?

Thank you.

Ok. Now we are ready to start.

First, I'm going to ask each of you a set of questions. You have some time to answer but do not worry if I interrupt you. Any questions?

(ask a set of questions to candidate A, then candidate B)

PART A- INTRODUCTION

The interlocutor selects one set of questions for each candidate

How would you describe yourself?
How would you describe your family?
What is your goal in life?

Do you like sports?
Do you practise any sports? Which?
What sport do you hate? Why?

What places would you love to visit? Why?
What places would you never visit? Why not?

Do you think social media is good for us? Why?
What advantages or disadvantages can you mention regarding social media?
What would you change about social media?

Do you have any hobbies?
What are they?
How often do you practise your hobbies, and why?

PART B -DISCOURSE

The main objective, here, is for the candidates to compare and contrast the pictures relating to the same topic in as much detail as possible and then to answer the questions given.

Interlocutor addresses both candidates in turn.

In this part of the exam,
I'm going to give each of you a set of two pictures.

Now, (candidate B).....

Here are your pictures about **SCIENCE**.

Hand out Task sheet A

I'd like you to compare the two pictures.

Then give us your thoughts and opinions using the questions given.

You have about 2 minutes for this.

Do not worry if I stop you when the time is up.

(candidate A) ____ you will just be listening.

Now, take a few seconds to organise your speech....

You may begin.

(after 2 minutes): Thank you.

Now, (candidate A) ____ Here are your pictures about **SCIENCE**.

Hand out Task sheet B

I'd like you to compare the two pictures.

Then give us your thoughts and opinions using the questions given.

You have about 2 minutes for this.

Do not worry if I stop you when the time is up.

(candidate B) ____ you will just be listening.

Now, take a few seconds to organise your speech....

You may begin.

(after 2 minutes): Thank you.

Let's move on to the final part of the exam.

The Interlocutor may use prompts to support the candidate and encourage language use.

Example:

Can you describe the people in the picture?

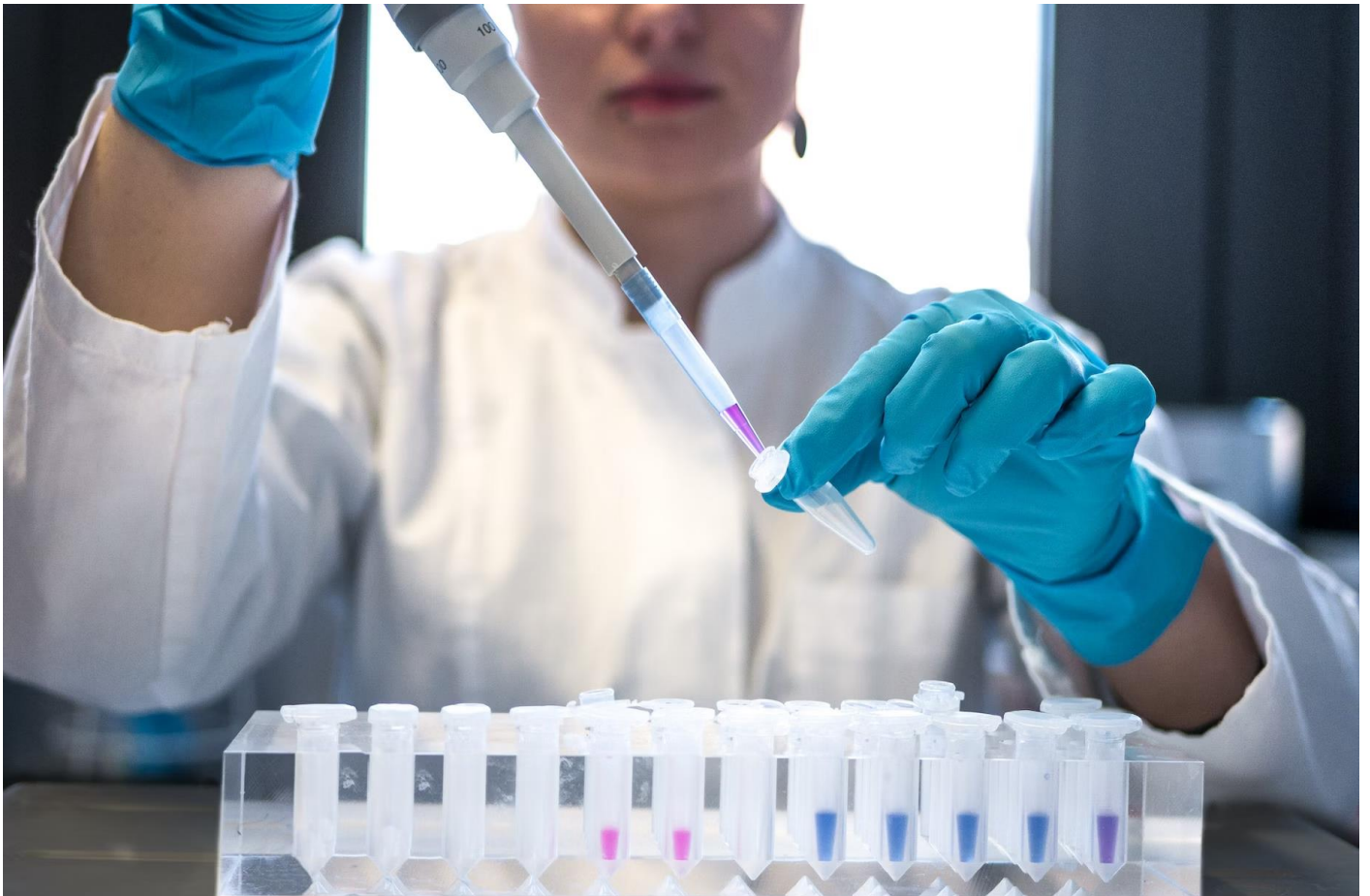
How are the pictures different?

In what way are the pictures the same?

Do the pictures represent friendship in the same way?

PART B -DISCOURSE-PICTURE A SCIENCE

In what ways do these pictures differ? In what ways are they similar?



PART B -DISCOURSE-PICTURE B SCIENCE

In what ways do these pictures differ? In what ways are they similar?



PART B -DISCOURSE-PICTURE C SCIENCE

In what ways do these pictures differ? In what ways are they similar?



PART C -PAIRED DISCUSSION

The interlocutor gives candidates the prompts and encourages candidates to take turns asking and answering questions and extracting opinions.

Interlocutor: *Address both/all candidates*

In this part of the examination, I'd like you to talk about a newspaper article together.

(give candidates question prompts and point, read out the instructions)

Let's read the instructions for this task.

You see the headline in your local newspaper.

"Education should be implemented at home and not only at school."

You will see that some views have been expressed for and against the idea. Use these points to say how far you agree with them and compare your opinions.

You will have about 3 minutes to discuss the task. Do you have any questions?

Now, (A)..... you begin *(Candidate A)*.

Choose a discussion point and (B) will join you.

Allow 3-4 minutes for the discussion.

Thank you, this is the end of the examination.

The interlocutor should follow the discussion and keep the candidate's on task.

The interlocutor can point to the prompts but should NOT participate in the dialogue.

PART C CANDIDATE PROMPTS

You see the headline in your local newspaper:

“Education should be implemented at home and not only at school”

Some readers have expressed their views:

Only at home! Don't send your kids to school, home schooling is better.

I don't have time, I'm busy, I'm always working.

We pay taxes to send our children to school to get thought, why should I do their work?

The education needs to be updated, the school syllabus is old, we have to teach our kids because the schools don't.

I completely agree with this!

Schools do a good job, no need for homeschooling.

Discuss each view and say how far you agree with each concept.