



DOMAX

Level C1 Certificate in ESOL International
(C1 CEFR)

MOCK TEST

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in ESOL International (C1 CEFR)

Candidate Name: _____

EXAM ID: _____

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

Mode of Assessment	Questions	Marks	Duration
Listening	1-30	20	35 minutes
Reading & Use of English	31-65	40	90 minutes
Writing	66-67	20	90 minutes

LISTENING

The Listening Section of the exam is divided into four parts. You will hear a series of recordings, and each recording will be played twice. General Guidelines:

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 a dialogue.
- You will answer five questions.
- Listen carefully and choose the correct answer for each question.
- The dialogue will be played twice.

PART B

- You will listen to a series of news reports.
- Answer the questions by choosing the correct option.
- Each news report will be played twice.

PART C

- You will hear five different speakers.
- Listen carefully and choose the correct answer for each question
- You will listen to each speaker twice

PART D

- You will hear three exchanges.
- Listen carefully and answer the questions for each exchange
- Each exchange will be played twice.

LISTENING PART A

Listen to the conversation between Bob and Diana. Read sentences 1 to 5 and choose one option (A–G) to complete each sentence. There are **two extra options** you do not need to use.

1. Bob enjoyed the show very much and ____.
2. Diana and Bob agree that the plot ____.
3. Bob feels that not all characters ____.
4. Diana is keen to continue watching the show but ____.
5. Diana and Bob feel that the show ____.

A	is not a fan yet
B	makes a surprising turn
C	can't wait to watch the next season
D	need to be extravagant
E	get emotionally attached to the storyline
F	will get boring in the long run
G	was addicted to it immediately

LISTENING PART B

Listen to the news report. Choose the correct answer for each question **6-15** from options **A, B, or C**. You will hear the news briefs twice

6. Nowadays, child psychologists and education experts _____.
A) believe differences between sexes are not always the same as previously thought
B) try not to distinguish between boys and girls in their studies
C) affirm that the differences between boys and girls are greater than in the past
7. It is now thought that parents should _____.
A) raise their children like an adult
B) only have strong, confident children
C) reinforce areas where children are lacking
8. Sylvia Rimm, an American psychologist, says _____.
A) girls are not pushed as much into being individual or unique
B) parents encourage girls to dominate their husbands
C) girls often lack a strong sense of being an individual
9. Many successful career women _____.
A) left their homes and comfort zones at an early age
B) are defined by their partner's roles and personalities
C) began to discover their own proficiencies during their childhood
10. Dr Rimm _____.
A) disagrees with the idea that mothers should not work after having children
B) thinks career women find it difficult to be successful as a mother
C) encourages mothers to stay at home to monitor their children carefully
11. If a girl spends time only trying to please others, she _____.
A) will question parental wishes
B) may end up understanding herself more
C) may possess insufficient self-awareness
12. Dr Rimm argues that _____.
A) girls should be allowed to be more self-sufficiency immediately
B) it is too risky to allow girls to develop by themselves
C) girls should be protected when young and be allowed autonomy progressively

13. Dr Rimm and Elizabeth Hartley Brewer believe the issue with boys is that they _____.

- A) are considered to be lazy
- B) are easily distracted
- C) lack social interaction skills

14. Ms Hartley-Brewer believes that boys _____.

- A) tend to lose their focus
- B) are generally untidy in their lives
- C) never admit to their mistakes

15. Boys should be rewarded when they _____.

- A) are dismissive of their flaws
- B) own up to their errors
- C) are making progress in learning

LISTENING PART C

Listen to five different speakers, doctors and patients, talking about innovation in the medical field. For questions 16-20, match each speaker (1–5) to the opinion they express (A–G). There are **two extra sentences** you do not need to use. Then for questions **21–25**, choose the **correct answer** from options **A, B, or C**.



A	Believes progress is essential but must be better illustrated to patients
B	Is impressed by the success of new treatments after personal experience
C	Feels uncomfortable about how quickly new procedures are replacing traditional ones
D	Emphasises that innovation should not come at the cost of moral standards
E	Believes we need to slow down and question whether progress is always helpful
F	Thinks excitement about technology is overshadowing more important medical issues
G	Encourages openness to change while recognising the need to instruct patients

16	Speaker 1: Dr Harris	
17	Speaker 2: Reema	
18	Speaker 3: Dr Miller	
19	Speaker 4: George	
20	Speaker 5: Dr Lee	

For questions **21–25**, choose the **correct answer (A, B, or C)** for each speaker.

21	What concern does Dr. Harris express about medical innovation?
A	It's moving too slowly to be truly effective
B	It might outpace patients' and doctors' ability to adapt
C	It should be limited to large hospitals only
22	What does Reema suggest about her attitude toward the treatment she received?
A	She only agreed to it because it was the last option available
B	She trusted the doctors completely from the beginning
C	Her desperation made her more willing to try something that once seemed hazardous
23	What is Dr. Miller's main concern?
A	That digital systems are not accurate enough
B	That AI is replacing doctors in patient care
C	That patient data is being misused without oversight
24	What concern does George express about modern medical procedures
A	They may prioritise efficiency over human connection
B	They rely too heavily on untested technology
C	They are too expensive and not widely available
25	What point does Dr. Lee make about involving patients in medical innovation?
A	Explaining procedures clearly helps patients feel more confident and engaged
B	Most patients prefer to avoid complex information
C	Doctors should decide what information is necessary for each patient

LISTENING PART D

You will hear three short exchanges, each set in an academic context. For each exchange, you will answer one or two questions. For questions **26-30**, choose the option that best answers the question. You will hear each exchange twice.

Exchange 1: Professor Bates and Josh	
26	What does the professor say about the concept of absolute freedom of speech?
A	It is generally upheld by most democratic countries
B	It is more an idealistic than a realistic idea
C	It is protected without exception under international law
Exchange 2: Leslie and Professor Henderson	
27	What does the professor say about active citizenship?
A	It's only meaningful in countries with compulsory voting
B	It applies mainly to local government involvement
C	It includes participation beyond just casting a vote
28	What concern does the professor express?
A	That many people disengage from their duty as a citizen
B	That public institutions are failing to meet obligations
C	That legal citizens are uninformed about their rights
Exchange 3: Tony and Professor Gerard	
29	What does the professor say about the continued use of classical architecture?
A	It's outdated and rarely relevant today
B	It communicates power and continuity
C	It's mostly decorative and impractical
30	What does the student question about classical design?
A	Whether it's still necessary in public buildings
B	Whether its symbolic meaning has been lost
C	Whether it risks becoming visually antiquated over time

READING & USE OF ENGLISH SECTION 1

For questions **31-35**, read the mini extracts and choose the correct answer from A), B), C) or D). Here is an example:

0. After she _____ out with her boss she left the company.

A:	is falling	B:	has fallen	C:	was fallen	D:	had fallen
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The correct answer is **D**). Mark **D** on your answer sheet in the correct box.

Andrew: Have you spotted anything strange?

Bob: So far we haven't noticed anything unusual, but we'll keep our eyes ³¹_____.

Andrew: OK sure. We saw on the news about this man running free, but we weren't sure what to make of it.

Well, the thief ³²_____ hiding somewhere in the building.

Bob: Let's hope they catch him soon!

Andrew:

31.

A:	peeled	B:	picked	C:	pierced	D:	pricked
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32.

A:	is thought to be	B:	is thought that he was	C:	had thought to be	D:	is thought from
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Mary: Have you heard the latest?

Bill: No, what?

Mary: Paul and Sue have ³³_____.

Bill: Really? No way! Well I actually saw Paul at the café a couple of weeks back. I didn't recognise him as he ³⁴_____ a full beard.

Mary: Yeah, he's totally changed look recently. If only he ³⁵_____ her better, then she would have spent the rest of her life with him.

Bill: He was very nasty to her, wasn't he?

33.

A:	split up	B:	come out	C:	shut up	D:	played out
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34.

A:	was grown	B:	has been grown	C:	has grown	D:	is growing
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35.

A:	was treated	B:	'd have treated	C:	had treated	D:	didn't treat
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READING & USE OF ENGLISH SECTION 2

For questions **36-40**, read the prompt and choose the correct answer from A), B), C) or D) to complete the sentences.

36. He'll have to do his share of work, no _____ whose son he is!

A:	mind	B:	matter	C:	spite	D:	difference
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37. I'm sick and _____ of hearing his complaints. If he's not satisfied, why doesn't he try doing some work himself?

A:	annoyed	B:	down	C:	tired	D:	bored
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38. I think the most difficult part about being an actor is trying to remember the script off by _____.

A:	heart	B:	mind	C:	head	D:	chest
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39. Violence _____ up after someone threw a beer can at the referee.

A:	flared	B:	flew	C:	brought	D:	came
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40. I caught that train by the skin of my _____. They were already closing the gates when I rushed through.

A:	ear	B:	hair	C:	nose	D:	teeth
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READING & USE OF ENGLISH SECTION 3

For questions **41-45**, complete the second sentence so that it has the same or similar meaning as the first. Choose the correct answer from A), B), C) or D). Here is an example

0.
The concert ended right when we got inside the arena. We were very upset.
_____ ***had we got inside the arena than the concert ended! We were very upset.***

- A** No sooner **B** As soon as **C** Right when **D** After

The correct answer is **A**).

41. Her director criticised her severely for forgetting the appointment.

Her director _____ her like a ton of bricks for forgetting the appointment.

- A:** got the bottom of **B:** came down on **C:** was on top of **D:** was fed up with

42. He didn't listen to his answering machine so he didn't get my message.

If he _____ to his answering machine, _____ my message.

- A:** was listening ... he'd get **B:** 'd listened ... he'd get **C:** 'd listened ... he'd have got **D:** listened ... he'd have got

43. "You let the cat out of the bag, didn't you, Colin?" Sue said.

Sue accused Colin _____ her secret.

- A:** with keeping **B:** of revealing **C:** for telling **D:** to let go of

44. It was only when he stopped talking that he realised nobody had been listening.

Only when he stopped talking, _____ that nobody had been listening.

- A:** he realised **B:** did he realise **C:** he did realise **D:** realised he

45. Joe won't be in for a week. He has a bad cold.

Joe will be absent for a week. He's _____ with a bad cold!

- A:** caught on **B:** taken in **C:** fallen down **D:** come down

READING & USE OF ENGLISH SECTION 4

Read the text about the Tooth Fairy and then read statements **46 - 50**. For each statement, choose the best answer from A, B, C or D.

The Tooth Ferry¹

P1	At one time, the dental service the British NHS provided was envied by people living on the continent. Every Briton who wanted a dentist had one and appointments took days rather than months to arrange. Over the past decade, however, a chronic shortage of dentists has developed. The situation is so bad that the majority of NHS practitioners have closed their books and refused new patients. Now, many people have to turn to the private sector or, as is happening increasingly, overseas.
P2	This shift has left vulnerable populations—such as the elderly, low-income families, and children—at a severe disadvantage. Many are forced to endure dental pain for weeks or even months, with some resorting to DIY solutions or emergency care when infections become critical. Rural areas are especially hard hit, where clinics are closing and residents must travel long distances for basic check-ups.
P3	Some experts also point to changing public attitudes toward dental aesthetics as a contributing factor to the growing demand for services. With the rise of social media and the influence of celebrity culture, more people are seeking cosmetic procedures such as whitening, veneers, and invisible braces. This has placed additional strain on a system already struggling to meet basic oral health needs. While private clinics have embraced this trend with lucrative offerings, NHS dentistry remains focused on essential care, leaving a gap in service expectations.
P4	In addition, the UK's regulatory framework for dentistry has seen little modernization in recent years. Critics argue that outdated licensing processes and a slow-moving bureaucracy deter qualified professionals from entering or remaining in the field. Some international dentists trained in the EU or Commonwealth countries face long delays in securing the right to practice in Britain, despite having the necessary qualifications. Streamlining this process could provide some short-term relief to the staffing shortage, but efforts to reform it have so far been limited.
P5	The residents on the Isle of Wight are planning a new solution to their dental crisis: a quick trip to France for treatment. Up to fifty people are due to travel on the 'Tooth Ferry' - a package booking from Portsmouth to Cherbourg - for urgent work on cracks, crowns and fillings. The two-day trip, organised by an Isle of Wight councillor in collaboration with French authorities, costs £120 per person and includes travel, two nights in a hotel and treatment for non-major operations. Dental X-rays of each patient will be sent ahead to one of ten Cherbourg surgeries, who will make preparations for their patients' arrival. The scheme is seen as a <u>bargain</u> by the patients as waiting lists for the few NHS dentists lengthen and the cost of private treatment increases.

¹ <https://www.theguardian.com/society/2004/apr/15/primarycare.medicineandhealth>

P6	Some patients have also expressed relief at receiving care in modern, well-equipped clinics, praising the professionalism and efficiency of the French dental teams. The Isle of Wight councillor said that he had been prompted to act by the appalling inequalities in dental care in Britain, with his community bearing some of the worst. The 'Tooth Ferry', the first organised dental trip to the continent, was welcomed by residents because the costs for minor operations in France – where a basic consultation is £20 – were about 40 per cent less than prices charged by private UK dentists.
P7	He also noted that many residents were shocked to discover how much more accessible and affordable dental care could be elsewhere in Europe, highlighting how far the UK has fallen behind. The British Dental Association blames the government for the disastrous situation. It believes it is the consequence of the abysmal pay rates for NHS work and a worrying lack of training places. The subject is an embarrassing one for the Government as some politicians personally promised to tackle the problem. Despite repeated pledges, meaningful reforms have yet to materialize. Experts warn that without urgent intervention, the dental crisis will deepen, putting even more pressure on A&E departments and risking long-term public health consequences.

46. What can we understand from the first paragraph?

- A) The NHS dentists are shorter than before.
- B) The majority of dentists are going abroad to work.
- C) There are not enough NHS dentists to satisfy demand.
- D) NHS dentists refuse to treat their patients.

47. The word '*bargain*' in paragraph 5 (P5) is similar in meaning to:

- A) faster service
- B) good value
- C) efficient activity
- D) popular

48. What was the main reason the councillor of the Isle of Wight came up with this project?

- A) He felt the island could make huge profits in dentistry.
- B) He was down-hearted by the disparity in dental care.
- C) He was being asked by residents to act on dental care.
- D) He had an excellent relationship with France.

49. One of the main reasons why the British Dental Association lays the blame on the government is due to the _____.

- A) dire earnings for healthcare workers
- B) poorly conducted dentistry training schemes
- C) inability of creating a stable system
- D) failure to take the matter seriously enough

50. What is the main reason the author has used the title '*tooth ferry*'?

- A) To stress the importance of taking the transport to France to get your dental treatments.
- B) To indicate how poorly managed the public dental healthcare system is.
- C) To highlight the fact that people go by sea to get a dental appointment.
- D) To play with the word 'ferry' which has a similar pronunciation to another word related to 'tooth'.

READING & USE OF ENGLISH SECTION 5

Read about tea drinking in the UK. For statements **51 - 55** choose the best answer from A-F. The letters may be chosen **ONLY ONCE**. One paragraph is **not** required.

Tea drinking²

A.

In America, tea has two primary associations: iced or salty. In Britain, however, tea is inextricably woven into the fabric of everyday life. The proof is in the numbers: the British drink 100 million cups of tea every day. That's almost 36 billion cups per year, divided amongst British men, women, and children. For contrast, only about 70 million cups of coffee are drunk daily in Britain. British cupboards are typically stocked with various blends, from classic English Breakfast to Earl Grey and herbal varieties. Even in workplaces and government buildings, tea rounds are a common and expected part of the routine, reinforcing its role as a social glue in British society.

B.

Many Brits firmly believe that no task, from studying to data entry to putting up a shelf, can be accomplished without a good cuppa. Some even measure the length of a task by how many cups of tea are required to finish it. Tea is the default response to a myriad of situations: waking up, shocking news, returning from a boozy night out, good news, breaking up, giving birth, meeting a friend, feeling uncomfortable, or feeling happy. How you take your tea indicates your social class, personality, and tribal affiliation. Offering someone a cup of tea is a standard gesture of kindness and politeness, especially in unfamiliar or tense settings. In hospitals, police stations, and even during crises, someone will almost certainly offer tea as a form of comfort. The ritual of making tea—boiling the kettle, choosing a mug, steeping the bag, it is almost meditative, grounding the moment in something familiar and reassuring.

C.

The British East India Company began to import much more tea from its colonies in the Far East, where it had been grown and drunk for thousands of years. The price fell, and suddenly every Briton had a tea habit. Tea is one of the few experiences in Britain that cuts across social class divides, race, ethnicity, and income levels. It also gives socially awkward Brits something to do with their hands. As tea became more accessible, it quickly shifted from a luxury item for the elite to a staple of everyday life. By the 18th century, tea was deeply embedded in British culture, served in drawing rooms, factories, and street corners alike. Its popularity even influenced the development of fine bone China teacups and teapots, which became symbols of refinement.

D.

Tea is traditionally brewed in a pot and poured out into individual cups. Most people, however, could not afford fine bone China, and the cups they did have would often shatter under the heat of the boiling tea. Milk was therefore added first to the cups to lessen the heat of the hot tea and keep the cups intact. Many people apparently grew to like the taste, although some take their tea with sugar or lemon instead. Over time, this practice of adding milk first became a subject of cultural debate, with some insisting it's the "proper" way, while others argue that milk should only be added after the tea has steeped. The method you choose can spark lively discussions among tea enthusiasts. Regional variations have also emerged—some areas favour stronger brews, others lighter ones.

E.

Today, debates about how to make the perfect cup of tea can rival discussions on politics or football. Should the milk go in first or last? Is a teabag acceptable, or should one always use loose leaf? How long should it brew? These questions may seem trivial to outsiders, but to the British, they can be matters of intense personal conviction. Entire friendships have been tested over the right ratio of milk to tea or the proper steeping time. And anyone who dares to microwave their tea is practically committing a criminal offense in some circles.

F.

Tea has also found its place in British institutions. From the humble builder's brew on a construction site to the refined afternoon tea served with scones and clotted cream in grand hotels, there's a version of tea for every occasion. It serves as a quiet ritual, a moment of pause in the chaos of life. Whether enjoyed in solitude or shared among friends, tea remains, quite simply, a national obsession, an enduring symbol of British identity, resilience, and comfort in a cup.

² <https://www.rd.com/article/why-british-drink-tea/>

Which section:

- 51.** refers to how tea was served as a result of their economic status?
- 52.** wants to emphasise the popularity of tea in Britain?
- 53.** talks about how British people drink after an alcohol fuelled evening?
- 54.** explains how tea can be found in almost any venue in the UK?
- 55.** highlights how tea became accessible to a wider range of social classes?

READING & USE OF ENGLISH SECTION 6

Read the article about the melting of the world's glaciers. For questions **56-60**, choose the sentence which best fits in the paragraph from A-H. Two sentences are **not** required. For questions **61-65**, choose the correct option from A, B or C.

World's glaciers melting faster than ever recorded ³

Glaciers around the world are retreating at an unprecedented rate, according to the most comprehensive scientific review ever conducted on the subject. **0.** These frozen rivers of ice, which serve as vital freshwater resources for millions of people globally, are shrinking rapidly due to the effects of climate changed. If all of them were to melt entirely, global sea levels could rise by 32 centimetres, or about 13 inches.

Since the start of the 21st century, glaciers have lost over 6,500 billion tonnes of ice, which equates to roughly 5% of their total mass. Alarmingly, the rate of this loss has been accelerating. In the past decade alone, glacier melting has increased by more than a third compared to the period between 2000 and 2011.

This analysis, published in the journal '*Nature*', represents a global effort. It draws on over 230 regional estimates from 35 different research teams worldwide, making the findings particularly robust and giving scientists higher confidence in predicting how glaciers will behave in the future. **56.**

Glaciers are considered reliable indicators of climate stability. Under normal climatic conditions, they maintain a balance, gaining mass from snowfall while losing a similar amount through seasonal melting. However, this balance has been disrupted due to rising temperatures driven primarily by human activities, such as the burning of fossil fuels. Over the period from 2000 to 2023, glaciers not located in Greenland or Antarctica lost an average of 270 billion tonnes of ice annually.

To help make this abstract number more understandable, scientists liken it to global water consumption. The ice lost in just one year is equivalent to the total water usage of the entire global population over 30 years, assuming each person consumes about three litres a day. Some regions have experienced particularly severe losses. **57.**

While it has been understood for some time that glacier melting is speeding up, what makes this study stand out is its comprehensive and unified approach. Scientists have used a range of techniques—each with its own limitations and strengths—to arrive at a more reliable consensus. Direct measurements on-site provide very detailed data but are only feasible for a small fraction of the more than 200,000 glaciers worldwide. Satellite data, while broader in scope, can vary in accuracy. **58.**

This type of scientific collaboration is essential, not only for advancing research but also for informing climate policies, business decisions, and public awareness. The conclusions of this study are likely to be used by governments, climate organizations, and industries that need reliable data to plan for future risks and changes.

Glaciers do not respond immediately to climate changes **59.** This lag means that glaciers

³ adapted from - <https://www.bbc.com/news/articles/cy4ly8vde85o>

will continue to shrink even if emissions were cut immediately. However, the extent of future melting will be strongly influenced by how much greenhouse gas emissions are reduced. The difference between limiting global warming and allowing it to continue unchecked could determine whether a quarter or nearly half of the world's glacier ice is lost by the end of the century.

The implications of this loss go far beyond mountain regions. Hundreds of millions of people depend on glacier meltwater for their drinking water, agriculture, and sanitation. Glaciers function like seasonal reservoirs, releasing water during dry months when it's needed most. **60.** .

Additionally, even modest increases in global sea levels can have far-reaching consequences. When glaciers melt, they contribute to sea-level rise alongside the major ice sheets in Greenland and Antarctica and the thermal expansion of warming ocean water. Just one centimetre of sea-level rise is enough to expose another two million people to annual flooding around the world.

Since 1900, global sea levels have risen by over 20 centimetres, with roughly half of that occurring since the early 1990s. Scientists expect the rate of rise to increase further in the coming decades. These changes underscore the importance of immediate and sustained action to mitigate climate change. Every fraction of a degree by which warming can be limited will help preserve more of the world's glaciers and prevent significant global impacts.

0.	A	A:	These frozen rivers of ice, which serve as vital freshwater resources for millions of people globally, are shrinking rapidly due to the effects of climate change
56.		B:	For example, glaciers in Central Europe have shrunk by approximately 39% in just over two decades.
57.		C:	As they vanish, communities could face water shortages and increased vulnerability to drought.
58.		D:	The study helps to paint a clearer picture of the pace and scale of ice loss, pulling together diverse methods of measurement from field studies to satellite observations
59.		E:	Their reaction can take anywhere from a few years to several decades, depending on their size and location
60.		F:	The word "glacier" originates from the French word glace, meaning ice, highlighting the linguistic roots of our relationship with frozen landscapes.
		G:	By combining these diverse sources, researchers can now provide much more accurate and consistent results
		H:	In Norse mythology, glaciers were believed to be the remnants of the primordial frost giant Ymir, connecting ancient folklore to modern natural phenomena.

61. What is identified as the principal catalyst behind the accelerated retreat of glaciers worldwide?
- A) Escalating subterranean geothermal fluctuations
 - B) Anthropogenic climate alteration leading to high atmospheric temperatures
 - C) Shifts in tectonic plate dynamics affecting alpine regions
62. According to the study, how has the velocity of ice mass depletion changed over the past ten years compared to the previous decade?
- A) It has increased by more than thirty percent
 - B) It has plateaued due to reduced emissions
 - C) It has fluctuated unpredictably without a discernible pattern
63. What enhances the reliability and comprehensiveness of the glacier loss analysis in the recent review?
- A) Exclusive use of advanced AI modelling for projections
 - B) Integration of a wide spectrum of empirical data from transnational collaborations
 - C) Dependence on anecdotal observations from local residents
64. What is one critical implication of glacial recession for dependent human populations?
- A) It compromises hydrological availability vital for subsistence and agriculture
 - B) It promotes ecosystem diversity through increased meltwater flow
 - C) It intensifies volcanic activity beneath glaciated terrains
65. Why does even marginal augmentation in ocean levels present a considerable global hazard?
- A) It precipitates erosion of polar ice shelves
 - B) It significantly increases the number of individuals vulnerable to periodic inundation
 - C) It contributes to increased mineral deposits in coastal zones

READING & USE OF ENGLISH SECTION 7

For questions **66-75**, read the text and choose the correct answer from A), B) or C) to complete the sentences.

Rent a star

TV ⁰ _____ have realised that if stars can sell cars, soap and drinks, then they must be able to sell 'Nature'. The result is the ⁶⁶ _____ up of an entirely new television genre, in which a creature of the wild gets joint billing with a celebrity. This blend of entertainment and environmental awareness appeals to audiences who might not otherwise tune in to traditional nature documentaries. By combining star power with exotic wildlife, broadcasters are tapping into a powerful emotional connection.

As if ⁶⁷ _____ didn't have enough to worry about with the ⁶⁸ _____ their natural habitat, pollution and poaching, they now have the prospect of a film star tracking them down, accompanied by an entire ⁶⁹ _____. These productions, though well-meaning, sometimes disrupt the very ecosystems they aim to celebrate. The constant presence of cameras and crews can be stressful for animals unused to human contact. The result is delivered to viewers who prefer *Nature* neatly unpacked.

One of the ⁷⁰ _____ examples of this came about in 1998 when an orangutan sitting quietly in a tree was suddenly confronted with Julia Roberts. The ape was evidently wide-eyed at this memorable experience – and many humans displayed a similar reaction. The reason was partly the ⁷¹ _____ the normally elegant actress ⁷² _____ while travelling on foot through the rainforest. But what added to the appeal was also the experience of seeing an orphaned baby orangutan that attached itself to Roberts ⁷³ _____ they met and were inseparable.

There seems to be ⁷⁴ _____ of stars ready to rush off ⁷⁵ _____ to save the planet.

66	A	working up	B	shaping up	C	growing up
67	A	jeopardised species	B	risky species	C	endangered species
68	A	smashed of	B	destruction of	C	tearing of
69	A	film gang	B	film crew	C	film squad
70	A	most catching	B	most freaking	C	most startling
71	A	sight of	B	glance of	C	stare of
72	A	perspiring profusely	B	perspiring drenchingly	C	perspiring torrently
73	A	as soon as	B	as long as	C	so long as
74	A	no depth	B	no height	C	no shortage
75	A	into the wilderness	B	into the edge	C	into the frontier

WRITING SECTION 8

In this section, you are required to complete two writing tasks, **76** and **77**. You have 90 minutes to complete the writing section.

76. – ESSAY:

Write an essay for your teacher, discussing the advantages and disadvantages of travelling to outer space. You should explain which of the advantages you think would be most important for the future of humans and Earth and which are the disadvantages of travelling to space; describe your point of view and give reasons to support your opinion.

77. - REVIEW:

What has been the best performance/event of the year in your local area? It could be a concert or a stage play, or perhaps an art or craft exhibition, even a festival. You can make your nomination for the local paper contest by writing a review of what you have seen, telling us why you think it was the most outstanding performance/event of the year.

DOMAX level C1 Certificate in ESOL International (C1 CEFR)

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ORAL EXAM FORMAT

Speaking	Task Focus	Task Type
PART A Interview and warm-up	In this part, learners settle in and demonstrate fluency and control when discussing familiar and abstract topics. The learner will be able to: - Provide detailed personal information with fluency and spontaneity. - Express and elaborate on views and experiences using nuanced and sophisticated language. - Demonstrate flexibility in dealing with unexpected or complex questions.	One-to-one interview with the interlocutor on both familiar (e.g., background, interests) and abstract themes (e.g., education, society, identity). Timing: 3 -4 minutes circa per learner
PART B Paired discussion	In this part, the aim is to assess interaction, responsiveness, and the ability to engage in sustained discussion. The learners will be able to: - Collaboratively discuss prompts on complex, abstract, or culturally relevant issues. - Exchange ideas and opinions, evaluate arguments, and respond critically and sensitively. - Negotiate meaning, clarify viewpoints, hypothesise, speculate, and shift perspective. - Maintain coherence and cohesion in a dynamic, interactive setting.	Interaction: Pair work – spontaneous and negotiated Learners are given a set of visual and must develop a co-constructed dialogue using advanced discourse strategies. Timing: 4-5 minutes circa total
PART C Extended monologue	The aim of this part is to assess fluency, coherence, and complexity in developing arguments or viewpoints at length. The learner will be able to: - Produce extended, well-structured, and coherent monologues on abstract, academic, or socially significant topics. - Show controlled use of organisational patterns, connectors, and cohesive devices. - Express themselves precisely, using idiomatic language appropriately. - Respond to follow-up questions from the interlocutor or partner, expanding and justifying ideas.	Each candidate receives a prompt (e.g. abstract question, quote, or complex issue) and prepares for 30 seconds before speaking at length. Timing: 3 -4 minutes circa per learner
Total Timing per candidate: 10-12 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 he/she 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 C1. 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

Interlocutor: *Address candidates in turn. Candidate A and Candidate B. Give each candidate maximum 2 minutes.*

Let's talk about ...

Communication	Well-being
• How do you usually communicate with friends and family? • In your opinion, has technology made communication more meaningful or more superficial? • How do you think communication habits might evolve in the next ten years?	• What do you do to take care of your mental or physical health? • Do you think modern lifestyles make it harder or easier for people to stay healthy? • How much responsibility should governments have for the wellbeing of their citizens?

Travel	Ethics
• Have you ever visited a place that taught you something about its history or culture? • What are the benefits of preserving historical landmarks and traditions? • How can tourism be balanced with protecting cultural heritage?	• Have your values or ethics ever influenced a difficult decision you had to make? • How do personal values shape the way people behave in society? • Should ethics be taught in schools, and if so, how?

Part B – INTERACTION

Interlocutor: *Address both/all candidates*

In this part of the examination, I'd like you to talk about six images together. You will be talking to each other. Together you will discuss and talk about the pictures.

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

Let's read the instructions for this task.

Your local council is launching a new campaign to help people build stronger and more meaningful relationships in their personal and professional lives. You are part of the planning team. You've been given some ideas for resources and activities the campaign could include. Decide which three ideas would be the most helpful and why.

You should consider things like how practical and engaging the idea is, the potential long-term impact, the relevance to different types of relationships and the cost and accessibility

You have about 4 minutes to discuss the task together. Take some time to look at the pictures and organise your thoughts. When you're ready (A) you can start and (B) (C) will join you. I will just be listening. Do you have any questions?

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

Allow about 4 minutes for the discussion

Part B – INTERACTION – CANDIDATE PROMPTS

Your local council is launching a new campaign to help people build stronger and more meaningful relationships in their personal and professional lives. You are part of the planning team. You've been given some ideas for resources and activities the campaign could include. Decide which three ideas would be the most helpful and why.



Active listening workshops



Digital Detox Weekends



Conflict mediation sessions



Neighbourhood food sharing events



Conversation starter benches



Game nights

Part C – LONG TURN

The main objective of this session is for each candidate to speak at length and give a long turn discussion about a topic provided by the interlocutor. During long turn, candidate will use the bullet points for ideas and discussion points.

Interlocutor addresses all candidates

This is the last part of the examination. Each of you will have two minutes to discuss a topic separately. You will have a choice of two topics, and you have to choose one of the two topics to talk about for approximately 2 minutes.

To Candidate A

(A)..... here is your topic.

(show the candidate topic A)

Look at the information in the box. *(point to the prompts)*

Read the prompt in the box then use the three prompts in bullet points to help you with your discussion. *(point to the prompts)*

You have some time to look at the prompts and organise your ideas, then about two minutes to present your points.

Then you have to give your view about the final statement.

I will give you some time to think about your discussion.

(give about 30 seconds)

You may begin

After about 2 minutes ...

Thank you

Repeat for candidate B and C.

Finally

Thank you

This is the end of the examination

(stop recording)

Part C – PROMPTS A

Describe a time when a new communication tool or app significantly changed how people interacted.

You should say:

- What the tool or app was
- How people started using it
- What impact it had on daily communication

and explain whether this change has been mostly positive or negative in your view.

Describe a major trend or movement in eating habits that has grown in popularity.

You should say:

- What the trend is and how it started
- Who has adopted it and why
- What impact it has had

and explain what this trend suggests about changing lifestyles and values.

Part C – PROMPTS B

Describe someone you know or have heard about who made a significant lifestyle change to improve their wellbeing.

You should say:

- What the change was and why it was made
- How it affected their daily life
- What challenges they faced

and explain what this experience shows about the importance of personal choices for wellbeing.

Describe a situation where two groups or communities successfully built a stronger relationship.

You should say:

- Who the groups were and what their relationship had been like
- What brought them together
- What actions helped improve the relationship

and explain what others can learn from this example of building trust and cooperation.

Part C – PROMPTS C

You are going to talk about **ONE** of the following topics for **two minutes**.

You will have **one minute** to think about what you're going to say and you can make some notes if you wish.

Here are your topics:

Describe a travel experience that helped you understand another culture better.

You should say:

- Where you went and what you experienced
- What cultural aspects stood out to you
- How the experience changed your perspective

and explain why such travel experiences can be valuable for personal growth.

Describe a time when you or someone you know changed a habit to live more sustainably.

You should say:

- What the original habit was
- Why the change was made
- What impact it had

and explain what this shows about the role of individual action in environmental protection.

DOMAX C1 MOCK F**SCRIPTS****PART A**

Bob:	Hey Diana, did you end up watching Midnight Echo last night?
Diana:	Hey Bob, yeah, I did! Finally got round to it, everyone was going on about Midnight Echo and how incredible it is. I have to say, I wasn't expecting it to be that good.
Bob:	Right? I thought it was brilliant. The suspense had me hooked from the first five minutes.
Diana:	Hmm... I'm not sure I'd go that far. I mean, the plot was interesting, but the pacing felt a bit slow at times.
Bob:	Slow? Seriously? I thought it was perfectly balanced. That twist at the end of episode two? Genius.
Diana:	Ok Bob, I'll give you that — the twist was clever. I didn't see it coming at all. But I found the lead actress a bit... stiff? She didn't really sell the emotion for me.
Bob:	Ah, come on Diana. I thought she was great! Subtle, but effective. Not every character has to be over the top.
Diana:	Fair enough. Maybe I just wasn't in the right mood for it. The setting, though — that creepy seaside town — absolutely spot on.
Bob:	Yeah, the atmosphere was one of the best things about it. And the soundtrack was dope, it gave me the chills.
Diana:	Definitely, very good soundtrack. I'll probably stick with the show and see how it unfolds. But it hasn't completely won me over... yet.
Bob:	Give it another episode or two. I reckon it'll grow on you.
Diana:	We'll see. If it turns into another one of those shows that drags on for five seasons with no proper ending, I'm out.
Bob:	Fair point. Let's just hope they know when to wrap it up.

Part B

Boys and girls

Recent developments in child psychology have led experts to reconsider long-held beliefs about the differences between boys and girls, particularly in how they should be supported during their upbringing. This new perspective highlights the importance of nurturing individual strengths rather than reinforcing traditional gender roles. In fact, some researchers argue that even subtle differences in how children are spoken to or praised can influence their development in unexpected ways.

A new school of thought among child psychologists and education experts is that boys and girls are indeed different – although not always in the ways it was presumed in the past. It is now believed that parents should try to strengthen the areas in which their children are naturally weak. In this way they will bring up confident children who will reach their full potential as adults. It's not about treating children identically, but about being mindful of their individual needs and tendencies without relying too heavily on gender stereotypes.

Sylvia Rimm, an American child psychologist says, "In general, young girls don't seem to have a strong sense of their own individuality, and uniqueness isn't as encouraged as much as it should be. This is a hangover from the days when women's identities were defined by their husbands – when they were just in a supporting role." Dr Rimm discovered that many successful career women had been encouraged by their parents to search for their own identities and strengths from an early age. She also notes that encouraging creative play and decision-making at a young age can make a meaningful difference in how girls view themselves later in life.

Dr Rimm also challenges the assumption that a mother should sacrifice her career for her children. "Many successful women had mothers who worked or studied at least as soon as their children were in school," Dr Rimm says, "They admired their mothers for being able to do everything and they wanted to emulate them. Mothers have to remember they are role models. Mothers don't need to be at home, hovering over their children, their entire lives." This viewpoint has sparked some debate, particularly among more traditional thinkers, but it is gaining wider acceptance in modern parenting circles.

Dr Rimm adds that girls often aim to please and model themselves on others, which makes life easy for parents because they are not challenged by their daughters. However, if a girl spends her time trying to please others, she ends up not knowing who she is. Some teachers have noticed that this pattern can continue into the classroom, where girls may avoid asking questions or expressing disagreement, simply to maintain harmony.

Parents should encourage girls to question parental wishes. Self-knowledge and independence will help girls get through the typical insecurity of the teenage years. Dr Rimm argues that, on the whole, girls tend to be over-protected and that it is a good idea to allow girls more autonomy gradually, so they have a sense of being in charge of themselves later on. In other words, although it can be risky, girls should be allowed to learn and develop a personality by themselves. Gradual exposure to decision-making can build resilience, even if the outcomes aren't always perfect. It's part of growing up.

Both Dr Rimm and Elizabeth Hartley-Brewer, a British education expert and social policy specialist, believe that the main problem with boys is their energy and lack of focus. This is often seen early on, with young boys struggling to sit still during structured learning activities, which can lead to frustration for both parents and teachers.

According to Ms Hartley-Brewer, messy school-work from boys shouldn't be tolerated. As boys are easily bored and lose concentration, they ought to be helped to focus by encouraging pride in accomplishment. As boys tend to act before they think, they should be encouraged to plan more. Another problem is that male pride and bravado often make boys dismissive of their errors. Boys should be rewarded for admitting their mistakes, so they can learn from them. Supportive strategies like breaking tasks into smaller steps and using praise effectively are often recommended to keep boys motivated and engaged.

Speaker 1-Dr. Harris

I've been in general practice for over twenty years, and I can tell you, the pace of medical innovation today is staggering. Some of it is brilliant—minimally invasive surgeries, targeted cancer therapies, AI-assisted diagnostics—it's nothing short of revolutionary. But if I'm honest, there are times it feels like we're racing ahead without fully grasping the long-term implications. Not all patients are ready for this level of change, and not all clinicians are either. There's a balance to be struck between embracing innovation and ensuring we stay grounded in real-world care.

Speaker 2- Reema

I used to suffer from chronic migraines—debilitating, really. I missed work, social events, everything. Then I was offered a new treatment, something I'd never even heard of before—neuromodulation. I was sceptical at first, of course. It sounded like science fiction. But I can't begin to explain the difference it's made. I still get the odd flare-up, but it's manageable now. I suppose when you're desperate for relief, you become more open to what used to sound like risky options. For me, this new tech gave me my life back. I can actually make plans again, without constantly worrying I'll have to cancel last minute.

Speaker 3- Dr. Miller

Look, I'm not against progress. Far from it. I've been involved in trials using AI to flag early-stage cancers—and the accuracy is impressive. But I do worry about the bigger picture. The amount of patient data we're feeding into these systems, often without truly informed consent, is concerning. Who owns that data? Who's profiting from it? There's this excitement about digital healthcare, but not enough regulation. We're walking a fine ethical line, and once we cross it, it's not easy to go back.

Speaker 4- George

I had a knee replacement last year, and the hospital used this robotic-assisted surgery. Everyone kept telling me how advanced it was, how precise. But honestly? It felt like I was part of some experiment. The surgeon barely explained anything, and I ended up googling half of it myself. The operation went fine, but the whole experience was cold and impersonal. Sometimes I wonder if we're losing something—like the human side of care—while chasing the next big thing. I mean, technology can be great, but at the end of the day, I just wanted someone to talk to me like a person, not a data point. A bit of reassurance would've gone a long way. I didn't want cutting-edge—I wanted clarity and empathy.

Speaker 5- Dr. Lee

I know there's scepticism, and rightly so—we need to ask tough questions. But from my perspective, medical innovation is saving lives in ways we couldn't have imagined even ten years ago. Gene therapy, 3D-printed organs, wearable health tech... this isn't just buzz; it's transforming outcomes. Sure, there are risks, but what field doesn't have them? The important thing is that we remain transparent, we educate our patients, and we don't resist change simply because it's unfamiliar.

I often hear colleagues say that patients won't understand the science. But that underestimates people. When you take the time to explain—not just what, but why—most patients are incredibly receptive. It's about trust. If we keep communication open and involve them in the process, innovation doesn't feel so intimidating. It becomes something shared, rather than imposed.

PART D

Exchange 1 Josh and Professor Bates

Josh:	Professor Bates, I was reading about freedom of speech in different legal systems, and I noticed it's often presented as absolute—but in practice, it's anything but.
Professor Bates:	Exactly Josh. Most democracies have limitations—hate speech laws, national security, public order. The idea of "absolute" freedom is more theoretical than practical.
Josh:	So, would you say it's more about balancing rights than protecting one above all?
Professor Bates:	Precisely. Rights are often in tension with one another. That's what makes human rights law so complex—and fascinating.
Josh:	It seems like it must be difficult to draw the line, though. Who decides what counts as a justified limitation?
Professor Bates:	That's one of the central challenges. Courts play a key role, but it's also about social and political context. The line isn't fixed—it evolves.

Exchange 2: Leslie and Professor Henderson

Leslie	Professor Henderson, Can I ask you a question? I'm still unclear on how active citizenship differs from just being a legal citizen. Isn't voting enough?
Professor Henderson	Of course Leslie, go ahead.
Leslie	I'm still unclear on how active citizenship differs from just being a legal citizen. Isn't voting enough?
Professor Henderson	Voting is part of it, but active citizenship implies more engagement—volunteering, holding institutions accountable, being informed.
Leslie	So it's about participation beyond the ballot box?
Professor Henderson	Exactly. It's not just a status—it's a practice.
Leslie	Do you think enough people actually engage at that level?
Professor Henderson	Unfortunately, no. Civic participation tends to decline when people feel disillusioned or powerless. That's why education around civic responsibility is so crucial.

Exchange 3 Tony and Professor Gerard

Tony	Professor Gerard, I loved your lesson! I'm amazed by how classical architecture still influences modern buildings. It's everywhere, even in banks and museums.
Professor Gerard	Thank you Tony. And, Yes, the use of columns, symmetry, and proportion are all classical elements. They convey stability and grandeur.
Tony	Is that why government buildings often look like ancient temples?
Professor Gerard	Yes Tony, It's a deliberate choice—to evoke authority and tradition through form.
Tony	Professor, but isn't there a risk that it all starts to feel a bit...outdated?
Professor Gerard	Not necessarily. Classical styles often blend with modern materials and functions. It's more about reinterpretation than replication.

**DOMAX C1-MOCK TEST
ANSWER KEY**

Listening - Part A

Half point per correct answer -Total 2.5 points

1. (G)
2. (B)
3. (D)
4. (A)
5. (F)

Listening - Part B

1 point for each correct answer. Total 10 points

6. (A)
7. (C)
8. (C)
9. (C)
10. (A)
11. (C)
12. (C)
13. (B)
14. (A)
15. (B)

Listening PART C

Half point per correct answer -Total 5 points

16. (E)
17. (B)
18. (D)
19. (A)
20. (G)
21. (B)
22. (C)
23. (C)
24. (A)
25. (A)

Listening PART D

Half point per correct answer -Total 2.5 points

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

Listening __/20

DOMAX C1-MOCK TEST
ANSWER KEY

Reading and Use of English Section 1

Half point for each correct answer. Total 2.5 points

- 31. (A)
- 32. (A)
- 33. (A)
- 34. (C)
- 35. (C)

Reading and Use of English - Section 2

Half point for each correct answer. Total 2.5 points

- 36. (B)
- 37. (C)
- 38. (A)
- 39. (A)
- 40. (D)

Reading and Use of English - Section 3

1 point for each correct answer. Total 5 points

- 41. (B)
- 42. (C)
- 43. (B)
- 44. (B)
- 45. (D)

Reading and Use of English Section 4

1 point for each correct answer. Total 5 points

- 46. (C)
- 47. (B)
- 48. (B)
- 49. (A)
- 50. (D)

Reading and Use of English - Section 5

1 point for each correct answer. Total 5 points

- 51. (D)
- 52. (A)
- 53. (B)
- 54. (F)
- 55. (C)

Reading and Use of English - Section 6

1 point for each correct answer. Total 10 points

- 56. (D)
- 57. (B)
- 58. (G)
- 59. (E)
- 60. (C)

**DOMAX C1-MOCK TEST
ANSWER KEY**

- 61.** (B)
- 62.** (A)
- 63.** (B)
- 64.** (A)
- 65.** (B)

Use of English and reading - Section 7

1 point for each correct answer. Total 10 points

- 66.** (B)
- 67.** (C)
- 68.** (B)
- 69.** (B)
- 70.** (C)
- 71.** (A)
- 72.** (A)
- 73.** (A)
- 74.** (C)
- 75.** (A)

Reading and Use of English ____/40

WRITING TASK SECTION 8

76. Requires an Impression Mark ____/20

77. Requires an Impression Mark ____/20

Writing TOT ____/20

SPEAKING

Requires a score out of 20

Speaking TOT ____/20

TOTAL EXAMINATION SCORE ____/100