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Level C2 Certificate in ESOL International
(C2 CEFR)

MOCK TEST

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in ESOL International (C2 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	31-75	40	100 minutes
Writing	76-77	20	90 minutes

LISTENING

The Listening Section of the exam is divided into three 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.
- Match each speaker to the statement that best reflects their opinion.
- Listen carefully and choose the correct answer for each question
- You will listen to each speaker twice

PART D

- You will hear four short recordings.
- Listen carefully and answer the questions for each exchange
- Each exchange will be played twice.

PART A

In part A, you will hear a speaker talking about their experiences living abroad and the impact of cultural immersion.. Read sentences **1 to 5** and choose the correct ending for each sentence from the list of options **A–G**. There are **two extra options** you do not need to use.

1. The speaker first went to Japan with the intention of staying for _____.
2. She describes her early experiences with local customs as _____.
3. Her view of culture changed when she stopped constantly _____.
4. She believes that travelling becomes meaningful when it challenges _____.
5. One key insight she gained abroad was that culture exists in _____.

A	more than just visible traditions or museum exhibits
B	comparing everything to what she was used to
C	an extended research fellowship at a university
D	awkward and sometimes unintentionally offensive
E	understanding her own national identity
F	a short period but ended up remaining much longer
G	your assumptions and makes you uncomfortable

PART B

In Part B, you will listen to an interview with Phil Thomas of the British Beer and Pub Association. Choose the correct answer for each question **6-15** from options **A, B, or C**. You will hear the news briefs twice.

6. Sheila introduces the discussion _____.
 A) by saying that the subject is very popular among people.
 B) To show that beer can help people's heart problems.
 C) To point out the various associations in Britain.
7. Sheila _____.
 A) cannot understand why men drink beer when it causes 'beer bellies'.
 B) finds the pub operators' new slogan surprising.
 C) is pleased to see crowds of men with big bellies drinking beer in pubs.
8. Phil _____.
 A) says that it is a lie that only men with beer bellies drink beer.
 B) thinks beer should be more fashionable than wine.
 C) refutes the idea that drinking beer inevitably leads to a beer belly.
9. Phil _____.
 A) feels that the idea of beer being more fattening is made up.
 B) categorically confirms that beer is more fattening than wine.
 C) says that wine is served in a similar measure to beer.
10. The Pub Association _____.
 A) is hoping to make beer more attractive to women by serving it in smaller glasses.
 B) is only going to serve women beer in third-of-a-pint glasses.
 C) is going to serve wine in smaller measures.
11. The glass in which wine is generally served _____.
 A) has increased in size.
 B) is the same in many bars as that in which beer is served.
 C) is used to serve full-flavour continental brews.
12. Beer's fattening reputation _____.
 A) is due to the fact that beer drinkers eat fish and chips or a curry before going to a pub.
 B) has to do with the fact that beer drinkers eat fish and chips or a curry while they're drinking.
 C) has more to do with the snacks people eat after drinking beer.
13. Phil _____.
 A) thinks that people in the Czech Republic drink more beer than the British, and they're not fat.
 B) considers that a person's lifestyle and education rather than beer decide whether that person is overweight or not.
 C) thinks that non-drinkers in the Czech Republic are just as fat as beer drinkers.
14. According to Phil, _____.
 A) continental beer is horrible.
 B) British beer is just as cool as continental beer.
 C) in order to appreciate the taste of beer, it should not be chilled.
15. Phil closes the discussion by saying "bottoms up". This expression is used in which situation.
 A) To toast among friends.
 B) To say bye in an informal way.
 C) To move on and talk about other things.

PART C

You will hear five people talking about different aspects of food, nutrition, and sustainability. For questions **16–20**, match each speaker to the statement that best reflects their viewpoint from options **A–G**. There are two options you do not need. Then for questions **21–25**, choose the **correct answer** from options **A, B, or C**. You now have some time to read the questions before we start.



Which speaker expresses each of the following viewpoint ?

A	Believes ethical food choices should take priority over profit
B	Thinks healthy eating is too expensive to be realistic for most people
C	Questions the reliability and consistency of product labelling
D	Emphasises the importance of balance over restrictive diets
E	Feels that better education could help consumers make wiser choices
F	Suggests that environmental impact matters more than taste
G	Recognises that food access and awareness vary across communities

16	Speaker 1 Emily	
17	Speaker 2 Liam	
18	Speaker 3 Ava	
19	Speaker 4 Noah	
20	Speaker 5 Rachel	

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

21	According to Emily, why do people continue to fall for fad diets?
A	Because simple advice sounds less thrilling and marketable
B	Because doctors continue to endorse rapid weight loss methods
C	Because fad diets are cheaper and more accessible than balanced diets
22	What has Liam done to better control what he eats?
A	Started buying food only from certified organic shops
B	Embarked on preparing food at home
C	Consulted a professional nutritionist for advice
23	What does Ava mention as a frequent question from customers?
A	Why they don't have partnerships with supermarkets
B	Why they don't focus more on vegan-only options
C	Why they don't serve product lines and affordable alternatives
24	What does Noah say is often misleading about organic products?
A	They often have lower nutritional value than standard produce
B	They are imported from distant countries, increasing carbon footprint
C	They frequently come from large-scale industrial farms
25	What small change does Rachel suggest can lead to better eating habits?
A	Learning to prepare complete meals from scratch
B	Reducing the consumption of pre-packaged nibbles
C	Shopping only at organic markets

¹ <https://www.bulbapp.io/p/92379d4b-2ab0-40d2-b93a-8d12b394ad8c/ultra-processed-food>

LISTENING PART D

You will hear four short exchanges between two speakers in an academic or professional context. Each exchange is followed by one or two multiple-choice questions.. For questions **26-30**, choose the option that best answers the question from **A, B, or C**. You will hear each recording twice.

Exchange 1: Professor Barnes and Professor Hill	
26	What is Professor Barnes' position on universal morality?
A	It should guide all legal systems
B	It's necessary for global cooperation
C	It can oversimplify cultural differences
Exchange 2 : Professor Kim and Professor Sanders	
27	What concern does Professor Kim express about publishing in open-access journals?
A	That it may not be taken as seriously as traditional publications
B	It limits the impact of academic work
C	It increases the credibility of scientific findings
Exchange 3 : Doyle and Mason:	
28	What do both professors agree on about mystery novels?
A	They are a useful tool for teaching literary style
B	They are more popular than any other genre
C	They are especially effective at capturing students' attention
Exchange 4 : Professor Ellis and Professor Ryan	
29	What is Professor Ellis concerned about?
A	That students no longer understand logical argument
B	That superstitious habits may erode critical thinking
C	That students rely too heavily on scientific explanations
30	What attitude does Professor Ryan express in the final comment?
A	A humorous admission of his own irrational behaviour
B	A strong belief in traditional superstition
C	Frustration with Friday beginnings

READING, USE OF ENGLISH AND WRITING

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

Read the instructions for each section and choose the correct answers for each task. Fill in the space on your answer sheet with a black pen only.

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

Time allowed: 3 hours and 15 minutes maximum

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**:

One of the moments I remember very fondly was when I finally ⁰ _____ my idol.

- | | | | | |
|----------|------------------------|----------------------|---------------------|-----------------------|
| 0 | A. came up with | B. passed out | C. turned up | D. bumped into |
|----------|------------------------|----------------------|---------------------|-----------------------|

The correct answer is **D**).

The ground trembled beneath their feet as buildings began to sway violently. Within seconds, entire streets were in chaos. Emergency teams stepped in and made a rapid assessment of the damage. Survivors were pulled from the rubble as aftershocks rippled through the region.

³¹ _____ the devastation, stories of bravery and cooperation began to emerge. For many, the disaster was not just a test of strength, ³² _____ a reminder of how quickly life can be cruel.

In the days that followed, volunteers arrived in droves, bringing food and aid to those most affected. Against all odds, hope began to resurface in the shattered community.

- | | | | | |
|-----------|-------------------|-------------------|-----------------------|-----------------------|
| 31 | A. Despite | B. However | C. Nonetheless | D. Even though |
|-----------|-------------------|-------------------|-----------------------|-----------------------|

- | | | | | |
|-----------|------------------|--------------------|-----------------------|-------------------|
| 32 | A. and if | B. but also | C. even though | D. or else |
|-----------|------------------|--------------------|-----------------------|-------------------|

Years of failed attempts had left the team frustrated, but they never lost hope.

³³ _____, a minor adjustment to their process led to a breakthrough. The lead scientist examined the results again and again, hardly believing her eyes. Their experiment, ³⁴ _____ dismissed by the wider community, now promised to revolutionise the way diseases are ³⁵ _____. The team realised that their discovery could replace traditional medical approaches. As word of the achievement spread, the scientific community filled the team with praise.

- | | | | | |
|-----------|-------------------|-----------------------|---------------------|---------------------|
| 33 | A. Finally | B. In contrast | C. Meanwhile | D. Above all |
|-----------|-------------------|-----------------------|---------------------|---------------------|

- | | | | | |
|-----------|----------------|------------------|----------------|---------------|
| 34 | A. even | B. barely | C. once | D. was |
|-----------|----------------|------------------|----------------|---------------|

- | | | | | |
|-----------|---------------------|----------------------|----------------------|-----------------|
| 35 | A. born with | B. dealt with | C. coped with | D. taken |
|-----------|---------------------|----------------------|----------------------|-----------------|

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's always working extra hours, sometimes even weekends. _____ he always has difficulty in making ends meet.	A.	How much work he takes on	B.	How he takes on a lot of work	C.	How much work does he take on	D.	However much work he takes on
37	Due to delays in the judicial system, many cases remain unresolved. Since the law works so slowly, there is a considerable _____ of cases waiting for trial.	A.	remainder	B.	hangover	C.	backlog	D.	reserve
38	He had barely turned the water on when something interrupted him. Hardly _____ into the shower when the phone rang.!	A.	had he stepped	B.	he has stepped	C.	he stepped	D.	he was stepping
39	Their shifts were recently changed, so they rarely work together now. They don't work the same shift any longer, but they still meet _____ in the canteen.	A.	in time	B.	the same time	C.	from time to time	D.	on time
40	He's constantly making sacrifices to support her, but nothing seems to be enough. The more he does for her, _____.	A.	she seems dissatisfied	B.	the more dissatisfied she seems	C.	she's seeming dissatisfied	D.	she seems more dissatisfied

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**).

The police officer suspected that the victim was repairing high tension cables when he died.

The man who died _____ high-tension cables.

- | | | | | |
|-----------|-----------------|----------------|----------------|----------------|
| 41 | is believing to | is believed to | is believed to | is believed to |
| A. | have been | B. | have been | C. |
| | repaired | | repairing | D. |
| | | | repaired | have had been |
| | | | | repairing |

Claire refused to work overtime and that's why she didn't get a promotion.

If Claire _____ she _____ promoted.

- | | | | | |
|-----------|---------------|-------------------|----------------|----------------|
| 42 | didn't refuse | hadn't refused to | hadn't refused | hasn't refused |
| | to work | work overtime / | to work | to work |
| A. | overtime / | B. | overtime / | D. |
| | would have | | would have | overtime / |
| | been | | been | would be |

Although drama critics acclaimed the play as a major breakthrough, it didn't attract many people.

Despite _____ as a major breakthrough by drama critics, the play didn't attract many people.

- | | | | | |
|-----------|-----------|-----------------|-----------|---------------|
| 43 | being | to be acclaimed | has been | was acclaimed |
| A. | acclaimed | B. | acclaimed | D. |

People speak to Alex as though he were a child, which he hates.

Alex resents _____ as though he were a child

- | | | | | |
|-----------|--------------|-----------|--------------|--------------|
| 44 | being spoken | spoken to | to be spoken | to have been |
| A. | to | B. | to | D. |
| | | | | spoken to |

He didn't think that bungee jumping would be so frightening.

He went bungee jumping but _____ how frightening it would be

- | | | | | |
|-----------|-------------|---------------|-----------|-----------|
| 45 | he imagined | little did he | little he | had he |
| A. | | B. | imagined | D. |
| | | | | imagined |

READING & USE OF ENGLISH SECTION 4

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

The ghost of the mountains²

- P.1** Once revered in whispered legend and feared by prey that rarely saw it coming, the snow leopard — often called the "ghost of the mountains" — now drifts through a different kind of uncertainty. Adapted to the cold, razor-edged terrain of Central and South Asia's highest ranges, this solitary predator has fascinated conservationists, poets, and scientists alike. Yet fascination alone has done little to change the trajectory of its fate. Knowledge, it seems, is not always enough to save what we claim to value.
- P.2** For decades, the snow leopard existed more in myth than reality — a phantom shape against the stone, glimpsed only by chance. In traditional folklore, it was seen as a guardian spirit or a silent sentinel of the mountains, too sacred or too elusive to belong fully to the world of humans. Today, technology has pulled back the curtain: satellite collars, remote cameras, and DNA sampling have stripped away the mystery. We now know more about where they roam, what they eat, how they communicate. ***Paradoxically, this deeper understanding seems to have come at a time when the very mountains they inhabit are vanishing underfoot.***
- P.3** The animal itself is a marvel of adaptation. Measuring around 60 cm at the shoulder and weighing between 60 and 120 pounds, the snow leopard is built for survival. Its smoky-grey coat, marked with rosettes and spots, camouflages it perfectly against rocky slopes. Its wide, fur-covered feet act as snowshoes. Its long tail provides balance and warmth, while large nasal passages warm the sub-zero air before it reaches the lungs. Every part of its body speaks of its evolutionary success — an apex predator in one of the harshest climates on Earth.
But physical adaptation has its limits. And against the machinery of modern development, even nature's most resilient designs begin to look fragile.
- P.4** Snow leopards occupy a range that spans twelve countries, from Mongolia and China to India, Nepal, and Afghanistan. These territories, while vast on a map, are fragmented in reality — fractured by roads, mines, fences, and expanding human settlements. In the wild, they predominantly hunt blue sheep, ibex, and other mountain ungulates. But when prey becomes scarce — due to overgrazing, climate shifts, or human interference — livestock becomes a convenient alternative. This leads, predictably, to conflict with local herders, many of whom already struggle to sustain their livelihoods. While some conservation initiatives offer compensation or incentives not to kill predators, such schemes often fail to address the deeper frustrations of communities caught between poverty and preservation.
- P.5** **Conservationists paint a hopeful picture** — and to some extent, rightly so. Programmes such as the Global Snow Leopard and Ecosystem Protection Programme have coordinated efforts across national borders. Education campaigns, community-led patrols, and sustainable tourism models have made measurable impacts in certain regions. Camera trap footage of snow leopard cubs, for instance, sparks online celebration and encourages donor support.
Yet the broader context remains sobering. Mining operations continue to encroach on leopard habitats, backed by national economic agendas. Infrastructure projects, often labelled "development," slice through migration corridors. Climate change, less visible but no less destructive, is shifting the boundaries of snow leopard territory — altering vegetation, melting glaciers, and unsettling the fragile balance between predator, prey, and people.
- P.6** **One cannot help but notice a bitter irony** in our relationship with this species. We romanticise the snow leopard in documentaries, books, and branded conservation campaigns — yet we remain reluctant to curb the very systems that threaten its survival. Protecting the snow leopard is not simply a matter of fencing off mountains or tracking individual cats. It involves rethinking how we measure progress, how we balance national interests with global responsibility, and how we prioritise life beyond our own species.
- P.7** There are no easy answers. Some argue that conservation efforts must centre local communities, giving them a stake in the snow leopard's survival — not just through compensation, but through real inclusion in decision-making. Others push for stricter regulations and protected zones, regardless of local resistance. Meanwhile, policymakers weigh short-term economic benefits against long-term environmental stability, and the snow leopard continues to slip — both figuratively and literally — through the cracks.

² <https://www.worldwildlife.org/species/snow-leopard> & <https://snowleopard.org/> : The Ghost of the Mountains. Adapted by the exam development team from original writing for assessment purposes, inspired by conservation literature and factual information about snow leopards (e.g., Snow Leopard Trust, WWF, and IUCN).

P.8 Ultimately, the snow leopard may be less a symbol of mystery than of our own indecision. Its ghostly presence is no longer due to its stealth, but to our failure to act decisively. We have the tools, the data, the strategies. What we seem to lack is the will.

And so, as winter tightens its grip on the mountains once again, the snow leopard prowls in silence. Not because it chooses to remain hidden, but because fewer remain to be seen. ***It is still there — for now — a shadow against the snow, a test of our resolve, and perhaps our last chance to preserve something truly wild before it disappears entirely into memory.***

- 46.** What is the main idea conveyed describing the snow leopard as “a *phantom shape*” and “a *silent sentinel of the mountains*”? (P.2)
- A) Scientific evidence has proven that many cultural myths about snow leopards are false
 - B) The snow leopard has historically been perceived as mysterious and spiritually significant
 - C) The snow leopard is worshipped as rare creature of the mountains
 - D) Traditional societies often misunderstood the snow leopard’s ecological role
- 47.** What can be inferred from the statement: “*Paradoxically, this deeper understanding seems to have come at a time when the very mountains they inhabit are vanishing underfoot*”? (P.2)
- A) Scientific research is responsible for habitat destruction
 - B) Snow leopards are changing their habitats due to research
 - C) Knowledge of snow leopards has not prevented habitat degradation
 - D) The mountains are no longer suitable for tracking snow leopards
- 48.** What is the function of paragraph 5 beginning with “***Conservationists paint a hopeful picture...***”?
- A) It provides evidence that conservation is working
 - B) It contrasts surface-level successes with ongoing systemic threats
 - C) It introduces various case studies of many successful programmes
 - D) It summarises the snow leopard’s cultural significance
- 49.** What does the writer imply about current conservation efforts in paragraph 6 beginning “One cannot help but notice a bitter irony...”?
- A) They are driven primarily by scientific curiosity rather than ecological necessity.
 - B) They are undermined by global cooperation and ineffective international agreements.
 - C) They are superficial and fail to challenge the broader socio-economic systems that cause environmental harm.
 - D) They are effective but not widely understood by the public or governments.
- 50.** In the concluding paragraph 8, what does the snow leopard symbolise in the sentence: “...a test of our resolve, and perhaps our last chance to preserve something truly wild...”?
- A) An obstacle to the preservation of species and nature.
 - B) A spiritual messenger of the mountains
 - C) A representation of nature’s resistance to human intrusion
 - D) A measure of humanity’s willingness to protect biodiversity

READING & USE OF ENGLISH SECTION 5

Read the travel column about living the Aussie way. For statements **51 - 55**, choose the best answer from sections A-F. There is one extra section you do not need to use.

Living the Aussie way ³

A.

If you're planning to live in Australia, you'll quickly notice the casual and informal tone that defines everyday communication. Titles and formal greetings are often dropped in favour of first names, even in professional settings. Australians appreciate straightforwardness but blend it with a light-hearted manner. Directness is respected, but it's rarely delivered harshly, making conversations feel both honest and easy-going. This easy-going attitude often helps new arrivals feel at ease quicker than they might expect. Even in serious discussions, a touch of humour or a relaxed remark often lightens the mood, making workplace and social interactions feel less tense and more approachable.

B.

Australia's climate heavily influences its way of life. With sunny weather for most of the year in many regions, outdoor activities are an essential part of the culture. It's common for families to spend weekends at the beach, hiking in national parks, or having barbecues in their backyards. Given the country's vast coastline and natural landscapes, Australians have developed a deep appreciation for open-air living and environmental conservation. Even city dwellers try to fit outdoor adventures into their weekly schedules. Public parks, coastal walks, and community sports grounds are well-maintained and widely used, encouraging a lifestyle that revolves around fresh air and physical activity.

C.

You might be taken aback by the heavy use of slang when speaking with locals. Phrases like "*no worries*," "*arvo*" (afternoon), and "*mate*" are sprinkled liberally in conversation. This playful use of language reflects the laid-back spirit and sense of camaraderie that Australians value. While newcomers might initially struggle to understand, most locals are happy to explain and even teach you a few phrases. Picking up these expressions is often seen as a sign that you're truly settling in. Over time, using a few key expressions not only helps with communication but also shows respect and willingness to engage with local culture.

D.

Sport occupies a central role in Australian society. Cricket, rugby, tennis, and Australian Rules football are just a few examples of the many games Australians follow passionately. Major sporting events can feel almost like national holidays, with cities slowing down as people gather in pubs, parks, or homes to cheer on their teams. Even those who aren't particularly athletic tend to be drawn into the festive, competitive atmosphere. In fact, chatting about the latest match scores is a common ice-breaker among strangers. School programs, local leagues, and community clubs also foster strong participation from an early age, strengthening the social role of sport across generations.

E.

Another aspect that defines Australian life is the strong emphasis on work-life balance. Long working hours are generally discouraged, with many workplaces promoting flexible schedules and early finishes, especially on Fridays. The concept of "knocking off early" to enjoy more leisure time is seen as not only normal but desirable. This attitude highlights the national priority placed on health, relaxation, and family time. Spending that extra time outdoors or with family is considered essential for wellbeing. Employers often encourage taking regular holidays, and mental health days are becoming increasingly common in support of a healthy lifestyle.

F.

Australians take pride in their multiculturalism, celebrating influences from Europe, Asia, and beyond. Cities like Sydney and Melbourne are known for their diverse culinary scenes, festivals, and arts that showcase a rich blend of traditions. This diversity isn't just tolerated; it's embraced as part of the national identity and contributes greatly to the easy-going, inclusive spirit found across the country. This openness has made Australia a popular destination for immigrants seeking a fresh start. Language schools, cultural organisations, and community groups play an important role in helping newcomers integrate while maintaining their heritage.

³ <https://www.australia.com/en/facts-and-planning/about-australia/the-aussie-way-of-life.html>: Adapted by the exam development team from original writing for assessment purposes

Which section ...

51. discusses how outdoor living is both culturally valued and environmentally influenced?
52. mentions the importance of adopting local expressions to show integration?
53. explains how sport functions as a common social topic and community tradition??
54. describes how leisure time is prioritised in Australian work culture?
55. highlights how informal and humour-based communication helps people feel comfortable?

READING & USE OF ENGLISH SECTION 6

Read the article about why travelling is fundamental. For questions **56-60**, choose the sentence that 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**.

Why travelling is fundamental⁴

The global pandemic led to widespread disappointment, with cancelled trips, unplanned holidays, and missed family reunions. Leisure activities, once easily accessible, were curtailed due to international travel restrictions.

Recent data indicates that only a third of Americans have travelled overnight for leisure since March, with a mere 38 per cent indicating an intention to do so by the end of the year. **0. A** .

Human beings are not naturally sedentary. Anthropological evidence suggests that travel is embedded in human nature, with early humans living as nomadic hunter-gatherers, moving in small bands. This mobility was not accidental but served practical purposes, such as avoiding conflict and seeking new social environments. As Robert Louis Stevenson once succinctly noted, movement is essential to the human experience.

However, when movement is restricted, as in the circumstances during the pandemic, adaptation becomes necessary.

56. . These activities offer a sense of continuity, a symbolic resistance to the stagnation imposed by global immobility, and serve as reminders that exploration remains a fundamental human urge, even if delayed

The travel industry has since responded with initiatives to revive interest in travel planning. For example, the U.S. Travel Association launched the "*Let's Go There*" campaign, encouraging Americans to transform dormant wanderlust into concrete plans. The travel sector, significantly impacted by the pandemic, has been seeking pathways to recovery, recognising that travel fulfils essential psychological and emotional needs.

The longing for movement and exploration is deeply felt, even among those traditionally associated with spiritual calmness. A Buddhist residing in Kathmandu, despite initial optimism during lockdowns, expressed restlessness and an inability to adjust fully to a life without travel. **57.** . The

yearning to see new places, meet new people, and engage with unfamiliar surroundings transcends religious discipline or cultural background, highlighting travel as a deeply human instinct rather than a mere indulgence.

There is optimism for the future of travel. Travel serves as nourishment for the soul, akin to books and human connection, rather than mere physical movement. Even when distant journeys are not possible, local exploration offers opportunities for renewed appreciation of familiar surroundings.

Travel fundamentally alters perspectives. It is less about specific destinations and more about experiencing the world from different vantage points. Henry David Thoreau exemplified this view through his profound observations of Walden Pond, demonstrating that profound experiences can occur without extensive movement.

Following significant disruptions such as the attacks of September 11, air travel was predicted to diminish permanently.

58. . This historical rebound offers hope that, although the pandemic has reshaped travel in the short term, our underlying need to move and explore will persist and adapt.

In planning future travel, it is essential to consider sustainable tourism practices. Emphasising off-the-beaten-path destinations, supporting local economies, and reducing environmental impact are crucial steps. Travel offers the opportunity to engage with diverse cultures and perspectives, enriching both individuals and the communities they visit. Scientific research supports the idea that merely planning a trip can generate positive emotions. Anticipation itself becomes a source of happiness, reinforcing the importance of maintaining hope and aspirations for future journeys.

⁴ <https://www.nationalgeographic.com/travel/article/why-travel-should-be-considered-an-essential-human-activity> : Adapted by the exam development team from original writing for assessment purposes

During the pandemic, many individuals have developed a renewed appreciation for travel, recognising it not as an entitlement but as a gift. **59.** . As people reflect on missed

journeys and postponed plans, they are also re-evaluating what travel means to them — not as an entitlement, but as a privilege with emotional, cultural, and even moral significance.

The rise of virtual travel experiences and remote tourism has offered an alternative to traditional travel.

60. . These tools are not replacements but complements — bridges that keep the spirit of exploration alive while the physical journey remains paused..

Moreover, as the global landscape shifts, travellers may find that their motivations have changed. The pandemic has heightened awareness of the environmental impact of mass tourism, prompting individuals to seek more conscious and responsible ways to engage with the world. In the coming years, sustainable travel practices are expected to become more prominent, with travellers increasingly prioritizing eco-friendly accommodations, carbon-neutral transportation, and locally focused tourism that benefits host communities.

0.	A	A:	Furthermore, only a quarter plan to leave home for Thanksgiving this year, traditionally the busiest travel period. These statistics reflect the extent to which mobility has been constrained.
56.		B:	In a world suddenly brought to a halt, many have begun to view travel through a more appreciative lens. The absence of freedom to move has reignited awareness of how deeply intertwined travel is with identity, relationships, and learning.
57.		C:	This anecdote underscores the universal nature of the desire for movement. Even those who typically embody spiritual serenity and detachment from material concerns can feel the internal unrest caused by prolonged stillness. ..
58.		D:	While digital alternatives lack the full sensory immersion of traditional travel, they have offered meaningful opportunities to maintain cultural connections during isolation. Virtual museum tours, online language exchanges, and live streamed events allow individuals to engage with global cultures in new ways.
59.		E:	Travel insurance providers have reported a sharp increase in claims related to trip cancellations, lost bookings, and quarantine costs during the pandemic. In response, many companies have adapted their policies to include pandemic-specific clauses.
60.		F:	Although despair may be an understandable emotional response to restricted movement, it seldom leads to constructive outcomes. Instead, many have turned to creative coping strategies — rediscovering old travel journals, organising digital photo albums, or even planning imaginary itineraries.
		G:	While globalisation has made international travel more accessible than ever, some argue that it has diluted the uniqueness of local cultures. From souvenir shops selling identical trinkets to restaurants catering to tourist preferences, critics believe that mass tourism may homogenise experiences rather than enrich them.
		H:	However, in the face of fear and uncertainty, the global desire for connection prevailed. Despite stricter security protocols, longer queues, and a changed sense of safety, the aviation industry eventually recovered, driven by the same innate curiosity that fuels most travel.

- 61.** What is the main reason people feel unsettled during the pandemic, according to the text?
- A) Lack of access to technology
 - B) Being unable to experience their usual form of movement and exploration
 - C) The sudden loss of social gatherings
- 62.** How does the author describe the essential nature of travel?
- A) As an activity that does not fulfil physical and mental needs
 - B) As a leisure pursuit that should be limited
 - C) As a key component for emotional well-being and a break from routine
- 63.** What is the author's view of the future of travel?
- A) Travel will soon become obsolete due to technological advancements
 - B) Travel will bounce back despite the current difficulties
 - C) Travel will remain restricted for the foreseeable future
- 64.** What role do "staycations" play in coping with the limitations caused by the pandemic?
- A) They represent a temporary, fulfilling substitute for real travel
 - B) They offer an opportunity for reflection and spiritual growth
 - C) They are a sign of the travel industry's failure
- 65.** According to the text, what makes travel such a unique experience?
- A) The certainty that everything will go as planned
 - B) The unpredictability and hope that comes with exploring new places
 - C) The ability to connect with familiar people and places

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.

William Shakespeare and the Enduring Impact of *Hamlet*⁵

One of the most profound **66** _____ comes from the timeless play *Hamlet*, written by William Shakespeare. This iconic tragedy, first performed around 1600, continues to captivate audiences and readers worldwide, showcasing Shakespeare's **67** _____ to explore the complexities of human nature, moral dilemmas, and the consequences of revenge.

Hamlet centres on the Danish prince, Hamlet, who is consumed by grief and a desire for vengeance after the sudden death of his father. His uncle, Claudius, ascends to the throne by marrying Hamlet's mother, Gertrude, shortly after the death, which Hamlet suspects **68** _____.

The theme of revenge is a driving force throughout the play, but it is Hamlet's indecision and internal struggles that **69** _____. His famous soliloquy, "*To be, or not to be*," explores existential questions about life and death, making it one of the most quoted and analysed passages in all of literature.

What sets *Hamlet* apart from other revenge tragedies is Shakespeare's nuanced treatment of its protagonist. **70** _____, Hamlet is a complex character torn between action and contemplation. His intellectual nature leads him to question not only the morality of revenge but also the meaning of existence itself. The play captures the internal conflict of a young man who feels both burdened by the demands of revenge and paralysed by his own doubt.

Another notable aspect of *Hamlet* is the play's exploration of corruption, both within the Danish court and within Hamlet himself. Claudius's rise to power, **71** _____, serves as a dark reflection of political decay, while Hamlet's own descent into madness—and his sometimes questionable actions—highlight the destructive power of unchecked emotion and thought.

The lasting relevance of *Hamlet* lies in its ability **72** _____ that are as pertinent today as they were in Shakespeare's time. Questions about justice, morality, and the complexities of the human psyche continue to **73** _____. Shakespeare's use of language, character development, and philosophical inquiry has ensured that *Hamlet* remains one of the most influential works in Western literature, **74** _____ in the canon of English drama.

In this way, *Hamlet* is not just a play about revenge; it's a meditation on the human condition, one that continues to **75** _____ centuries after its first performance.

⁵ Adapted for assessment purposes from general academic commentary and public-domain insights on Shakespeare's *Hamlet*. Content inspired by literary resources such as the Folger Shakespeare Library, British Library, and academic overviews of Shakespearean tragedy.

66	A.	grants to English literature	B.	contributions to English literature	C.	tasks to English literature
67	A.	unparalleled present	B.	unparalleled probe	C.	unparalleled ability
68	A.	can have resulted in foul play	B.	may have resulted from foul play	C.	mustn't have resulted in foul play
69	A.	make the play feel contemporary	B.	have the play feel contemporary	C.	do the play feel contemporary
70	A.	Far from being a one-dimensional figure	B.	Far to be a one-dimensional figure	C.	Far in being a one-dimensional figure
71	A.	raised through manipulation and murder	B.	achieved through manipulation and murder	C.	drowned through manipulation and murder
72	A.	to own themes	B.	to build themes	C.	to explore themes
73	A.	resonate with modern audiences	B.	sell with modern audiences	C.	decorate modern audiences
74	A.	cementing its area	B.	cementing its location	C.	cementing its place
75	A.	provoke analysis and discussion	B.	curb analysis and discussion	C.	enrage analysis and discussion

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. ARTICLE

Are we becoming too dependent on technology?

In the digital age, many people rely on technology for work, communication, entertainment, and even decision-making. But at what point does convenience become dependence?

Write an **article** in which you:

- Reflect on the **role of technology** in modern life
- Discuss whether technology use today is **helpful, harmful, or a mixture of both**
- Offer your **personal insights and possible solutions** to reduce overdependence

Write between 300–400 words

77. – LETTER OF ENQUIRY



You are planning to attend a two-week intensive writing retreat for aspiring authors in another country. You found an advert online, but it lacks key information.

Write a formal letter to the retreat organiser, asking for more information about:

- The daily schedule and types of writing workshops included
- The accommodation and catering options
- Costs, application deadlines, and eligibility requirements
- Whether they can accommodate participants with dietary restrictions
- A special request of your choice (e.g. extending your stay, bringing a guest, or accessing online content afterwards)

Write between 200–300 words

DOMAX level C2 Certificate in ESOL International (C2 CEFR)

Table of Contents

ORAL ASSESSMENT FORMAT	2
ONLINE EXAMINATION KICK OFF.....	3
F2F EXAMINATION KICK OFF	4
Part A – INTRODUCTION.....	5
Part B – INTERACTION.....	6
Part B – CANDIDATE PROMPT	7
Part C- LONG TURN	8
Part C – PROMPTS – CANDIDATE A	9
Part C – PROMPTS – CANDIDATE B	10
Part C – PROMPTS – CANDIDATE C	11

ORAL ASSESSMENT 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/or shift perspective. ▪ Maintain coherence and cohesion in a dynamic, interactive setting.	Interaction: Pair work – spontaneous and negotiated Learners are given a set of visual prompts and must develop a co-constructed dialogue using advanced discourse strategies. Timing: 4-5 minutes circa in 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 12 mins circa 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 C2. 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 3 minutes.

The Interlocutor selects one set of questions per candidate.

Let's talk about..

Environment	Free time
• Do you think you do enough to protect the environment? • How do consumer habits in modern society contribute to environmental challenges? • Do you think technological innovation will be enough to solve the major environmental problems we face today?	• What is your attitude toward free time and what impact does it have on your quality of life? • Can the way someone chooses to spend their free time reflect their personality or values? • Is having more free time always beneficial, or can too much of it lead to negative consequences?

Travel	Well-being
• In what ways can travel broaden your perspective on life or challenge pre-existing beliefs? • Do you think the rise of mass tourism has had more positive or negative effects on local cultures and environments? • How has the purpose of travel changed in the modern world compared to the past?	• What do you think are the key factors that contribute to long-term well-being, and how do they vary by individual or culture? • How has the concept of well-being evolved in recent years? • Is mental well-being given the same importance as physical health in today's society?

Part B – INTERACTION

The interlocutor gives candidates pictures and encourages candidates to take turns asking and answering questions.

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

(give candidates pictures and read out the instructions)

Let's read the instructions for this task.

You will see four images, each representing a different lifestyle or approach to food and nutrition. First, discuss the advantages and disadvantages of each one then decide which approach you think would be the most sustainable and beneficial for most people in the long term — and why.

You'll have about 3 minutes to talk and reach a conclusion.

Be prepared to explain your reasoning and respond to each other's viewpoints.

You will have about 4 minutes to discuss the task. I will just be listening. Do you have any questions?

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

Choose a picture and (B) will join you.

Allow 4 minutes for the discussion

Part B – CANDIDATE PROMPT

Discuss the advantages and disadvantages of each one and then decide which approach you think would be the most sustainable and beneficial for most people in the long term — and why.



Vegan or plant-based lifestyle



High-performance fitness & supplement culture



Traditional or cultural diets



Fast-paced convenience food lifestyle

Part C- LONG TURN

The main objective in this section is for each candidate to speak at length and give a long turn discussion about a topic provided by the interlocutor. During Long turn, candidates 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 – CANDIDATE A

Describe a job or profession that you believe will no longer exist in the next 20 years.

You should say:

- what the job is and what it involves
- why you think it may disappear
- how people and society might adapt

and explain what this change reveals about the future of work.

Describe a law or government policy that you believe has had a significant impact on society (positively or negatively).

You should say:

- what the law or policy is
- how it was implemented and why
- what the outcomes have been

and explain how it reflects the values or priorities of the society in which it exists.

Part C – PROMPTS – CANDIDATE B

Describe a moment in your life when you felt especially connected to your personal identity or values.

You should say:

- what the situation was
- how it related to your sense of self or wellbeing
- how others responded to your views or choices

and explain how the experience affected your self-perception or lifestyle.

Describe a situation where you witnessed or participated in a moral dilemma.

You should say:

- what the situation involved
- what the conflicting values or beliefs were
- how the issue was resolved (if it was)

and explain what it taught you about ethics, tolerance, or social responsibility.

.

Part C – PROMPTS – CANDIDATE C

Describe a travel experience that challenged your assumptions or broadened your cultural understanding.

You should say:

- where you went and why
- what surprised or impressed you
- how your perspective changed as a result

and explain how this experience influenced your identity or worldview.

Describe a scientific or technological advancement you believe will significantly shape the future.

You should say:

- what the advancement is and how it works
- what its potential benefits and risks are
- how it is being received by the public or experts

and explain how it might redefine the way we live or think.

**DOMAX C2 MOCK F
TAPESCRIPTS**

PART A

I remember arriving in Kyoto for the first time, a bag full of guidebooks and a head full of ideas about what Japan would be like. It was meant to be a three-month cultural exchange, but I ended up staying nearly two years. I was fascinated by everything—temples tucked behind train stations, calligraphy workshops in dusty backrooms, even just the way people queued so patiently at bus stops. It was thrilling and, at the same time, utterly disorientating. Culture shock doesn't hit all at once—it creeps up on you. At first, I thought I was just tired from jet lag, but then it was little things: not understanding a joke, not knowing how to bow properly...I was rubbing people the wrong way, even though I meant well. You start questioning yourself. The worst part isn't being a foreigner—it's feeling like you'll never quite *get it*. But somewhere along the line, something shifts. It's only when you stop holding everything up to the mirror of home that real immersion begins, and you just start absorbing. You become more observant, more patient—even more tolerant, I'd say.

I think we romanticise the idea of travelling as if it's always easy, always enlightening. But growth, real growth, often comes with a bit of discomfort. I've never been quite the same since, and I mean that in the best possible way. Exposure to a completely different rhythm of life forces you to question your assumptions. You begin to realise that the way you see the world isn't universal—it's just one version of many. It challenges the mental shortcuts you've always relied on. Suddenly, the cultural map you've been navigating by no longer fits the terrain. I wouldn't say I came back wiser, necessarily. But I came back softer, more curious. And with an even deeper respect for the weight of heritage—not just Japan's, but everyone's. You learn that culture isn't something on display in a museum. It's in people's gestures, habits, rituals—in the silences between words. That's not something you can learn from a guidebook.

PART B

Sheila: Tonight we have Phil Thomas of the British Beer and Pub Association to talk about a subject near to many of our listeners' hearts – beer! Good evening, Phil.

Phil: Good evening, Sheila.

Sheila: I hear pub operators are campaigning for beer with a new slogan, 'Beautiful Beer'. This really puzzles me – I mean, when you go into any pub, you see crowds of men with huge 'beer bellies' propping up the bar with pints in hand. 'Beautiful' isn't really the adjective which springs to mind!

Phil: Why not? The trouble is, people have got hold of this fixed idea that if you drink beer, you automatically get a beer belly - and it isn't true!

Sheila: Oh? Isn't beer fattening?

Phil: As with anything, it depends on the amount you drink. In the last few years, lagers and ales have been losing ground to wine because wine is considered more fashionable, especially with women drinkers. Do you know that only fourteen per cent of women drink beer in pubs, compared to thirty-six who drink wine?

Sheila: Well, perhaps they're more weight-conscious.

Phil: That's just it! The idea that beer is more fattening than wine is a myth. Startling as it may seem, beer is less, not more, fattening than wine. A glass of beer with a typical four point six per cent of alcoholic volume has fewer calories not only than a similar measure of wine, but also of milk or fruit juice. In fact, a hundred millimetres of beer has forty-one calories, orange juice has forty-three, milk has sixty-four, spirits have two hundred and fifty calories and wine has seventy-seven.

Sheila: OK, so beer has fewer calories – but it comes in pints while wine is served in smaller measures.

Phil: We're hoping to appeal more to women drinkers by offering beer in third-of-a-pint glasses as well. In any case, the gap is narrowing – a typical wine serving has crept up from one hundred and twenty-five millilitres to one hundred and seventy-five. Many bars now serve a large two hundred and fifty millilitre glass as a matter of course; which is equivalent to a third of a bottle.

On the other hand, the trend towards slightly stronger beers in recent years means drinkers can sip from a full-flavour Continental brew in much the same way as they do from a glass of Chardonnay, instead of gulping it down pints at a time.

Sheila: However, the fact remains – you see 'beer bellies' but you don't see 'wine bellies'!

Phil: True, but research into drinking habits has found that beer's fattening reputation has more to do with the lifestyle of those who drink it. Beer is an appetite stimulant and people often round off an evening at the pub with take-away fish and chips or a curry – and that's what puts the weight on. A study of two thousand, three hundred drinkers in the Czech Republic, where beer is the favourite drink, found they put on almost no more weight around the abdomen than non-drinkers. It's all a question of lifestyle. In the West, the better educated you are, the less obese you're likely to be. People with a lower education tend to drink more beer while the higher educated tend to drink more wine.

Sheila: So the campaign is aiming to make beer a more fashionable drink?

Phil: That's right.

Sheila: What about the typical complaint made by people visiting the UK – that British beer is warm? Are you going to do anything about that?

Phil: On the continent, people drink chilled beer. Personally, I'm horrified by the notion. However, to say British beer is warm is an exaggeration. Beer should be drunk pleasantly cool. How can you appreciate the taste when your taste buds are frozen?

Sheila: Well, our time's up. Thank you Phil and, cheers!

Phil: Bottoms up!

PART C

Speaker 1 – Emily, UK

I've lost count of how many clients come to me expecting some miracle cleanse or magic superfood. And I get it—people want quick fixes. But nutrition doesn't work like that. These so-called "detox" trends do more harm than good, and frankly, many of them are built on fear rather than evidence. The problem is, moderation doesn't sound exciting. Nobody's going to click on an article titled "Eat sensibly for 20 years." But that's the truth of it.

I try to steer my clients toward balance—whole foods, fibre, hydration—and away from restrictive diets that create shame around food. There's no single perfect diet. Your body isn't a machine—it's far more nuanced than that.

What worries me is how normalised it's become to obsess over eating "clean," when really, the goal should be to eat well *and* live fully.

Speaker 2 – Liam, Ireland

I've been trying to eat healthier, but it's harder than you'd think. Even the stuff that's labelled "healthy" or "low-fat" turns out to be packed with sugar or additives. I recently scanned a so-called wellness bar and it had more ingredients than a bottle of shampoo! It's frustrating—you're trying to do the right thing, but food marketing makes it a minefield.

I've started cooking more at home just so I know what's actually in my meals. I wouldn't call myself a health nut, but the more I learn, the more I realise how much rubbish ends up in our food. And most people don't even realise—they just trust the packaging.

To be honest, I'm beginning to think we should teach food literacy in schools—otherwise how are people meant to make informed choices?

Speaker 3 – Ava, Australia

Running a café in Melbourne means you hear every food trend under the sun. But for us, it's not about trends—it's about sourcing. We only work with local producers and organic farms. Yes, it costs more. Yes, it's harder. But I can tell you where every ingredient on your plate came from.

People often ask why we don't offer certain brands or cheaper options, and the answer's simple: I'd rather serve less and serve well. Food is political, whether people realise it or not. The choices we make—what we eat, where it comes from—have consequences beyond taste and price.

And if that means saying no to suppliers who cut corners, then so be it. Integrity matters, even if it's not always profitable.

Speaker 4 – Noah, Canada

I used to pay more for organic, thinking I was doing the right thing. But lately, I've started to question what I'm actually buying. Just because something says "organic" doesn't mean it's automatically better—nutritionally or environmentally. The standards vary so much between countries, and half the time you're just paying for the label.

I'm not against it in principle—I just think we need more transparency. I'd rather buy from a small local grower who uses sustainable practices but can't afford official certification, than some mega farm with perfect branding and shady sourcing.

It's easy to feel virtuous while shopping, but the truth is, ethical consumption takes more than a fancy label and a recycled bag.

Speaker 5 – Rachel, USA

I grew up on a pretty typical American diet—lots of fast food, microwave meals, nothing green unless it was food colouring. In uni, I started learning about nutrition and global food systems, and honestly, it changed how I see everything.

But I also realise not everyone has the luxury to eat organic quinoa salads or shop at the farmer's market. Food is tied to access, culture, even identity. I still enjoy comfort food now and then, but I try to make conscious choices without being preachy about it. It's not about being perfect—it's about being aware. Honestly, even small changes—like learning to read labels or cutting back on ultra-processed snacks—can make a real difference over time.

PART D

Exchange 1: Professor Barnes and Professor Hill

Professor Barnes:	Professor Hill, I've been thinking about that seminar on moral frameworks. The idea that morality is universal is appealing, but honestly, I think it's a bit naïve. Moral codes evolve with culture.
Professor Hill:	Professor Barnes, what you say is True, but if we accept that, don't we risk justifying practices that violate basic human dignity?
Professor Barnes:	It's a tension, certainly. But assuming one moral framework applies globally can also be a form of intellectual arrogance.
Professor Hill:	Perhaps you are right. I just struggle with the idea that "anything goes" under the banner of cultural respect. There has to be a line.

Exchange 2 : Professor Kim and Professor Sanders

Professor Kim:	Sanders, I saw your paper in that open-access journal—congrats. You're braver than I am.
Professor Sanders:	Thank you Professor Kim. Am I Braver? I just wanted people to be able to read my research paper without needing a subscription.
Professor Kim:	Sure, but don't you worry it won't carry the same academic weight?
Professor Sanders:	Honestly? If research is locked behind paywalls, who are we writing for? Just each other?
Professor Kim:	Fair point, Sanders . Still, the impact factor obsession is hard to shake off. Your publication might not be treated with the same value as conventional publications.
Professor Sanders:	Maybe it's time we stop equating prestige with usefulness. Do you agree Professor Kim?

Exchange 3 : Doyle and Mason: Doyle:	You know, Mason, I never get tired of teaching mystery novels. Students always seem to get hooked.
Mason:	I agree Doyle. There's something irresistible about trying to piece things together before the big reveal.
Doyle:	Exactly. And it's not just about solving the puzzle—it's the thrill of being in the dark until the very end.
Mason:	That suspense really keeps them turning pages. Even when the writing's a bit wooden, the mystery carries it.
Doyle:	Well Mason, I always say, give students a mystery to solve and they'll forget their phone for an hour. That's no small miracle.
Mason:	(laughs) Quite right Doyle. Plot twists might be the only thing competing with screen addiction these days.

Exchange 4 : Professor Ellis and Professor Ryan

Professor Ellis:	Professor Ryan, I was observing my students today and It still amazes me that half the students in my critical thinking class carry lucky charms or avoid stepping on cracks. Do yours do the same?
Professor Ryan:	Oh yes Professor Ellis, you wouldn't believe it! Honestly, I think it's more about habit than belief. A kind of emotional security blanket, if you like.
Professor Ellis:	perhaps. But part of me wonders whether indulging superstition undermines rational thinking in subtle ways.
Professor Ryan:	Or maybe it just reminds us how deeply emotion and ritual are wired into human behaviour.
Professor Ellis:	That's true. Still, I'd rather they trust evidence than rabbit's feet.
Professor Ryan:	And yet Ellis, I must admit that I never start a new research project on a Friday . Why tempt fate?..haha

C2 MOCK F wrA-mp3-01F-sp00 - ANSWER KEY

Listening - Part A

Half point per correct answer -Total 2.5 points

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

Listening - Part B

1 point for each correct answer. Total 10 points

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

Listening PART C

Half point per correct answer -Total 5 points

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

Listening PART D

Half point per correct answer -Total 2.5 points

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

LISTENING ___/20

Reading and Use of English - Section 1

Half point for each correct answer. Total 2.5 points

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

Reading and Use of English - Section 2

Half point for each correct answer. Total 2.5 points

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

Reading and Use of English- Section 3

1 point for each correct answer. Total 5 points

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

Reading and Use of English - Section 4

1 point for each correct answer. Total 5 points

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

Reading and Use of English- Section 5

1 point for each correct answer. Total 5 points

- 51. B
- 52. C
- 53. D
- 54. E
- 55. A

Reading and Use of English- Section 6

1 point for each correct answer. Total 10 points

- 56. (F)
- 57. (C)
- 58. (H)
- 59. (B)
- 60. (D)
- 61. (B)
- 62. (C)
- 63. (B)
- 64. (A)
- 65. (B)

Reading and Use of English- Section 7

1 point for each correct answer. Total 10 points

66. B

67. C

68. B

69. A

70. A

71. B

72. C

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