



De Montfort Academic Test of English (DATE)

**Test-Taker information booklet (plus
practice tasks)**

For DATE Version 1.1

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1: Introduction

This manual is for use by students who are planning to take the De Montfort University (DMU) Academic Test of English (DATE).

1.1: This test-taker booklet contains sufficient information so that candidates are aware of the test structure and the types of tasks that they will undertake during the test.

1.2: The purpose of the DATE test

DATE aims to assess the English language ability of prospective university students. The test measures a range of proficiency levels, between A2+ and C1 in the **Common European Framework of Reference** (2001). Scores are reported **in each of the four language skills** (listening, reading, speaking and writing) as well as an overall test score, calculated by averaging the scores in each skill. The test is mapped to CEFR, but **IELTS equivalents**, 4.0-7.0 in ½ band increments are used to communicate candidates' levels of ability.

The test is used for **DMU recruitment purposes only**

A DATE result is valid for a period of 24 months. The date of expiry will be stated on your test certificate.

1.3: Reading section - 60 minutes.

4 reading passages: **46 questions = 1 mark each; a short summary = up to 4 marks (50 marks)**

Passage 1 and 2 are easier, and represent general reading which students might be expected to do before beginning an academic programme.

Passages 3 and 4 contain denser texts, which are expected to present more difficulty to test-takers. These tasks include articles taken from newspapers, specialist journals, historical accounts and extracts from research papers.

1.4: Listening - 45 minutes

4 sections and **a total of 60 responses (50 marks)**

Section 1 focuses on word level listening and contains 20 questions each worth ½ a mark (10 marks) Candidates will only listen once to the recording in this section. In this section, spellings must be correct for marks to be awarded.

Questions in sections 2, 3 and 4 are each worth one mark. Sections are expected to get more difficult as the test progresses. Candidates **listen twice** to the recordings in sections 2, 3 and 4.

Spelling mistakes are accepted in sections 2, 3 and 4 if **one letter** is incorrect, or **two letters** are interchanged.

1.5: Writing – two-part response, time 1 hour 15 minutes

Task 1: (+/- 200 words): describe a graphical representation.

In addition to description, candidates should use the additional information to **comment or speculate** on possible reasons for changes in the data.

Task 2: (+/- 250 words): respond to one essay title (choose from 3).

In answering the question, test-takers should also include commentary on the 'additional prompts'.

1.6: Speaking - approximately 15/16 minutes per pair of candidates

Candidates are interviewed in pairs.

The speaking test is split into two main parts. **Part 1** focuses on candidates' ability to give personal information, talk about familiar issues, ideas and habits, **ask questions and engage in social situations** through participation in a **paired discussion** (led by candidates).

Part 2 test-takers' talk about less familiar topics, including dealing with more abstract ideas, including the opportunity to manage an extended monologue on an academic, or less familiar theme.

1.7: The standard structure of the DATE test day will be based on the format shown below.

Time	Activity
9:15 to 9:30	Student arrival, registration and briefing
10:00 – 11:00	Test 1 – Reading test – 1 hour
11:10 – 12:00	Test 2 - Listening test – 45 minutes
12:00 – 12:15	Break
12:15 – 13:30	Test 3 – Writing test – 1 hour 15 minutes
13:30 – 14:00	Break
14:00 onwards	Test 4 – speaking test – 15 minutes (per pair)

***Note:** times and timing of the test may vary according to where the test takes place and the number of candidates taking the test.

1.8: Test guidelines and rules - Usual guidelines & rules apply to the DATE test

- Any form of cheating will result in disqualification from the DATE test.
- Dictionaries are not allowed in the test room.
- Speaking and communicating with other test students is strictly prohibited. If you have a question for the invigilator you may raise your hand.
- Bags, coats or jackets are not permitted at the desk; they must be left in the allocated area advised by the invigilator.
- Phones/laptops/tablets etc. must be left in bags and switched off.
- Food and drink is not permitted in the examination room apart from one clear water bottle with labels removed.

2: How to develop the use of English in all 4 skills – NOT how to prepare for a test

2.1: Reading development

Students who are planning to go to university need to read, and of course, they need to understand and be able to use the ideas and concepts that they have read. A major concern is that students see doing tests and learning techniques for taking tests as the way to develop reading – **it is not!**

The Centre for English Language Learning at De Montfort University recommend that students read a range of different materials on a daily basis. It is important for students to become familiar with the English language and broaden their range of known vocabulary. Recognising words, groups of words and their meanings is important and students need to develop the ability to do this quickly (automatically). Ideally, students reading in English should try to think in English too. It will help if students stop ‘translating’ everything back into their own language.

There isn’t a ‘quick fix’ for developing reading (or listening, or writing, or speaking), it requires time and effort – just like anything that you want to be good at (i.e. basketball, maths, driving a car).

So, you need to be reading every day, but what should you read, and what techniques should you use?

Read a **variety of different publications**, not just the same newspaper or website every day.

Read things that you find interesting (magazines related to your interests).

Read publications related to subjects that you are studying at school, college or university.

Read books/novels – ‘Quick Reads’ are great for international students - discussions with students who have read these books suggest that this type of extensive reading encourages thinking in English – and this is good!

Don’t stop and translate every word that you don’t understand; read around the word or phrase and try to understand it in context. If you need to look the word up, don’t just translate it into your own language, this may be ‘quicker’ but getting used to using an English-English dictionary will benefit you more in the long-term because you are using the target language (to solve problems).

Read and then write a summary of what you have read, put your thoughts into writing – what do you think about what you have just read?

OR read and then discuss with friends. If students do ‘extended tasks’ like this, it helps with the development of other language skills, and this results in the language and ideas that you have been reading about being recycled – this is good for the development! Try it!

2.1: Listening development

The same principle applies to developing as a listener - do it every day. There is no substitute for this! It is also very important that students engage in a variety of listening tasks, from a range of diverse sources.

Students should not confuse ‘developing listening skills’ with learning how to do tests like IELTS. To really improve listening, listen actively and extensively, it is important that students develop the ability to ‘create a picture in their mind’ from what they have heard. This is why watching TV is not really listening, because the picture has been created for you.

To listen actively means that students need to ‘do something’ while they listen, for example take notes or perhaps discuss with their friends before, during and after listening.

Using the web to develop listening skills

There are thousands of good websites on the Internet with useful links for language development including many free resources. The usefulness of these sites will depend on the interests of individuals but also the level of language ability. Here are a few links that you can try - but find other sites that are of specific interest to you too!

<http://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak> [explore whole of BBC]

<http://www.bbc.co.uk/learningenglish/english/features/6-minute-english> [good for about IELTS 5 to 6]

<http://learnenglish.britishcouncil.org/en/> [stuff on here for a range of levels]

<http://learnenglish.britishcouncil.org/en/listening-skills-practice>

<http://learnenglish.britishcouncil.org/en/reading-skills-practice>

<https://elt.oup.com/student/openforum/?cc=gb&selLanguage=en> [listening at 3 levels of proficiency]

<http://www.learnoutloud.com/Podcast-Directory/Business/Economics/The-Economist-Podcast/28342>

<http://www.uefap.com/listen/listfram.htm> [Listening, but also more academic content EAP]

And one for a bit of enjoyment: <https://lyricstraining.com/>

And then for the higher level or ambitious listener ...

<https://www.theguardian.com/tv-and-radio/2016/may/14/fifty-best-podcasts-bob-mortimer-john-oliver-jemaine-clement-serial>

<http://www.esquire.co.uk/culture/news/a5508/21-essential-podcasts/>

<https://www.ted.com/talks>

<http://qi.com/podcast>

<http://podcasts.ox.ac.uk/>

2.3: Writing development

Write, write, write!

Keep a diary.

Write a reflective journal.

Write essays report on a range of topics.

Write summaries of things you read or listen to.

Write text messages, social networking posts in English

Write a blog.

Discuss what you have written with your colleagues/friends. Discuss their writing too.

If you write a lot, you should be more comfortable doing it – it becomes less scary! Like speaking, you can also become a more fluent writer. If you use a computer programme to ‘correct’ your mistakes, make sure you reflect (think about) the mistakes you have made, this will help to improve the accuracy of your writing.

It is important to think about your writing on a number of levels – word, sentence, paragraph and text.

Word level – develop your range of vocabulary, understand the different classes of words and use them correctly e.g. economy (n) economic (adj) environment (n) environmentalist (n) environmental (adj)

Sentence level – remember English sentences essentially begin with subject followed by a verb. Learn to notice how sentences are constructed, and learn how a range of verb tenses are correctly formed.

Paragraph level – Think TEEEL.

T=Topic, learn how to write good topic sentences.

E=Explanation, explain any difficult concepts or ideas,

E=Example, use 'real' or concrete examples that relate to the topic,

E=Evidence, use evidence to support your argument (perhaps needed more in actual academic essays and reports at university).

E=Evaluation, evaluate the point or ideas that you have presented

L=link the paragraphs together – make sure your writing flows, and there is progression at text level.

Text level – ensure that your writing is logical, coherent and concise. Make sure each section of the text links with the other sections.

Finally read a lot in English – this might sound strange, but if you read, and notice how English is constructed at word, sentence, paragraph and text level, this will help you.

In writing tests, always answer the question, and it is worth spending a couple of minutes planning your writing.

2.4: Speaking development.

At university, speaking is extremely important, both in terms of your study but also in your social life. Presumably, international students who choose to study in the UK want to develop their speaking skills for use in the future too.

You will need to speak a lot in university – particularly if you want to learn. Speaking is one of the ways that students 'construct' new knowledge. You will be expected to discuss topics and theories in seminar and tutorial sessions. You will probably do group tasks with people of other nationalities, so you will need to speak, discuss, negotiate, agree and present information.

Start now, set up your own 'English Café', meet with friends a couple of times a week and engage with the language – it shouldn't be a chore, but something that you get pleasure from doing.

2.5: Whose responsibility is it for you to learn English? Only you know the answer to this question!

3: Practice activities

Ok, so we have made it clear that students don't develop language just by doing practice tests, but we recognise that it is important to be familiar with the types of activity contained in the test.

3.1: Reading test Passage 1

In the actual date test, you will be presented with 5 short reading texts, and you will have to answer 12 questions, 8 questions require you to match a statement with one of the texts, and there are also 4 true, false, not given questions.

Practice task PASSAGE 1: DMU Clubs and Societies

Arabic Bellydance Society!

Text A

Welcome to DMU Arabic bellydance society! (now celebrating its 10th anniversary)

Fancy a cheeky shimmy and loads of fun? Well, look no further, our new society is perfect for you!

If you are passionate about bellydancing and want to keep fit while embracing your inner diva, then joining our society is all you need to do. We promise to deliver exciting creative routines, good vibes and loads of shaking!

Whether you are a party animal, a middle-eastern-food enthusiast or just enjoy a chilled night out, you'll definitely enjoy our exclusive social events. We simply have it all!

We are offering fun, vibrant sessions to teach the basics of bellydancing. Classes are delivered by fellow students who are competent and have experience in bellydancing. All levels are welcomed, no experience is required.

We are going all the way to give you an authentic feel, vibe with our genuine costumes coming straight from the heart of the middle east, Egypt!

Make sure you come and meet us at the Freshers activities fair on the 28th of Sep to find out more information and details about venue, dates and time. We will be waiting for you !

Keep updated with our latest events by joining our social media: Facebook, Twitter & Instagram.

Membership £10.00

DMU Cinema Society

Text B

Welcome to the newly formed Cinema Society, we aim to provide great value cinematic experiences for students on a tight budget! We use the university facilities to replicate a cinema so that you can enjoy your favourite movies in the best possible way, on the big screen.

We promise to screen a range of films old and new and from a range of genres so that no matter what you taste, there will be film for you. To enhance the experience even further we are planning to include trips to the local cinema for fun filled nights out.

As part of the membership, you will also be able to dictate what film we watch by way of a Facebook poll vote. This gives you the opportunity to have your say and to help this be the most inclusive cinematic experience possible, including classic films that are up to 20 years old.

For more information Email us at: dmucinema@gmail.com

Our sessions: Every Friday, Gateway House 3.52 from 5:30pm to 8pm, the film will start at 6pm. Why not check out our Events page to find out what film we'll be showing. Joining fee £5.00.

The Psychology Society**Text c**

WHO ARE WE?

In 2014, a group of Psychology fresher's decided to form a society for students taking Psychology. With lots of enthusiasm, drive and determination, they enlisted help from their peers and lecturers to get the society up and running. This took lots of research, emails and meetings and we were finally unveiled at the refreshers fair where we had a fantastic number of sign-ups for membership – which is free! Since then we have gone from strength to strength, thanks to a fabulous and very approachable committee who have a passion for all things psychology.

OUR AIMS FOR 2017/18:

We aim to be a place where you can find academic support (especially for those who are studying Psychology) with revision groups at exam time and general Q&A sessions.

We also have access to a wealth of volunteering opportunities and there will be events outlining volunteering opportunities throughout the year.

BUT, we also aim to be more than just an academic based society, as we believe the whole uni experience is a good mixture of study and the all-important social aspect. Socially, we plan to have meals out and great nights out too!!

So there will be plenty of opportunities to make new friends and make the most of university life! We would love for you to join us!

We have an icebreaker social planned for the week after freshers which will be a relaxed fun night!

Reading Passage 1: DMU Clubs and Societies

Questions 1-5: Which Club or Society ...? [Texts A - C]

Example: Which Club or Society ... will have an enjoyable event following freshers?

C

You can see that the Psychology Society (**text B**) has a **relaxed fun night planned**.

Write a letter **a**, **b**, or **c** to show **which Club or Society ...**

1: ... is the cheapest

2: ... claims to offer students good value for money

3: ... will you be able to get plenty of exercise

4: ... was formed most recently

5: ... uses a range of social media platforms to provide updates

Questions 6-8: According to the texts are these statements true, false or not given (T, F, NG).

6: The Arabic Bellydancing Society runs sessions once a week.

7: At the DMU Cinema society **you** get to choose the events.

8: The Psychology society continues to be very popular.

Reading Passage 2: This passage is developed from a list or checklist of sorts. The actual DATE test contains 6 sentence completion tasks, 5 matching tasks and a 'main purpose' task.

Winter readiness checklist - 7 things you can do to prepare

It always pays to be prepared for winter. There are a few simple steps you can take to prepare yourself, your car and your home or business. Also think, is there anyone else you can help prepare for winter, Perhaps a neighbour, friend or elderly relative?

1. Get your flu jab

Flu affects people in different ways. If you are healthy you will usually shake it off within a week, but for young children, or older people with chronic health conditions, it can be very serious. Doctors or local hospitals offer the annual flu vaccination free to people who are most at risk from flu.

2. If you own a car, get it ready for winter

If you get stuck in your car in winter it could be dangerous, so get a winter car kit ready: ice scraper, de-icer, jump leads, shovel, blanket, high-visibility vest, sunglasses (for winter glare from the low sun) and a torch. Get all these things ready before the start of winter and then keep them in the car - you never know when you might need them. There is also the risk of a frozen windscreen, which is another reason to ensure you use a proper anti-freeze screen wash. Read more about preparing your car for winter on the Automobile Association website.

3 Consider alternative commuting plans for severe weather

It's worth thinking about how you might get to work in the event of severe weather. Sometimes roads may be more affected than the rail network, but on other occasions the opposite may be true. Can you work from home if travel is not advised? Consider your alternative options and discuss with your employer so if the weather does turn you're already prepared.

4. Check your heating – your home should be heated to at least 18 °C

Your home (and those of your elderly relatives and neighbours) should ideally be at least 18 °C. During cold spells, keep your windows closed at night as this could cause a real drop in the temperature indoors. If you have a heating boiler, consider getting a registered engineer to service it before the coldest weather arrives. Find out more about [heating your home](#) and ways you can save money.

5. Consider what you would do if a storm takes out power and phone lines

We are so reliant on the electricity, both at work and at home, but if a storm meant power and mobile phone networks were affected, what would you do? Consider a petrol powered generator, and you could generate enough power to keep you going. Find out more about [dealing with a power cut](#).

6. Check your pipes are insulated

Insulating pipes has two benefits – you'll keep the heat in, saving you money, but it also means reduced risk of frozen pipes which can burst, causing flooding and leaving your home without water.

7. Freeze a loaf of bread and pint of milk for times of bad weather

Thinking about a few freezer-friendly foods and how to combine them with store-cupboard staples means you and your family won't go hungry - even if you can't get out to the shops. Click on the link for more tips for [sensible stocking up and making the most of what's in the cupboards](#).

READING PASSAGE 2: Winter readiness checklist

Questions 8-11: Complete each sentence using no more than three words in each gap. Each sentence should be grammatically correct.

Example: In extreme weather, an alternative to going to the office, might be to work _____.

Answer: In extreme weather, an alternative to going to the office, might be to work **from home**.

9: Storing staple food items will ensure you do not _____.

10: An option in case of power cuts may be to buy _____.

11: Your property could _____ if pipes freeze and then burst.

12: Ill health can be prevented by having a _____.

Questions 12-15: Match each statement with the correct letter.

Example: Where can you read about getting your car ready for winter?

Answer E (Automobile Association Website)

13: Make sure you carry sufficient _____ in your car.

14: The checklist states the importance of homeowners getting _____ serviced.

15: Vulnerable people are encouraged to get a flu jab from _____.

16: in winter, don't just think of yourself, also think about your _____.

A: local garage	F: registered plumber
B: supermarket	G: the heating system
C: neighbours	H: their doctor
D: the freezer	I: back-up data
E: Automobile Association Website	J: safety equipment

Reading passage 3

Passage 3 is based on short news articles from broadsheet newspapers or specific purpose journals. There are 12 questions in this section of the DATE reading, including 5 multiple-choice questions and a summary completion task containing 7 gaps.

Eating fish as a child seems to protect you from hay fever

(Source: New Scientist, 23 Feb 2018)

There are a lot of remedies for reducing the impact of hay fever. For most of the adult population, eating local honey, putting Vaseline around your nostrils, wearing sunglasses or even staying indoors are all said to minimise the problem. However, recent research suggests that toddlers who eat fish at least once a month are less likely to have hay fever in later childhood.

Hay fever – the itchy, sneezy reaction to pollen, dust and fur – is becoming increasingly common in industrialised countries. Some have blamed the fact that children are being exposed to a narrower range of microbes for disrupting the immune system, but diet may also play a role.

To explore this, Emma Goksör at the University of Gothenburg in Sweden and her colleagues asked around 4000 parents about their children's diet and lifestyle at the age of 1, and then again when they were 12.

Consistent with previous studies, they found that those who grew up on farms with animals were half as likely to develop hay fever – perhaps because they encounter more microorganisms in infancy.

But, they also found that children aged 1 who ate fish at least once a month were 30 per cent less likely to develop hay fever by the age of 12. This connection has been hinted at before: for example, a 2003 study found that 4-year-olds were 55 per cent less likely to have hay fever if they had eaten fish in their first year of life. Other studies have found links between early fish consumption and lower rates of asthma and eczema.

“Communities that eat lots of fish generally have lower rates of allergic disease and other inflammatory conditions,” says Mimi Tang at Murdoch Children's Research Institute in Melbourne, Australia. Studies have also found that children whose mothers took fish oil supplements during pregnancy were less likely to develop asthma, eczema and food sensitivities.

If fish protects against allergies, this is probably due to its high omega-3 fatty acid content, says Tang. Omega-3s are thought to have anti-inflammatory properties, but diets increasingly contain omega-6 fatty acids instead. These come from vegetable oils, and may provoke inflammation.

The changing balance of these fatty acids may help explain the rise in allergies in recent decades. “We used to think that margarine was good for you because it's not animal fat, but it turns out it's laden with inflammatory omega-6,” says Tang.

However, there may be other reasons why fish is linked to fewer allergies. For example, nutrients in fish like vitamin D or particular proteins may have a protective effect. Alternatively, eating fish may just be a sign of a healthier lifestyle, says Goksör.

READING PASSAGE 3: Great green barrier planned for reef

Questions 16-18: Circle the correct letters **a, b, c** or **d** to complete each sentence

17: The latest research suggests that the chances of infants getting hay fever could be reduced by...

- a) playing more
- b) including fish in their diet
- c) making sure children avoid farm animals and other pets
- d) eating local honey

18: Growing up on a farm reduced the chances of getting hay fever by as much as...

- a) 50%
- b) 4000
- c) 55%
- d) 30%

19: During pregnancy, mothers can also contribute in reducing the chances of their children getting hay fever in later life by ...

- a) wearing sunglasses.
- b) Including Omega 6 in their diet.
- c) avoiding foods containing Omega 3.
- d) taking supplements.

Questions 19-22: Complete the summary using one or two words in each gap: The summary should be grammatically correct.

Hay fever, which is a reaction to pollen dust and fur, is a common health issue in industrialised _____²⁰. Often, exposure to a narrow range of microbes is blamed, but the study suggests diet also appears to be a factor. In line with other studies, children growing up with animals on farms and those eating fish in infancy were _____²¹ likely to suffer from hay fever. The research suggests this _____²² due to fish contains fatty acids, which are believed to act as an anti-inflammatory. In addition to building up resilience to hay fever, the consumption of fish appears to _____²³ the risk of children suffering from asthma, exam and other food sensitivities.

Reading passage 4 Passage 4 is based on a research study or historical interest article. There are 10 questions in this section of the actual test; 5 pronoun identification questions, 5 paragraph identification and a summary task worth 4 marks.

Neanderthals – not modern humans – were first artists on Earth

(source: <https://www.theguardian.com/profile/iansample> (Accessed 06/03/18) [Ian Sample](#) Science editor)

- 5 A More than 65,000 years ago, a Neanderthal reached out and made strokes in red ochre on the wall of a cave, and in doing so, became the first known artist on Earth, scientists claim. The discovery overturns the widely-held belief that modern humans are the only species to have expressed **themselves** through works of art.
- B Until now, the evidence for Neanderthal art has been tenuous and hotly contested, often because the works were not old enough to rule out modern humans as the real artists. However, **these** latest findings of artistic symbols, hand stencils and geometric shapes found on cave walls across Spain, make the most convincing case yet.
- 10 C Neanderthals, an extinct species of human dating back to between 200,000 and 30,000, are thought to be similar to modern-day humans. They were short and stocky in stature, an evolution which allowed them to adapt to the cold weather present during the latter part of the ice age. Neanderthals were not thought to be very clever, a renowned German biologist, Ernst Haeckel, even tried to convince his fellow scientists to name the species *Homo stupidus*. **His** stance is
15 contested though, as evidence suggests they made and used tools, had the ability to make and control fire and also buried their dead.
- D In three caves separated by hundreds of miles, Neanderthals daubed, drew and spat paint on walls producing artworks. In Maltravieso cave in western Spain, a hand-shape is thought to have been created by spraying paint from the mouth over a hand pressed to the cave wall. **It** was found
20 to be at least 66,700 years old. At the Ardales cave near Malaga, red painted stalagmites and stalactites, that form curtain-like patterns on the walls, have been dated to 65,500 years ago. At La Pasiega cave near Bilbao in the north, a striking ladder-like painting has been dated to more than 64,800 years old. Additional faint paintings of animals sit between the “rungs”, but **these** may have been added when *Homo sapiens* found the caves millennia later.
- 25 E A study published in Science, describes how an international team led by researchers in the UK and Germany were able to date the paintings using calcite crusts that had grown on top of ancient art works. Because the crusts were formed after the paintings were made, scientists have been able to estimate the minimum age for the underlying art based on **their** density.
30 Measurements from all three caves revealed that paintings on the walls predated the arrival of modern humans by at least 20,000 years.
- F The finding, described as a “major breakthrough in the field of human evolution” by an expert who was not involved in the research, makes the case for a radical retelling of the human story, in which the behaviour of modern humans differs from the Neanderthals by the narrowest of margins. “To my mind this closes the debate on Neanderthals,” said João Zilhão, a researcher at the
35 University of Barcelona. “They are part of our family, they are ancestors, they were not cognitively distinct, or less endowed in terms of smartness. They are just a variant of humankind that as such exists no more.”
- G However, some scientists are cautious about the claims. “It is possible that Neanderthals made rock art of some kind, but I don’t believe that their ability to carry out complex tasks has been

40 adequately demonstrated here,” said Adam Brumm, an archaeologist at Griffith University in Brisbane. He believes the scientists may have dated calcite crusts that were not overlying paint, meaning they provide dates only for the rock canvas, rather than the artwork itself. He also wonders if the curtain-like rock formations at Ardales cave might be naturally pigmented, rather than painted.

45 H The team’s next job is to understand whether Neanderthal art was widespread, by dating and studying cave markings in France and other countries. “**That** might help us get a little closer to what it means,” Pike said. If Neanderthals were the world’s first artists, it raises the question of what they might have achieved had they had not died out. “If you’d given Neanderthals another 40,000 years,” Pike said, “they probably would have got to the moon”.

READING PASSAGE 4: Neanderthals – not modern humans – were first artists on Earth

Questions 23-28: Find the following ‘referents’ in the text and write down what they refer to.

Example: What does ‘*themselves*’ refer to? (line 5) **modern humans**

24: What does ‘**these**’ refer to? (line 8) _____

25: What does ‘**his**’ refer to? (line 14) _____

26: What does ‘**it**’ refer to? (line 19) _____

27: What does ‘**these**’ refer to? (line 23) _____

28: What does ‘**their**’ refer to? (line 28) _____

29: What does ‘**that**’ refer to? (line 46) _____

Questions 44-50: Which paragraph contains the following information?

Write the correct letter **a- h** in the boxes. Note: You may use any letter **more than once**.

Example: Which paragraph describes artwork produced by Neanderthals? **Para D**

30: ... defines the characteristics of Neanderthal man?

31: ... outlines the direction of future studies?

32: ... casts doubt on the evidence provided in this study?

33: ... suggests that modern man and Neanderthals were not so different after all?

34: ... outlines the research methodology ?

Write a summary of paragraphs D, E and F – this part of the test is worth 4 marks

Your summary should be between 50 and 80 words.

For this section, you will gain marks according to the following scale:

4 marks: Accurate account of content

3 marks: Appropriate and fairly coherent response that generally corresponds to the text.

2 Marks: Partial account of original with some level of coherence

1 mark: Response provides only a very general statement of content (in one or two sentences)

0 Marks: Minimal task completion

3.2: Listening test

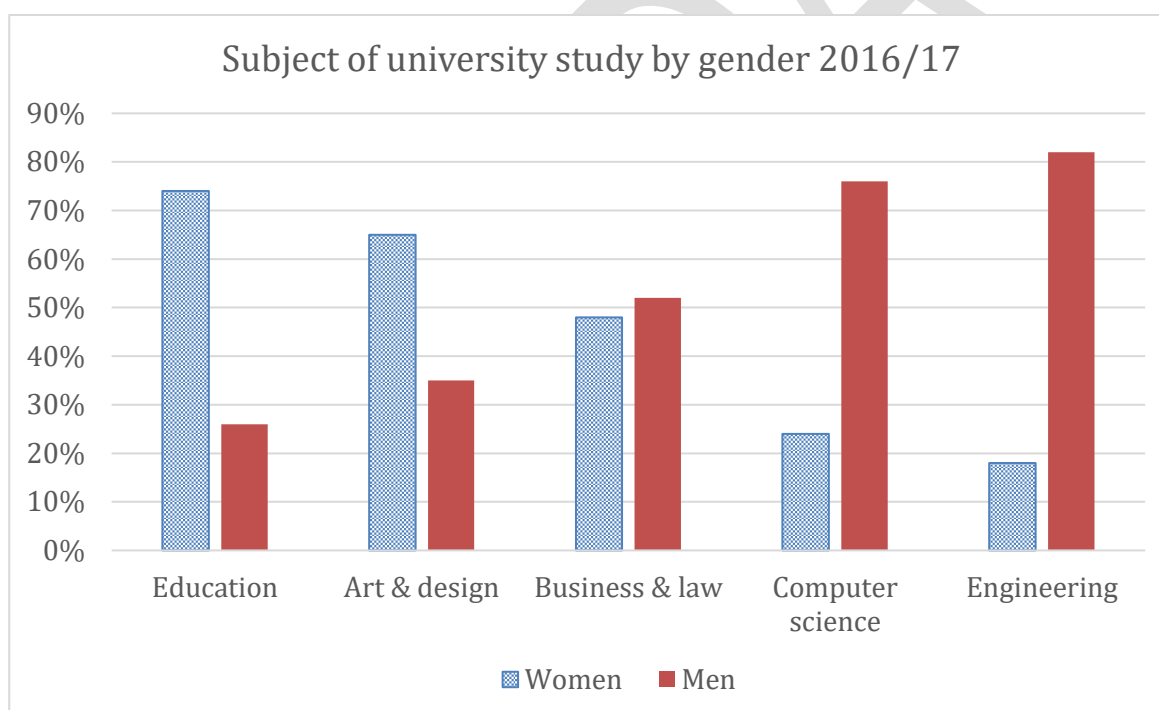
There are currently **no practice activities** available for the listening test. The best advice for students is to develop their overall listening ability, using the techniques discussed in section 2 of this booklet.

3.3: Writing: duration 1 hour and 15 minutes.

The writing test comprises two parts, task one is based on a graphical representation and for task 2 an essay written in an academic style (semi-academic style). For those candidates familiar with IELTS, this differs from IELTS T1, candidates do not only describe the data (you would never do this in an academic context), but candidates should also comment on the reasons for the changes and speculate why these changes may have happened

Task 1 instructions:

Analyse the information provided below. **In +/- 200 words** describe the data and comment on possible reasons or causes for this particular set of data.



Additional information - you are encouraged to use some of this information in your answer.

Consider traditional employment for men and women

Role-models in the workplace

Perceived qualities and characteristics of male/female

Possible future changes

Task 2 instructions:

Choose from **one** of the topics below and write an academic style essay of **+/- 250 words**.

Make sure you fully answer the question, including the prompts.

The old-fashioned idea that men go to work and earn money, and women stay at home and look after the household and the children is changing.

- Explain how you think these changes will affect children.
- What will these changes do for women in society?
- Present your views on how these changes may impact on society as a whole?

Statistics suggest that an increasing number of international students are choosing to study at university in the UK.

- Explain what you think are the **main reasons** for this trend?
- How do you think **you** will benefit from studying in the UK?
- Do you think that the numbers of international students choosing to study in the UK will continue – why **or** why not?

Technological developments have impacted on the way individuals live and work. The Internet and smart phones have changed the way we communicate with others, but technology has had other impacts too.

- Outline a specific technological development that has changed our lives.
- Discuss the benefits for companies as well as any potential drawbacks.
- Speculate how this technology may change in the future.

3.4: Speaking: The speaking test takes place **in pairs** and should last **no more than 16 minutes**.

DATE speaking test procedure:

Part 1 Talking about personal information and engaging in social interaction.

In part 1 you are expected to speak to the examiner but also speak with the other candidate. You will need to be able to ask and answer questions related to personal information.

Part 1 A: Basic introductions, including personal information (**Interlocutor led**).

Part 1 B: Requesting and providing personal information – getting to know your partner (**candidate led**) – interactions take place between candidates, ask and answer questions. Expect students develop the interaction not just pre-prepared questions - maintain for 2 minutes.

Paul 1 C: Quick additional questions (**interlocutor led**) to both candidates alternatively (2:00).

Section **7 minutes** in total

Part 2 Talking about less familiar and possibly more 'abstract' topics.

Part 2 A: Each candidate in turn presents information based on a diagram prompt for 2 minutes. Candidates are given 30 seconds thinking time to prepare for the task – they can make notes if they wish (to be encouraged).

Part 2B: Further prompt to be discussed by candidates (candidate led) (2:00).

Part 3C: Additional questions as deemed necessary by the interlocutor (max 1:00).

Section **max 9 minutes** in total

Your speaking will be assessed in four specific categories:

Language knowledge and use: accuracy of grammar, word order vocabulary and vocabulary use.

Delivery: fluency (flow), pronunciation, variations in pace, stress and intonation, suitable use of pauses and micro pauses.

Task fulfilment & topic development: examines the extent to which candidates provide a full and detailed response to the tasks.

Appropriate, full & detailed response, to all tasks. Develops output using **concrete ideas & examples**. Coherent relationships between ideas. **Maintains & progresses** monologue

3.5: Speaking score meaning

Score	IELTS equivalent
23 -24	7.5 (or above)
21-22	7.0
18-20	6.5
15-17	6.0
12-14	5.5
9-11	5.0
6-8	4.5
3-5	4.0
0-2	3.5 (or below)

3.5: DATE score meaning – equivalences

Reading

Raw score	%	CEFR	IELTS equivalent	Uni Grade
47+	94+	C1	Above 7	A*
41 - 46	82-92	C1	7.0	A
36 - 40	72-80	B2+	6.5	B+
31 - 35	62-70	B2	6.0	B
26 - 30	52-60	B2	5.5	C+
21 - 25	42-50	B1+	5.0	C
17 - 20	34-40	B1	4.5	D+
13 - 16	26-32	B1	4.0	D
0 - 12	0-24	A2 or below	Below 4	F

Listening (to accommodate ½ marks for task 1)

Raw score	%	CEFR	IELTS equivalent	Uni Grade
46.5+	93+	C1	Above 7	A*
40.5 - 46	81-92	C1	7.0	A
35.5 - 40	71-80	B2+	6.5	B+
30.5 - 35	61-70	B2	6.0	B
25.5 - 30	51-60	B2	5.5	C+
20.5 - 25	41-50	B1+	5.0	C
16.5 - 20	33-40	B1	4.5	D+
12.5 - 16	25-32	B1	4.0	D
0 - 12	0-24	A2 or below	Below 4	F

Reading answers:

- 1 C
- 2 B
- 3 A
- 4 B
- 5 A

- 6 N/G
- 7 T
- 8 T

- 9 go hungry
- 10 candles (n)
- 11 flood (v)
- 12 flu jab (n)

- 13 J
- 14 g
- 15 h
- 16 c

- 17 b
- 18 a
- 19 d

- 20 societies
- 21 half as/less
- 22 is
- 23 lower

- 24 findings
- 25 [Ernst] Haeckel
- 26 hand-shape
- 27 faint paintings/animals [faint paintings of animals]
- 28 crusts
- 29 dating or studying cave markings

- 30 c
- 31 h
- 32 g
- 33 f
- 34 e