

**PAPER 3 USE OF ENGLISH (1 hour)****Part 1**

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

**Example:**

0 A instruction    B information    C opinion    D advice

|   |                          |                          |                          |                                     |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 0 | A                        | B                        | C                        | D                                   |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

### Girls and technology

If you want your daughter to succeed, buy her a toy construction set. That is the (0) ..... from Britain's (1) ..... female engineers and scientists. Marie-Noelle Barton, who heads an Engineering Council campaign to encourage girls into science and engineering, maintains that some of Britain's most successful women have had their careers (2) ..... by the toys they played with as children. Even girls who end (3) ..... nowhere near a microchip or microscope could benefit from a better (4) ..... of science and technology.

'It's a (5) ..... of giving them experience and confidence with technology so that when they are (6) ..... with a situation requiring some technical know-how, they feel they can handle it and don't just (7) ..... defeat immediately,' says Mrs Barton. 'I believe that lots of girls feel unsure of themselves when it comes (8) ..... technology and therefore they might be losing out on jobs because they are reluctant even to apply for them.'

Research recently carried (9) ..... suggests that scientific and constructional toys should be (10) ..... to girls from an early age, otherwise the result is 'socialisation' into stereotypically female (11) ..... , which may explain why relatively few girls study science and engineering at university in Britain. Only 14% of those who have gone for engineering (12) ..... at university this year are women, although this figure does represent an improvement on the 7% recorded some years ago.

- |                        |                       |                      |                      |
|------------------------|-----------------------|----------------------|----------------------|
| <b>1 A</b> foremost    | <b>B</b> uppermost    | <b>C</b> predominant | <b>D</b> surpassing  |
| <b>2 A</b> styled      | <b>B</b> shaped       | <b>C</b> built       | <b>D</b> modelled    |
| <b>3 A</b> in          | <b>B</b> by           | <b>C</b> on          | <b>D</b> up          |
| <b>4 A</b> hold        | <b>B</b> grasp        | <b>C</b> insight     | <b>D</b> realisation |
| <b>5 A</b> matter      | <b>B</b> situation    | <b>C</b> state       | <b>D</b> cause       |
| <b>6 A</b> approached  | <b>B</b> encountered  | <b>C</b> presented   | <b>D</b> offered     |
| <b>7 A</b> admit       | <b>B</b> allow        | <b>C</b> receive     | <b>D</b> permit      |
| <b>8 A</b> for         | <b>B</b> to           | <b>C</b> from        | <b>D</b> with        |
| <b>9 A</b> off         | <b>B</b> through      | <b>C</b> forward     | <b>D</b> out         |
| <b>10 A</b> accessible | <b>B</b> feasible     | <b>C</b> reachable   | <b>D</b> obtainable  |
| <b>11 A</b> characters | <b>B</b> parts        | <b>C</b> states      | <b>D</b> roles       |
| <b>12 A</b> options    | <b>B</b> alternatives | <b>C</b> selections  | <b>D</b> preferences |