

PAPER 1 READING

General Description

Paper Format

The paper contains four parts. Each part contains a text and corresponding comprehension tasks. A text may consist of several short pieces.

Number of Questions

Approximately 45.

Length of Texts

3,000 words approximately overall; 450 – 1,200 words approximately per text.

Text Types

From the following: newspapers, magazines, journals, non-literary books, leaflets, brochures, etc.

From the following: informational, descriptive, narrative, persuasive, opinion/comment, advice/instructional, imaginative/journalistic.

Task Types

Multiple matching, multiple choice, gapped text.

Task Focus

Understanding gist, main points, detail, text structure or specific information, deducing meaning or recognising opinion/attitude.

Answering

For all parts of this paper, candidates indicate their answers by shading the correct lozenges on an answer sheet.

Timing

1 hour 15 minutes.

Marks

One mark is given for each correct answer to the multiple-matching tasks; two marks are given for each correct answer to the multiple-choice and gapped-text tasks.

Part	Task Type and Focus	Number of Questions	Task Format
1	Multiple matching Main focus: specific information	12–18	A text preceded by multiple-matching questions. Candidates must match a prompt from one list to a prompt in another list, or match prompts to sections in the text.
2	Gapped text Main focus: text structure	6 or 7	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
3	Multiple choice Main focus: detail, gist, opinion/attitude	5–7	A text followed by four-option multiple-choice questions.
4	Multiple matching Main focus: specific information	12–22	As Part 1.

Introduction

The Reading paper consists of four parts, tested by means of different types of task. The range of texts and task types which appear on the Reading paper is intended to encourage familiarity with texts from a range of sources, written for different purposes and presented in different formats. The Reading paper aims to test skills which reflect the real-world needs of learners/users of English at an advanced level, i.e. the ability to process large quantities of text in real time.

The variety of sources used for texts on the Reading paper is reflected in the contents of coursebooks and skills books available for CAE students. Students should also be encouraged to read widely outside the classroom, for their own needs and interests.

Task Focus and Format

The task formats included on the Reading paper indicate the main purposes for reading.

Part 1 of the paper, the first multiple-matching task, tests the ability to locate particular information, including opinion or attitude, by skimming and scanning a text. The task consists of one or two sets of questions followed by a single page of text; the text may be continuous, or consist of a group of short texts or of a text divided into sections. Candidates are required to match the questions with the relevant information from the text. Some of the options will be correct for more than one question, and there may be more than one correct answer to some questions; if so, the instructions to candidates will indicate this. The range of possible answers may be presented in the form of a list of, for example, names of people or places, titles of books or films or types of occupation. The questions for the multiple-matching task are printed before the text so that the candidate knows what to look for in the text. Where the text is made up of several sections or shorter texts, it can be helpful to skim the whole text before scanning it for the specific information required. Candidates should notice the particular wording of questions since these are intended to lead the reader to specific information and to disregard irrelevant information. Candidates should practise scanning texts for particular information required and not feel that they must read every word in the text.

In preparing for Part 1 of the CAE Reading paper, candidates should practise reading the instructions carefully and noticing the information provided in the instructions regarding the type of text, its content and the precise nature of the multiple-matching task. It can be helpful for students to underline key words in the questions as this helps when trying to find the information in the text which provides the answers.

Students should practise skimming and scanning texts, looking for sections of the text which are close in meaning to the wording of the questions. They should be discouraged from selecting an answer solely on the basis of lexical proximity, however, since careful reading of a particular part of the text is required to ensure an accurate match in terms of meaning. Candidates need practice in doing multiple-matching tasks within a certain time-limit and without recourse to a dictionary.

Part 2, the gapped-text task, tests understanding of how texts are structured and the ability to predict text development. The task requires candidates to select from a number of choices the paragraphs which fit the gaps in a text; only one answer is correct in each case. The task consists of a single-page gapped text followed by the extracts from the text and one extra paragraph which does not fit in any of the gaps. Candidates should be trained to read the gapped text first in order to gain an overall idea of the structure and the meaning of the text, and to notice carefully the information and ideas before and after each gap as well as throughout the whole of the gapped text. The way in which a text has been gapped may require the reader to consider large sections of the text, including more than one gap, in order to reconstitute a particular part of the text. Candidates should be trained to consider the development of the text as a whole, and not to focus on each gap separately. Sometimes candidates will need to choose carefully between two extracts as possible answers and will need practice in making decisions about which is the most logical extract to fill the particular gap. Practice is needed in a wide range of linguistic devices which mark the logical and cohesive development of a text, e.g. words and phrases indicating time, cause and effect, contrasting arguments, pronouns, repetition, use of verb tenses.

Candidates should beware of approaching the gapped-text task as an exercise requiring them merely to identify extracts from the text and sections in the text containing the same words, including names and dates; the task is designed to test understanding of the development of ideas, opinions, events rather than the superficial recognition of individual words.

Part 3, the multiple-choice task, tests detailed understanding of a text, including opinions and attitudes expressed in it. Candidates need to read the text closely in order to distinguish between, for example, apparently similar viewpoints, outcomes, reasons. The task consists of a single-page text followed by a number of questions; the questions are presented in the same order as the information in the text so that candidates can follow the development of the text. The final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion. Candidates should read each question very carefully, as well as the four possible answers. The questions can be answered correctly only by close reference to the text.

Candidates should be encouraged to read the text before reading the multiple-choice questions.

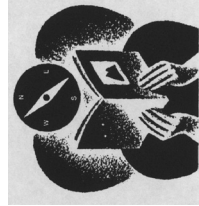
Preparation for the multiple-choice task should include practice in reading a text quickly for a first overall impression, followed by close reading of the text in order to prevent any misunderstandings which may lead candidates to choose an answer subsequently proved wrong.

Part 4 of the Reading paper complements Part 1; both are multiple-matching tasks, testing candidates' ability to locate specific information in a text. The task usually requires candidates to scan a two-page text; this may be continuous or made up of a group of shorter texts or sections of text. The advice on preparation for Part 1 also applies to Part 4; in addition, candidates should be reminded to fold out the second page of the text so that all the information is available to them simultaneously.

When preparing for the examination, it is helpful for candidates to spend time going through past papers. The Reading paper has a standard structure and format so that candidates will know, in general terms, what to expect in each part of the paper. The number of questions within a task may vary for different Reading tests.

It is important to familiarise candidates with the instructions on the front page of the question paper, and for each part of the test; candidates should also be familiar with the technique of indicating their answers on the separate answer sheet so that they can do this quickly and accurately. Some candidates prefer to transfer their answers at the end of each task rather than wait until the end of the examination, in case they do not finish the paper.

Travel Companions



Mark Ottaway looks at the best travel guide books available

I have this problem with guide books. I read too many hurriedly (usually on a plane) and then forget them and my debt to them. When I'm travelling, I soon learn which to reach for first (perhaps the safest indicator of which is best). But a few countries later I have forgotten perhaps not which I chose, but almost certainly why. Good ones are the kick-start for the experience, rather than the experience itself.

So, drawing up a shortlist of the best guide book series seemed a touch high-handed – especially when you add the vagaries of the series to the equation, for even the best producers its share of hopeless volumes.

What turned it into the confident work of minutes rather than days of agonising was a simple and, once I had thought of it, obvious test. All that was necessary was to imagine I was going somewhere I knew absolutely nothing about and ask myself what guide books I would look at first. The efficacy of this ploy was such that, when I asked a few other people to do the same, it came as no surprise to find that we were in almost total agreement.

The first two were the easiest. Without any question my first stop would be the *Lonely Planet* and the *Rough Guide* series. I couldn't, and wouldn't, choose between them in advance. There is more between titles within the series than there is between the series themselves. If – both covered my destinations (as they usually do), I would want them both in my hand luggage.

Both are practical and tell you the things you really want to know (such as where to get a good cheap meal, and the bus to your next destination). Both started with the young backpacker in mind, and both are now broadening their target readership to include the more affluent 30-plus reader.

The *Rough Guides*, perhaps the more even of the two series, tend to be stronger on Europe and the cultural background, and the more obsessed with what is now termed political correctness (yet they rarely have anything to do with politics).

the book itself. For instance, the *Caribbean Islands Handbook* from the dourly named *Trade and Travel Publications* had also accompanied me around the Caribbean. This comes from the same stable as the *South American Handbook*, now in its 70th edition, and widely held to be the greatest guide book of all time.

For erudition and encyclopedic scope, the *South American* volume is without equal. But, though not without a certain wry humour (and on occasions a barely suppressed joy at unearthing arcane information), one wishes it would allow itself to be outrageously subjective once in a while. This probably explains why it was rarely the first I reached for. The Caribbean is a place for colour and gut reactions, rather than deadpan assessment.

The *Michelin* green guides are good value and manage the balancing act between opinion and solid information to perfection. Michelin's star system (from three for 'worth the journey' downwards) tells the newcomer to a region exactly what and where its priorities are, and is the best aid to planning an itinerary from scratch that I know. There is nothing on restaurants and hotels, of course, and the red guides with which the green mesh ingeniously, though excellent works of reference, in their way, do not entirely fill the gap. Michelin is no good on anywhere or people. Personally, they interest me more the buildings and museums.

The future, almost certainly lies with more graphically adventurous guides. Among those warranting honourable mention are the *Access* series on American and European cities, the stunning artwork of the new, which are literally a joy to hold. In this video age, it will no longer be enough to tell people how to use the buses. You need to show them the ticket machines, too.

Turn over

Answer questions 1–17 by referring to the newspaper article about travel guide books on page 3.

Indicate your answers on the separate answer sheet.

Part 1

For questions 1–17, answer by choosing from the list (A–G) on the right below. Some of the choices may be required more than once.

Note: When more than one answer is required, these may be given in any order.

Of which series of books are the following stated?

- | | | |
|---|----|-------|
| The tone of one of its guides is too serious. | 1 | ..... |
| One of its guides has been greatly improved. | 2 | ..... |
| Its guides give ratings to places. | 3 | ..... |
| The market for its guides is expanding. | 4 | ..... |
| Its guides adopt a new approach to design. | 6 | ..... |
| One of its guides is generally considered a classic. | 8 | ..... |
| Some of its guides are written by new writers. | 9 | ..... |
| Its guides convey a sense of the pleasures of travelling. | 10 | ..... |
| There are not many guides in this series. | 11 | ..... |
| Its guides are accused of having an undesirable effect. | 12 | ..... |
| Its guides are particularly good for people who have never been to the area before. | 14 | ..... |
| The quality of writing in its guides is higher than in any of the others. | 15 | ..... |
| Important facts are missing from all of its guides. | 16 | ..... |
| It includes the guide which best describes the atmosphere of the Caribbean. | 17 | ..... |

A Lonely Planet

B Rough Guide

C Cadogan

D Trade and Travel

E Michelin

F Access

G Everyman

Part 2

For questions 18–23, choose which of the paragraphs A–G on page 5 fit into the numbered gaps in the following magazine article. There is one extra paragraph which does not fit in any of the gaps. Indicate your answers on the separate answer sheet.

DOLPHIN RESCUE

Free time isn't in the vocabulary of British Divers' Marine Life Rescue teams; one fairly normal weekend recently spilled over into three weeks, as a seal move turned into a major dolphin rescue.

To find a beached and stranded dolphin is a rarity; to nurse one back from the brink of death, and reintroduce it into the wild, is almost unheard of. Only two cases have occurred in Britain, the most recent of which involved a rescue team from British Divers' Marine Life Rescue. They started the weekend trying to relocate a 9ft bull seal and finished it fighting to save a dolphin's life after the Sea Life Centre on the south coast had informed them that a dolphin was beached at Mudeford (pronounced Muddyford) near Bournemouth.

The dolphin was found by a lady, who must have heard the message telling anyone who found it what to do. The animal was kept wet and its blowhole clean. Mark Stevens of the rescue team says: 'The dolphin would have certainly been in a worse condition, if not dead, if that lady hadn't known what to do.'

18

'I can't thank those people enough. The woman even gave us her lemonade so we could have a much-needed drink.' The Sea Life Centre had hastily moved several large tope and the odd stingray from their quarantine tank, and the dolphin was duly installed.

19

By 1 a.m. the team were running out of energy and needed more help. But where do you find volunteers at that time of night? Mark knew of only one place and called his friends at the local dive centre.

20

The team allowed the photographers in for a few minutes at a time, not wanting to stress the

creature too much. They had to walk a fine line between highlighting the animal's ordeal and being detrimental to its health.

21

How a striped dolphin got stranded in Mudeford isn't clear because they are primarily an ocean-going, rather than an inshore, species. Theories suggest that he was chucked out of his pod (group of dolphins) for some reason and, maybe chasing fish or attracted by the sounds coming from the Mudeford water festival, wandered into the bay by accident.

22

It took several days before the dolphin was comfortable enough to feed itself – in the meantime it had to be tube-fed. Fish was mashed up and forced down a tube inserted into the dolphin's stomach. It's not a nice procedure, but without it the dolphin would have died. Eventually he started to feed and respond to treatment.

23

His health improved so much that it was decided to release him, and on Tuesday, 24th August, the boat *Deeply Dippy* carried the dolphin out past the headland near the Sea Life Centre. The release, thankfully, went without a hitch; the dolphin hung around the area for a while before heading out to sea. And that was the end of another successful operation.

A He actually started toying with the team and trying to gain attention. He would increase his heart rate and show distress so a team member had to quickly suit up to check him over. But as the person entered the pool, his heart rate returned to normal.

B It is large but has only a small opening so, once in, getting out isn't easy. The boats at the event would have panicked the creature and it ended up beached, battered and drained of energy.

C The story actually appeared in several national newspapers as well as the local press. Publicity is very important for charities like the Marine Life Rescue, providing precious exposure which pleases the sponsor companies and highlights the team's work.

D Luck then seemed to be on the team's side when a double-glazing van-driver stopped to investigate. The driver offered his services to transport the dolphin back to the Sea Life Centre and a lady spectator gave the team a brand new cooler box to store valuable water to keep the dolphin moist.

E However, by the time they arrived, the dolphin had started to swim unsupported. The press picked up on the story and descended on the Sea Life Centre, wanting stories, pictures and any information they could get hold of. And they wanted a name. Mark and the other team members had a hasty think and came up with 'Muddy' – after all, it was found at Mudeford.

F Now the battle to save its life could begin, but a transportation problem arose. How do you get a grown dolphin back to the Sea Life Centre without a vehicle big enough?

G The creature was so weakened by the ordeal that it could not even keep itself afloat and had to be walked in the tank to stop it from just sinking to the bottom and drowning. Most people can only walk a dolphin for around 20 minutes to half an hour. Holding a 150 kg animal away from your body and walking through water at sea temperature saps your strength.

Part 3

Read the following newspaper article and then answer questions 24 – 28 on page 7. On your answer sheet, indicate the letter **A**, **B**, **C** or **D** against the number of each question 24 – 28. Give only one answer to each question.

Indicate your answers on the separate answer sheet.

RESURRECTION OF A DEAD MAN'S DREAM

Few great architects have been so adamant in their belief in the integration of architecture and design as Charles Rennie Mackintosh. Clients who tried to modify his grip on every detail of the structure, interior decoration or furniture often ended up with the architect losing his temper – and his commission. Now, 63 years after he died, Mackintosh has found the perfect patron, in the form of a 56-year-old structural engineer and fellow Glaswegian named Graham Roxburgh.

The story begins with a competition launched in December 1900 by *Zeitschrift Für Innendekoration*, an innovative design magazine published in the German city of Darmstadt. European architects were invited to design an Art Lover's House. Mackintosh sent in his entry in March 1901, his one chance to design a house unfettered by financial constraints or a conservative client. But he was disqualified for failing to include the required number of drawings of the interior. He hastily completed the portfolio, which he then resubmitted. Delighted with the designs, the judges awarded Mackintosh a special prize (there was no outright winner).

Publication of these drawings did much to establish Mackintosh's reputation abroad as an original and distinctive architect, particularly in Austria and Germany. The Art Lover's House is an important twentieth-century building because it anticipates the abstract forms of Modernism. At first glance it could be an illustration from the thirties. Artists of the avant-garde Vienna Secession described Mackintosh as 'our leader who showed us the way' – an acclaim that he was never able to gain at home. Rich Glasgow businessmen never quite took him seriously.

But today Glaswegians hail Mackintosh as their local genius. Three years ago, the enterprising Mr Roxburgh, who has already rescued Craigie Hall, a mansion on the outskirts of Glasgow that Mackintosh helped design, hatched a plan to build the Art Lover's House – now close to completion on a site in Glasgow's Bellahouston Park. Strathclyde Council, the Scottish Development Agency and the Scottish Tourist Board have picked up a third of the hefty £3 million bill. Roxburgh has raised the rest through sponsorship and private loans.

The original designs contradict each other in places. Details of the elaborate external stone carvings and much of the furniture and fittings for the main interiors – which will be open to the public – are exact, but Mackintosh gave no indication of what should be done with the lower ground floor or the roof spaces. No matter, for the area will be rented out as offices to recoup some of the costs. The plans have been meticulously interpreted by Andy McMillan of Glasgow's Mackintosh School of Architecture and the furniture made by an expert cabinet-maker.

The elegant, mysterious music-room is lit by tall windows along one side; the vertical lines are repeated in the elongated female figures embroidered on linen that hang in the recesses, in the clusters of coloured lamps suspended on slender wires and the uncomfortable high-backed chairs. The whole effect culminates in the strange superstructure of the piano.

What would Mackintosh have made of the Art Lover's House? There is a danger it will be all too perfect, like those expensive reproduction Mackintosh chairs you find in shiny magazines or on the dust-free floors of design buff's. Yet Roxburgh's attention to detail and refusal to cut corners makes him a man after Mackintosh's heart. He is now hunting for an extra £300,000 to complete the interiors according to his exacting requirements.

24 Why were there sometimes problems between Mackintosh and his clients?

- A Mackintosh resented interference from his clients.
- B Clients refused to pay him in full for his work.
- C Mackintosh did not pay enough attention to detail.
- D Clients did not like the changes Mackintosh made.

25 According to the writer, Mackintosh decided to enter the competition because

- A not many drawings had to be submitted.
- B no designs were required for furniture.
- C there was no need to worry about cost.
- D he had designed similar buildings before.

26 What was significant about Mackintosh's entry for the competition?

- A It was considered to be ahead of its time.
- B It was based on architecture from Austria and Germany.
- C It changed the opinion of him in his own country.
- D It was the most attractive building he had designed.

27 Mackintosh's original designs for the Art Lover's House

- A included areas intended for commercial use.
- B gave full information about the interior.
- C concentrated on external features.
- D were incomplete in certain respects.

28 If Mackintosh could see the Art Lover's House now, the writer feels he would probably

- A think that it had cost too much.
- B wish he had completed his designs.
- C think it was an improvement on his design.
- D approve of Roxburgh's approach to building it.

Part 4

Answer questions 29 – 46 by referring to the magazine article about races for distance runners on pages 9 – 10. Indicate your answers on the separate answer sheet.

For questions 29 – 46, answer by choosing from the list of races (A – G). Some of the choices may be required more than once.

Note: When more than one answer is required, these may be given in any order.

Which race or races			
is open to children?	29		
generates a lot of money for worthy causes?	30		
has not changed much since it began?	31		
has separate races for different ability groups?	32		
begins in a confused manner?	33		
began as a very simple race?	34		
takes place in an isolated scenic area?	35		
caters for anything runners may require?	36		
existed a long time before marathon running became popular?	37		
have more participants than the races they were originally based on?	38 39		
restricts entry according to runners' ability?	40		
offer good value for money?	41 42		
is highly regarded among athletes?	43		
offers facilities to prepare runners for the race?	44		
shows participants the diversity of life in that city?	45		
is organised so that participants are not too close together?	46		

A Swiss Alpine Races

B Stramilano 15 km & Half-Marathon

C Boston Marathon

D New York City Marathon

E Médoc and Graves Marathon

F Bolder Boulder

G London Marathon

WORLD'S TOP DISTANCE RACES

We've scoured the globe to find the world's best distance events – and we've found them, 7 races which you simply *must* run if you get the chance.

A SWISS ALPINE RACES

This is as beautiful – and tortuous – as it sounds: the Swiss Alpine races take runners through verdant upland meadows and deep woods on primitive running trails. Runners travel through tunnels, over high wooden bridges, up flights of steps and through mountain villages, with only yodelling spectators to break the silence.

Two of the three races (the 28-kilometre *Landwasserlauf* and the 67-kilometre 'marathon') begin benignly enough on a stadium track in Davos (at 5,000m), a centre for high-altitude sports training in Europe. The mid-distance *Sertiglauf* covers the last 39 kilometres of the marathon course, providing runners with the challenge of crossing the 3,000m Sertig Pass.

Founded as recently as 1986, the races already attract more than 2,000 runners from over 20 countries to the south-eastern, German-speaking quadrant of Switzerland. A training camp, held the week before the race, includes alpine running and hiking in the mountains to help runners to acclimatise to the altitude.

C BOSTON MARATHON

Qualifying for Boston has become a goal for runners everywhere. Arguably the world's most famous marathon (now over 100 years old), Boston was known to sports fans decades before there was any such thing as a running boom. While the event has been modernised to accommodate the financial realities of big-time marathoning, Boston retains many of its charms and traditions from the old days. One is the Monday noon start (Patriots Day in Massachusetts) at Hopkinton's village green.

The Boston experience includes Hopkinton's crowded and frantic start, the deafening cheers from the women of Wellesley College, the reality test of the Newton Hills (including, at 17 miles, the infamous Heartbreak Hill) and a downtown Boston finish in front of thousands of spectators. Runners take over the city the weekend before, with exhibitions, warm-up runs along the Charles River and famous-runner sightings among the leading activities. Moderately demanding qualifying standards limit the field to about 7,000 and add prestige to the event.

B STRAMILANO 15KM & HALF-MARATHON

Italy's electrifying Stramilano breaks the pattern for road races by holding separate events in four classes of running. On the Saturday, thousands of spectators jam the streets at the heart of the city of 1.7 million people to watch 200 elite men run a four-lap half-marathon. The next day's citizens' 15-kilometre race draws a field of around 50,000 from 50 countries to trek from the Piazza Duomo (the square in front of Milan's massive white marble cathedral, which dates from 1386) to Arena Stadium. About 2,500 non-élite runners opt for a half-marathon that begins and ends in the stadium. Finally, there's a 6-kilometre junior fun run from the Piazza Duomo to the stadium.

Founded in 1972, Stramilano is one of the best deals in international road racing. For the equivalent of £5, runners receive a programme, medal and T-shirt. Until recently, the race has been largely unknown outside Italy, even though Milan has long been Italy's centre for finance, sport and some of the greatest northern Italian cuisine.

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E THE MÉDOC AND GRAVES MARATHON

It may not be the ideal race to set a world best in, but if it's fun and frivolity you want throughout your 42 kilometres, then Médoc has it in abundance. It features an extraordinary party in the grounds of an ancient château, a route that cuts through the cloistered, manicured private vineyards of the region, and the kind of hospitality and atmosphere that no other event can match.

Fancy dress is the order of the day with wide-eyed villagers turning out to cheer on hordes of runners as they make their slow progress from the wine parishes of Pauillac, St-Estèphe, St-Julien and Margaux. Finishers get an open-air supper and take home a wooden-cased bottle of claret, a pendant cast as a bunch of grapes and a knapsack to carry the goodies in. Understandably, the French make up the lion's share of the field, but although large tour groups are discouraged, single competitors or small independent groups are welcomed with open arms. Apply early – it's the most popular marathon in France and always heavily oversubscribed. But with all that for under a fiver, it's not hard to understand why.

F BOLDER BOULDER

Set in the Rocky Mountain foothills and with the presence of a core of elite athletes and a fitness-mad population, one of America's largest 10-kilometre races is a natural outgrowth of the Boulder Community. Few cities do a better job of giving 30,000 runners a memorable day without losing them in the masses. Some 40 wave starts, in which runners are grouped with those of similar ability, ensure a smooth, uncrowded course. The 'citizen' divisions begin first, so that later everybody gets to watch separate fields of elite men and women sprint to the tape in the 51,000-seat Folsom Field stadium.

To take your mind off the grueling nature of this hilly mile-high course, there are entertainers performing along the way, including belly dancers, gymnasts and rock bands. There are 10 prizes for each age group, and all finishers receive a certificate with their official time and placing. The race has gone from strength to strength since 1979, when local banker Steve Bosley and Olympic gold medalist Frank Shorter created the event.

G LONDON MARATHON

Inspired by Chris Brasher's trip to New York in 1980, the race has now surpassed its older American cousin in numbers of applicants, entrants and finishers. In 1994, with the finish moved from Westminster Bridge back down the Mall to the steps of Buckingham Palace, the number of finishers reached a historic high of 25,000.

The now familiar flat-to-downhill course, starting at Greenwich Park and on Blackheath Common and passing the Cutty Sark, the Tower of London and the Houses of Parliament along the way, packs in more history than a secondary-school textbook.

Competition for places is intense, with the lottery for 'open' spots denting more than a few British club runners' ambitions. Not only is the race the world's biggest in numerical terms, it also raises the most money for charity. Cartoon characters, charging rhinos and Zulu warriors all find their way onto the start line, with thousands of pounds riding on their successful finish.

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PAPER I READING ANSWER KEY

Part 1

- 1 D
- 2 B
- 3 E
- 4/5 A/B
- 6/7 F/G
- 8 D
- 9 C
- 10 A
- 11 G
- 12/13 A/B
- 14 E
- 15 C
- 16 E
- 17 C

Part 2

- 18 D
- 19 G
- 20 E
- 21 C
- 22 B
- 23 A

Part 3


- 24 A
- 25 C
- 26 A
- 27 D
- 28 D

Part 4

- 29 B
- 30 G
- 31 C
- 32 B
- 33 C
- 34 D
- 35 A
- 36 D
- 37 C
- 38/39 D/G
- 40 C
- 41/42 B/E
- 43 C
- 44 A
- 45 D
- 46 F

Questions 1–17 and 29–46 are given one mark each.
 Questions 18–28 are given two marks each.
 The total score is adjusted to give a mark out of 40.

PAPER I READING ANSWER SHEET



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

Centre No. _____

Candidate No. _____

Examination Details

.....

Examination Title


Centre

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here


0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Multiple-choice Answer Sheet

Use a pencil Mark one letter for each question.

For example: 

0	A	B	C
---	---	---	---

Change your answer like this: 

If you think C is the right answer to the question, mark your answer sheet like this:

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I
21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I
23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I
36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
39	A	B	C	D	E	F	G	H	I
40	A	B	C	D	E	F	G	H	I
41	A	B	C	D	E	F	G	H	I
42	A	B	C	D	E	F	G	H	I
43	A	B	C	D	E	F	G	H	I
44	A	B	C	D	E	F	G	H	I
45	A	B	C	D	E	F	G	H	I
46	A	B	C	D	E	F	G	H	I
47	A	B	C	D	E	F	G	H	I
48	A	B	C	D	E	F	G	H	I
49	A	B	C	D	E	F	G	H	I
50	A	B	C	D	E	F	G	H	I
51	A	B	C	D	E	F	G	H	I
52	A	B	C	D	E	F	G	H	I
53	A	B	C	D	E	F	G	H	I
54	A	B	C	D	E	F	G	H	I
55	A	B	C	D	E	F	G	H	I
56	A	B	C	D	E	F	G	H	I
57	A	B	C	D	E	F	G	H	I
58	A	B	C	D	E	F	G	H	I
59	A	B	C	D	E	F	G	H	I
60	A	B	C	D	E	F	G	H	I

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