

PAPER 3

ENGLISH

IN USE

GENERAL DESCRIPTION

Paper format	The paper contains six parts.
Timing	1 hour 30 minutes.
No. of parts	6.
No. of questions	80.
Task types	Multiple-choice cloze, open cloze, error correction, word formation, register transfer, gapped text.
Answer format	For all parts of this paper, candidates write their answers on an answer sheet.
Marks	One mark is given for each correct answer.

STRUCTURE AND TASKS

PART 1

Task type and focus	Multiple-choice cloze. Emphasis on vocabulary.
Format	A modified cloze test containing 15 gaps and followed by 15 four-option multiple-choice items.
No. of Qs	15.

PART 2

Task type and focus	Open cloze. Emphasis on structure.
Format	A modified cloze test containing 15 gaps.
No. of Qs	15.

PART 3

Task type and focus	Error correction. Emphasis on structure, spelling and punctuation.
Format	A text containing errors as specified in the rubric (e.g. extra incorrect words, mis-spellings, punctuation errors) which must be identified.
No. of Qs	16.

PART 4

Task type and focus	Word formation. Emphasis on vocabulary.
Format	Two short gapped texts. Candidates must form an appropriate word to complete each gap using the given prompt words.
No. of Qs	15.

PART 5

Task type and focus	Register transfer. Emphasis on register.
Format	Two short texts dealing with the same information but written for different purposes and in different registers. The first text is complete while the second is a gapped text. Candidates must complete the gapped text.
No. of Qs	13.

PART 6

Task type and focus	Gapped text. Emphasis on cohesion and coherence.
Format	A text with gaps at phrase level followed by a list of 9 options. Candidates must select the correct options from the list to complete the text.
No. of Qs	6.

The six parts of the English in Use paper

■ PART 1 – MULTIPLE-CHOICE CLOZE

In this part there is an emphasis on vocabulary.



Sample task and answer key: pages 33 and 37.



Each correct answer in Part 1 receives 1 mark.

In Part 1, candidates must choose a word or phrase from a set of four (A, B, C, D) to fill a gap in a text. This involves choosing the answer which has the right meaning and fits both in the local grammatical context and within the text as a whole. This part of the paper tests knowledge of aspects of vocabulary, such as phrases and collocations, shades of meaning, phrasal verbs and linkers. There are 15 items plus one example.

■ PART 2 – OPEN CLOZE

In this part, there is an emphasis on structure.



Sample task and answer key: pages 34 and 37.



Each correct answer in Part 2 receives 1 mark.

Part 2 is an open modified cloze task, consisting of a text with 15 gaps, plus one example. Candidates have to fill each gap in the text with one word only. This part focuses on awareness and control of structural items. Answers must be grammatically correct at phrase and sentence level, and also be appropriate to the meaning of the whole text. There may be more than one word which is acceptable for a gap, but candidates should only supply one word.

■ PART 3 – ERROR CORRECTION

In this part, there is an emphasis on structure, spelling and punctuation.



Sample task and answer key: pages 34 and 37.



Each correct answer in Part 3 receives 1 mark.

Part 3 consists of an error correction task which will be one of two types. In the first, candidates are required to identify words which have been incorrectly added to a text. In the second type, errors of spelling and punctuation in the text have to be identified. There are 16 lines to be corrected, but up to five of these lines may already be correct. There are example lines, showing the kind of error to be identified and how candidates should show their answers.

■ PART 4 – WORD FORMATION

In this part, there is an emphasis on vocabulary.



Sample task and answer key: pages 35 and 37.



Each correct answer in Part 4 receives 1 mark.

Part 4 is designed to test awareness of word formation. Candidates are required to supply an appropriate word, formed from a given prompt word, to fill each of 15 gaps in two short texts. An example is given.

■ PART 5 – REGISTER TRANSFER

In this part, there is an emphasis on register.



Sample task and answer key: pages 36 and 37.



Each correct answer in Part 5 receives 1 mark.

Part 5 is designed to test awareness and control of features of style and appropriateness. Candidates are required to use information given in one text to fill gaps in another text. The two texts contain the same information, but are different from each other in terms of register, writer's purpose, target reader, and/or style. The vocabulary and structures used to convey the information in the first text need to be transformed into different but suitable expressions in order to complete the gaps in the second text. Gaps may be completed with one or two words. The answers must convey the right meaning, be grammatically accurate and be stylistically appropriate in terms of both the writer's purpose and the text's audience. Content words (i.e. nouns, verbs, adjectives and adverbs), or cognates of content words contained in the first text may not be used in the second text. However, structural words (i.e. conjunctions, prepositions, articles, auxiliary verbs, etc.) may be used. There are 13 gaps to be filled plus one example.

■ PART 6 – GAPPED TEXT

In this part, there is an emphasis on cohesion and coherence.



Sample task and answer key: pages 36 and 37.



Each correct answer in Part 6 receives 1 mark.

Part 6 consists of a text from which six phrases have been removed. These deleted phrases, together with three additional phrases, are placed below the text in random order. Candidates need to select the appropriate phrase for each gap in the text. This task is designed to test awareness of discourse features which operate within and across a text, particularly features of cohesion and coherence.

Preparation

General

- Students should be encouraged to read extensively so that they build up a wide vocabulary and familiarity with many uses of different structures. This should enable them to deal with a range of lexical items and grammatical structures in a variety of text types.
- When studying for the paper, it will be useful for students to refer to dictionaries and grammar books. However, they should also develop strategies for operating independently of reference books (by, for example, guessing unknown words from the context) as they are not permitted to take dictionaries into the exam with them.
- All parts of the paper have detailed instructions and Parts 1 to 5 have examples. These should all be studied carefully so that students know what kind of answers they are expected to give and how they should show them on the answer sheet.
- Each text in the English in Use paper has a title. Encourage students to pay attention to this as it will indicate the main theme of the text.
- Students should read through each text carefully before beginning to answer the questions.
- Remind students to check the spelling of their answers as incorrect spelling will lose them marks.
- Also remind students to write clearly as indistinct handwriting leads to difficulties with marking.
- In Parts 1 and 6, students should mark the lozenges on the answer sheet clearly and rub out any marks they have made if they change their mind about an answer.
- In Parts 2 to 5, there may be more than one permissible answer for a question. However, students should only give one answer for each question. If they give two answers, and one of them is incorrect, they will lose the mark even if the other is correct. If they want to change an answer, they should rub it out or cross it out.
- Students should make sure that they write their answers on the answer sheet against the correct question number. This is especially important if they leave some questions unanswered.
- Remind students to allow themselves enough time to complete each part of the paper. They may make notes on the question paper but all their answers must be transferred to the answer sheet within the allotted time.

By part

■ PART 1

- When studying vocabulary in preparation for the paper, students should pay attention to collocation, the shades of meaning differentiating sets of similar words, and

complementation (e.g. whether words are followed by a certain preposition, or by a gerund or an infinitive, etc.).

- Advise students to consider all the options carefully before deciding on their answer. Some of the options may be very tempting, but only one will be semantically and grammatically correct in that particular context.

■ PART 2

- Remind students that only one word is required for each answer. Answers of more than one word will not earn the mark.
- Some gaps in this part can be filled by referring just to the immediate phrase or sentence, but others will require understanding of the paragraph or whole text.

■ PART 3

- Students can prepare for this part by trying to identify errors in their own written work, or in that of other students.
- Students should read the instructions carefully to find out which of the two types of error correction task they are required to do.
- Students should study the examples clearly to make sure they know how to show their answers on the answer sheet. When indicating punctuation errors, they should write the correct punctuation mark plus the word either directly before or after it in the text. If they want to indicate that a punctuation mark should be deleted, they should also write the word directly before or after the incorrect mark, without including the punctuation mark. They should never just write, for example ‘;’ unattached to any words, or write ‘no comma’. When correcting spelling, they should only write the correct spelling of the word.
- Remind students that a few lines in the text will be correct, but there are unlikely to be more than five correct lines. Correct lines should be indicated with a tick (✓) on the answer sheet.

■ PART 4

- Remind students that they need to understand the context of each gap in the text to decide which class of word (noun, verb, adjective or adverb) is required.
- Sometimes a plural form or a specific part of a verb will be required.
- Sometimes a negative prefix will be required. There is usually at least one word requiring a prefix in each Part 4 task, so advise students to look out for these.
- Accurate spelling is essential so remind students to check this.

■ PART 5

- In this part, students are asked to manipulate vocabulary and structures within a defined stylistic context. Any

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preparation activities which focus on alternative ways of expressing the same ideas in different registers (formal and informal) would be useful.

- Students should read the instructions carefully so that they understand the situation giving rise to the creation of the two texts. They should identify the writer's purpose and target reader for each text, and take note of the text type which is given above each text. Awareness of these will help them make appropriate decisions about changes in expression.

- They should never use content words, or cognates of those words, from the first text in their answers. However, structural words like prepositions, articles, auxiliary verbs, etc. are permissible. The idea of the task is that students should find new ways of expressing the information contained in the first text.

- Students should only write one or two words in their answers. No marks will be given for answers of more than two words.

■ PART 6

- In this part, students show they understand the semantic and grammatical appropriateness of phrases within a text. Preparation activities which draw attention to cohesion markers within a text, or focus on how the ideas within a text are introduced, developed, expanded, exemplified, balanced, etc. will all be useful.

- For each question, students have to choose between nine options, three of which are never used. They should not be misled by the distractors but look at the meaning of the text as a whole to single out the correct phrase for each gap.

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Part 1

For questions 1–15, read the text below and then decide which answer on page 3 best fits each space. Indicate your answers on the separate answer sheet. The exercise begins with an example (0).

Example: 0 A B C D

What we know about music and the brain

Work on the human brain has (0) how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right halves, or hemispheres, of the brain are (1) for different functions. While language is processed in the left, or analytical hemisphere, for most people music is processed in the right, or emotional hemisphere. However, professional musicians have the (2) to process music in the left hemisphere more often than those without musical training do. This (3) they are having a different experience – which is likely to be the case because they are analysing music rather than just listening to it. (4) of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the (5) of this.

The tempo of music seems to be (6) related to its emotional impact, with fast music often (7) as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart (8) quickens when we're happy, but slows when we're sad. Military music may have (9) from attempts to get us ready for (10) by using fast drumming to (11) our hearts to beat faster. Music is perhaps one of the most complex experiences the brain (12) with and it has become an absolutely (13) part of our rituals and ceremonies. It has power beyond language to (14) mood and co-ordinate our emotional (15)

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- | | | | | | | | | |
|----|---|--------------|---|--------------|---|-------------|---|--------------|
| 0 | A | expressed | B | directed | C | indicated | D | guided |
| 1 | A | amenable | B | dependable | C | responsible | D | reliable |
| 2 | A | tendency | B | inclination | C | possibility | D | intention |
| 3 | A | proposes | B | advances | C | introduces | D | suggests |
| 4 | A | Views | B | Aspects | C | Factors | D | Pieces |
| 5 | A | expectations | B | implications | C | assumptions | D | propositions |
| 6 | A | surely | B | plainly | C | evidently | D | directly |
| 7 | A | felt | B | endured | C | encountered | D | touched |
| 8 | A | pulse | B | speed | C | pace | D | rate |
| 9 | A | evolved | B | extended | C | advanced | D | elevated |
| 10 | A | battle | B | fight | C | quarrel | D | struggle |
| 11 | A | activate | B | motivate | C | stimulate | D | animate |
| 12 | A | manages | B | cope | C | bears | D | holds |
| 13 | A | vital | B | important | C | compulsory | D | dominant |
| 14 | A | notify | B | report | C | associate | D | communicate |
| 15 | A | conditions | B | stages | C | states | D | positions |

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PAPER 3: ENGLISH IN USE

Parts 2 and 3 (Questions 16–46)

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Part 3

In most lines of the following text, there is **one** unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line **31–46**, find this word and then write it in the box on your answer sheet. **Some lines are correct.** **Some lines are correct.** Indicate these lines with a tick (✓) in the box. The exercise begins with two examples (0) and (00).

Examples:

0	✓	0
00	made	00

Sumo wrestling

- 0 Japanese sumo wrestling is generally considered to be one of the
- 00 oldest organised sports on earth. Men have been made fighting each
- 31 other in the wrestling ring for more over a thousand years, and four
- 32 hundred years ago, wrestlers were to be found throughout Japan. The
- 33 organisational and structure of the sport began in the 1680s, with
- 34 most of the basic rules remaining largely unchanged ever since. The
- 35 ring itself is considered a sacred place, and even for this reason,
- 36 wrestlers must throw a handful of some salt into it before they may start
- 37 fighting. When they are in the ring, which is five metres in its diameter,
- 38 the men must fight between each other until one of them is knocked
- 39 down or push out of the ring. Slapping, tripping, and judo-style moves
- 40 are all allowed, whereas punching him with a fist is not. There is no
- 41 upper weight in limit, which is why many sumo wrestlers spend years
- 42 long trying to make themselves put on weight. The Sumo Association
- 43 runs six major tournaments a year. A tournament lasts during fifteen
- 44 days and each wrestler fights every other wrestler. The tournament is a
- 45 gruelling test of strength and stamina, and the man who has the far best
- 46 record all over the two-week period is judged to have won the championship.

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Part 2

For questions **16–30**, complete the following article by writing each missing word in the correct box on your answer sheet. **Use only one word for each space.** The exercise begins with an example (0).

Example:

0	of	0
---	----	---

Mosquitoes

According to the World Health Organisation, malaria, a disease spread by mosquitoes, affects millions (0) people every year. Everyone knows how irritating the noise made by a mosquito, (16) by a painful reaction to its bite, can be. It is astonishing that so (17) is known about why mosquitoes are drawn to or driven away from people, given (18) level of distress and disease caused by these insects. We know that the most effective chemical (19) protecting people against mosquitoes is *diethyltoluamide*, commonly shortened (20) *deet*. (21) *deet* works well, it has some serious drawbacks: it can damage clothes and some people are allergic to it.

Scientists know that mosquitoes find some people more attractive than others, but they do not know (22) this should be. They also know that people vary in (23) reactions to mosquito bites. One person has a painful swelling while (24) , who is bitten by the same mosquito, (25) hardly notice. Scientists have (26) discovered the reason for this, but they have carried (27) experiments to show that mosquitoes are attracted to, or put (28) by, certain smells. In the future, scientists hope to develop a smell that mosquitoes cannot resist. This could be used in a trap (29) that, instead of attacking people, mosquitoes would fly into the trap and be destroyed. For the time (30) however, we have to continue spraying ourselves with unpleasant liquids if we want to avoid getting bitten.

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Part 4

For questions 47–61, read the two texts on pages 6 and 7. Use the words in the boxes to the right of the texts to form **one** word that fits in the same numbered space in the text. Write the new word in the correct box on your answer sheet. The exercise begins with an example (0).

Example:

0	construction	0
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NEWSPAPER ARTICLE

Dutch bridge-builder

Pieter Lodewijk Kramer (1881–1961) was responsible for the (0) of some of the most famous bridges in Amsterdam.

As road traffic increased in Amsterdam at the beginning of the last century, the city started demolishing (47) older structures in the city centre. But when workmen began pulling down the most attractive bridges and (48) them with modern iron ones, there was strong public (49) As a result, the position of architectural (50) was created, and in 1917 Kramer took up the post.

Kramer built no fewer than 220 bridges. Each exemplifies Kramer's individual style: his acute sense of detail and his use of many unusual (51) of stone and iron.

Kramer's bridges, which are now a (52) part of the Amsterdam landscape, were largely ignored until a Dutch museum presented an (53) successful exhibition of his work in 1995.

- (0) CONSTRUCT
- (47) NUMBER
- (48) PLACE
- (49) APPROVE
- (50) ADVICE
- (51) COMBINE
- (52) DISTINCT
- (53) ASTONISH

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BOOK REVIEW

A recommended book on the cinema

There are (54) volumes on the history of the cinema. Some provide only a brief overview. But *Chronicle of the Cinema*, a remarkable volume on the history of the cinema, is an (55) work, with no development of any (56) being overlooked. The book opens with a chapter on the historic first screening of a moving picture, and works its way (57) through to the present day. Thousands of items are presented in a way that bears a strong (58) to contemporary newspaper reports. But what makes this book a treat is its (59) illustrations. These are (60) and include full-colour reproductions of some of the most unforgettable movie posters ever designed. The whole atmosphere of the Hollywood films of the 1940s is conveyed with great (61) in these posters.

- (54) COUNT
- (55) INFORM
- (56) SIGNIFY
- (57) PROGRESS
- (58) RESEMBLE
- (59) STAND
- (60) PLENTY
- (61) AUTHENTIC

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Parts 5 and 6 (Questions 62–80)

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Part 6

For questions 75–80, read the following text and then choose from the list A–I given below the best phrase to fill each of the spaces. **Indicate your answers on the separate answer sheet.** Each correct phrase may only be used once. **Some of the suggested answers do not fit at all.**

An odd place to live

Everyone needs somewhere to live and work, and humans will construct buildings almost anywhere, using even ice or mud as materials if nothing else is available. In the industrialised world, the problem is not finding materials for building but limited space and the high price of land. The solution in most big cities is to build skyscrapers high into the air (75) Some architects have proposed turning skyscrapers on their heads and building down into the ground. This may seem an unusual concept (76) Such places could accommodate 100,000 people without using up valuable surface land. The underground city is technically feasible but there is a massive psychological barrier to be overcome. Will people be able to deal with living away from the sun and sky? The underground 'city' could be restricted to places of entertainment and office buildings (77) Some such buildings do exist. In Minneapolis, USA, there is a building which is 95 per cent underground (78) This is achieved by an elaborate system of mirrors. Living underground means you do not know what the weather is like (79) For example, the Asahi television centre in Tokyo is 20 metres below the surface (80) It seems that subterranean workers miss real weather even when it is bad!

- A but extensive railway systems exist underground so why not huge cities?
- B but architects make great efforts to mimic conditions above ground.
- C but even being buried just for your working hours may not seem attractive.
- D but human psychology makes this possible.
- E but who would not accept these working conditions?
- F but even the lowest floors get some sunlight.
- G but technical difficulties cannot be overcome.
- H but a special shower system can create the impression of rain.
- I but is there an alternative to building up?

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Part 5

For questions 62–74, read the following job advertisement and use the information in it to complete the numbered gaps in the e-mail. Write the new words in the correct boxes on your answer sheet. The words you need **do not occur** in the job advertisement. **Use no more than two words for each gap.** The exercise begins with an example (0).

Example: 0 *looking for*

JOB ADVERTISEMENT

Holiday Representatives

We are seeking to appoint Holiday Representatives capable of working independently and also of managing teams of people. A minimum of 5 years' experience in the tourist industry is essential and experience in an international environment is preferred.

Applications should contain full details of educational background, previous and current employment, present salary and leisure activities. IT skills are essential and preference will be given to candidates with an ability to speak a foreign language.

The job will involve frequent foreign travel accompanying tourists, and also periods in our London offices. Accommodation overseas will be provided.

Closing date for applications is 31 January.

For further details, go to our website at www.holidayreps.com

E-MAIL

To: Eve
From: Peggy
Date: 16 January

I've just seen an ad for holiday reps and I thought of you. The person they are (0) must be able to work on (62) and also to take (63) teams. You have to have worked for (64) 5 years in tourism – so you're OK. They (65) have someone who has worked abroad.

They want to know the usual stuff – where you went to school and how well you did, where you've worked before and where you're working at (66) Also what you're (67) and how you (68) free time. You (69) IT skills and your knowledge of French will give you an (70) You'll have to travel abroad (71) with tourists but will also work a bit in London. They'll find you somewhere to (72) wherever you have to work abroad.

You've got to (73) application in by the end of the month. If you want (74) check out their website (www.holidayreps.com).

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Answer keys

PART ONE

- 1 C
- 2 A
- 3 D
- 4 B
- 5 B
- 6 D
- 7 A
- 8 D
- 9 A
- 10 A
- 11 C
- 12 B
- 13 A
- 14 D
- 15 C

PART TWO

- 16 followed/accompanied
- 17 little
- 18 the
- 19 for
- 20 to
- 21 Though/Although/Whilst/While
- 22 why
- 23 their
- 24 another
- 25 may/might/will
- 26 not/never
- 27 out
- 28 off
- 29 so
- 30 being

PART THREE

- 31 more
- 32 ✓
- 33 and
- 34 ✓
- 35 even
- 36 some
- 37 its
- 38 between
- 39 push
- 40 him
- 41 in
- 42 long
- 43 during
- 44 ✓
- 45 far
- 46 all

PART FOUR

- 47 numerous/innumerable
- 48 replacing/replaced
- 49 disapproval
- 50 adviser/advisor
- 51 combinations
- 52 distinctive
- 53 astonishingly
- 54 countless
- 55 informative
- 56 significance
- 57 progressively
- 58 resemblance
- 59 outstanding
- 60 plentiful
- 61 authenticity

PART FIVE

- 62 their/his/her + own
- 63 responsibility for/charge of/care of
- 64 at least
- 65 would rather/would sooner
- 66 the moment
- 67 being paid/earning (now)/paid (now)/getting paid
- 68 spend your/fill your/occupy your
- 69 must have/need/really need/will need
- 70 advantage/edge/extra advantage
- 71 regularly/a lot/often
- 72 live/stay (overnight)
- 73 get your/send your/have your
- 74 more information/additional information

PART SIX

- 75 I
- 76 A
- 77 C
- 78 F
- 79 B
- 80 H

N.B. The mark scheme for Part 5 may be expanded with other appropriate answers.

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Answer sheet

Part 3		Part 5	
Do not write here	Do not write here	Do not write here	Do not write here
31	1 31 0	62	1 62 0
32	1 32 0	63	1 63 0
33	1 33 0	64	1 64 0
34	1 34 0	65	1 65 0
35	1 35 0	66	1 66 0
36	1 36 0	67	1 67 0
37	1 37 0	68	1 68 0
38	1 38 0	69	1 69 0
39	1 39 0	70	1 70 0
40	1 40 0	71	1 71 0
41	1 41 0	72	1 72 0
42	1 42 0	73	1 73 0
43	1 43 0	74	1 74 0
44	1 44 0		
45	1 45 0		
46	1 46 0		

Part 4		Part 6	
Do not write here	Do not write here	Do not write here	Do not write here
47	1 47 0	75	A B C D E F G H I
48	1 48 0	76	A B C D E F G H I
49	1 49 0	77	A B C D E F G H I
50	1 50 0	78	A B C D E F G H I
51	1 51 0	79	A B C D E F G H I
52	1 52 0	80	A B C D E F G H I
53	1 53 0		
54	1 54 0		
55	1 55 0		
56	1 56 0		
57	1 57 0		
58	1 58 0		
59	1 59 0		
60	1 60 0		
61	1 61 0		

UNIVERSITY of CAMBRIDGE ESOL Examinations		Centre No.		Candidate No.		Examination Details	
Candidate Name <small>In CAPITALS and complete the Candidate No. grid (in pencil).</small>		Candidate Signature		Supervisor: <small>If the candidate is ABSENT or has WITHDRAWN shade here</small>		Supervisor Signature	
Examination Title		Centre		Candidate No. Grid: 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9		Candidate Signature	

Candidate Answer Sheet

Use a PENCIL (B or HB). Rub out any answer you wish to change with an eraser.
 For Parts 1 and 6: Mark ONE letter for each question. For example, if you think B is the right answer to the question, mark your answer sheet like this: **0 B C D**

For Parts 2, 3, 4 and 5: Write your answers in the spaces next to the numbers like this: **0 e x a m p l e**

Part 1		Part 2	
Do not write here	Do not write here	Do not write here	Do not write here
1	A B C D	16	1 16 0
2	A B C D	17	1 17 0
3	A B C D	18	1 18 0
4	A B C D	19	1 19 0
5	A B C D	20	1 20 0
6	A B C D	21	1 21 0
7	A B C D	22	1 22 0
8	A B C D	23	1 23 0
9	A B C D	24	1 24 0
10	A B C D	25	1 25 0
11	A B C D	26	1 26 0
12	A B C D	27	1 27 0
13	A B C D	28	1 28 0
14	A B C D	29	1 29 0
15	A B C D	30	1 30 0

Turn over for Parts 3 - 6

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