

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–40.

A brief history of automata

An automaton is a machine, usually made to resemble a person or animal, that operates on its own, once it has been started. Although few are constructed nowadays, they have a history stretching back well over two thousand years. Several myths show that the ancient Greeks were interested in the creation of automata. In one, Hephaestus, the god of all mechanical arts, was reputed to have made two female statues of pure gold which assisted him and accompanied him wherever he went. As well as giving automata a place in mythology, the Greeks almost certainly created some. These were probably activated by levers and powered by human action, although there are descriptions of steam and water being used as sources of power. Automata were sometimes intended as toys, or as tools for demonstrating basic scientific principles.

Other ancient cultures, too, seem to have developed automata. In Egypt, Ctesibius experimented with air pressure and pneumatic principles. One of his creations was a singing blackbird powered by water. A Chinese text of the third century BC describes a life-size, human-shaped figure that could walk rapidly, move its head up and down, sing and wink its eye.

Much later, Arab engineers of the ninth and thirteenth centuries wrote detailed treatises on how to build programmable musical fountains, mechanical servants, and elaborate clocks. A ninth-century ruler in Baghdad had a silver and gold tree with metal birds that sang. The art of creating automata developed considerably during the fifteenth century, linked with improvements in clock making: the mechanisms of automata and clocks had a great deal in common. Some truly remarkable automata were produced at this time. Muller was reputed to have made an artificial eagle which flew to greet the Emperor on his entry into Nuremberg, Germany, in 1470, then returned to perch on top of a city gate and, by stretching its wings and bowing, saluted the emperor on his arrival. Leonardo da Vinci made a lion in honour of the king of France, which advanced towards him, stopped, opened its chest with a claw and pointed to the French coat of arms.

Automata were normally very expensive toys for the very rich. They were made for royal or aristocratic patrons, to be viewed only by themselves and selected guests – who were expected to be impressed by their wealth. Automata were also created for public show, however, and many appeared on clock towers, such as the one in Bern, Switzerland, built in 1530.

During the eighteenth century, some watchmakers made automata to contribute to the progress of medicine and the natural sciences, particularly to investigate the mechanical laws governing the structure and movement of living things. Many of their creations simulated almost perfectly the complex structure of human beings and animals. Maillardet made extensive use of gearing and cogs to produce automata of horses, worked by turning a handle. Vaucanson produced a duck made of gilded copper which ate, drank and quacked like a real duck. He also made a life-size female flute player. Air passes through the complex mechanism, causing the lips and fingers of the player to move naturally on the flute, opening and closing holes on it. This automaton had a repertoire of twelve tunes.

In another well-known piece, Merlin's silver swan made in 1773, the swan sits in a stream consisting of glass rods where small silver fish are swimming. When the clockwork is wound, a music box plays and the glass rods rotate, giving the impression of a flowing stream. The swan turns its head from side to side. It soon notices the fish and bends down to catch and eat one, then raises its head to the upright position. The mechanism still works.

One of the most skilled makers of automata was the Swiss watchmaker Jaquet-Droz. He produced three automata which, even today, are considered wonders of science and mechanical engineering. One of these, The Writer, simulates a boy sitting at a desk, dipping his pen into the ink and writing perfectly legibly.

Another stunning creation of the eighteenth century was the Mechanical Theatre in the grounds of Austria's Hellbrunn Palace, home of the Archbishop of Salzburg. Designed by the miner Rosenegger, and completed in 1752, this depicts the nobility's idea of a perfect society, with every class in its proper place. The figures inside a palace depict eighteenth-century court life, while industrious activity is carried on in and around this building. A total of 141 mobile and 52 immobile little figures demonstrate all manner of trades of the period: building workers bring materials to the foreman, who drinks; butchers slaughter an ox; a barber shaves a man. A dancing bear performs, guards march past the palace, a farmer pushes an old woman in a wheelbarrow over the road. The theatre shows great skill in clock making and water technology, consisting of hidden waterwheels, copper wiring and cogwheels.

During the nineteenth century, mass production techniques meant that automata could be made cheaply and easily, and they became toys for children rather than an expensive adult amusement. Between 1860 and 1910, small family businesses in Paris made thousands of clockwork automata and mechanical singing birds and exported them around the world. However, the twentieth century saw traditional forms of automata fall out of favour.

Test 5

Questions 28–30

Complete the summary below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 28–30 on your answer sheet.

Automata and the ancient Greeks

The ancient Greeks had a number of 28 concerning automata. According to one, the god Hephaestus created two assistants made of gold. The Greeks probably also created real automata; it seems most likely that the mechanism which controlled them consisted of 29 which were worked by human operators. Some automata were designed to be 30 with an educational purpose.

Questions 31–35

Look at the following descriptions (Questions 31–35) and the list of people below.

Match each statement with the correct person, **A–G**.

Write the correct letter, **A–G**, in boxes 31–35 on your answer sheet.

List of Descriptions

- 31 created an automaton that represented a bird in water, interacting with its surroundings
- 32 created an automaton that performed on a musical instrument
- 33 produced documents about how to create automata
- 34 created automata which required a human being to operate the mechanism
- 35 used air and water power

List of People

- A** Ctesibius
- B** Arab engineers
- C** da Vinci
- D** Maillardet
- E** Vaucanson
- F** Merlin
- G** Jaquet-Droz

Test 5

Questions 36–40

Complete the sentences below.

Choose **ONE WORD ONLY** from the text for each answer.

Write your answers in boxes 36–40 on your answer sheet.

- 36 The Mechanical Theatre shows court life inside a
- 37 In the Mechanical Theatre, building workers, butchers and a barber represent various of the time.
- 38 provides the power that operates the Mechanical Theatre.
- 39 New that developed in the nineteenth century reduced the cost of the production of automata.
- 40 During the nineteenth century, most automata were intended for use by

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You work at home and have a problem with a piece of equipment that you use for your job.

Write a letter to the shop or company which supplied the equipment.

In your letter

- **describe the problem with the equipment**
- **explain how this problem is affecting your work**
- **say what you want the shop or company to do**

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Today more and more tourists are visiting places where conditions are difficult, such as the Sahara desert or the Antarctic.

What are the benefits and disadvantages for tourists who visit such places?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Health

- Is it important to you to eat healthy food? [Why?/Why not?]
- If you catch a cold, what do you do to help you feel better? [Why?]
- Do you pay attention to public information about health? [Why?/Why not?]
- What could you do to have a healthier lifestyle?

PART 2

Describe an occasion when you had to wait a long time for someone or something to arrive.

You should say:

who or what you were waiting for
how long you had to wait
why you had to wait a long time
and explain how you felt about
waiting a long time.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

PART 3

Discussion topics:

Arriving early

Example questions:

In what kinds of situations should people always arrive early?

How important is it to arrive early in your country?

How can modern technology help people to arrive early?

Being patient

Example questions:

What kinds of jobs require the most patience?

Is it always better to be patient in work (or studies)?

Do you agree or disagree that the older people are, the more patient they are?

Test 6

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Events during Kenton Festival

Example

Start date: 16th May

Opening ceremony (first day)

- In town centre, starting at 1
The mayor will make a speech
A 2 will perform
Performance of a 3 about Helen Tungate (a 4)
Evening fireworks display situated across the 5

Other events

- Videos about relationships that children have with their 6
Venue: 7 House
- Performance of 8 dances
Venue: the 9 market in the town centre
Time: 2 and 5 pm every day except 1st day of festival
- Several professional concerts and one by children
Venue: library
Time: 6.30 pm on the 18th
Tickets available online from festival box office and from shops which have the festival 10 in their windows

SECTION 2 Questions 11–20**Questions 11–15**

Choose the correct letter, **A**, **B** or **C**.

Theatre trip to Munich

11 When the group meet at the airport they will have

- A** breakfast.
- B** coffee.
- C** lunch.

12 The group will be met at Munich Airport by

- A** an employee at the National Theatre.
- B** a theatre manager.
- C** a tour operator.

13 How much will they pay per night for a double room at the hotel?

- A** 110 euros
- B** 120 euros
- C** 150 euros

14 What type of restaurant will they go to on Tuesday evening?

- A** an Italian restaurant
- B** a Lebanese restaurant
- C** a typical restaurant of the region

15 Who will they meet on Wednesday afternoon?

- A** an actor
- B** a playwright
- C** a theatre director

Test 6

Questions 16–20

What does the man say about the play on each of the following days?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 16–20.

Comments

- A** The playwright will be present.
- B** The play was written to celebrate an anniversary.
- C** The play will be performed inside a historic building.
- D** The play will be accompanied by live music.
- E** The play will be performed outdoors.
- F** The play will be performed for the first time.
- G** The performance will be attended by officials from the town.

Days

- 16** Wednesday
- 17** Thursday
- 18** Friday
- 19** Saturday
- 20** Monday

SECTION 3 Questions 21–30**Questions 21–25***Choose the correct letter, A, B or C.***Scandinavian Studies**

- 21 James chose to take Scandinavian Studies because when he was a child
- A he was often taken to Denmark.
 - B his mother spoke to him in Danish.
 - C a number of Danish people visited his family.
- 22 When he graduates, James would like to
- A take a postgraduate course.
 - B work in the media.
 - C become a translator.
- 23 Which course will end this term?
- A Swedish cinema
 - B Danish television programmes
 - C Scandinavian literature
- 24 They agree that James's literature paper this term will be on
- A 19th century playwrights.
 - B the Icelandic sagas.
 - C modern Scandinavian novels.
- 25 Beth recommends that James's paper should be
- A a historical overview of the genre.
 - B an in-depth analysis of a single writer.
 - C a study of the social background to the literature.

Questions 26–30

Complete the flow-chart below.

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 26–30.

- A** bullet points
- B** film
- C** notes
- D** structure
- E** student paper
- F** textbook
- G** documentary

How James will write his paper on the Vikings

He'll read a 26 and choose his topic.

He'll borrow a 27 from Beth.

He'll plan the 28 of the paper.

He'll read some source material and write 29

He'll write the paper using 30

He'll write the complete paper.

SECTION 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Conflict at work

Conflict mostly consists of behaviour in the general category of 31

Often a result of people wanting to prove their 32

Also caused by differences in 33 between people

34 '.....' conflicts: people more concerned about own team than about company

Conflict-related stress can cause 35 that may last for months

Chief Executives (CEOs)

Many have both 36 and anxiety

May not like to have their decisions questioned

There may be conflict between people who have different 37

Other managers

A structure that is more 38 may create a feeling of uncertainty about who staff should report to.

Minimising conflict

Bosses need to try hard to gain 39

Someone from outside the company may be given the role of 40 in order to resolve conflicts.

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

Lost, Damaged or Delayed Inland Mail Claim Form

Before completing this claim form for lost, damaged or delayed mail you should visit www.royalmail.com to find out all you need to know about our policies. Alternatively you can get the details from our 'Mail Made Easy' booklet, available at any local post office branch. When you fill in the form, make sure you complete it in full, using the checklist that we have provided to help you. If you find that you do not have the evidence required to make a claim but would like us to investigate an issue with your mail service, the easiest way to do this is by visiting our website.

Lost items

If you wish to claim compensation for lost items, you need to send us original proof of posting, e.g. a Post Office receipt. If claiming for the contents of a package, you also need to provide proof of value, e.g. till item reference number, receipt, bank statement, etc.

Damaged items

When claiming compensation for items that have been damaged, you should send us the items themselves, if possible. However, if these are very large or unsafe to post, you may instead provide photographs as evidence of the damage. Please retain the original packaging (and damaged items, if not sent to us) as we may need to inspect them.

Time restrictions

We allow up to 15 working days for items to arrive, so cannot accept a claim for loss unless 15 working days or more have passed since the item was posted.

Claims for lost or damaged items must be made within 12 months of the postal date. Claims for delayed items must be submitted within 3 months of the date they were posted if the claim is made by the sender, or within 1 month of receipt if the claim is made by the recipient of the item.

Questions 1–7

Complete the notes below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 1–7 on your answer sheet.

Claiming compensation from the Royal Mail for lost, damaged or delayed mail

Before filling in the form

- go online to learn about their policies or get the 1 that contains the relevant information

When filling in the form

- refer to the 2 to ensure all the relevant sections are completed
(You can use their 3 to request action if you don't have enough proof to make a claim.)

When claiming compensation for a lost item

- include proof that you have posted the item
- in the case of a package, include something (e.g. bank statement) to prove its 4

When claiming for the cost of a damaged item, include

- either the actual item or 5 showing the damage to the item
(You should keep the 6 that was used when the item was originally sent.)

When to claim

- Lost or damaged items: within 12 months of posting the item
- Delayed items: if you are the 7, you must claim within three months of posting the package

Test 6

Read the text below and answer Questions 8–14.

Days out for the family

A Carrickfergus Castle

Considered to be Northern Ireland's oldest castle, Carrickfergus has seen more than 800 years of military occupation since its foundations were laid. During summer, traditional feasts are served, and fairs and craft markets provide an extra attraction. The history of the castle is explained and brought to life with exhibits and guided tours.

B Glamis Castle

Shakespeare used Glamis as the background when he wrote one of his best-known plays, *Macbeth*, and the Queen Mother grew up here. It is also rumoured to have a secret chamber in the walls of the castle. There are many ghost tales associated with this castle, which will capture the imagination of younger visitors.

C Tintagel Castle

High up on the cliff tops, Tintagel Castle is the legendary home of King Arthur. The visitor's guide on sale at the reception is well worth the money, as it can help you to visualise what it would have been like hundreds of years ago. You can park in the village car park and walk the half mile to the castle, or take the shuttle bus.

D Pickering Castle

Built by William the Conqueror, this is a great castle for children to run around in. There are lots of special events too, including a chance to come along and see some plays which are put on during the summer months. Nearby Helmsley Castle is also worth a visit.

E Stokesay Castle

A range of workshops, including music and combat, are held here during the summer. Children of all ages will enjoy learning at these and there is a guided tour which has been especially designed with younger visitors in mind. Some of them may find the dungeon quite scary though.

F Warwick Castle

This castle is over 1,000 years old and has towers and a moat, and is just as you might imagine a castle to be. Children can even get to try on armour to see how heavy it is. At Christmas, a special market is held here – a great opportunity to look for presents and Christmas treats.

Questions 8–14

Look at the descriptions of six castles, **A–F**, on page 40.

For which castle are the following statements true?

Write the correct letter, **A–F**, in boxes 8–14 on your answer sheet.

NB You may use any letter more than once.

- 8 At certain times of year you can eat special meals here.
- 9 Children can get dressed up here.
- 10 There is another castle in the same area.
- 11 A lot of stories are told about this place.
- 12 Part of the castle may be frightening for some children.
- 13 Plays are performed here during part of the year.
- 14 A guided tour is offered which is particularly suitable for children.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

North Sydney Council

North Sydney Council recognises the importance of balancing the demands of your work with the demands of your personal life.

The standard working week for full-time council employees is 35 hours for 'Indoor Staff' and 38 hours for 'Outdoor Staff', worked over 5 days. Indoor staff are able to access the benefit of flexi time. A number of these occasionally work from home where appropriate – an example of an initiative that can provide flexibility at certain stages of an employee's career.

Staff are entitled to 3 weeks per annum sick or carer's leave. In addition to the normal parental leave/maternity leave provisions, women who have completed 12 months of continuous service can access a total of 9 weeks' maternity leave that can be taken either as 9 weeks at full pay or as 18 weeks at half pay.

The annual entitlement to paid holidays is 20 days, pro-rata for part-time. After 5 years of continuous service, employees are entitled to 6.5 weeks Long Service Leave (LSL).

Our Financial Advice Program is conducted in partnership with FuturePlus Financial Services. We provide the services of advisors specialising in pensions, and all our employees are given the opportunity to meet them as part of the induction process.

The Employee Assistance Program (EAP) is a counselling service provided at no charge to all employees and their families. The service is available by phone or face to face. The EAP provides registered psychologists for employees wishing to discuss work or non-work matters confidentially. Employees can also access information, such as articles and self assessments, online via eapdirect.

Questions 15–20

Answer the questions below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 15–20 on your answer sheet.

- 15 Which employees may choose not to work regular hours?
- 16 How much time off each year is an employee able to take to look after a relative?
- 17 What kind of leave involves a choice between two alternative periods of time?
- 18 How long must employees have worked without a break before being entitled to additional holidays?
- 19 What does the Financial Advice Program advise staff about?
- 20 What kind of professional people can employees see if they want to talk about their job in private?

Test 6

Read the text below and answer Questions 21–27.

Registering As An Apprentice

If you are keen to acquire new skills and learn best through ‘hands-on’ experiences, then registered apprenticeship is a good option for you. These programmes always involve work experience as well as classroom instruction and produce workers skilled in the occupation. There is a written contract to be signed by the apprentice and the employer, which acknowledges their joint commitment to the training process. This contract is approved and registered by the New York State Department of Labor.

How Do I Qualify?

First of all you must meet the employer’s minimum qualifications. This could be a high school diploma or the equivalent. However, some employers will ask for specific high school courses, prior experience, or occupationally related courses.

What Is My Training Like?

Training for each apprenticeship occupation is conducted according to a training outline that has been standardized for the occupation. This assures that apprentices across the state have the same sets of basic competencies and skills. At the successful completion of each registered apprenticeship, the Department of Labor awards the apprentice a ‘Certificate of Completion’, which is a nationally recognized credential.

The length of time it takes you to learn the skills of the occupation depends upon two things: the standard training outline and your aptitude. Each trade has a definite term of training, listed in years. As a registered apprentice, you may progress according to that established training term, or you may become skilled more quickly or more slowly. It may even be that you start your apprenticeship with credit toward the goal. Your employer may choose to award you this for previous working experience in the occupation, or for prior coursework related to the occupation.

As an apprentice, you are part of the employer’s workforce. You work full-time for the employer. A registered apprentice works under the guidance of more experienced craft workers called journey workers. From them, you learn the skills of the trade. As you master each skill, you become a more productive employee.

At the same time as you are working, you are also required to attend classes (usually in the evenings). The location and times of these are set up by the local education agent in consultation with the employer. Your progress is tracked by you, your employer and your education provider.

Successful completion of all requirements results in your certificate.

Questions 21–27

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 21–27 on your answer sheet.

- 21 You and your employer will need to sign a before training starts.
- 22 Employers may have different minimum requirements regarding applicants' and experience.
- 23 Each industry has its own standardised of training.
- 24 You may be given credit for work experience or if you have done relevant
- 25 You will be considered as a member of the during the apprenticeship.
- 26 While at work, apprentices are supervised by what are known as
- 27 Employers are consulted when deciding the and schedule for lessons.

SECTION 3 Questions 28–40

Read the text below and answer Questions 28–34.

Crossing the Humber estuary

- A For thousands of years, the Humber – an estuary formed where two major rivers, the Trent and the Ouse, meet – has been an obstacle to communications along the east coast of England, between the counties of Yorkshire to the north and Lincolnshire to the south. Before the arrival of the railways in the 19th century, water transportation was the most efficient means of moving heavy or bulk freight, and the Humber, situated at the heart of the waterway system associated with the two major rivers, was one of the chief highways of England. Its traffic brought prosperity to the settlements on its banks, particularly the city of Hull on its north bank, but the river itself tended to cut them off from some of their closest neighbours, as well as obstructing the progress of travellers moving north or south.
- B To cater for these local and, as time progressed, wider needs, ferries were provided across many of the streams flowing into the Humber, and in 1315, a ferry was established across the Humber itself between Hull and Lincolnshire. By 1800, this ferry had become fully integrated into the overland transport system, but the changes associated with the industrial revolution were soon to threaten its position. Increased traffic encouraged speculators to establish rival ferries between Hull and Lincolnshire, notably a service between Hull and New Holland which opened in 1826. This crossing was considerably shorter than on the existing Hull to Barton service, which closed in 1851, unable to cope with the increased competition from the rival service.
- The New Holland ferry service then grew into a major link between the north and south banks of the Humber, carrying passengers, and cattle and goods bound for Hull Market. In 1968, there was briefly a ferry service from Grimsby to Hull involving hovercrafts. This did not last long as the hovercrafts could not cope with the demands of the River Humber. The ferry service between Hull and New Holland ended with the opening of the Humber Bridge in 1981.
- C The bridge was the outcome of over 100 years of campaigning by local interests for the construction of a bridge or tunnel across the estuary. The first major crossing proposal was a tunnel scheme in 1872. This scheme was promoted by Hull merchants and businesses dissatisfied with the service provided by the New Holland ferry crossing. Over the next 100 years, a variety of proposals were put forward in an effort to bridge the Humber. In 1928, a plan was drawn up by Hull City Council to build a multi-span bridge four miles west of Hull. However, the scheme was dropped after being hit by the financial woes of the Great Depression of the late 1920s and early 1930s.

- D Government approval for the construction of a suspension bridge was finally granted in 1959, although it was not until 1973 that work finally began. The reasons why a suspension bridge was chosen were twofold. Firstly, the Humber has a shifting bed, and the navigable channel along which a craft can travel is always changing; a suspension bridge with no support piers in mid-stream would not obstruct the estuary. Secondly, because of the geology and topography of the area, the cost of constructing a tunnel would have been excessive.
- E Work on the construction proceeded for eight years, during which time many thousands of tonnes of steel and concrete were used and upwards of one thousand workers and staff were employed at times of peak activity. The designers had been responsible for two other major suspension bridges in Britain but, with a total span of 2,220 m, or almost a mile and a half, the Humber was going to be the longest suspension bridge in the world. Nowadays designers have computers, but back then everything was done with slide rules and calculators. The towers were concrete rather than the usual steel, since concrete was cheaper and would blend in better with the setting. The bridge was designed to stand for 120 years.
- F Malcolm Stockwell, the bridgemaster, recalls that when the bridge first opened, there wasn't a great deal of interest in it. Then children started visiting, and he remembers their astonishment at seeing the control room and all the lights. People who lived in towns on opposite banks a mile apart started crossing the river – a journey that previously might as well have been to the moon. The bridge brought them together.
- G The bridge opened up, both socially and economically, two previously remote and insular areas of England, and the improvement in communication enabled the area to realise its potential in commercial, industrial and tourist development. The bridge has saved many millions of vehicle miles and many valuable hours of drivers' and passengers' time – an important factor not only for the drivers and operators of commercial vehicles, but also for tourists and holidaymakers who would have had to travel around the estuary to reach destinations in the region.

In the words of Malcolm Stockwell, 'Although it can't beat the Golden Gate Bridge in San Francisco for setting, it far outstrips it for sheer elegance and as a piece of engineering.'

Test 6

Questions 28–34

The text on pages 46–47 has seven sections, **A–G**.

Choose the correct heading for each section from the list of headings below.

Write the correct number, **i–ix**, in boxes 28–34 on your answer sheet.

List of Headings

- i** Why the ferry crossing has always been difficult
- ii** Building the bridge
- iii** An advantage of the design for the bridge
- iv** The growing popularity of the bridge
- v** Opposition to building a bridge
- vi** Benefits and disadvantages the Humber has brought
- vii** Proposed alternatives to ferry services
- viii** How the bridge has contributed to the region's growth
- ix** Rising demand for river transport

- 28** Section **A**
- 29** Section **B**
- 30** Section **C**
- 31** Section **D**
- 32** Section **E**
- 33** Section **F**
- 34** Section **G**