

Answer keys

PRACTICE TEST 1

LISTENING

Section 1

- 1 A
- 2 C
- 3 D
- 4 D
- 5 C
- 6 Prescott (*must be correct spelling with capital "P"*)
- 7 41
- 8 Fountain (*must have capital "F"*)
- 9 752239
- 10 £65

Section 2

- 11 E } in
- 12 F } any
- 13 H } order
- 14 \$250 million
- 15 roads//road system
- 16 too late
- 17 school children//boys
- 18 3
- 19 boats//pleasure crafty/boats and pleasure craft
- 20 pilot
- 21 (musical) instruments

Section 3

- 22 A
- 23 B
- 24 C
- 25 A
- 26 talk//give a talk
- 27 write up work
- 28 can choose
- 29 open book
- 30 closed reserve
- 31 vocational (subjects)//(preparing for) work/employment

Section 4

- 32 B
- 33 C
- 34 history and economics
- 35 (meeting) deadlines (for essays)
- 36 attendance
- 37 B
- 38 C
- 39 B
- 40 D
- 41 A

PRACTICE TEST 1

READING

READING PASSAGE 1 *A spark, a flint: How fire leapt to life*

Questions	Task	Skills tested
1-8	Gap fill summary	• skimming for information • detailed understanding of a section of text • ability to paraphrase/re-word original text
9-15	Matching (items to descriptions)	• skimming for specific information • understanding description/characteristics • understanding paraphrase

Questions 1-8

Question	Answer
1	preserve
2	unaware
3	chance
4	friction
5	rotating
6	percussion
7	Eskimos
8	despite

Questions 9-15

Suggested approach

- Read the task rubric carefully. In this task you have to decide which match is being described in each question.
- Decide what information is best to skim for in the passage: the *type of match* or the *description*. In this question it is best to skim for the types of match as these are names, some of which are in italics, they are easier for you to pick out.
- Skim through the text until you find match A, the *Ethereal Match*.
- Read that section of the text and underline any important features of this match.
- Read through the descriptions and write A next to any that fit this type of match.

If you think there is more than one possible description for the match, note A next to both. (The rubric states that you may use any match more than once.)

- Towards the top of the second page of the text it states that the Ethereal Match consisted of a “sealed glass tube”, so A is the answer to question 14. Note that the description is expressed differently from the text. Sometimes you have to match the meaning rather than the words.
- If you think none of the descriptions fits this type of match, go on to the next the rubric also states that there are not enough descriptions to fit all the matches.

Question	Answer	Location of answer in text
9	F	“... the red phosphorus was non toxic”
10	D	“... three years later it was copied ...”
11	E	“... since white phosphorus is a deadly poison ...”
12	C	“The first matches resembling those used today ...”
13	G	“... a brewery had the novel idea of advertising ...”
14	A	“... a sealed glass tube ...”
15	C	“... borrowed the formula from a military rocket-maker ...”

Practice Test 1

READING PASSAGE 2 Zoo conservation programmes

Questions	Task	Skills tested
16-22	Yes, No, Not Given	• skimming for detailed information • identifying attitude and opinion • understanding gist and paraphrase
23-25	Multiple choice	• skimming for factual information • identifying main and supporting points • understanding attitude
26-28	Selecting factors	• skimming/scanning for specific information • identifying main ideas • understanding paraphrase and inference

Questions 16-25

Question	Answer
16	YES
17	YES
18	NOT GIVEN
19	NO
20	NO
21	NOT GIVEN
22	YES
23	B
24	C
25	A

'This is probably the document's *first failing ...*'

You can infer from what the writer then states, that **A** is one of the correct factors.

- Re-read the list of factors from **B-F**.
 - Continue reading the text, looking for other signals.
 - Select the two other correct factors.
- Remember that if you put more than one factor beside each question number on your answer sheet, you will not get any marks. However the three correct answers can be written down in any order.

Questions 26-28

Suggested approach

- Read the task rubric carefully. Only *three* of the factors in the list are correct. The correct factors explain why the author *doubts the value* of the WZCS document.
- Scan the text and mark the section that discusses the accuracy/value of the WZCS document. This is from the third paragraph onwards.
- Read through the list of factors to familiarise yourself with it.
- Begin reading the third paragraph more carefully, looking for phrases that signal that the writer is going to discuss something that is wrong with the document. The first signal is:

Question	Answer	Location of answer in text
26	A	"... 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments."
27	D	"One would assume that the calibre of these institutions would have been carefully examined but ..."
28	E	The last two paragraphs of the text but in particular: "Today approximately 16 species might be said to have been "saved" by captive breeding programmes, although a number of these can hardly be looked upon as resounding successes."

READING PASSAGE 3 Architecture

Questions	Task	Skills tested
29-35	Completing a table	• following a chronological account • skimming for specific information • noting main ideas
36-40	Matching (causes to effects)	• skimming/scanning for information • understanding cause and effect relationships • understanding paraphrase

Questions 29-35

Question	Answer
29	timber and stone
30	Modernism
31	International style
32	badly designed buildings//multi-storey housing//mass-produced, low-cost high-rises
33	preservation
34	High-Tech
35	co-existence of styles//different styles together//styles mixed

Questions 36-40

Suggested approach

- Read the task rubric carefully. You have to decide which *effect* arose from each *cause*.
- Decide which list you should work from. In this case it is better to work from List A as you must find an effect in List B for every question. The causes also come first chronologically in the cause/effect relationship: List B contains *results* of List A.
- Read through List B to familiarise yourself with it.
- Read item 36.
- Skim through the passage until you locate the information in the text.
- Read this section of the text in detail noting any *effects* of 36.
- Read through List B again.
- Select the effect of question 36. If you think there is more than one effect, mark both and come back to this item later. But remember that

only one answer is correct.

- In the third paragraph it states that the increase in urban populations “helped to turn parts of cities into slums”. So the answer to question 36 is G.
- Repeat this procedure with items 37-40.

Question	Answer	Location of answer in text
36	G	“Such rapid and uncontrolled growth helped to turn parts of cities into slums.”
37	F	“These were stripped of unnecessary decoration that would detract from their primary purpose — to be used or lived in.”
38	H	“But the economic depression prevented their ideas from being widely realised until the economic conditions improved ...”
39	C	“Many of these buildings ... have since been demolished.”
40	D	“They originated in the US ... to help meet the demand for more economical use of land.”

PRACTICE TEST 2

LISTENING KEYS

Section 1

- 1 student accommodation/hostel
- 2 awful food
- 3 not friendly//kept to themselves (*do not accept "lonely"*)
- 4 lecturers (too) busy
- 5 regular meetings//meetings with lecturers//fortnightly meetings
- 6 family//homestay
- 7 lot of noise//children made noise//difficult to study
- 8 student house
- 9 (Bachelor of) Computing
- 10 reserve computer time

Section 2

- 11 mountain
- 12 quality
- 13 \$2,000
- 14 short/casual rides
- 15 town riding//shopping
- 16 serious touring
- 17 similar//almost the same
- 18 better quality (components)
- 19 buying clothes
- 20 frame

Section 3

- 21 B
- 22 C
- 23 D
- 24 B
- 25 one bunch
- 26 15 months
- 27 uphill//on hillsides
- 28 lots of/plenty of water
- 29 plastic bags
- 30 bananas/ones (to) ripen
- 31 C } *either*
- 32 D } *way round*

Section 4

- 33 B
- 34 D
- 35 C
- 36 cooking
- 37 (regular) daily intake
- 38 (a) variety
- 39 the dark//the fridge//a cool place//a dark place
- 40 eat in moderation//not too much
- 41 eat lots//eat most

READING

READING PASSAGE 1 *Right and left-handedness in humans*

Questions	Task	Skills tested
1-7	Matching (people to opinions)	• skimming/scanning for information • understanding gist and paraphrase
8-10	Completing a table	• skimming for factual information
11-12	Multiple choice	• skimming/scanning for information • identifying main and supporting points • understanding paraphrase • making inferences

Questions 1-7

Suggested approach

- Read the task rubric carefully. You have to match the *opinions* with the *people* who express them in the text.
- Read through the list of opinions to familiarise yourself with it.
- In this case it is probably best to skim through the text looking for names as these are easy to identify. So skim through the text until you come to the first name: Professor Turner.
- The text states in the first paragraph that Professor Turner has studied left-handedness. It goes on to say that he noted a “distinctive asymmetry” in the human population.
- Skim through the list of opinions again Number 7 states “Asymmetry is a common feature of the human body”. So the answer to question 7 is E.
- Continue this procedure with the rest of the text. Note that the opinions in the questions are expressed differently from the text. This is known as “paraphrasing”. It means that you will have to match the *meaning* rather than the exact words

Question	Answer	Location of answer in text
1	B	“... evolution of speech went with right-handed preference.”
2	D	gist of final paragraph
3	C	“... there are more left-handed males than females.”
4	B	“... if a left handed person is brain damaged in the left hemisphere the recovery of speech is quite often better ...”
5	A	3rd and 4th sentences of paragraph 3
6	C	“... discovered that the left-right asymmetry exists before birth.”
7	E	“He noted that this distinctive asymmetry in the human population is itself systematic.”

Questions 8-12

Question	Answer
8	15-20%
9	40%
10	6%
11	D
12	B

Practice Test 2

READING PASSAGE 2 *Migratory beekeeping*

Questions	Task	Skills tested
13-19	Completing a flow chart	• following a sequence of events • scanning/skiming for information • understanding gist and paraphrase
20-23	Labelling a diagram	• skimming for factual information • understanding description and relationships
24-27	Yes, No, Not Given	• skimming for factual information • understanding gist and paraphrase

Questions 13-19

Suggested approach

- Read the task rubric carefully. You have to complete the flow chart of the movements of a migratory beekeeper.
- Read through the flow chart to familiarise yourself with it.
- Scan the text and note the section that discusses the beekeepers' movements. In this case, the information is scattered throughout the text, so it is important to have a good idea of what you are looking for.
- Go back to the first box in the flow chart. Note that this box focuses on the start of migration.
- Re-skim the text until you come to this information. It is cued in the fourth paragraph: "By early March ..."
- The flow chart will express the movements differently from the text. This is called "paraphrasing". The fourth paragraph is all about the beekeepers' preparations. So the answer to item 13 is "prepare".
- Go on to item 14. Remember that you will not use all the words in the box, and although some of the words in the box may seem to fit in the gaps, they have an incorrect meaning. Your summary must be an accurate reflection of what is stated in the passage.

Question	Answer	Location of answer in text
13	prepare	gist of paragraph 4
14	full	"These are not moved in the middle of the day because too many of the bees would end up homeless."
15	smoke	"... bees can be pacified with a few puffs of smoke ..."
16	charge	"... the beekeeper will pay the farmer to allow his bees to feed
17	machines	paraphrase of "uncapper" and "carousel"
18	combs	"... centrifugal force throws the honey out of the combs ."
19	split	"... a healthy double hive can be separated into two boxes."

Questions 20-27

Question	Answer
20	(hexagonal) cells//comb
21	frames (of comb)
22	screen
23	brood chamber
24	NOT GIVEN
25	YES
26	YES
27	NO

READING PASSAGE 3 Tourism

Questions	Task	Skills tested
28-32	Paragraph headings	• detailed reading • identifying main ideas/themes/topics • understanding gist
33-37	Yes, No, Not Given	• skimming for detailed information • understanding paraphrase and gist • identifying attitude and opinion
38-41	Matching phrases	• skimming/scanning for detail • understanding paraphrase and gist • making inferences

Questions 28-37

Question	Answer
28	iii
29	v
30	iv
31	vii
32	viii
33	NO
34	YES
35	NOT GIVEN
36	YES
37	NOT GIVEN

Questions 38-41

Suggested approach

- Read the task rubric carefully. By choosing the correct phrase A-H, you will make summary points of the information given in the passage.
- It is obviously best to work from the questions as these are the start of each sentence.
- Read through item 38.
- Read through the list of phrases to familiarise yourself with them.
- Skim through the passage looking for key words that indicate that the information in question 38 is going to be discussed. For item 38, this occurs in paragraph B. In the middle of the paragraph you read: "... the popular concept of tourism is that ...". But to

understand the entire point you will have to read the whole paragraph and take the gist. This is best summarised in the second sentence of the paragraph: "It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in "modern" societies.' So the answer to question 38 is D.

- Go on to item 39 and repeat this procedure.

Question	Answer	Location of answer in text
38	D	"It is one manifestation of how work and leisure are organised as separate and regulated spheres ..."
39	B	"Such anticipation is constructed and sustained through a variety of non tourist practices, such as film TV ..."
40	F	"The viewing of these tourist sites often involves ... a much greater sensitivity to visual elements of landscape or townscape than is normally found in daily life ."
41	H	"... the mass tourist travels in guided groups and finds pleasure in inauthentic, contrived attractions ..."

PRACTICE TEST 3

LISTENING

Section 1

- 1 B
- 2 D
- 3 C
- 4 A
- 5 Richard Lee (*must have correct spelling of "Lee" and capitals*)
- 6 30 Enmore Road (*must have correct spelling and capitals*)
- 7 Newport (*must have correct spelling and capital "N"*)
- 8 Architecture
- 9 LJX 058K
- 10 Ford
- 11 C
- 12 (on the) (front) window/windscreen

Section 2

- 13 November 1991
- 14 (historic) ships
- 15 green arrows
- 16 information desk
- 17 stairs to climb//lots of stairs
- 18 every hour
- 19 Captain Cook
- 20 the sea
- 21 Australian artists/painters
- 22 \$70
- 23 souvenirs

Section 3

- 24 B
- 25 C
- 26 D
- 27 A
- 28 law has changed//law changes//changes in law
- 29 (powerful) computer programs
- 30 from home (computer)
- 31 hotels/hotel beds/rooms
- 32 hire cars

Section 4

- 33 displays//products//displays and products
- 34 (hidden) TV cameras
- 35 recorder//recording
- 36 "Spaceman"
- 37 position//shelf//spot//place
- 38 walk (straight/right) past // ignore//pass
- 39 at eye level//near customers' eyes
- 40 hotspots
- 41 special offers
- 42 chocolates

READING

READING PASSAGE 1 *Spoken corpus comes to life*

Questions	Task	Skills tested
1-6	Paragraph headings	• detailed reading • identifying main ideas/themes/topics • understanding gist
7-11	Labelling a diagram	• locating specific information • understanding a process • understanding paraphrase • distinguishing examples from main ideas
12	Global multiple choice	• identifying the overall intention of the writer

Questions 1-6

Question	Answer
1	vi
2	ii
3	x
4	viii
5	iv
6	ix

- Repeat this procedure with the rest of the questions.

Question	Answer	Location of answer in text
7	existing	"This has been the basis — along with the company's existing written corpus ..."
8	(related) phrases	"... key words ... are followed by related phrases ..."
9	meanings //forms	gist of paragraph D
10	spoken// real//oral	"... written English works in a very different way to spoken English."
11	noise// pauses// noises and pauses	"It also reveals the power of the pauses and noises we use to play for time, convey emotion doubt and irony."
12	B	

Questions 7-11

Suggested approach

- Read the task rubric carefully.
- Note that you must use a maximum of three words but that these do not have to be taken from the passage. Note also that you need to focus on particular paragraphs.
- Scan the diagram carefully and make sure you understand it. You have already read the passage once so you should realise that the diagram summarises most of the information in the passage.
- Look at item 7. This box describes an input into the Language Activator that is not part of the Spoken Corpus. Skim through the passage to find out what other kind of information is going into the Language Activator.
- The answer occurs at the beginning of paragraph C although it is helpful to read paragraph B too. An existing written corpus has been used.

Practice Test 3

READING PASSAGE 2 *Moles happy as homes go underground*

Questions	Task	Skills tested
13-20	Paragraph headings	• detailed reading • identifying main ideas/themes/topics • understanding gist
21-26	Sentence completion	• skimming for factual information • understanding description • understanding paraphrase

Question 13-20

Question	Answer
13	xi
14	ix
15	viii
16	v
17	i
18	vii
19	iii
20	iv

- Read question 21 again remembering that you have to complete the sentence using a grammatically correct form of the answer. In this case, “sell quickly” is the best answer.
- Repeat this procedure with items 22-26.

Question	Answer	Location of answer in text
21	sell (more) quickly	“In Europe the obstacle has been ... developers who prefer to ensure quick sales with conventional mass-produced housing.”
22	(South Limberg) planners	“... the Dutch development was greeted with undisguised relief by South Limburg planners ...”
23	(road/noise) embankments	“It was ... Hurkmans who hit on the idea of making use of noise embankments ...”
24	Olivetti employees	“... the Olivetti centre in Ivrea ... forms a house/hotel for Olivetti employees.”
25	adapt to	gist of paragraph H cued by “Not everyone adapts so well ...”
26	his bakery business/a cool room	“Their home evolved when he dug a cool room for his bakery business in a hill he had created.”

Questions 21-26

Suggested approach

- Read the task rubric carefully. Note that you must use a maximum of three words for each answer, but that these do not have to be taken from the passage.
- You can take a straightforward approach to this set of questions as the items are not dependent upon each other.
- Read question 21 and note that you need to complete the sentence with the *reason why* developers prefer mass-produced housing.
- Skim through the text for a reference to *developers* and/or *mass produced housing*.
- This information is located in paragraph F. Here you will read the sentence: “In Europe the obstacle has been conservative local authorities and *developers* who prefer to ensure quick sales with conventional *mass produced housing*.”
- From this sentence you can understand that the reason why they prefer such housing is because it sells quickly.

READING PASSAGE 3 *A workaholic economy*

Questions	Task	Skills tested
27-32	Yes, No, Not Given	• skimming for detailed information • understanding gist and paraphrase • identifying attitude and opinion
33-34	Multiple choice	• skimming for information • identifying opinion • understanding paraphrase • distinguishing between main and supporting points
35-38	Selecting factors	• skimming for specific information • making inferences • understanding paraphrase

Questions 27-32

Suggested approach

- Read the task rubric carefully. Note that you have to make a judgement about the writer's views.
- Note, also, the difference between NO (which *contradicts* the writer's views) and NOT GIVEN (which means that the writer doesn't mention this at all).
- Read question 27. You have to decide whether the writer states that employees have fewer working hours today (compared with the past).
- Skim through the passage to see if you can come across this information or any contradictory information.
- The first paragraph states that working hours were reduced after the industrial revolution. However in the second paragraph, the writer states that "... working hours have increased noticeably since 1970 ..." and if you read on this fact is reiterated. So the statement (Q27) actually says the opposite of what the writer says. The answer to question 27 is therefore NO.
- Go on to item 28 and repeat this procedure.

Question	Answer	Location of answer in text
27	NO	"... working hours have increased noticeably since 1970 ..."
28	NOT GIVEN	
29	YES	"... real wages have stagnated since that year (1970)."
30	NO	"... the current economic recovery has gained a certain amount of notoriety for its «jobless» nature."
31	YES	"She cites ... studies that show increased productivity for part time workers ..."
32	NOT GIVEN	

Questions 33-38

Question	Answer
33	C
34	A
35	B
36	D in
37	F any
38	G order

PRACTICE TEST 4

LISTENING

Section 1

- 1 C
- 2 A
- 3 B
- 4 D
- 5 D
- 6 Julia Perkins (*must be correct spelling with capital letters*)
- 7 15 Waratah Road (*must be correct spelling of Waratah with capital letter*)
- 8 Brisbane (*must have capital letter*)
- 9 to be advised//not connected//no phone//none (*blank not acceptable*)
- 10 first year Law (*must have all three words*)
- 11 C
- 12 D

Section 2

- 13 Hope Street (*must have capitals*)
- 14 evidence
- 15 passport
- 16 current/student (account)
- 17 chequebook
- 18 withdraw//draw (out)//take out
- 19 directly from//right out of
- 20 permission of//from bank
- 21 4.30 pm or/to 5 pm

Section 3

- 22 300 million
- 23 paper clips
- 24 magazine pages//pieces of paper//pages
- 25 three times
- 26 thicker
- 27 label
- 28 (a) dome
- 29 flange (*correct spelling*)
- 30 25%
- 31 scored opening

Section 4

- 32 a university lecture
- 33 Sports Studies (programme)
- 34 management
- 35 top athletes
- 36 makes winners//makes them/people win
- 37 market forces
- 38 (other) leisure activities
- 39 entertainment//to be entertained
- 40 exercise science
- 41 fitness testing//body measurements
- 42 cellular research//cellular change//body cells

READING

READING PASSAGE 1 Glass

Questions	Task	Skills tested
1-5	Paragraph headings	• reading for detail • identifying main ideas/themes/topics • understanding gist
6-8	Labelling a diagram	• following a description of a process
9-13	Classification	• skimming/scanning for specific information • understanding gist and paraphrase

Questions 1-5

Suggested approach

- Read the task rubric carefully. You have to decide which heading best fits each paragraph in the passage.
- Read paragraph A and look at the example.
- Skim through the list of paragraph headings to familiarise yourself with them.
- Read paragraph B and underline parts that are relevant to the main focus of the paragraph.
- Paragraph B begins “On the horizon” suggesting that it is going to discuss a future use of glass. It goes on to discuss fibre optics and how they could be used in the future to improve optical instruments. Phrases such as “could function hundreds of times faster” and “the surge in fibre optic use” all indicate that this paragraph is about “Exciting innovations in fibre optics”. So **viii** is the heading for paragraph B.
- Go on to paragraph C.
- If you think there is more than one possible heading for a paragraph, re-read the paragraph and try to decide which heading is most appropriate.
- If you cannot decide go on to the next paragraph — you can come back to any questions that you can’t do, later.

Question	Answer	Focus of paragraphs
1	viii	The future of fibre optics and the excitement felt about this.
2	i	The increase in trade for glass artists.
3	ix	The impact of a machine for glass objects made in 1920.
4	iii	Reasons why glass is so easy to shape.
5	vi	The future with glass for designers of buildings and homes.

Questions 6-13

Question	Answer
6	molten glass//ribbon of glass//molten glass ribbon
7	belt of steel//steel belt//moving belt
8	(lightbulb) moulds
9	A
10	B
11	A
12	C
13	A

Practice Test 4

READING PASSAGE 2 *Why some women cross the finish line ahead of men*

Questions	Task	Skills tested
14-19	Identifying paragraphs	• skimming for detailed information • understanding paraphrase and summary
20-23	Matching	• skimming/scanning for speakers and information • understanding gist and paraphrase
24-27	Short-answer questions	• skimming for specific information • identifying question focus

Questions 14-23

Question	Answer
14	E
15	G
16	A
17	C
18	F
19	D
20	A
21	S
22	M
23	S

Questions 24-27

Suggested approach

- Read the task rubric carefully. Note that you must use a maximum of three words for each answer.
- You can take a straightforward approach to this set of questions.
- Read question 24. Note that it makes reference to the annual survey.
- Skim through the text until it discusses an annual survey. This is in paragraph D.
- Look for a comment on changing numbers of female managers or directors. In the text the survey is quoted as showing a “doubling of the numbers”. Thus the *change* referred to in the question is the fact that the numbers have doubled.
- Read the question again to make sure you give a grammatically appropriate answer. In this

case, the best answer would be “it has doubled” although “double” alone would be acceptable because it is an understandable response to the question.

- Repeat this procedure with questions 25 to 27.

Question	Answer	Location of answer in text
24	(it has) double(d)// doubling	“This year the survey shows a doubling of the number of women serving as non-executive directors ...”
25	de-layering	“Sears said that this (de-layering) has halted progress for women ...”
26	demographic trends	“Demographic trends suggest that the number of women going into employment is steadily increasing.”
27	employers	“Until there is a belief among employers until they value the difference nothing will change.”

READING PASSAGE 3

Population viability analysis

Questions	Task	Skills tested
28-31	Yes, No, Not Given	•skimming for detailed information • understanding gist and paraphrase • identifying opinion
32-35	Matching (processes to paragraphs)	• detailed reading • identifying main and supporting points • understanding gist and paraphrase
36-38	Sentence completion	• skimming for information • understanding paraphrase
39	Global multiple choice	• understanding the overall theme of the passage

Questions 28-31

Question	Answer
28	YES
29	NO
30	NO
31	NOT GIVEN

Questions 32-35

Suggested approach

- Read the task rubric carefully. Note that these questions are based on Part B of the reading passage. You will have to decide which paragraphs in this part cover which processes.
- Note that there are two extra processes which are not described. The extra processes will be close to the correct answers but not correct. Read the text carefully so that you do not fall into any traps.
- Read through the list of processes to familiarise yourself with them.
- Read paragraph A carefully, noting any sections that relate to the processes described in **i - vi**.
- Paragraph A states that survival of a species is largely a “matter of chance” and that not all animals produce young at the same rate. The meaning of this paragraph can therefore be glossed as “the haphazard nature of reproduction” and **vi** is the correct answer to question 32.
- Repeat this procedure with questions 33-35.

Question	Answer	Focus of paragraph
32	vi	The fluctuation in reproduction rates.
33	iii	The problems of having a small or unequal number of one sex.
34	i	The effect on survival of an animal's ability to adapt to changes and therefore avoid extinction.
35	ii	The fluctuating environment in Australia, e.g. fire, flood and drought.

Questions 36-39

Question	Answer
36	will/may not survive//will/may/could become extinct
37	locality//distribution
38	logging takes place/occurs
39	B