

# Reading

## 2023 Q4 Literacy

Today's date:

Given name:

Family name:

Organisation:

Course:

Gender:  Female  Male  Diverse

Date of birth:

Is English your first language?  Yes  No

If No, what is your first language?

What ethnic group(s) do you belong to?  
(For example, New Zealand European, Māori, Samoan, Tongan.)

Learner Identification (optional)

NSN:

SMS ID:



# Instructions



This is an assessment of how well you understand what you read. The practice questions below help you to understand different sorts of reading questions. When you have finished the practice questions please turn the page and begin the assessment. You may need to wait for your tutor to tell you when to begin.

You need to choose the answer you think is best for each question. It is a good idea to read parts of the text again before choosing each answer.

Answer every question, even if you are not quite sure of the answer. If you change your mind about an answer, rub out the answer you chose and shade in your new answer. The questions are likely to get harder as you go through the book.

There is no time limit for the assessment. You will be given about 15 questions to answer.

## Practice Unit

<b>FOR SALE</b>		
	<b>ABC Car Company</b>	
Price:	\$5,990	
Year:	1967	
Doors:	2 Door	
Transmission:	Manual	

1 What is in the picture?

- A  a car
- B  a boat
- C  a house
- D  a caravan

2 When was the car made?  
Underline the year in the text.

3 According to the text, are the following statements correct?  
Circle True or False for each statement.

- |                        |      |       |
|------------------------|------|-------|
| A There are 2 doors.   | True | False |
| B The price is \$4000. | True | False |

4 Who is selling the car?  
Circle the name of the company.

**END OF PRACTICE QUESTIONS**

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## Maths Tuition

Years 7 - 12

Individual tuition

\$25 per hour

Available Monday - Thursday after 6pm

Friday & Weekends - any time

Will drive anywhere in Christchurch

Engineering graduate

3 years as a maths tutor - great results

Call Lara 025 039 478



1 What is the tutor's name?  
Underline the name on the ad.

2 How many years experience has the tutor had?

- A  3
- B  6
- C  7
- D  12

3 According to the ad, the tutor is available in the daytime on

- A  Monday.
- B  Thursday.
- C  Saturday.

4 Does the ad offer the following?  
Circle Yes or No for each case.

- |                      |     |    |
|----------------------|-----|----|
| A driver education   | Yes | No |
| B online tuition     | Yes | No |
| C one-on-one tuition | Yes | No |

5 According to the text, is the tutor available to the following students?  
Circle Yes or No for each case.

- |                    |     |    |
|--------------------|-----|----|
| A Year 12 students | Yes | No |
| B Year 9 students  | Yes | No |

## Voting age

### VOTING AGE

#### Should the voting age be lowered to 16?

Austria lowered the voting age to 16 for its most recent general election. For the first time in a European Union country, 16 and 17-year-olds were able to vote. Should New Zealand lower its voting age to 16? Here is the latest selection of Your Views:



##### **Red Arrow (Taupo)**

Strange that you are trusted enough to drive a car at 16, but not trusted enough to have your say in how the country is run. I know some pretty smart 16-year-olds and some real drongos - just like adults really, but with more acne. Lower it to 16.



##### **John (Nelson)**

Come on New Zealand, wake up! The country is already being run by people who behave like children. Let's look at other social experiments, such as the lowering of the drinking age. What a success that has been. Lowering the voting age would only leave this country vulnerable to the fickle minds of those that have a hard enough time working out what a "Stop" or "Give Way" sign actually means. No, no, no, no, no!



##### **Wise Voter (Remuera)**

I think a 16-year-old is old enough to have knowledge about who is the best to govern a country. They will inherit the country's debt and environment, so why not give them a voice?



##### **Pania (Auckland)**

Red Arrow (Taupo) relates being trusted to drive with being trusted to vote. If that's the case, raise the driving age to 18!



##### **Marianne (Wellington)**

I was barely prepared at 18 to vote, so I don't think the legal age should be lowered. When this was first suggested here they talked about the parties and suggested that what they stand for could be taught in schools, but I think that many teachers will find it hard not to press their own ideas of which party their students' vote should go to. Keep the age as is – if it ain't broke, don't fix it.

#### **Online forum**

[Send us your views.](#)

- 6 This text is a blog from a newspaper website.  
A blog is a news and opinion page found on the internet.

What is the purpose of this text?

- A  to provide voting instructions
- B  to provide stories about voting
- C  to provide opinions about voting
- D  to provide information about voting

- 7 John says, “What a success that has been.”  
John is

- A  explaining the success.
- B  celebrating the success.
- C  questioning the success.
- D  highlighting the success.

- 8 Red Arrow says, “ ... but with more acne.”  
Red Arrow uses this to

- A  embarrass young people with acne.
- B  highlight young people’s medical issues.
- C  prove that young people can’t be trusted.
- D  show a difference between young people and adults.

- 9 Who is concerned that adults might influence young people’s vote?

- A  Red Arrow
- B  John
- C  Wise Voter
- D  Pania
- E  Marianne

- 10 Who is most likely to agree with Red Arrow?

- A  John
- B  Wise Voter
- C  Pania
- D  Marianne

# CERTIFICATE IN MAORI WEAVING

## Student Information

**Name of Programme:** Certificate in Maori Weaving

**Duration of Programme:** Full time for one year (part-time study options available)

**Level:** 4

**Maximum Intake:** 24 students

**Commencement:** 21 February

**Applications:** Must be received by 30 December

**Course Fees:** \$4290

## Programme Summary

The Certificate in Maori Weaving will provide you with an introduction to traditional and contemporary weaving techniques and will also provide you with a better understanding of the history of weaving in Maori culture.

As a student in this programme, you will have the opportunity to create a wide range of woven items including kete, piupiu, taniko and whakiri. Students will also learn about gathering and preparing natural fibres, plaiting, weaving and tapestry.

To further your knowledge, you will go on various field trips to identify, select and gather natural fibres, you will visit museums and art galleries. Practising artists will also demonstrate traditional and contemporary weaving techniques. Each student will be provided with a textbook that contains step-by-step instructions on different weaving techniques and traditions and a short history of Maori weaving.

## Admission Requirements

Applicants must:

- be at least 16 years old upon commencement of the programme;
- have a minimum of four years' secondary school education; and
- have School Certificate passes in at least two subjects or have 12 NCEA level 1 credits in at least two subjects

It is preferred that applicants:

- have previously studied an art subject at secondary school; and
- have a grade of C or above in School Certificate English or at least 12 credits in NCEA English at Level 1

Applicants will be interviewed and may need to present a portfolio of their previous work.

**For further information** about the course and to apply for the course, contact the programme co-ordinator Marama Daniels ([marama@yhp.ac.nz](mailto:marama@yhp.ac.nz)).

**11** According to the text, before being selected for this course, applicants must complete

- A  a portfolio.
- B  an interview.
- C  a personality test.
- D  an intelligence test.

**12** Applicants must have

- A  studied an art subject previously.
- B  a background in traditional Māori arts.
- C  completed four years of secondary school.
- D  gained the National Certificate of Educational Achievement.

**13** What information would probably be in the course textbook?

- A  contact details of practising artists
- B  an international history of weaving
- C  methods used to create woven items
- D  what to include in a portfolio of work

**14** When are applications due for this course?  
Underline the answer in the text.



## EMAIL IN THE WORKPLACE

### Email's hidden messages

The words on the page are not the only message that an email sends:

- The absence or presence of a greeting or sign-off or the type of greeting or sign-off conveys a message;
- The way in which an email message is written can also give cues as to the emotional state of the writer. Capital letters, exclamation marks and red underlining can convey anger. Abbreviated sentences may give the receiver the feeling that the person on the other end is short-tempered and aggressive;
- In a professional context, misspellings may smack of a "she'll be right" attitude especially if they're being sent outside the organisation.

### Important things to remember

- Be concise and to the point. Messages that are longer than half a page may be better sent as attachments as long emails are difficult to read;
- At work, people prefer the message to be work-related and relevant to the recipient;
- In general, people do not appreciate being sent an email by someone who could easily pass on that message in person;
- Because an email is a written record and old emails never die, a good general rule is not to say anything in an email that you would not like to see attributed to you in the front page headline of your daily newspaper.

- 15 This text was adapted from a report written by researchers at Victoria University. According to the text, misspellings in work emails can make you seem
- A  rushed.
  - B  careless.
  - C  arrogant.
  - D  uneducated.
- 16 What is the purpose of the section "Email's hidden messages"?
- A  to establish rules for writing any email
  - B  to point out possible consequences of email styles
  - C  to help the reader find out what emails really mean
  - D  to show how to make professional emails more personal
- 17 “In general, people do not appreciate being sent an email by someone who could easily pass on that message in person”  
In this sentence, what aspect of email are people unhappy with?
- A  It is not clear.
  - B  It is not private.
  - C  It is not personal.
  - D  It is not professional.
- 18 What is the main message of the last sentence in the text?
- A  Don't trust newspapers.
  - B  Private emails should not be made public.
  - C  Be careful about what you say in an email.
  - D  Email is an effective way to preserve information.

**END OF ASSESSMENT**