

Reading

2024 Q2 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

FOR SALE		
	ABC Car Company	
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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Second-hand Smoke

PROTECT THE HEALTH OF YOUR CHILDREN

What is second-hand smoke?

Second-hand smoke is the smoke from other people's cigarettes, pipes, or cigars. This smoke comes directly from the burning end of a cigarette as well as the smoke being breathed out by the person smoking.

Second-hand smoke contains around 4,000 chemicals, many of which are poisonous or cause cancer.

Some examples of chemicals found in second-hand smoke are:

- ammonia (found in toilet cleaner)
- carbon monoxide (found in car exhaust fumes)
- arsenic (found in rat poison)
- naphthalene (found in pesticides).

The concentration of some of these chemicals is higher in second-hand smoke than in the smoke being breathed in by the smoker.

Why does being exposed to second-hand smoke harm children?

When you come into contact with other people's cigarette smoke you breathe in second-hand smoke with all of its harmful chemicals. This is called "passive smoking".

Infants and children of all ages develop health problems from passive smoking because:

- Their lungs and body weight are small so the dangerous substances in smoke are more harmful to them.
- They spend a lot of time with parents/ caregivers and, if their parent/caregiver smokes, they are exposed to the harmful effects of second-hand smoke for longer periods of time.
- They are not always able to move away from other people's smoke.

- 1 This text contains information adapted from a Ministry of Health publication. According to the text, which chemical is found in both second-hand smoke AND car exhaust fumes?
- A ammonia
 - B carbon monoxide
 - C arsenic
 - D naphthalene
- 2 Who is this information mainly intended for?
- A chemists
 - B non-smokers
 - C doctors and nurses
 - D infants and children
 - E parents and caregivers
- 3 According to the text, children and infants are **particularly** at risk from second-hand smoke from parents and caregivers because
- A these groups spend a lot of time together.
 - B second-hand smoke contains many poisonous chemicals.
 - C second-hand smoke comes from cigarettes, pipes and cigars.
- 4 What is the main purpose of the words in brackets, such as “(found in toilet cleaner)”?
- A to shock the reader
 - B to amuse the reader
 - C to irritate the reader
 - D to confuse the reader

Telephone list

TELEPHONE LIST

This document lists the telephone extension numbers for all CANoSTA employees.

To call a colleague from inside the building press #, wait for the tone, then dial the three-digit extension number.

To call a colleague from outside the building dial 6500 followed by the three-digit extension number.

Accounts

ALTON, Trevor	512
CORNISH, Alexi	513
FRENCH, Deirdre	524
MANU, Jason	517
PETERSEN, Karl	525
STEVENS, Lee	527

Customer Service

BRISTOW, Kamila	536
NGATA, Tam	539
TAYLOR, Jenny	538
UMBI, Kelly	535
WEBB, Neil	537

IT

DOUGLAS, Carey	587
FUDGE, Carmel	586
LE, Kelvin	580
PRAVATI, Aisha	583

Management

PAUL, Robert	693
POMARE, Sika	631
WONG, Tyler	633

Warehouse

KILBURN, Tess	614
MONK, Tony	614
RAIN, Raymond	614
YOUNG, Ashley	614

5 Jason Manu is at home sick. He needs to contact Robert Paul.
Which number should he call?

- A 693
- B 6500
- C 6500693
- D 6936500

6 How is this telephone list organised?

- A by first name
- B by extension number
- C by first name then by surname
- D by department then by surname

7 Lee Stevens is at his desk. He wants to call Trevor Alton.
What must he do first?

- A dial 512
- B dial 527
- C wait for the tone
- D press the # button

8 Which department has only one telephone number on the list?

- A Accounts
- B Customer Service
- C IT
- D Management
- E Warehouse

What you need to know about using

trade plates

What are trade plates for?

People use trade plates for different purposes and reasons, depending on their occupation and business.

If you're legally entitled to use a trade plate, you can put a trade plate on a vehicle and drive it - even if the vehicle hasn't been registered with both plates and a current licence, and in some limited situations, if it has no warrant of fitness.

Trade plates can only be used on registered vehicles in very limited circumstances and then only by repairers.

What do trade plates look like?

Trade plates have a number starting or ending with the letter X, displayed in black characters against a yellow reflective background. They are valid until 31 December of the year that's shown on the plate.

Where do you display trade plates?

The trade plate must be displayed on the rear of the motor vehicle in an upright position, so that every letter and figure is easily visible.

Using a trade plate

Trade plates can only be used in relation to the purpose for which they were granted. For example, if you are a car wrecker you may use the plate on an unregistered motor vehicle being removed from the point of purchase to the point of destruction.

If you use trade plates for a purpose other than the purpose they were supplied for you may be fined for operating an unregistered and unlicensed vehicle.

Who can apply to use trade plates?

Trade plates can be applied for by:

- vehicle traders (within the meaning of the Motor Vehicle Sales Act 2003)
- manufacturers and assemblers
- car wreckers (if they have a second-hand trader licence)
- government departments
- motor vehicle ferrymen (a person not being a trader who moves motor vehicles from the wharf to the retail outlet, etc.)
- motor vehicle repairers
- proprietors of transport museums.

If you're not sure whether you're eligible to apply, write to the Transport Registry Centre (TRC), Private Bag, Manawatu Mail Centre, Palmerston North 4442, explaining why you want a trade plate.

(This text was adapted from the NZ Transport Agency's website.)

9 Can trade plates be used on the following vehicles?

Circle Yes or No for each type of vehicle.

- | | | |
|--|-----|----|
| A an unregistered vehicle | Yes | No |
| B a vehicle with a current license | Yes | No |
| C a vehicle with no current warrant of fitness | Yes | No |

10 Can car wreckers apply for a trade plate?

- A No, they cannot apply.
- B Yes, if they are not trading.
- C Yes, if they have a second-hand trader licence.
- D Yes, if they meet the criteria under the Motor Vehicle Sales Act 2003.

11 Do the following statements apply to trade plates?

Circle Yes or No for each statement.

- | | | |
|--|-----|----|
| A A trade plate starts or ends with the letter X. | Yes | No |
| B A trade plate is always valid for one whole year. | Yes | No |
| C A trade plate must be displayed at the front of the vehicle. | Yes | No |

12 According to the text, if you don't use a trade plate for the right purpose you could

- A be fined.
- B lose your job.
- C lose your driver's licence.
- D have to write to the Transport Registry Centre.

13 Who would be most likely to need this information?

- A the general public
- B people wanting to buy a car on the internet
- C people who move cars as part of their work
- D people wanting to get a Warrant of Fitness for vehicles

Fairness at Work

National Conversation highlights both differences and similarities

The Human Rights Commission (HRC) team went out to meet with a broad range of groups in the Wellington and West Coast areas with open minds and broad questions to ask: what would make a difference to employers and employees in terms of increasing fairness at work?

“The two regions we visited first could hardly have been more different in makeup,” says HRC’s Senior Policy Adviser Sue O’Shea. “Wellington is dominated by the public service, has a higher female workforce and lower unemployment than most of the country, while the West Coast has an older, smaller population, spread over a large area, and with mining, agriculture and tourism as its three major industries.” Despite the differences, the issues people identified were remarkably similar, she says.

Pay equity, hours of work, flexible work hours, childcare, and pay were issues raised as barriers to fairness at work in both Wellington and the West Coast, but the way people experience them was very different in each area.

On the West Coast, for example, long working hours were driven by the demands of shift work, the difficulties of transport to and from work and the long distances people need to travel, while in Wellington, problems with long hours tended to be the result of heavy workload and expectations. Childcare issues on the West Coast were linked to the population being widely spread, making childcare centres unviable in many places, and not able to cater to working parents’ needs. In Wellington, it is more often the cost of the childcare that is the problem.

“It’s too early for any conclusions from the conversations, because we have many more to come, but we’re delighted with the openness we’ve found, and people’s desire across the board to talk to us freely,” says Sue O’Shea.

“People in both Wellington and the West Coast have realistic expectations – they know why there are often tensions between family and relationships and work, and that companies have to make a profit. But they are keen to make sure that all aspects of life are taken into account at work, so it’s fairer and better for everyone.”

The National Conversation continues on the road – watch this space.

- 14 This text was adapted from the Human Rights Commission (HRC) website. According to the text, what were the HRC team mainly asking people about?
- A open-mindedness
 - B regional differences
 - C employment conditions
 - D the National Conversation
- 15 The text refers to differences and similarities between Wellington and the West Coast. Which of the following summarises these differences and similarities?
- A similar regions, different general issues, similar detailed issues
 - B different regions, similar general issues, different detailed issues
 - C different regions, similar general issues, similar detailed issues
 - D similar regions, different general issues, different detailed issues
- 16 According to the text, what aspect of childcare are people on the West Coast unhappy with?
- A Childcare is too expensive.
 - B Childcare is not suited to shift workers.
 - C Childcare centres are smaller than in cities.
 - D Childcare centres are not conveniently located.
- 17 According to the text, what is the main reason why people in Wellington work long hours?
- A People live close to their workplace.
 - B People are expected to work very hard.
 - C There is concern about unemployment.
 - D There are many women in the workforce.

END OF ASSESSMENT