

Reading

2017 Q3 Literacy

Today's date:

Given name:

Family name:

Organisation:

Course:

Gender: Female Male

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

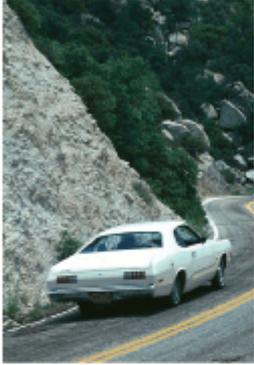
This is an assessment of how well you understand what you read. The practice questions below help you to understand different sorts of reading questions. When you have finished the practice questions please turn the page and begin the assessment. You may need to wait for your tutor to tell you when to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

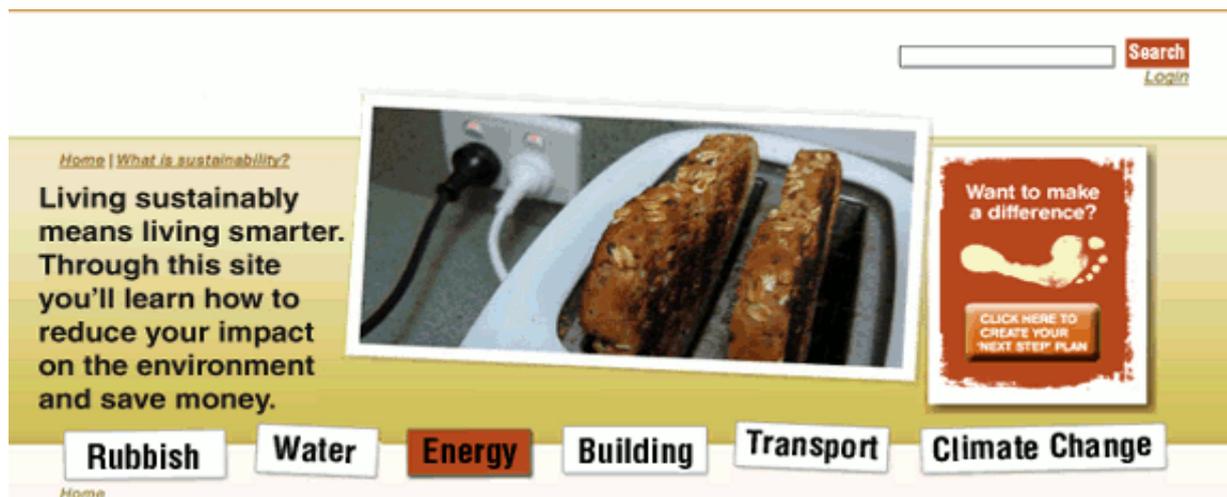
2 When was the car made?
Underline the year in the text.

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.

Compact Bulbs



Lighting uses about 8% of energy in a typical household. Energy efficient bulbs, such as Compact Fluorescent Lamps (CFLs), use up to 75% less power and last up to 10 times longer, while delivering as much light as conventional bulbs. Replacing the four most used bulbs in a house with CFLs can result in a \$75 saving on the annual power bill.

CFLs can be bought at supermarkets. Although a CFL costs more than a conventional light bulb, the price is currently subsidised by the Electricity Commission. This provides a saving on the initial 'up-front' costs. Further savings will be made on home energy use, as well as the long life of the product.

Modern CFLs come in the softer yellow tones we are used to in New Zealand. Check the CFL box for an indication of tone.

CFLs do contain small levels of mercury – the current average is 4mg per lamp, about enough to cover the head of a pin. Although mercury is a toxin, the small doses in a single bulb will not put you at risk. It is best to recycle CFL bulbs and some councils operate a [HazMobile collectionservice](#) that recycles fluorescent lamps.

If your council does not offer this in your area, ask your local electrical contractor or lighting supplier if they have a recycling programme. If you need to throw them away, wrap them in newspaper, put into a plastic bag and place in the rubbish.

For more information on CFLs, visit the [ENERGYWISE_{TM} website's frequently asked questionson CFLs](#) and the [ENERGYWISE_{TM} fact sheet on energy efficient lighting](#) (PDF 155 KB).

- 1 The main aim of this text is to encourage people to
- A wrap their rubbish.
 - B use less electricity.
 - C recycle household waste.
 - D make their homes brighter.
- 2 What is the main reason for using Compact Fluorescent Lamps?
- A They are efficient.
 - B They are recyclable.
 - C They are small in size.
 - D They are soft in colour.
- 3 Which words show you that the government is making CFLs cheaper for consumers?
Underline the answer in the text.
- 4 Mercury is poisonous.
According to the text, why are the lamps still safe to use?
- A CFLs never break.
 - B Mercury is a toxin.
 - C The amount in each lamp is very low.
 - D The mercury disappears once the CFL stops working.

Building Management and Security

You are on our company intranet
– a private website that only our employees can use.

- Home
- Company News
- Staff Directory
- Tools & Services
- FAQs



Building Management



Floor Security

For problems with the telephones, electricity, air conditioning, plumbing or security click on the following link to view instructions and contacts [Emergency Contacts & Quick Fix List](#).

The Managing Agent for our building is Doug Buchanan.
Phone: 05 839 2957 (If Doug is not available, ask for his assistant, Zoe Davies.)

For general issues involving air-conditioning, cleaning services, security, lift problems, light globe replacements, call:

Jim Zhou
Building Services Manager
Phone: 025 781 039

The Cleaners can be contacted directly:

XYZ Property Services
Zafar Evans: 025 675 489
We also have a vacuum cleaner in the cupboard immediately to the right of the board room door.

The last person to leave the office at night must:

- turn off all lights
- lock the glass doors.
- turn on the alarm (A red light should go on; this indicates that the system is armed. If no red light appears, please check that the fire exit doors are shut properly; only call Jim Zhou once you have double checked this.)

To arrange keys and security cards for after-hours access see Amber. If Amber is not in, see Roberta. Security cards are NOT to be passed on to other people without letting Reception know. This is important, as names allocated against security passes need to be updated with the building manager. Keys can be cut downstairs at: Kwikutters, 51 Maungataniwha Street - Jo or Derek: 05 897 9843

- 5 According to the text, if the water pipes in the kitchen are noisy, what should staff do?
- A Talk to Zoe Davies.
 - B Talk to Doug Buchanan.
 - C Look at another web page on the intranet.
 - D Ring the number at the bottom of this web page.
- 6 According to the text, if the lifts are not working, what should staff do?
- A Talk to Zoe Davies.
 - B Ring XYZ Property Services.
 - C Ring the Building Services Manager.
 - D Ring the Managing Agent for the building.
- 7 You have turned on the alarm but no red light is showing.
According to the text, what should you do **first**?
- A Arm the system.
 - B Check the doors.
 - C Turn off all lights.
 - D Speak to Jim Zhou.
- 8 According to the text, what number should you call if you have been asked to get new keys?
Underline the number in the text.
- 9 "Names allocated against security passes..."
What does "allocated against" mean here?
- A waiting for
 - B matched with
 - C banned from getting

Analysing your skills



Career Services is a government organisation which provides career information, advice and guidance to people living in New Zealand.

Analysing your skills

Use this activity to help you analyse the types of skills you have. It will help you work out what you are good at and the skills you might like to develop further.

Think about your hard and soft skills

Hard skills are specific, sometimes technical activities that you can do competently. For example, doing precise, detailed and accurate work, or driving vehicles and using equipment.

Soft skills are qualities and strengths that are specific to you as an individual. For example, readily taking responsibility and adapting easily to a wide range of activities and unexpected changes.

Think about whether your skills are transferable, specialist or self-management

Transferable skills can be gained in a range of settings, not just the workplace, and are useful for a variety of jobs, for instance influencing and persuading people. These can be soft or hard skills.

Specialist skills are specific to a particular area of work and are often gained by work experience or specialist training, for instance using scientific equipment. These are usually hard skills.

Self-management skills can be gained and used in a range of settings and relate to how you work, for instance using your time effectively. These can be both hard and soft skills.

(This text was adapted from the Career Services website.)

10 Look at the section "Think about your hard and soft skills".
What is the author trying to do in these paragraphs?

- A highlight the most important skills
- B explain the difference between skills
- C describe which skills are most difficult to master
- D rate which skills are necessary for employment

11 Are the following skills "soft skills"?
Circle Yes or No for each skill.

- | | | |
|--------------------------------------------------------|-----|----|
| A responding positively to team leader feedback | Yes | No |
| B operating a forklift truck to transport work goods | Yes | No |
| C packing and sending out stock based on client orders | Yes | No |

12 Within this text, what does "self management" refer to?

- A the way your boss treats you
- B the technical skills learnt on a job
- C how you organise your own behaviour
- D the ideal setting to learn leadership skills

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

- | | | |
|-------------------------------------------------------|------|-------|
| A Specialist skills are mainly soft skills. | True | False |
| B Hard skills cannot be transferable skills. | True | False |
| C All transferable skills are technical skills. | True | False |
| D Transferable skills can be learnt at work and home. | True | False |

14 What kind of text is this?

- A an explanation of where you can learn skills in the workplace
- B a definition of the types of skills and where the skills can be used
- C a debate about why skills are important and how to show your skills

PROGRESS AND CHANGE

“Don’t get the machinist to hang his brain at the door when he comes to work.”

(Geoff Vazey – Ports of Auckland)

All entities want progress. Progress means change and decision making. Successful leaders cause decisions to be made; demanding decisions doesn't work.

Leaders need to understand that giving people information reduces their aversion to change and facilitates the changes needed for progress. The ultimate productivity gains come from companies where everyone thirsts for continuous change.

About 90 per cent of productivity gains come from above the 'sweat level'. Productivity comes from managers and communicators and using the heads of manual labourers.

(This text was adapted from the summary-of-proceedings of a research paper found on the Department of Labour website.)

- 15 The statement by Geoff Vazey is used to suggest that workers
- A can contribute ideas, as well as labour.
 - B need firm boundaries around their roles.
 - C should be encouraged to think instead of work.
 - D do not need management; they can manage their jobs themselves.
- 16 The statement that "successful leaders cause decisions to be made; demanding decisions doesn't work" implies that "successful leaders"
- A should avoid responsibility.
 - B make all the decisions for the workers.
 - C insist that the workers make all the decisions.
 - D encourage workers to take responsibility for their work.
- 17 The writer states that "giving people information reduces their aversion to change." This suggests that leaders should focus on explaining
- A **what** needs to be done.
 - B **how** something should be done.
 - C **when** something should be done.
 - D **why** something needs to be done.
- 18 The last paragraph suggests that the effort to increase productivity in the workplace would be most effective when it is focused on improving the
- A effort of the workers.
 - B energy of the workers.
 - C leadership of the workers.
 - D conditions of the workers.

End of Assessment