

Reading

Reading print demo

Given name:	<input type="text"/>
Family name:	<input type="text"/>
Organisation:	<input type="text"/>
Gender:	<input type="radio"/> Female <input type="radio"/> Male
Year of birth:	<input type="text"/>
Is English your first language?	<input type="radio"/> Yes <input type="radio"/> No
If No, what is your first language?	<input type="text"/>

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

Learner Identification (optional)

NSN:	<input type="text"/>
SMS ID:	<input type="text"/>

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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 but you will probably need 30-45 minutes.

Practice Unit

This is some stimulus text for item number R990171 Hey there where ya goin', not exactly knowin', who says you have to call just one place home. He's goin' everywhere, B.J. McKay and his best friend Bear. He just keeps on movin', ladies keep improvin', every day is better than the last. New dreams and better scenes, and best of all I don't pay property tax. Rollin' down to Dallas, who's providin' my palace, off to New Orleans or who knows where. Places new and ladies, too, I'm B.J. McKay and this is my best friend Bear.

1 Question for Item R990171 answer = E

- A This is response text A R990171
- B This is response text B R990171
- C This is response text C R990171
- D This is response text D R990171
- E This is response text E R990171

This is some stimulus text for item number R990172 One for all and all for one, Muskehounds are always ready. One for all and all for one, helping everybody. One for all and all for one, it's a pretty story.

Sharing everything with fun, that's the way to be. One for all and all for one, Muskehounds are always ready. One for all and all for one, helping everybody. One for all and all for one, can sound pretty corny.

If you've got a problem chum, think how it could be. Children of the sun, see your time has just begun, searching for your ways, through adventures every day. Every day and night, with the condor in flight, with all your friends in tow, you search for the Cities of Gold. Ah-ah-ah-ah-ah... wishing for The Cities of Gold. Ah-ah-ah-ah-ah... some day we will find The Cities of Gold. Do-do-do-do ah-ah-ah, do-do-do-do, Cities of Gold. Do-do-do-do, Cities of Gold. Ah-ah-ah-ah-ah... some day we will find The Cities of Gold.

2 Question for Item R990172 answer = A

- A This is response text A R990172
- B This is response text B R990172
- C This is response text C R990172
- D This is response text D R990172
- E This is response text E R990172

This is some stimulus text for item number R990173 **Ulysses, Ulysses** - Soaring through all the galaxies. In search of Earth, flying in to the night. **Ulysses, Ulysses** - Fighting evil and tyranny, with all his power, and with all of his might. **Ulysses** - no-one else can do the things you do. **Ulysses** - like a bolt of thunder from the blue. **Ulysses** - always fighting all the evil forces bringing peace and justice to all.

3 Question for Item R990173 answer = B

- A This is response text A R990173
- B This is response text B R990173
- C This is response text C R990173
- D This is response text D R990173
- E This is response text E R990173

This is some stimulus text for item number R990174 Hong Kong Phooey, number one super guy. Hong Kong Phooey, quicker than the human eye. He's got style, a groovy style, and a car that just won't stop.

When the going gets tough, he's really rough, with a Hong Kong Phooey chop (Hi-Ya!). Hong Kong Phooey, number one super guy. Hong Kong Phooey, quicker than the human eye. Hong Kong Phooey, he's fan-riffic! There's a voice that keeps on calling me. Down the road, that's where I'll always be. Every stop I make, I make a new friend. Can't stay for long, just turn around and I'm gone again. Maybe tomorrow, I'll want to settle down, Until tomorrow, I'll just keep moving on.

4 Question for Item R990174 answer = C

- A This is response text A R990174
- B This is response text B R990174
- C This is response text C R990174
- D This is response text D R990174
- E This is response text E R990174

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Capsule advice

For use by adults and children over 12 years.

Begin by taking 1 or 2 capsules, swallowed whole with water. One capsule will often be adequate for mild pain, but for more severe pain you may require two capsules. Repeat dose if necessary after 4 to 6 hours. Do not exceed 6 capsules in 24 hours.

Do not give to children under 12 years.

Capsule Advice



1 This text is from a medicine packet.
What is the purpose of the text?

- A to advertise the medicine
- B to warn about side effects
- C to give instructions about dosage

2 Who may take this medicine?

- A infants
- B children
- C people over twelve

3 How should someone take this medicine?

- A chew it
- B dissolve it slowly
- C swallow it whole

4 What is the greatest number of capsules that can safely be taken in 24 hours?

- A 1
- B 2
- C 4
- D 6

Oven Troubleshooting

Oven Troubleshooting

Getting the best from your new electric oven

Troubleshooting

Problem	Possible reason	What to do
Foods baked in the oven are too brown on the bottom.	The cooking temperature is too high.	Set the oven at a lower temperature.
	The shelf is too near the bottom of the oven.	Place your baking at one shelf position higher in the oven.
	The oven door has been opened frequently during baking.	Do not open the oven door until you are near the end of the cooking time.
	The baking tins are too large for the quantity of food in the recipe.	Use tins of the correct size for the recipe.

5 This text probably comes with a new

- A oven.
- B cake mix.
- C baking tin.
- D thermometer.

6 “Troubleshooting” means

- A baking cakes.
- B cleaning ovens.
- C reading recipes.
- D solving problems.

7 When would you need to refer to this text?

- A if your food is not cooked enough
- B if the oven shelves do not fit correctly
- C if food is cooked too much underneath
- D if the oven door does not open properly

8 According to the text, how can you get better results with your baking?

- A Use a larger baking tin.
- B Increase the oven temperature.
- C Put the food higher in the oven.
- D Open the oven door more often.

Seared Paua Steaks

Ingredients

Fresh paua steaks

Salt and pepper

Cooking oil



Preparing and Cooking

Remove the paua from their shells, then place the whole paua on a clean tea towel on a solid bench or chopping board. Using a meat tenderiser or a rolling pin, pound the paua half a dozen times on each side or until you feel the muscle relax. Make the griddle flat top of your barbeque as hot as possible. Season the paua with salt and pepper then toss through a little cooking oil. Place the paua on the griddle, grilling for no longer than 2 minutes on each side.

To Serve

Add a wedge of lemon. Serve at once with salad or bread.

9 How do you cook paua in the recipe?

- A grill it
- B bake it
- C roast it
- D steam it

10 According to the text, when should you add salt and pepper to the paua?

- A when eating
- B when serving
- C before cooking
- D during cooking

11 Why is the paua pounded before cooking?

- A to add flavour
- B to remove the shell
- C to remove seawater
- D to make it more tender

12 What does “seared” mean in the recipe title?

- A freshly removed from the sea
- B pounded with a meat tenderiser
- C cooked and served immediately
- D cooked quickly with very high heat

Campus Health Service



Health & Counselling Centre

The CIT Health & Counselling Centre provides a friendly confidential service to students. We offer a range of health & well-being services and have a number of health professionals on staff, including general practitioners, nurses, physiotherapists and counsellors.

We believe in empowering students to make informed decisions about their health and well-being. We want to work with you to keep you healthy.

Who visits counsellors?

All students have problems at some time. The smart thing to do is talk to others about it. This can include teachers, friends, and counsellors. If you are experiencing relationship problems, anxiety, worries about your course or other pressures please see the Health & Counselling Centre as somewhere to turn. Our aim is to help you to find solutions.

**For further information please telephone 05 873 1293
Ring or just drop in to make an appointment.**

Location

Building I
Davies Street
CIT Campus

Bring your CIT ID Card or course receipt with you to reception when you visit.

Opening Times

Monday & Tuesday 10.00 am - 4.00 pm
Wednesday to Friday 9.00 am - 5.00 pm

Counsellors, physiotherapists and clinics are scheduled as follows.

	Monday *	Tuesday	Wednesday	Thursday	Friday
10.00 - 12.30	Counsellor - drop in session	Quit Smoking clinics		Physio by appointment	Counsellor by appointment
1.30 - 4.00 *	Physio by appointment	Counsellor by appointment	Physio by appointment	Quit Smoking Clinics	Counsellor by appointment

* During term breaks the CIT Health & Counselling Centre is open Tuesday to Friday, 10.00 am - 2.30 pm.

13 According to the text, who can you see at the Health and Counselling Centre?
Circle Yes or No for each case.

- | | | |
|-------------|-----|----|
| A a doctor | Yes | No |
| B a dentist | Yes | No |

14 On which of the following days is a 'Quit Smoking clinic' held?

- A Monday
- B Tuesday
- C Wednesday
- D Friday

15 "We believe in empowering students ..." (paragraph 2)
Which statement in the section "Who visits counsellors?" includes the same idea?
Underline the statement in the text.

16 "All students have problems at some time."
The most likely purpose of this statement is to encourage students to

- A raise money for the centre.
- B publicise the services of the centre.
- C try to find other solutions before using the centre.
- D feel comfortable about using the centre's services.

17 During the holidays a student needs to see a physiotherapist. Which of the following times is most likely to be suitable?

- A Monday 10.00
- B Wednesday 3.00
- C Thursday 10.00
- D Friday 3.00

Media

2008 releases

2007 releases

2006 releases

2005 releases

2004 releases

2006 speeches

2005 speeches

2004 speeches

Media release

Fathers need support too

5 September 2008

There is growing understanding of the important influence fathers have on their children but the Families Commission says there is a distinct lack of services, support and information specifically designed for dads.

The Commission, Barnardos and Parents Centre recently joined in a project to talk to fathers from different walks of life about how they felt about their role and responsibilities.

The Commission is using the results of this, and its other consultation with fathers to help inform its research and advocacy on fathering.

"We're looking at the obstacles to fathering and what information and services fathers want and need. We want fathers to be as fully and confidently engaged with their families as possible," said newly appointed Commissioner, Kim Workman.

"So far, in our various discussions with dads it's become clear that men who have attended some sort of parenting programme have found it useful but they also felt it was largely aimed at mothers and this was particularly true of ante-natal classes."

Organisations, such as Plunket and Barnardos are introducing more father-friendly services and these are likely to expand as time goes on.

In general, the Commission has found that fathers tend to turn first to their partners, family and friends for support and seldom seek outside help. Many say they would feel uncomfortable discussing their personal experiences or issues with strangers.

"Support for men is a difficult issue because so many men don't want to acknowledge they have a problem, let alone talk about it or join a group. As members of the wider community, we need to make sure fathers feel able to reach out for the information and support they need and that this assistance is appropriate to their needs."

Mr Workman said it was also important that the differences between mothering and fathering were understood and celebrated.

"Fathers Day is a great time to acknowledge this. I encourage all my fellow fathers, granddads, and great-granddads to get out there, let the kids take a few risks, be adventurous and have fun together."

- 18** This text was released shortly before Fathers Day by the Families Commission. What is the main message of this news release?
- A Fathers need more parenting support than mothers.
 - B Fathers should have fun with their children on Fathers Day.
 - C Fathers need parenting programmes created especially for them.
 - D More fathers should take advantage of existing parenting programmes.
- 19** What has the Families Commission found out about the support that is already available to fathers?
- A Fathers don't need support.
 - B The support is not useful for fathers.
 - C Most support is designed for mothers.
 - D Organisations already offer enough support for fathers.
- 20** According to Kim Workman, the differences between mothering and fathering are
- A huge.
 - B over-rated.
 - C a good thing.
 - D hard to understand.
- 21** According to what Kim Workman says in the text, the new programmes being designed for fathers
- A help fathers take risks.
 - B make fathers friendlier.
 - C are more suited to fathers.
 - D are also aimed at mothers.
- 22** According to the text, what do “obstacles to fathering” (paragraph 4) do?
- A act as an advocate for fathers
 - B keep men from having children
 - C make being a good father difficult
 - D give men practice in being a good father

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.

- 23 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
- 24 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
- 25 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.
- 26 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.
- 27 Which of the following best describes the text?
- A a progress report
 - B a complete final report
 - C a part of a longer report
 - D a summary of a longer report

Exemptions from the PECPR Regulations

Exemptions can be made to the Health and Safety in Employment (Pressure Equipment, Cranes, and Passenger Ropeways) Regulations 1999. The exemptions are intended to:

- I. Meet the needs of changing technologies and business circumstances, which were not foreseen at the time when the regulations were written.
- II. Compensate for any drafting inadequacies found in particular regulations, which may result in them not properly conveying their intent.
- III. Make allowance for the detailed recommendations of approved codes of practice, which, in some situations, may recommend practice that varies from the regulations. An example would be where a code of practice relaxes conformity assessment requirements under certain circumstances (subject always to an exemption being obtained).
- IV. Recognise acceptable pre-regulatory practices, which have come to light.
- V. Refine the scope of the regulations.
- VI. Permit, where justified, the use of equipment that has not been subjected to the prescribed conformity assessment process, provided an alternative means of achieving an equivalent level of safety has been followed.

(This text was adapted from the Engineering Safety Newsletter, No. 74, June 2007. Department of Labour website)

28 Which intention is concerned with correcting any mistakes in the regulations?

- A Intention I
- B Intention II
- C Intention III
- D Intention IV

29 Which intention is concerned with acceptable past practices?

- A Intention III
- B Intention IV
- C Intention V
- D Intention VI

30 Which intention is concerned with interpretations made of the regulations?

- A Intention II
- B Intention III
- C Intention IV
- D Intention V

31 Which intention recognises that regulations will become out-dated?

- A Intention I
- B Intention II
- C Intention III
- D Intention IV

End of Assessment