

LITERACY AND NUMERACY
TEST FOR INITIAL TEACHER
EDUCATION STUDENTS

Literacy

Practice Questions July 2017

LITERACY PRACTICE QUESTIONS

Answers to the literacy practice questions are provided on page 18.

These practice questions are presented in paper format. The actual test is taken online.

There are 30 practice questions in this paper. The actual literacy test has 65 questions.

LETTER FROM HANOI

This is a personal letter from the Australian International Academic Director of a large bilingual school in Hanoi, Vietnam.

Today was our Christmas celebration at school, ending the term with a two-week gap before the students commence their Term 3 studies. Christmas is not a traditional celebration for the Vietnamese, yet they embrace it wholeheartedly. Many of the students turn up in Santa suits themselves. I find myself wanting to say, 'This is all wrong,' as though I have some superior right or knowledge to dictate how Christmas ought to be celebrated.

We help our Santa (a burly New Zealand teacher) to get ready in the office. The Vietnamese Santa suit is a very flimsy affair and we use several safety pins and extra cotton wool to beef up the whole effect. It's a tight squeeze in the Asian-sized suit but he doesn't worry too much about showing a bit of ankle and wrist. Santa and the science teacher, a six-foot-tall Irish elf dressed entirely in green and armed with a lolly bag, set off around the school on a motorbike, beeping madly so the students will come to the windows. The teachers are excited and encourage the children to chase the bike. Santa and the elf are afraid to stop, followed as they are by a mob of about 400 running, squealing children. My mind is reeling with the health and safety implications of wholesale, lawless chaos.

I shouldn't really have worried. Here the children kick a ball on the roof and calmly go and borrow a ladder from the janitor or climb out a window to retrieve it, much to my Westerner's anguish. To my knowledge, there has been no ambulance summons or serious injury in the two years I've been here.

Order is eventually restored and Santa and his elf dismount from their bike to visit each classroom, distribute candy and have photos taken. The children seem a little confused about asking for presents from this man called Santa. They usually receive 'lucky money' at Lunar New Year or on their birthdays, but all the same they are happy to go along with the big 'Ho-ho-ho-ing' guy in the red suit who says he's going to visit their house quite soon.

The only glitch in the day really comes when the preschool teachers insist Santa wake the kindergarteners from their lunchtime sleep. I desperately want to intervene, but restrain myself. Predictably, there are tears and howls of terror from four-year-olds woken from a peaceful snooze by a massive, bearded stranger leaning over their cots. Santa and his elf are definitely traumatised by the whole event. The staff giggle and shhhhh, beaming tolerantly as they usher their sobbing charges into position for the inevitable group photograph. Later in the day, these children are exultant about their tearful Santa photo. My overprotective Western thinking has been challenged yet again.

There is a performance in the afternoon. Christmas songs are performed with gusto, not only by the children, but by the Vietnamese teachers of each sector of the school, who dress up in cute, specially made red and white costumes and compete vigorously with each other for cash prizes. Our international

teachers slink away to the back of the crowd; I wish they could let go of their cultural inhibitions and get more involved.

Singing is big here. I was invited to sing at the opening of the first board meeting of the school year where we sipped red wine at 10 am and ate fruit to celebrate. Not wanting to offend, I reluctantly responded with a rather shaky, unaccompanied rendition of 'You are my sunshine' to serious-faced executives who solemnly clapped and nodded their appreciation.

For this Christmas occasion I am required to make a speech, which is translated by the young assistant at my side. It doesn't matter really: no one is listening; no one ever does listen to speeches from anybody. It is the formality that is important. The audience talk and call out to each other throughout and the speakers speak on regardless. It took me a while to understand this. A Vietnamese explained to me once: 'We Vietnamese are very good at multi-tasking.'

The elf delivers a fine performance of 'Jingle bells' to uproarious applause. I think again, as I have so many times before, how lucky I am to share the sheer fun that the Vietnamese seem to wring out of every occasion.

Question 1

The writer expresses a feeling of conflict in paragraph 1.

The conflict is between

- A authority and caution.
- B tradition and flexibility.
- C tradition and superiority.
- D authority and irresponsibility.

Question 2

The writer appears to regard the children as

- A studious.
- B reserved.
- C resourceful.
- D accident-prone.

Question 3

According to the writer, how does the audience regard her speech?

- A** as an informative interlude in the festivities
- B** as background to the occasion rather than the focus
- C** as an irrelevant detail rather than a necessary event
- D** as an unusual opportunity for audience participation in speeches

Question 4

The writer believes that the Christmas celebration is characterised by

- A** angst and disharmony.
- B** shallow entertainment.
- C** making the most out of life.
- D** a high regard for Vietnamese traditions.

PATHWAYS

CRESSIDA INSTITUTE: Career Pathways in Rehabilitation

Enrol online now

Prerequisites

Year 12 ATAR or equivalent scores – see below for minimum requirements.

Field experience – see below for minimum requirements. (Download the brochure *Field Experience in Rehabilitation* for more information.)

Completion of a course at Cressida Institute may qualify you for other courses, as indicated in the arrows below.

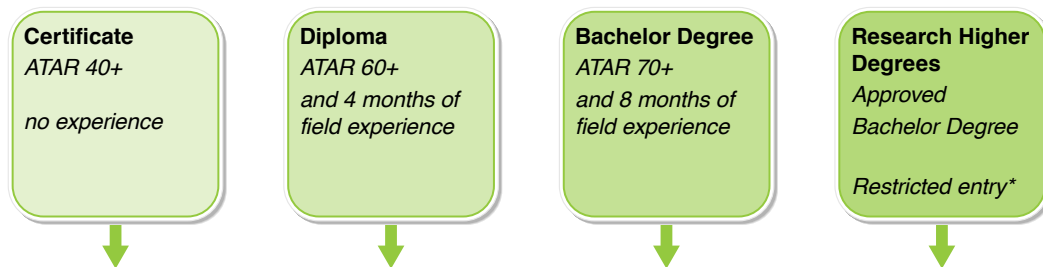
Alternative pathways (Certificate and Diploma courses only)

Completion of an approved short course, including Distance Education course – see website for approved list.

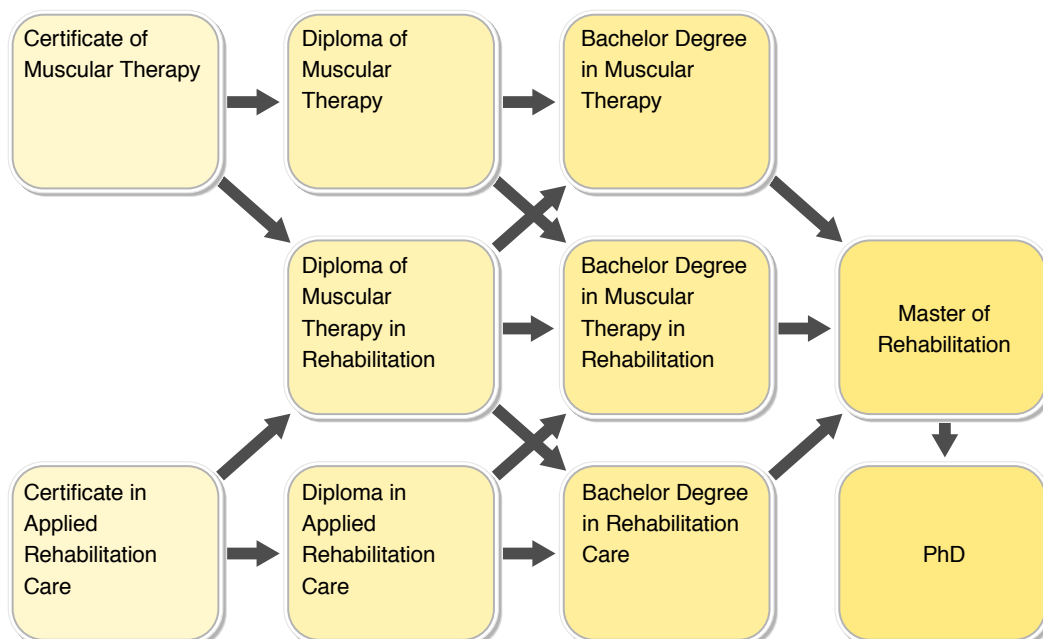
OR

Completion of an entrance essay (only available for students with minimum of Year 11).

Prerequisites for initial entry



Pathways between courses



*applicants must demonstrate fitness of candidature

Question 5

A student has completed a Diploma in Applied Rehabilitation Care.

Would this enable him to enrol in the courses listed below?

Select 'Yes' or 'No' for each feature.

Course	Yes	No
Bachelor Degree in Muscular Therapy in Rehabilitation	<input type="radio"/>	<input type="radio"/>
Bachelor Degree in Rehabilitation Care	<input type="radio"/>	<input type="radio"/>

Question 6

A student who left school when she had completed Year 11 wants to enrol in a Certificate course at Cressida Institute.

Which of the following options is available to her?

- A Write an entrance essay.
- B Complete an online multiple-choice exam.
- C Work in the field for four months and then apply.
- D Enrol through Distance Education.

Question 7

A student has an ATAR score of 72 and has six months' experience in the field.

Is he able to enrol in the courses listed below?

Select 'Yes' or 'No' for each course.

Course	Yes	No
Diploma of Muscular Therapy	<input type="radio"/>	<input type="radio"/>
Master of Rehabilitation	<input type="radio"/>	<input type="radio"/>

Question 8

Are the entry requirements listed below sufficient **on their own** for an intending student to enrol in a Diploma of Muscular Therapy in Rehabilitation?

Select 'Yes' or 'No' for each qualification.

Course	Yes	No
Certificate of Muscular Therapy	<input type="radio"/>	<input type="radio"/>
Year 12 ATAR score of 63	<input type="radio"/>	<input type="radio"/>

COMPUTER TABLETS

Some students have written a first draft of a report for the school newsletter. It contains many errors.

The recent introduction of computer tablets in every classroom has been an undoubted success. The students definately like using them. All the teachers say their very pleased with the outcomes, especially because the tablets are so easy to use. They say there has been a noticable increase in the quality and variety of the multimedia work generated by students. Mr Harding, our information technology manager, says that computer maintainence costs have been reduced. He also said, though, that he still has to replace the ocasional cracked screen.

Question 9

If the following sentence contains an error, correct the error by writing the word as it should appear (write only one word); if there is no error, write N.

The recent introduction of computer tablets in every classroom has been an undoubted success.

Question 10

If the following sentence contains an error, correct the error by writing the word as it should appear (write only one word); if there is no error, write N.

He also said, though, that he still had to replace the ocasional cracked screen.

Question 11

If the following sentence contains an error, correct the error by writing the word as it should appear; if there is no error, write N.

All the teachers say their very pleased with the outcomes, especially because the tablets are so easy to use.

Question 12

If the following sentence contains an error, correct the error by writing the word as it should appear (write only one word); if there is no error, write N.

The students definatly like using them.

ART

This question relates to the teaching of art in schools.

Question 13

If the following sentence contains a spelling error, correct the error by writing the word as it should appear (write only one word); if there is no error, write N.

What most impressed me at the art exhibition was a beutifully detailed miniature drawing.

ATHLETICS CARNIVAL

This is a message to school staff about an athletics carnival.

ATHLETICS CARNIVAL STAFF DUTIES

All staff should:

- select at least two sessions for duties (time slots: 9–11 am, 11 am–1 pm and 1–3 pm);
- add their name to the Athletics Carnival spreadsheet in the E: drive on the school network.

Note: duties will be allocated to staff who do not select two time slots.

When **NOT** rostered for a time slot, all staff must supervise the stands and oval perimeter.

Position	Number of staff required (each time slot)	Duties	Notes
Announcer	1	<ul style="list-style-type: none">• Make all announcements, including announcing winners/runners up.	Announcements include winners/runners up for events, updates on overall scores throughout the day and schedule of events.
Starter	1	<ul style="list-style-type: none">• Ensure timekeepers are ready.• Start each race.	Ensure starting gun is working prior to first race.* Must call loudly ('On your marks', 'Get set'), followed by the gun. Restart the race if there has been a false start.
Timekeepers	5	<ul style="list-style-type: none">• Time first four competitors in each race and inform recorders.	Ensure all stopwatches are working before first race.* Two timekeepers should monitor first place.
Results Recorders	2	<ul style="list-style-type: none">• Record results of races including times of placegetters.• Give sheet to a results runner** to take to the Tally Room.	Results to be recorded in folders provided.
Marshals	2	<ul style="list-style-type: none">• Organise competitors in event areas.• Locate students in other areas to ensure they are aware of their start times.	Marshals must communicate consistently to ensure competitors arrive at events on time. Ensure that students compete only in their correct age events.

Position	Number of staff required (each time slot)	Duties	Notes
Long Jump Supervisors	1	<ul style="list-style-type: none"> Judge and record results for each competitor. 	Consult sports coordinator for rules and guidelines (a copy will be available on the day of the carnival). Note: Each competitor has TWO attempts. Competitors with the best four results are recorded and each of these four has ONE more attempt. The winner's result should be sent to the Tally Room. Folders will be provided for recording. Results for the first three places should be sent to the Tally Room. Folders will be provided for recording.
Shotput and Discus Supervisor	1 each	<ul style="list-style-type: none"> Judge and record results for each competitor. 	See notes for Long Jump. Ensure that correct weights are used for each age group.
Tally Room Recorders	3	<ul style="list-style-type: none"> Collect results from all events from results runners. Check event schedule regularly to ensure that no events have been missed. Send regular updates of overall scores to the announcer, via results runners. 	Check that all equipment is present and working, prior to events beginning (a checklist will be provided). Results are to be recorded onto spreadsheets using laptops. Communication with the announcer must be consistent – results runners should be used to convey information to the announcer.
Results Coordinator	1	<ul style="list-style-type: none"> BEFORE THE DAY: Arrange a meeting for all results runners to ensure they are aware of their duties, meeting areas etc. ON THE DAY: Coordinate results runners at all track and field events. 	Sports coordinator will provide a list of results runners.
Canteen Support	3	<ul style="list-style-type: none"> Serve in canteen and supervise queues outside canteen. 	School canteen manager to coordinate the transport and sale of products on the day.

Recorders for all events should send results immediately to the Tally Room (via results runners).

* Spare equipment to be available in Tally Room in case of malfunction.

** All results runners are student volunteers.

Question 14

According to the text, which role do students play in running the carnival?

- A coordinating competitors for each event
- B taking results from events to the Tally Room
- C recording results of all track and field events
- D ensuring that correct weights are used in field events

Question 15

How does the announcer find out current scores and event results?

- A The announcer visits each event to collect the information.
- B Tally Room recorders send the information to the announcer via results runners.
- C The results coordinator takes the information from the Tally Room to the announcer.
- D Results recorders send the information to the announcer directly from each event.

Question 16

A timekeeper finds that a stopwatch is not working. Where should the timekeeper go?

- A to the canteen
- B to the announcer
- C to the Tally Room
- D to the Sports coordinator

Question 17

Note: duties will be allocated to staff who do not select two time slots.

What is the purpose of this statement?

- A to reassure staff who may forget to select spots
- B to encourage staff not to forget to select spots
- C to warn staff against selecting too many spots
- D to suggest that staff should select their favourite spots early

SCHOOL EXCURSION

These sentences are about a school excursion.

Question 18

Which of the following sentences uses acceptable punctuation to show that Mr Black is telling Samantha to come quickly?

- A 'Samantha shouted Mr Black come here quickly.'
- B Samantha shouted, 'Mr Black, come here quickly.'
- C Samantha shouted 'Mr Black, come here quickly.'
- D 'Samantha,' shouted Mr Black. 'Come here quickly.'

Question 19

The underlined word in each sentence in the table may need an apostrophe.

Select the correct form of the underlined word for each sentence.

Sentence	No apostrophe		's		s'	
	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
There are <u>lots</u> of bags to put on the bus.	<input type="radio"/>	lots	<input type="radio"/>	lot's	<input type="radio"/>	lots'
The <u>childrens</u> bags need to be together	<input type="radio"/>	childrens	<input type="radio"/>	children's	<input type="radio"/>	childrens'
All the <u>packages</u> with red stickers belong to teachers.	<input type="radio"/>	packages	<input type="radio"/>	package's	<input type="radio"/>	packages'

Question 20

One word in the sentence below has a spelling error. Write this word as it should appear in the box below. Write only one word.

Please make your way in a leisurly fashion around the exhibits in this section of the museum.

COMPUTERS

The sentences that follow relate to a computer manual.

Question 21

In chapter 3, the prevailing paradigm of what it means to use a computer in a school is challenged.

Which word is closest in meaning to *paradigm*?

- A model
- B diagram
- C myth
- D misunderstanding

Question 22

You will be given one free technical support call. _____ you will be charged in ten-minute blocks for a technician's time.

Which of the following words best fits in the gap in the sentences above?

- A Hence
- B Moreover
- C Thereafter
- D Conversely

READING SUCCESS TEST

A teacher has administered a Reading Success Comprehension Test to her class.

The first section below is an extract from the printed report of the results from the class. The second section is a list of terms relating to the extract.

SECTION 1

		Each Reading Success Comprehension Test contains short texts of different text types. Each text has a set of questions; the text and questions together form a unit.													
Question Difficulty		80	85	86	93	91	84	87	128	92	91	103	107	105	104
Question Type		RI	IE	II	RF	II	RI	IE	RF	IE	RI	RI	II	RF	IE
Unit Name		Oceans	Oceans	Oceans	Oceans	Hidden Messages	Hidden Messages	Hidden Messages	Opening The Box	Opening The Box	Opening The Box	Making Pies	Making Pies	Making Pies	Making Pies
Question Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Correct Answer		D	D	B	D	D	A	C	C	B	C	C	A	B	D
Surname	First Name														
Aarons	George	D	C	B	D	C	A	B	A	C	D	A	B	D	C
Benice	Elaine	D	D	B	D	D	A	C	C	D	C	C	M	M	M
Biggins	Owen	D	D	B	B	D	A	C	A	B	C	C	C	A	D
Cook	Jacob	D	A	B	D	D	A	A	A	C	A	A	C	C	A
Ghanem	Hind	D	D	B	D	D	A	C	C	B	C	C	B	B	D
Jara	Jasper	D	D	B	D	D	A	C	A	A	C	D	D	B	B
Kissel	Matthew	D	D	D	D	D	A	A	B	C	B	D	B	D	D
Lee	Hind	D	D	B	D	D	A	C	C	B	C	B	C	A	A
Martinez	Nicolas	D	C	B	D	D	A	B	C	C	C	A	B	B	A
Smither	Talia	D	C	B	D	D	A	C	C	A	C	B	C	B	C
Sabson	Marina	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Salinas	Philip	D	D	B	D	D	A	C	C	B	C	C	A	B	D
Vong	Julianne	D	A	B	D	D	B	C	M	C	C	M	M	M	M
Woods	Kristy	C	D	C	B	D	C	C	A	C	C	C	B	A	D
Williams	Henry	D	D	B	D	A	B	C	A	D	C	C	B	C	C
Wu	Rachel	D	A	D	A	B	A	B	A	A	C	A	C	C	C

SECTION 2

An explanation of terms from the Reading Success Comprehension Test report

1. **Question Difficulty.** Higher numbers indicate more challenging questions based on responses from 2000 students in a norm study.
2. **Question Type.** Questions are categorised into areas of reading comprehension: IE (Interpreting explicit information), II (Interpreting by making inferences), RF (Reflecting on texts) and RI (Retrieving information).
3. **Correct Answers.** The correct answer (a letter response: A, B, C or D) is given immediately below the Question Number for each question.
4. **Students' Responses.** The spreadsheet indicates each student's response. Incorrect responses are shaded light grey. Missing answers, where students did not give any response, are marked with an M and shaded dark grey.

Question 23

Is the information listed below provided by the Reading Success Comprehension Test report?

Select 'Yes' or 'No' for each piece of information.

Information	Yes	No
how questions rank in level of difficulty	<input type="radio"/>	<input type="radio"/>
how many questions are contained in each unit	<input type="radio"/>	<input type="radio"/>
which answer students gave when they answered incorrectly	<input type="radio"/>	<input type="radio"/>

Question 24

Which student answered the most questions correctly?

- A George Aarons
- B Philip Salinas
- C Talia Smither
- D Rachel Wu

Question 25

Are the statements listed below true or false for the Making Pies unit?

Select 'True' or 'False' for each statement.

Statement	True	False
The RI (Retrieving information) question is categorised as easier than the IE (Interpreting explicit information) question.	<input type="radio"/>	<input type="radio"/>
The II (Interpreting by making inferences) question is categorised as more difficult than the IE (Interpreting explicit information) question.	<input type="radio"/>	<input type="radio"/>
The RF (Reflecting on texts) question is the most difficult type of question.	<input type="radio"/>	<input type="radio"/>

Question 26

According to the text, which of the statements below applies to Owen Biggins?

- A He has correctly answered only the five easiest questions.
- B He has incorrectly answered all RF (Reflecting on texts) questions.
- C He has correctly answered only questions in the first half of the test.
- D He has correctly answered only RI (Retrieving information) questions.

Question 27

According to the norm study, which is the most difficult question type within the Oceans unit?

- A RF (Reflecting on texts)
- B RI (Retrieving information)
- C IE (Interpreting explicit information)
- D II (Interpreting by making inferences)

Question 28

What do the results from Question 8 show?

- A Many students missed this question.
- B Most students answered this question correctly.
- C Most students appear to have selected random answers.
- D Most students who answered incorrectly chose the same wrong answer.

Question 29

Which of the test questions is classified in the report as the most difficult?

Write the question number on the line below.

Question 30

Which question appears to have been the most difficult for the students in this class?

Write the question number on the line below.

End of literacy practice questions.

Answers on next page.

Answers

Question 1	B
Question 2	C
Question 3	B
Question 4	C
Question 5	Yes, Yes
Question 6	A
Question 7	Yes, No
Question 8	Yes, No
Question 9	N
Question 10	occasional/Occasional/OCCASIONAL
Question 11	they're/They're/THEY'RE/they are/They are/THEY ARE
Question 12	definitely/Definitely/DEFINITELY
Question 13	beautifully/Beautifully/BEAUTIFULLY
Question 14	B
Question 15	B
Question 16	C
Question 17	B
Question 18	D
Question 19	lots, children's, packages
Question 20	leisurely/Leisurely/LEISURELY
Question 21	A
Question 22	C
Question 23	Yes, Yes, Yes
Question 24	B
Question 25	True, True, False
Question 26	B
Question 27	A
Question 28	D
Question 29	8
Question 30	12

