

# Professional

## Verbal Analysis Preparation Guide

This preparation guide helps you prepare for verbal aptitude assessments. It provides guidance on how best to approach the assessment, allowing you to give your best possible performance.

### Why are Aptitude Assessments Used?

Employers often use aptitude assessments as part of their assessment procedures for the selection and development of staff. Research has shown that they are powerful predictors of performance at work.

#### Assessments help you to:

- demonstrate your strengths
- be assessed fairly on job relevant criteria
- find out more about your strengths and development needs
- make future career decisions based on your abilities

#### Assessments help employers to:

- select people best suited to the demands of the job
- identify areas where individuals might benefit from further development
- obtain objective information about people's abilities

## Instructions

On the following pages are some practice questions which are similar to those you will be asked in the assessment. Completing these will help you understand the types of questions used and gain experience in taking ability tests.

You will be presented with passages of written information, each followed by several questions. Your task is to choose the best answer to each question from the options given, based only on the information in the passage. To answer each question, clearly fill in with a pencil the option you have chosen in the answer section at the bottom of each page. For some questions, where stated, the correct answer may be a combination of **two** of the answer options.

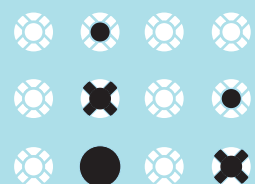
When you complete the actual assessment, you will not be able to use erasers to change your answer. Please see the instructions below on how to indicate your answers:

#### Instructions for completing the answer sheet:

Press hard and completely fill in the inner circle.

To change an answer put a cross through the circle you wish to change and then fill in the correct circle.

If you want to change back to your original answer cross out the incorrect answer and completely fill the outer circle of the previous answer.



The actual test is strictly timed, so time yourself and try to complete all **8** questions within **6** minutes to practice working against the clock.

**Set a timer for 6 minutes (or note down your start time), turn to page 2 and begin.**

## Consumer Trends

Sticking to traditional eating times and formal eating habits is no longer the norm for most people. The value and number of on-the-run eating occasions, both snacks and meals, is increasing significantly. The three meals a day **maxim** no longer holds true because more consumers are eating outside of the home and at times to suit their lifestyles. Breakfast, in particular, is now more commonly skipped and those who do eat breakfast are taking less time to prepare it. Consumers are developing more complex and paradoxical eating patterns and demanding more convenience products, but ones that are healthier, i.e. guilt free indulgence.

1

Eating on-the-run is increasing.

- A True on the basis of the passage
- B False on the basis of the passage
- C Not possible to say if the statement is true or false on the basis of the passage

2

Which **one** of the following would meet the emerging consumer demands described in the passage?

- A Breakfast clubs
- B Cooking lessons
- C Healthy snacks
- D Nutritional advice

3

Which **one** of the following provides the best summary of the main point of the passage?

- A Eating habits have changed
- B Manufacturers need to produce healthier food
- C Meals and snacks need to be quick to prepare
- D People want to be able to eat quickly

4

Which **one** of the following would best replace 'maxim' while maintaining the meaning of the passage?

- A schedule
- B pattern
- C limit
- D principle

Answer Section Page 2

- |   |                       |                       |                       |  |   |                       |                       |                       |                       |   |                       |                       |                       |                       |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|--|---|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|
|   | A                     | B                     | C                     |  | A | B                     | C                     | D                     |                       | A | B                     | C                     | D                     |                       | A | B                     | C                     | D                     |                       |
| 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**"To** be a good leader you need to have a vision of where you are going and understand how to unite people around you in seeing that vision. I think charisma is a very important part of leadership. I have never seen a really great leader who doesn't have some kind of charisma. Great leaders know how to take risks and are comfortable taking risks. Good leaders know when to cut their losses. Good leaders pass all the glory down so that the team feels great about winning, and when things go wrong they claim responsibility. Really great leaders are willing to give the power to get things done to other people. They are not hoarders of power."

**Lesley Kim on Leadership**

### Chapter 7

#### Leadership

Those in authority often lack an appreciation of the nature of leadership. They tend to dwell on concepts that divide and separate people, rather than on concepts that reflect their interconnectedness and commonality. They become forgetful of purpose and values that explain why and what for. They have little awareness of the context of their office or the external environment that frames whatever it is they are responsible for.

5

According to Lesley Kim, which **two** of the following should a 'good leader' do?

- A Accept responsibility for team failures
- B Create a collective sense of achievement
- C Hand over power completely
- D Keep pursuing projects, even if they are failing

6

Which **one** of the following would best replace 'commonality' while maintaining the meaning of the Leadership Chapter?

- A common sense
- B regularity
- C similarity
- D simplicity

7

Which **one** of the following provides the best summary of the common ground between the quote and the chapter?

- A A leader should guide the work of individuals
- B Effective leadership depends on the charisma of the leader
- C Leaders should bring individuals together
- D Most leaders are ineffective

8

Which passage is overtly critical of leaders?

- A Lesley Kim's quote only
- B The Leadership chapter only
- C Both Lesley Kim's quote and the Leadership chapter
- D Neither Lesley Kim's quote nor the Leadership chapter

Answer Section Page 3

- |   |                       |                       |                       |                       |   |                       |                       |                       |                       |   |                       |                       |                       |                       |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|
|   | A                     | B                     | C                     | D                     |   | A                     | B                     | C                     | D                     |   | A                     | B                     | C                     | D                     |   |                       |                       |                       |                       |
| 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Try to answer any questions you did not reach in the time limit before checking your answers.

## Checking your Answers

Check your answers against the correct answers at the bottom of this page. Look at any questions you got wrong and try to understand how to arrive at the correct answer. Keep in mind that most ability assessments are designed so that the questions gradually increase in difficulty and that people typically do not complete all of the questions within the time limit. If you took much longer than 6 minutes to answer the questions, try to speed up your work rate. If you finished all of the questions within the time limit but made many mistakes, try focusing more on the accuracy of your responses.

## Improving your Verbal Abilities

The best way to improve your verbal abilities is by reading and critically evaluating text. As well as gaining experience in the assessments themselves, there are several other things you can do to improve your verbal abilities:

- Read newspapers, books and journals as often as you can.
- Look up words you're not familiar with and think of alternative words with the same meaning.
- Write down the key points of a passage after reading it through once, then write a sentence which provides a summary of the passage.
- Think about what a passage says about the writer's attitude and beliefs.
- Write your own questions based on passages of written information.
- Pick out points based on fact and those based on the writer's own opinion.

## Before the Session

- Follow the suggestions included in this preparation guide.
- Get a good night's sleep before the assessment.
- Give yourself plenty of time to get to the assessment venue so that you don't have to rush.
- If you wear glasses, contact lenses or a hearing aid, make sure you take them with you.
- If you have any special requirements, e.g. larger print versions of the test, specific lighting or seating needs, it is important that you make these known immediately to allow appropriate accommodations to be made.

## During the Assessment Session

- Try to stay calm. Using the practice tips above should help you feel more at ease.
- Listen carefully to the instructions, and ask questions if you are not sure of anything before the assessment starts.
- Read each question carefully.
- Work as fast as you can. Do not take too much time over any one question.
- If you find a question too difficult or are unsure of an answer indicate your best choice and move on quickly.
- After an assessment always seek feedback. It is much easier to improve your abilities if you know how well you have done.

**Good luck in your assessment session. We wish you every success in your career.**

### Answer Section Page 2 Correct Answers

	A	B	C		A	B	C	D		A	B	C	D		A	B	C	D	
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Answer Section Page 3 Correct Answers

	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
5	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	7	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	8	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>