

HIGH SCHOOL PROFICIENCY EXAM



Release 2005

GRADE

H

Reading

Nevada

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Beginning with the 2000-2001 school year, the Nevada High School Proficiency Examination (HSPE) has been based on State Content and Performance standards adopted by the State Board of Education in 1998 (as prioritized in 2001). The 40-item test that follows is a released form of the Nevada HSPE for Reading based on the 1998 standards. Forms of the HSPE reading test that are currently administered to students have 54 items that are scored, and may include an additional 15 items being field tested for inclusion on future forms of the test.

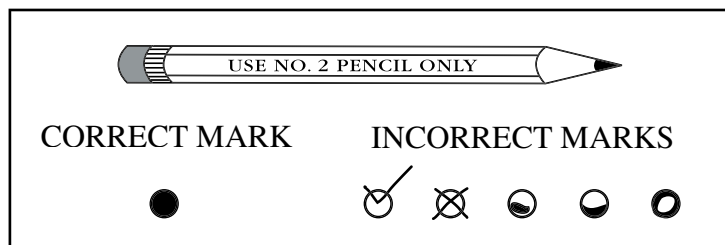
The structure of the released form is based on the item specifications and test matrix that are used to develop the items and test forms that are currently being administered to students as part of their graduation requirement. The items on the released form have been part of tests taken by Nevada students. Although there are similar items on current tests, the items on the released form are no longer included on any form of the HSPE reading test. The released form of the test is intended to represent the diversity of content and types of items that students experience on tests that are currently administered. The released form is not intended to be a practice test.

A detailed discussion of the reporting categories (e.g., C1 – Word Analysis and Skills) and ability levels (e.g., A3 – Developing a Critical Stance) is found in the Nevada HSPE Review Guide. Items on the released forms also represent the current style that is found on tests that students will be taking this year.

Directions for Reading

This Test Booklet contains reading questions for you to answer. Do not mark your answers in the Test Booklet. **Mark your answers in the Answer Booklet.** Use a pencil to mark your answers.

The questions in the Test Booklet are all multiple-choice. For each question you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. After you have chosen the correct answer to a question, find the question number in your Answer Booklet and completely fill in the circle for the answer you chose. Be sure the question number in the Answer Booklet matches the question number in the Test Booklet. The example below shows how to completely fill in the circle.



If you decide to change an answer to a question, erase the wrong mark completely before filling in the circle of the new answer. Be sure you have only one answer marked for each question. **If two circles are filled in for the same question, that question will be scored as incorrect.**

If you are having difficulty answering a question, skip the question and come back to it later. Make sure you skip the circle for the question in your Answer Booklet.

You may make notes in your Test Booklet, but you must mark your final answer in your Answer Booklet. **Do not make any stray or unnecessary marks in your Answer Booklet.**

Let's work through a sample question together to be sure you understand the directions.

Sample Question

1

What is the capital of Nevada?

- A Elko
- B Carson City
- C Reno
- D Las Vegas

Reading

Read each passage and question in this part of the Test Booklet. Decide on the best answer to each question. In your Answer Booklet, fill in the circle for the answer you chose. If you change your answer, be sure to erase completely.

DO NOT TURN THE PAGE UNTIL INSTRUCTED TO DO SO.

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Interviewing is almost never easy, but the suggestions in this passage could be just what you need to land your dream job. Read the passage. Then answer questions 1 through 6.

Interviewee Preparation

Once you have identified the job characteristics you are looking for, try to prioritize them. Focus on those that would make a job most rewarding to you. Discount factors that would prove only minor or temporary inconveniences. As with interviewers, this prioritization will become important when we discuss decision making.

Obviously, the importance you place on some job characteristics will differ depending on whether you are looking for a temporary job or for something that may be longer term. Opportunity for advancement, of course, would not be relevant for a temporary position. Also, your analysis is likely to vary depending upon whether this is an entry-level job or a position you are seeking later in your career. For example, training might not be very important for a person coming into a senior position.

The analysis I am suggesting here is not easy. To do it right will require considerable time and introspection. If you have not tried to ask and answer these questions, though, your success in finding the right job will prove purely a matter of luck, or trial and error. Of course, to some extent, luck and trial and error *will* come into play in job selection over your lifetime. But you need not, and should not, entrust the job-seeking process solely to those fickle and inefficient forces.

Other Preparation

Once you have completed the analysis of who you are and what you are looking for, there are other preparatory steps you should take prior to the interview. Those would include:

- Learn whatever you can about the company you are interviewing with and the industry that company is in. Depending on the company, you can get that information from public sources such as newspapers, magazines, or required public filings with federal, state, or local regulatory agencies, or directly from the company itself (simply by calling and asking. Do not be afraid to indicate why you are asking for the information. Even if a person who will be interviewing you learns that you have called to request information, she will most likely be impressed by the initiative you have taken.).

Interviewers consider interviewees who fail to learn what they can about a company from readily available material as showing a lack of serious interest in the company. It also may be viewed as an indication that you do not prepare adequately for a task, a characteristic the interviewer may assume will apply on the job, as well. Typically, failure to learn about the company is telegraphed by your asking questions that are answered in company brochures, or making comments that indicate you have not read that material.

When you have researched the company, though, don't feel you have to force all the information you learn into the interview. For example, saying, "I happened to notice that your sales revenues increased 4.2 percent in the last two years and that net after-tax earnings, after allowing for special adjustments, increased 6.84 percent. That's very good." would be taken by an interviewer as showing off. On the other hand, asking, "Do you expect your recent rate of increased earnings to continue this year?" would be appropriate. Remember that the

primary purpose of gathering information about a company is to inform you, not to impress the interviewer.

- Learn what you can about the interviewer if you know who he will be. This will be more difficult than getting information about the company, but you may be able to learn something by asking another interviewer who has already interviewed you, or by asking your prospective interviewer's secretary.

There may be other sources, as well. I recall one candidate who particularly impressed me. Between the time he wrote to me and I wrote back asking him to give me a call, Tom had determined that one of his former law professors and I had coauthored an article some ten years earlier. He'd done that simply by looking for my name in an index to legal periodicals. Tom later became my law partner, and brought the same thorough approach to resolving client problems as he did to his own job search.

Seeking information about your interviewers does carry some risk. You will want to do it tactfully, and in moderation. You won't want to come across as if you were the FBI (unless, perhaps, you are applying for a job with an investigative agency).

- Allow plenty of time for the interview. Scheduling interviews so that you have to rush off to another appointment will brand you as discourteous, not important. To avoid this problem, find out before you interview how long you will be expected to be at the company.
- Clear your mind of other matters before the interview.
- Have in mind what characteristics about yourself you would like to get across in the interview. Review everything you've done in the past for evidence of these characteristics. You may have done some things that will be impressive to an interviewer that you have taken for granted.
- Review each item on your resume to consider whether an interviewer is likely to ask about it, and why. Formulate some messages and information you would want to convey for each entry. Be prepared to address weak spots or gaps in your resume if there are any.
- Have in mind questions that are important for you to get answered at this stage in the interview process.
- If this is a second-round interview with the company, recognize that the first interviewer you saw in your screening interview must have liked you. Make that interviewer your ally and mentor for future interviews. Don't hesitate to call that person for advice or with questions. Do this in moderation, however. Generally, one call is enough. If you make too many calls, you may convert your ally into an opponent, making her wonder why she ever liked you in the first place.
- Periodically review the tips for interviewees contained in this book.

Answer the following questions about the passage “Interviewee Preparation.”

1 Based on the passage, a reader can infer that the **most** important part of interview preparation is

- A practice.
- B research.
- C timing.
- D appearance.

2 According to the passage, during the actual interview, the candidate should **not**

- A ask any questions.
- B show knowledge about the interviewer.
- C comment on the company’s earnings.
- D be in a hurry.

3 According to the passage, the **primary** purpose for gathering information about a company before an interview is to

- A inform yourself.
- B develop a better resume.
- C find a mentor.
- D impress the interviewer.

4 The **primary** purpose of using bullets (•) in the passage is to help the reader to

- A practice organizing facts.
- B compare different information.
- C understand new vocabulary.
- D identify important information.

5 In this passage, the author’s **main** purpose is to

- A define for the reader what an interview is.
- B entertain the reader with job interview stories.
- C help the reader prepare for a job interview.
- D inform the reader about the interview process.

6 According to the passage, if you have a second-round interview with a company, you should

- A ask the interviewer for more time.
- B call the boss to introduce yourself.
- C get advice from the first interviewer.
- D hesitate before asking any questions.

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When your nose is running and you don't feel well, it's helpful to be able to determine the cause of your symptoms. This passage has information to help you feel better in no time. Read the passage. Then answer questions 7 through 12.

Runny Nose

Runny nose commonly occurs early in a cold and in allergic irritation. Gently blowing your nose may be all the self-care you need. If the discharge is persistent and watery, an over-the-counter antihistamine may be helpful.

Aaachoo! Is It a Cold or the Flu? **Both are viral, upper respiratory tract infections**

	Cold	Flu, Influenza
Usual symptoms	<ul style="list-style-type: none">• Runny nose, sneezing, nasal congestion• Sore throat (usually scratchy)• Cough• No fever or low fever• Mild fatigue	<ul style="list-style-type: none">• Runny nose and sneezing• Sore throat and headache• Cough• Fever (usually more than 101°F) and chills• Moderate to severe fatigue and weakness• Achy muscles
Cause	One of more than 200 viruses typically causes 2 to 4 colds a year in adults and 4 to 8 a year in kids	One of a few viruses from the influenza A or influenza B family. On average, adults have less than one infection a year
Seriousness	Usually not serious except in people with lung disease or serious illness	Can be serious. A special concern in elderly people and those with chronic health conditions
Can I work?	Often. Use care to avoid spreading a cold to others. Wash hands frequently	No, not until fever, fatigue and all but the mild symptoms have resolved
Preventable?	Possibly, through careful handwashing, not sharing food, towels or handkerchiefs and getting good nutrition and enough rest	Usually, through vaccination. You need to be immunized every fall
Do antibiotics help?	No, not unless you also have a bacterial infection	Sometimes. Two antiviral antibiotics are available, but they work for only influenza A

Cold

Flu, Influenza

- | | | |
|-------------------|--|---|
| Self-care | <ul style="list-style-type: none"> • Drink plenty of warm liquids. Homemade chicken soup can help clear mucus • Increase sleep and rest • Use cold remedies cautiously • Try zinc gluconate lozenges (13.3 mg, one every 2 hours while awake). For adult use only during a cold. Don't use if you are pregnant or immunocompromised (have cancer, AIDS or a chronic disease) | <ul style="list-style-type: none"> • Drink plenty of fluids to avoid dehydration • Increase sleep and rest • Use over-the-counter pain relievers cautiously, as needed |
| Seek medical help | <ul style="list-style-type: none"> • If you have difficulty breathing, faintness, change in alertness, severe sore throat, cough producing a lot of sputum or mucus (especially if green or yellow), pain in the face or a chronic health condition • If symptoms have not resolved in 10 days | |

A word about pneumonia

Pneumonia can occur after a cold or flu or on its own. Pneumonia can be caused by viruses, bacteria or other organisms. Typically, you will have a prominent cough that brings up a lot of phlegm. A fever is common. You may experience a sharp pain when you breathe deeply, called pleurisy. If you are concerned about pneumonia, see your healthcare provider. You may need a chest X-ray and antibiotics.

Answer the following questions about the passage “Runny Nose.”

7 A cold and the flu share all of the following symptoms **except**

- A headache.
- B runny nose.
- C sore throat.
- D sneezing.

8 The chart recommends that a person see a doctor for which symptom?

- A severe fatigue
- B pain in the face
- C fever and chills
- D achy muscles

9 In which part of the body does pleurisy occur?

- A arm
- B chest
- C ear
- D wrist

10 Based on the information in the chart, a reader can infer that

- A bacterial infections are more common than viral infections.
- B cold symptoms are usually more severe than flu symptoms.
- C it may be difficult to distinguish between a cold and the flu.
- D it is okay for a person with a fever and fatigue to go to work.

11 Based on the information in the chart, a reader can infer that

- A a cold or the flu does not usually require a doctor’s visit.
- B over-the-counter remedies will cure a cold or the flu.
- C a doctor should be contacted at the first sign of a cold.
- D vaccination is a good way to prevent the spread of colds.

12 One of the most practical methods for **preventing** the spread of a cold is

- A using a cold remedy.
- B seeking medical help.
- C careful handwashing.
- D frequent immunization.

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The author of this passage has a strangely touching experience with a creature she can't even see without a microscope. Read the passage. Then answer questions 13 through 17.

The Rotifer

THOUGH I SIT hunched studiously over my microscope, I am gazing dreamily past it and out the open window, at the lazy afternoon campus. But the lab instructor, a graduate student who dreams of the day when he will be an assistant professor, comes hovering down the row of tables, and I return to my microscope. I do not plan to become a biologist. Two sciences are required, and I regard with detachment the sophomores' frogs' legs and sheep's livers, each with a name tag attached, which float in the barrel of formaldehyde in the corner. It gives off a technical, advanced, arcane smell, but it does not stir me. Next year I shall be off to another lab and another science and shall putter about with Bunsen burners or magnetic fields.

It is late in the fall, although it is still warm here in Texas, and the faint sounds of football practice drift in through the open window. We forty freshmen in this room have, since our arrival at the state university from the sleepy cactus towns and the raw cities and the piny woods and plains, been learning of the protozoa, the one-celled creatures who simply divide when they want to become two, and are not always sure whether they are plants or animals. The lab instructor has hovered over us yearningly, wanting us to get a *good* view of the amoeba, to really *appreciate* the spyrogyra.

But today, as he gives each of us a glass slide with a drop of pond water on it, he tells us that we are leaving the protozoa and beginning the long evolutionary climb. Today we shall see the rotifers, who belong to the metazoa. We too, at the other end of the microscope, are metazoa; the rotifer, like us, has a brain, a nervous system, and a stomach.

I am fairly good, by this time, at adjusting my microscope. I know that those long, waving fronds are reflections of my own eyelashes, and I recognize algae when I see it, greenish leafy stuff rather like the broccoli on a dormitory dinner plate. Soon I find the rotifers—furiously alive, almost transparent little animals, churning powerfully along in their native ocean.

Watching, I am a witness to a crisis in the life of a rotifer. He is entangled in a snarl of algae, and he can't get loose. His transparent little body chugs this way and that, but the fence of algae seems impenetrable. He turns, wriggles, oscillates, but he is caught. *Rest a moment*, I whisper to him, *lie still and catch your breath and then give a good heave to the left*. But he is in a wild panic, beyond any reasonable course of action. It seems to me that his movements are slowing down, as if he is becoming exhausted.

Maybe I can help him. Perhaps I can put my finger on the edge of the glass slide and tip it ever so slightly, tilt it just enough so that the water will wash him over the barrier. Cautiously, gently, I touch the slide.

But the result is a violent revolution in the whole rotifer universe! My rotifer and his algae prison wash recklessly out of sight, and whole other worlds of rotifers and algae and amoebae and miscellaneous creatures of the deep reel by, spinning on the waves of a cataclysm. My rotifer is gone, lost to me. Huge and clumsy, more gargantuan than any

Gulliver, I am separated from him forever by my monstrous size, and there is no way I can get through from my dimension to his.

The bell rings; lab is over. I take my slide out from under my microscope; there on it is the merest drop of water, and I look at it uncertainly. I start to wipe it off, to put the slide away, but I hesitate and look at it again. The lab instructor, seeing me still standing there, hurries over. “Did you get a *good* conception of the ciliary movement?” he asks me anxiously.

“I guess so,” I answer, and I polish the slide until it is dry and shiny and put it away.

Answer the following questions about the passage “The Rotifer.”

- 13** When the author says, “...and there is no way I can get through from my dimension to his,” she means
- A she is unable to wipe the rotifer from the slide.
 - B she is much too large to interact in the rotifer’s world.
 - C the rotifer is fully protected by the water surrounding it.
 - D the rotifer has suddenly disappeared on the slide.

- 14** According to the passage, rotifers are more advanced than protozoa because they
- A are more active.
 - B eat more food.
 - C have a brain.
 - D live in ponds.

- 15** Which of these statements **best** represents the theme of “The Rotifer”?
- A A drop of pond water can reflect universal struggles.
 - B Rotifers in the water reflect man’s inhumanity to man.
 - C Biologists looking through a microscope can see a lot.
 - D The rotifer universe is full of interesting creatures.

- 16** Which **best** explains why the author is daydreaming in class?
- A She cannot hear the lab instructor.
 - B She dislikes the sight of frogs’ legs.
 - C She hears sounds of football practice.
 - D She is not really interested in biology.

- 17** The author would most likely agree with which of the following statements?
- A Humans must try to help rotifers.
 - B Lab instructors often hinder student work.
 - C Not every organism is important.
 - D One’s best efforts are not always helpful.

As the author of this passage explains, a meteorological mystery of long ago may have lessons for us today. Read the passage. Then answer questions 18 through 22.

The Year Without a Summer

The winter of 1815–16 was no different from any previous winter in southern Canada and the northeastern United States. Spring’s arrival was normal; by April birds had returned from their wintering grounds and flowers had given color to the brown earth. But this was to become a most famous year, because it was the year without a summer.

April is often a cold month in the northeastern United States and southern Canada, but by May of 1816 the temperature still had not risen, and people became concerned. Morning after morning frost covered the ground as winter hung on.

On June 5 cold winds lashed the area, followed by a heavy snowstorm that covered the countryside with nine to twelve inches of snow. Freshly shorn sheep froze to death. The corn crop failed, and only the hardiest grains and vegetables survived. On June 6, at the inauguration of Governor William Plumber of New Hampshire, it was so cold, as one witness recalled, that “our teeth chattered in our heads, and our hands and feet were benumbed.”

Weird weather continued into August with early morning temperatures always in the low thirties. On the few afternoons that were warm, people gamely tried to plant crops, only to have them destroyed by frost and snow. A killing frost occurred in mid-September; the new winter was slightly early, and it was to be unusually severe.

The spring and summer of 1817 returned to normal, and the weather has been predictable ever since. What caused the year of no summer? Many theories were proposed, but none even came close to the truth. A few scholars of the day suggested that an outbreak of sunspots had caused the chill.

The scholars of 1816 had no way of determining the actual cause of the extended winter, but the naysayers of



the day presented explanations without hesitation. One outstanding theory of the soothsayers was that it had been caused by Benjamin Franklin. And of course several proponents of this hypothesis explained exactly why. The most commonly believed theory was that the hot interior of the earth releases heat into the atmosphere, but that because of Franklin's newly invented lightning rods, which were being installed all over the country, the earth's process of releasing heat into the atmosphere had been interrupted. This resulted in cooling of the air, and the summer season of 1816 was missed entirely.

Not all thinkers of the day accepted that theory, but a runner-up theory also blamed Ben Franklin. Its followers were firmly committed to the idea that, since lightning is heat, it must follow that the lightning rods had taken the heat from the air—hence no summer!

It seems ironic that as early as 1784 Benjamin Franklin had shrewdly speculated that dust from volcanic eruptions could affect climates by blocking out sunlight. He had made a connection between a constant “dry fog” in the atmosphere and the unusually cold winter of 1783–84. And he was right.

After many years of speculation and research, scientists now know what caused the year without a summer. The cause took place a year before and half a world away, in the Dutch East Indies. On the night of April 5, 1815, Mount Tambora, located on the island of Sumbawa, erupted with a force unmatched in recorded history. This gigantic eruption was even more powerful than the famous explosion of Krakatoa that was to occur sixty-eight years later.

Tambora ejected over twenty-five cubic miles of debris that blasted away nearly a mile off the top of the 13,000-foot volcano. It carpeted islands hundreds of miles away with layers of volcanic ash well over a foot thick.

The fine dust rose so high into the stratosphere that it encircled the world for years to come. The net effect was to screen out sunlight and thereby cause a drop in temperature, especially in New England and Canada.

The volcanic dust in the atmosphere affected other parts of the world as well as North America. Indeed it was an almost worldwide chill. In Western Europe crop failures caused widespread famine, and many people starved to death. In Switzerland many people were reduced to eating Iceland moss and food riots broke out in France. Had this unseasonal drop in temperature continued for a few more years, continental ice sheets would have started to form and the earth could have slid into a new Ice Age.

A number of scientists predict that such wintry summers could occur again. Nature's volcanism and human industrial activity have caused a steady buildup of dust in the atmosphere over the last few decades. If this trend continues for about a century, it could produce an effect opposite to that of the greenhouse. World temperatures would be significantly lower and an age of ice would return.

Answer the following questions about the passage “The Year Without a Summer.”

- 18** Based on the passage, one can correctly conclude that a year without a summer
- A could not happen on Earth again.
 - B will not happen for several hundred years.
 - C will result from the greenhouse effect.
 - D could result from major volcanic activity.

- 19** The actual cause of the extended winter in the year 1816 was an event that took place in the
- A winter of 1783–84.
 - B spring of 1815.
 - C summer of 1816.
 - D spring of 1817.

- 20** The author of this passage would most likely agree with which statement?
- A Modern civilization does not affect temperatures on Earth.
 - B Seasonal temperatures change for no apparent reason.
 - C Industrial pollution could cause another Ice Age.
 - D The greenhouse effect could cause another Ice Age.

- 21** The final paragraph of this passage could **best** be described as a
- A joke.
 - B tribute.
 - C warning.
 - D proposal.

- 22** The idea that “since lightning is heat, it must follow that the lightning rods had taken the heat from the air” is an example of
- A faulty reasoning.
 - B a research finding.
 - C scientific thinking.
 - D a statement of fact.

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HSPE Reading

The passage below was written by one of the most highly decorated women in United States history. Read the passage. Then answer questions 23 through 28.

From *The War and The Wall: Service, Sacrifice and Honor*

Vietnam + 36

by Brig. Gen. Wilma L. Vaught, USAF (Ret.)

Brig. Gen. Vaught is president of the foundation that maintains and operates the Women In Military Service For America Memorial, a memorial and education center honoring American Servicewomen in Arlington, Virginia. During her Vietnam tour, she was stationed at the Headquarters for Military Assistance Command in Saigon.

1 My first direct involvement with the Vietnam War was in 1966 when the bomb wing I was assigned to started preparing to deploy to Guam for six months to fly Operation Arc Light missions. I worked with the planners in setting up schedules for the deployment of planes, equipment and people.

2 As the day of deployment approached, my wing commander asked me to go. I was slated to enter school for my master's degree but he was so persuasive that I got my school entry date delayed until the following year. In September 1966, I climbed aboard a KC-135 tanker for the long flight from Florida to Guam. I was the first military woman to ever deploy with a Strategic Air Command bombardment wing on an operational deployment.

3 For six months, it was work seven days a week. I never knew when I went to work in the morning how many hours later it would be before I could go home. It was worth it all to go to the flight line and see the bomb-heavy B-52s take off for their 12 hour flight and to see the maintenance personnel and flight crews giving their all, with total dedication, to meet the ever-increasing mission demands.

4 At the time of my deployment, by law, the number of women could not exceed two percent of the total number of personnel in the Armed Forces. Women could not be generals or admirals, fly aircraft or be assigned to ships. On November 8, 1967, the rank limitations were removed as well as the two percent ceiling. In Vietnam at this time, only a handful of non-nurse military women were serving, all hand picked. Despite many seeking to volunteer to go, for military women, it was basically a nurses' war.

5 I spent the next 15 months in school as significant changes were taking place with respect to women. More were being recruited and many of the restrictions were being removed on the assignment of women to Vietnam. As a line officer, I had first-hand knowledge of this; I graduated with orders in my hand to be assigned to Military Assistance Command, Vietnam (MACV).

6 The next 12 months were memorable. I was one of four military women assigned to MACV. I was quartered in a room in a hotel in downtown Saigon near the Presidential Palace and the central market, a frequent target for terrorist attacks. Again, it was a 6-1/2 to 7 day work week, normally from 7 A.M. to 7 P.M. Almost every night, we could hear the rumble of B-52 strikes off in the distance.

- 7 As the war came to an end in the early 1970s and the all-volunteer force concept was implemented, opportunities for women expanded in many ways. Non-traditional fields, such as aircraft maintenance, were opened to women. Women were in ROTC classes and then at the military academies. By Supreme Court decision, benefits and privileges previously available only to the spouses of male members were applicable to those of women as well. The first women were promoted to general officer and flag rank. Women were soon more routinely considered for positions of authority—and responsibility, such as base commander. We were permitted to fly non-combat aircraft and assigned to certain combat ships.
- 8 Then came Operation Desert Storm and more progress. For the first time, our personnel serving in the theater were routinely referred to as the “men and women” serving rather than the “men” or our “boys.” Further, for the first time, as the deployment started, the women were there. They were on the first planes and a few were the pilots of those planes. Women were on some of the ships, and they were on the ground doing their jobs as part of their units.
- 9 After Desert Storm, two significant legal changes were made. In 1991, the restriction on assignment of women to aircraft engaged in combat was removed and in 1993, that for combat ships was removed.
- 10 Today, we find few restrictions on the assignment of women with the exception of ground combat units such as infantry, artillery and armor, along with submarines and special forces units. We’ve had four women reach the three-star rank and more will come over time. We’ve come far, very far, in the last 36 years. Nonetheless, much remains to be achieved.
- 11 What does the future hold? What factors will affect progress? First, progress, and sometimes even maintaining the status quo, is very dependent upon the attitude of those in senior leadership positions, from the commander-in-chief down the chain of command. The leadership must be supportive of policies and practices that give women the opportunity to perform wherever they can meet the requirements of the position or mission. And, as importantly, the women must be willing to accept the inherent challenges that the tough jobs bring, whether it be the actual demands of the position or the challenge of meeting family needs while giving what’s needed in time and energy to the job. Third, what policy changes are we willing to support that will permit couples and single member parents to contribute to the fullest yet meet family needs? And, can we better accommodate conditions that impact dual military couples?
- 12 As I look to the future, I know that the question of women being accepted as a permanent and valued part of our armed forces has been answered repeatedly. They are a part. Questions and issues continue to be posed as to the rightness of assignment to certain types of jobs under certain types of conditions, most commonly with reference to the combat arena. It has been my experience and observation that emotion rather than fact more often than not is the basis for these questions and issues. It would be better for the nation if response and resolution also were based on fact.
- 13 I remain convinced, however, that, regardless of the issue, reason ultimately will prevail. Where women should serve, by virtue of national needs, they will serve just as any citizen should when properly qualified and trained. The last 36 years have been phenomenal. May the next decades be just as exciting and filled with as many steps forward.



Answer the following questions about the passage “Vietnam + 36.”

- 23** The **main** purpose of this passage is to describe the
- A advancement of women in the military.
 - B way the author was treated in the military.
 - C challenges women face in the military.
 - D achievements of the author in the military.

- 24** Based on the passage, the reader can infer that the author believes women in the military
- A need adjusted standards to be promoted.
 - B require more pay than men in the military.
 - C deserve positions for which they qualify.
 - D will have difficulties in military academies.

- 25** In the title “Vietnam + 36,” the 36 refers to the number of
- A new military jobs for women since the Vietnam War.
 - B years that had passed since the author’s involvement in the Vietnam War.
 - C ways the military had changed since the Vietnam War.
 - D changes in rank the author experienced while serving in the Vietnam War.

- 26** In paragraph 4, the phrase hand picked means
- A privately elected.
 - B individually tested.
 - C personally chosen.
 - D randomly selected.

- 27** In paragraph 4, the phrase “two percent ceiling” **most** likely refers to the
- A small number of women qualified to serve as nurses in the military.
 - B past restriction on the number of women who could be in the Armed Forces.
 - C limitation imposed on the highest rank women could achieve in the military.
 - D number of women in the military who volunteered to serve in the Vietnam War.

- 28** At the end of the passage, the author’s feelings can **best** be described as
- A apathetic.
 - B optimistic.
 - C enraptured.
 - D apprehensive.

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The passage below is about a woman's experience with playing the piano. Read the passage. Then answer questions 29 through 35.

Tickled by the Ivories

by Rona Leuin

The first time I was in the same room with a piano, I was 7 years old. I was at my aunt's house, and there it was, an upright piano sitting against the back wall of the living room. I heard my mother in the background call to me, "Don't bang on the piano."

I remember staring at it, with its dark wood and black and ivory keys, but I never touched it that day, even though I wanted to push down on an ivory key and make a sound.

In high school, I made friends with Frieda, a pianist who had debuted with an orchestra when she was 11 years old. Sometimes, I would go over to her apartment to study after school, and she would be finishing up her practicing, which she did for two to three hours every day.

I would sit down on the couch facing her back and watch her fingers fly over the keys of the grand piano. The rich sound seemed so full that it could not possibly have come out of that one instrument. Her body would gyrate around and around toward the piano and then away. Her talent fascinated me, and I was envious of her journey into a world I knew nothing about.

My relationship to the piano changed one day when I was chatting with my old friend Mike, who was refereeing my daughter's soccer game. He reminded me that he taught piano, and I mentioned that I had always wanted to learn to play. He suggested that he come over and give me one free lesson. Then I could decide if I liked it and wanted to continue.

He came over a week later and brought a book called "The Older Beginner Piano Course," Level 1.

We sat down at the piano, I on the bench, Mike on a folding chair next to it. The piano is a Knight upright made out of rosewood that had been my father-in-law's. Now it belonged to us, and even though it has sat in my living room since 1988, it was akin to a lamp or a table—just there, not that noticeable—but certainly not used as much as a lamp or a table. Now it was time to use it.

The first page of Unit 1 said, "The piano keyboard has black and white keys. Tones sound higher when you play to the right on the keyboard (up the keyboard), and lower when you play to the left on the keyboard (down the keyboard)."

At this very first lesson, the book asks you to actually put your hands on the keys. Your right hand, starting with the thumb, goes on middle C, and then the other four fingers go on D, E, F, and G. The left thumb goes on G below middle C, and then the remaining four fingers go on F, E, D, and C.

Then you do a little warm-up, going up and down the notes, first with your right hand, then with your left: C, D, E, F, G; G, F, E, D, C. And then, glory, you actually are told to play a song, on the first day! The song was "Merrily We Roll Along." E, D, C, D, E, E, E, D, D, D, E, G, G, E, D, C, D, E, E, E, D, D, E, D, C.

As my fingers stiffly moved (I was panic-stricken and sweaty), I did it. My friend Mike was very patient. He said, “Very good,” and I was hooked.

That first lesson was three-and-a-half years ago, and we have been together ever since, piano, teacher, and student, voyaging into the world of the written note, that black note that takes you on a journey you didn’t know existed.

How can I explain the privilege of having been given the exact music that George Gershwin wrote (OK, in a somewhat easier format)? How do you convey the feeling of being allowed to appropriate those notes as my own, to know what they mean, how long to hold them, where they sit on the piano? How to express the thrill of touching the key and then having a sound come out, the exact sound that George Gershwin intended, which is why he put that particular note on the paper in the first place.

Since the early days of Level 1, I have added easy versions of Gershwin, Rodgers and Hart, classics, pop music, lounge music, and my love, Broadway.

Mike and I have a wonderful time, especially when I get a new piece, and he sings the words to aid me in the rhythm. If I hold a note for too long, searching for the next note on the piano, he might turn blue, since he is holding the note, too, but he doesn’t mind.

Sometimes when I am done with a piece, and it went pretty well, I lean my head down on the piano and rest it there, amateur and instrument as one, and thank it for responding to my inept movements.

My daughter’s cello teacher used to tell her to hug her cello, and now I understand why. The line blurs between you and the instrument, because it takes both to produce the sound, that beautiful, musical sound.

Answer the following questions about the passage “Tickled by the Ivories.”

29 The author says she was envious of her friend Frieda’s

- A ability to play quickly.
- B experience with a special talent.
- C success at a young age.
- D motivation to practice regularly.

30 Based on the passage, a turning point in the author’s life is when

- A she watches her friend Frieda practice the piano.
- B her friend Mike sings the words of a new song to her.
- C she plays a song written by George Gershwin.
- D her friend Mike offers to give her a free piano lesson.



- 31** Which of these phrases from the passage **best** reflects how the author feels about having learned to play the piano?
- A “And then, glory, you actually are told to play a song . . .”
 - B “. . . ‘Don’t bang on the piano.’”
 - C “The line blurs between you and the instrument . . .”
 - D “. . . I was panic-stricken and sweaty . . .”

- 32** Based on the passage, which of these statements would the author **most** likely support?
- A It is best to take piano lessons from a friend.
 - B Learning to play an instrument can be very rewarding.
 - C Playing an instrument is usually tedious work.
 - D It is best to take piano lessons when you are very young.

- 33** Which **best** describes the theme of this passage?
- A Learning to play the piano is like exploring a new world.
 - B It is never too late to learn how to play the piano.
 - C Playing the piano brings back memories of childhood.
 - D Piano teachers must be patient with their students.

- 34** In the phrase, “the feeling of being allowed to appropriate those notes as my own,” the word appropriate means
- A correct.
 - B take possession of.
 - C allocate.
 - D suited to a particular use.

- 35** In the second to the last paragraph, the author’s use of the phrase “inept movements” conveys to the reader that the author is
- A still learning to play the piano.
 - B extremely tired from playing the piano.
 - C very confident about playing the piano.
 - D almost ready to play the piano.

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While not as familiar to most people as VCRs and DVD players, videodisc players have similar uses. This passage explains possible problems and solutions with this equipment. Read the passage. Then answer questions 36 through 40.

Videodisc Player

TROUBLESHOOTING MADE EASY

Use this troubleshooting list if you encounter problems after experimenting with your equipment. If you are still experiencing technical difficulties, it is probably a hardware problem. It is in your best interest to contact your dealer or equipment manufacturer. If you are unable to get help from the dealer or manufacturer, you may call:

HRW Technical Support Hotline at (800) 323-9239.

Problem	Probable Cause	Possible Solution
1. Equipment does not work.	<ul style="list-style-type: none"> • Power is not on. • Connections are loose. 	<ul style="list-style-type: none"> • Press power switch. • Reattach cable completely.
2. Barcode reader does not work.	<ul style="list-style-type: none"> • Batteries may be weak. • Connection may be loose. 	<ul style="list-style-type: none"> • Replace batteries. • Reattach cable completely.
3. Remote control does not work.	<ul style="list-style-type: none"> • Batteries may be weak. • The sensor on the videodisc player may be blocked. 	<ul style="list-style-type: none"> • Replace batteries. • Remove obstruction, and point the remote directly at the sensor.
4. Two languages are playing at the same time.	<ul style="list-style-type: none"> • Videodisc player and cabling may not be able to support two audio (language) tracks. • Videodisc player is set on stereo track. 	<ul style="list-style-type: none"> • Compare the model number to the required equipment list in this manual. • Use the barcode reader or the remote control to override the stereo setting and change to one audio track. See “Accessing the English or Spanish Audio Tracks” for instructions.
5. The wrong language is playing.	<ul style="list-style-type: none"> • Videodisc player is set on either the left or right audio (language) track. 	<ul style="list-style-type: none"> • Use the barcode reader or the remote control to override the audio setting to change to a different track. See “Accessing the English or Spanish Audio Tracks” for instructions.
6. Picture appears without sound.	<ul style="list-style-type: none"> • Connections may be loose. • Volume may be turned down. • Remote control audio may be turned off. 	<ul style="list-style-type: none"> • Reattach cable completely. • Increase volume. • Press audio on the remote or the videodisc player (maybe several times in quick succession).



Problem	Probable Cause	Possible Solution
7. No picture appears.	<ul style="list-style-type: none"> • Connections may be loose. • TV monitor power is not on. 	<ul style="list-style-type: none"> • Reattach cable completely. • Turn the TV monitor on.
8. The wrong image appears.	<ul style="list-style-type: none"> • The wrong disc is in the player. • The wrong side of the disc is playing. 	<ul style="list-style-type: none"> • Replace the disc. • Place the desired side face up in the tray.
9. Display codes appear on the screen.	<ul style="list-style-type: none"> • Display is on. 	<ul style="list-style-type: none"> • Press the Display button on the barcode reader, remote control unit, or videodisc player to toggle the display numbers on and off the screen.
10. Image is poor or disc is automatically ejected.	<ul style="list-style-type: none"> • The disc is very dirty or warped. 	<ul style="list-style-type: none"> • Refer to the equipment manufacturer's instructions.

Answer the following questions about the passage “Videodisc Player.”

- 36** This passage is referred to as a troubleshooting list because it gives instructions on how to
- A experiment with a variety of equipment.
 - B identify and solve equipment problems.
 - C use the manual for the equipment.
 - D repair problems with equipment hardware.

- 37** The passage advises a person to call the Support Hotline when the
- A dealer is unable to provide technical help.
 - B videodisc player’s batteries need replacing.
 - C newly purchased equipment is first set up.
 - D serial number on the equipment is missing.

- 38** According to the chart, if the videodisc player has a picture but **not** sound, the cause is probably a
- A missing barcode.
 - B warped disc.
 - C loose connection.
 - D weak battery.

- 39** In order to function properly, the remote control and the barcode reader **both** need
- A unblocked sensors.
 - B proper volume.
 - C charged batteries.
 - D clean discs.

- 40** This passage is **most** likely intended for people who
- A repair videodisc players.
 - B design videodisc players.
 - C own videodisc players.
 - D sell videodisc players.

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This is the end of the test.

You may want to go back and check your answers or answer questions you did not complete in the test. When finished, close your Test Booklet.

DO NOT GO ON.

Question Number	Answer Key	Reporting Category	Ability Level
1	B	C3	A2
2	D	C3	A1
3	A	C3	A1
4	D	C3	A3
5	C	C3	A3
6	C	C3	A1
7	A	C3	A1
8	B	C3	A1
9	B	C3	A2
10	C	C3	A3
11	A	C3	A3
12	C	C3	A1
13	B	C2	A2
14	C	C2	A1
15	A	C2	A3
16	D	C2	A2
17	D	C2	A3
18	D	C3	A2
19	B	C3	A1
20	C	C3	A3

Question Number	Answer Key	Reporting Category	Ability Level
21	C	C3	A2
22	A	C3	A2
23	A	C3	A3
24	C	C3	A2
25	B	C3	A2
26	C	C1	A2
27	B	C1	A2
28	B	C3	A2
29	B	C2	A2
30	D	C2	A2
31	C	C2	A3
32	B	C2	A3
33	A	C2	A3
34	B	C1	A2
35	A	C2	A2
36	B	C3	A3
37	A	C3	A1
38	C	C3	A1
39	C	C3	A1
40	C	C3	A3

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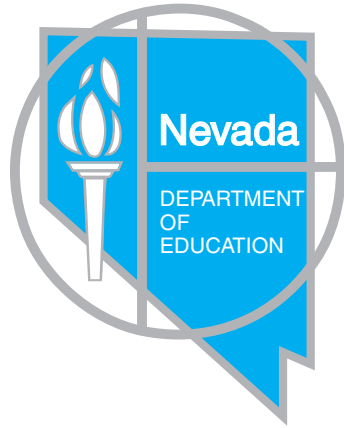
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