1. In retaliation for the trick we played on him, Andy intimated that he’d seek vengeance on us and scare us simultaneously.

Which word is misspelled?
A retaliation
B intimated
C vengeance
D simultaneously
Please use the following passage for this question.

Elizabeth Blackwell: First Female Doctor

(1) On a bright Tuesday morning in 1849, a young woman stepped up to the platform of a church in New York and received her diploma from Geneva Medical College. For Elizabeth Blackwell, it represented the fulfillment of her dream: a degree of Doctor of Medicine.

(2) Elizabeth Blackwell was born in Counterslip Bristol, England, in 1821. Her parents, Samuel and Hanna Blackwell, saw to it that Elizabeth and her sisters received the same quality of education as her two brothers. The Blackwells’ insistence that their children receive a quality education later benefited the family tremendously. After suffering the loss of his business to a fire, Mr. Blackwell moved the family to America, settling in Cincinnati, Ohio, where at the age of sixteen, Elizabeth worked to help support her family. With Elizabeth’s help, her mother opened a small elementary school. Although the school was a success and the income helped to support the family, Elizabeth was not happy teaching. She wished to do more, but she was not sure exactly what it was she wanted to do.

(3) When she was twenty-four, Elizabeth went to visit and care for a friend who was ill. Elizabeth’s friend suggested that Elizabeth would make a good doctor. “Impossible,” she replied, knowing that there were no women doctors anywhere. However, the idea so impressed Elizabeth that she became determined that this was what she wanted to do.

(4) Elizabeth applied for entrance to several medical schools but was rejected by them all. She sought support from doctors in Philadelphia and New York City, but she received no encouragement from them. Women simply could not be admitted to medical school, she was told. One doctor went so far as to suggest that she might obtain admittance if she disguised herself as a man. She was not discouraged by these comments and decided upon an alternate plan instead. Since her family still needed her financial support, she decided to become a governess, which allowed her to live in the home of a doctor and gave her access to the doctor’s extensive library of medical books. While working and living there, she also taught herself Greek and Latin. When Elizabeth believed she was ready for college, she applied to several smaller institutions, and at last, she received a letter of acceptance from Geneva Medical College in Geneva, New York.

(5) Elizabeth arrived at Geneva Medical College on November 6, 1847, a few weeks after the fall term began. She was known as that “lady student.” Even though she was allowed to enroll, it was obvious neither the students nor the townspeople accepted her. It was not common for a woman to pursue a career in a field that was dominated by men, and because of her decision, she met with much opposition. She did, however, gain one enthusiastic supporter, Professor John Webster, who mentored her, but suggested that she not attend lectures on certain subjects that he felt were not in the best interest of a young woman. Elizabeth Blackwell ignored his concern and attended every lecture. She was determined to become a practicing doctor. On January 23, 1849, Elizabeth graduated from Geneva Medical College with high honors, becoming the first woman in America to obtain a Doctor of Medicine degree.

(6) After graduation, Elizabeth traveled to Paris, France, to gain practical knowledge while working in their hospitals. She had hoped to avoid discrimination in France, but administrators of the teaching hospitals treated her unfairly as well. Finally, however, she was offered a position in a lying-in hospital, which is a small hospital for women and children. Here, she received excellent training in the causes and cures of various women’s and children’s diseases. Her following assignment was at St. Bartholomew’s Hospital in London where she studied for several months perfecting her skills as a doctor. When satisfied with her training, she returned to New York City in 1851, opening her own practice, but very few patients came for treatment. Elizabeth, however, was not discouraged by this setback, and began to organize and support medical care and education for women.

(7) She opened a free dispensary providing treatment for underprivileged women and children, and by 1857, she closed the small dispensary to open the New York Infirmary, a full-scale hospital which provided surgical care and routine medical procedures. Elizabeth’s Infirmary was the first hospital in the world dedicated primarily to the treatment of women. In addition to helping patients, the New York Infirmary was a training facility for female medical and nursing students, and it soon evolved into a women’s medical college.

(8) In 1868 the Woman’s Medical College of the New York Infirmary opened with fifteen students and nine faculty members. Elizabeth was Professor of Hygiene and her sister, Emily, was Professor of Obstetrics and Diseases of
Women. One year later, Elizabeth went back to England, leaving her sister as director of the college.

(9) Elizabeth Blackwell, the first female doctor, was a person of superior intelligence and strong dedication to the purpose of medicine. After years of struggling against prejudice toward women, she opened the door for women to excel in many areas of the medical profession.

(10) She died in 1910 at the age of eighty-nine. In 1949 the Blackwell Medal was established in her honor. This impressive award is presented to women for outstanding achievement in the practice of medicine. Elizabeth Blackwell will be remembered as a person who fought for what she believed was the right of every woman: to choose her profession free from hindrance or prejudice.

2. Which sentence best summarizes paragraph 6 of the passage?
   A Blackwell graduated and went to Paris to gain a greater feeling of independence.
   B Blackwell wanted to practice medicine overseas because hospitals in Europe were more liberal.
   C Blackwell used her experiences to teach other students how to succeed in college.
   D Blackwell received hands-on training in Europe and opened her own practice in New York before focusing on medicine for women.

3. Which word pair correctly completes the sentence?

   The _____ of the music on the audience lasted long after the singer had _____ the last note of the song.

   A affect/sang
   B affect/sung
   C effect/sang
   D effect/sung

4. According to its root and affixes, what is the literal meaning of incredible?
   A lacking ability
   B cannot be eaten
   C not to be believed
   D unable to produce
On the Benefits of Reading

Arthur James, Earl of Balfour (1848–1930)  
(1887)

Truly it is a subject for astonishment that, instead of expanding to the utmost the employment of this pleasure–giving faculty, so many persons should set themselves to work to limit its exercise by all kinds of arbitrary regulations.

Some persons, for example, tell us that the acquisition of knowledge is all very well, but that it must be useful knowledge,—meaning usually thereby that it must enable a man to get on in a profession, pass an examination, shine in conversation, or obtain a reputation for learning. But even if they mean something higher than this—even if they mean that knowledge, to be worth anything, must subserve ultimately, if not immediately, the material or spiritual interests of mankind—the doctrine is one which should be energetically repudiated.

I admit, of course, at once, that discoveries the most apparently remote from human concerns have often proved themselves of the utmost commercial or manufacturing value. But they require no such justification for their existence, nor were they striven for with any such object.

Navigation is not the final cause of astronomy, nor telegraphy of electro–dynamics, nor dye–works of chemistry. And if it be true that the desire of knowledge for the sake of knowledge was the animating motives of the great men who first wrested her secrets from nature, why should it not also be enough for us, to whom it is not given to discover, but only to learn as best we may what has been discovered by others? Another maxim, more plausible but equally pernicious, is that superficial knowledge is worse than no knowledge at all. That “a little knowledge is a dangerous thing” is a saying which has now got currency as a proverb stamped in the mint of Pope’s versification,—of Pope who, with the most imperfect knowledge of Greek, translated Homer; with the most imperfect knowledge of the Elizabethan drama, edited Shakespeare; and with the most imperfect knowledge of philosophy, wrote the “Essay on Man.”

But what is this “little knowledge” which is supposed to be so dangerous? What is it “little” in relation to? If in relation to what there is to know, then all human knowledge is little. If in relation to what actually is known by somebody, then we must condemn as “dangerous” the knowledge which Archimedes possessed of mechanics, or Copernicus of astronomy; for a shilling primer and a few weeks’ study will enable any student to outstrip in mere information some of the greatest teachers of the past.

No doubt that little knowledge which thinks itself to be great may possibly be a dangerous, as it certainly is a most ridiculous, thing. We have all suffered under that eminently absurd individual who, on the strength of one or two volumes, imperfectly apprehended by himself and long discredited in the estimation of every one else, is prepared to supply you on the shortest notice with a dogmatic solution of every problem suggested by this “unintelligible world”, or the political variety of the same pernicious genus whose statecraft consists in the ready application to the most complex question of national interest of some high–sounding commonplace which has done weary duty on a thousand platforms, and which even in its palmiest days was never fit for anything better than a peroration.

But in our dislike of the individual do not let us mistake the diagnosis of his disease. He suffers not from ignorance, but from stupidity. Give him learning, and you make him, not wise, but only more pretentious in his folly.

I say, then, that so far from a little knowledge being dangerous, a little knowledge is all that on most subjects any of us can hope to attain, and that as a source, not of worldly profit, but of personal pleasure, it may be of incalculable value to its possessor.
But it will naturally be asked, “How are we to select from among the infinite number of things which may be known those which it is best worth while for us to know?” We are constantly being told to concern ourselves with learning what is important, and not to waste our energies upon what is insignificant.

But what are the marks by which we shall recognize the important, and how is it to be distinguished from the insignificant? A precise and complete answer to this question which shall be true for all men can not be given. I am considering knowledge, recollect, as it ministers to enjoyment, and from this point of view each unit of information is obviously of importance in proportion as it increases the general sum of enjoyment which we obtain from knowledge. This, of course, makes it impossible to lay down precise rules which shall be an equally sure guide to all sorts and conditions of men; for in this, as in other matters, tastes must differ, and against real difference of taste there is no appeal.

There is, however, one caution which it may be worth your while to keep in view: Do not be persuaded into applying any general proposition on this subject with a foolish impartiality to every kind of knowledge. There are those who tell you that it is the broad generalities and the far-reaching principles which govern the world, which are alone worthy of your attention.

5. In paragraph 9, why does the author include the words in quotation marks?
   A to quote a well-known expert
   B to refute an opposing argument
   C to provide a supportive viewpoint
   D to anticipate a question from readers
Translation

Whenever someone undertakes a new translation of classic poems, it is in essence a hubristic exercise. How can one claim to render “correctly” the lyric voice of a master? How can one hope to improve on the giants who have previously translated this work, and whose words are the ones familiar to the English-speaking reader? How could one hope to improve what is already a classic?

Poet Aliki Barnstone has taken this challenge in her new translation of the collected poems of C.P. Cavafy. Known for such masterful works as “Waiting for the Barbarians” and “Ithaca,” Cavafy’s words are often familiar even if his name is not:

Always keep Ithaka in your mind
Arriving there is your destination
But don’t hurry the journey at all.
Better if it lasts many years
and you moor on the island when you are old,
rich with all you have gained along the way,
not expecting Ithaka to make you rich.

Barnstone’s translation is a little looser than previous translations. She does not, for example, eschew contractions where they are natural in normal speech. She has lost some of the formal stiffness of language often imposed by translation, especially when one is translating from a very rich language like Cavafy’s native Greek. Sometimes there is the unfortunate tendency on the part of the translator to make up for layers of lost meaning by embracing over-precision, which renders the translation stiff and fussy, killing, for example, the charm and passion of the love poetry.

However, Barnstone does not reject simple words in favor of needless complication. Her translations are straightforward, and allow the clean sharpness of the original to shine through:

As I went down the sordid stairs
you were coming through the door, and for an instant
I saw your unfamiliar face and you saw mine.

Like the original, there is nothing extraneous here, just a simple description of the moment, of passing without speaking and regretting it afterwards. This transparency is especially effective in the love poems, where one of Cavafy’s great strengths is to render specific and universal at once the feelings of attraction, rejection, and passion that are common to those who love in any time and place.

The other pitfall common to translators that Aliki Barnstone avoids is stamping the work excessively with the language and rhythm of the translator, rather than that of the poet. The translator’s job is not to rewrite the poems, but to be transparent, something that allows the work to become accessible to readers in another language while retaining the brilliance of the original. Too often, translators essentially reshape the work, substituting their own vision for that of the poet. Barnstone avoids this. Perhaps it is because, as the author of the foreword, Gerald Stern, suggests, her mother was Greek and she grew up in a bilingual household, thus sharing a common heritage with C.P. Cavafy. It may be that his language is more natural to her and her relationship with it less contrived than for someone who had learned Greek in school.

In any event, there is nothing precious or phony about Barnstone’s translations. They are lively, vernacular, even exuberant:

When suddenly at the midnight hour
you hear the invisible troupe passing by
with sublime music, with voices—
don’t futilely mourn your luck giving out.

Barnstone has succeeded in doing what few translators do—capturing the cadence and feeling of the original in vibrant, modern language.

For any student of poetry, Aliki Barnstone’s *The Collected Poems of C.P. Cavafy: A New Translation* is sure to become a standard. For the teacher or professor, this edition renders these poems in the clearest and most elucidating manner possible, ideal for classroom use. It is highly recommended.

6. “How could one hope to improve what is already a classic?”

Which term describes the type of question the author uses?
A grammatical
B metaphorical
C rhetorical
D syntactical
Are College Loans Worth It?

For most of a century, a college education has been seen as the route to upward mobility in America. A luxury once reserved for the rich, attendance at private colleges and universities has become increasingly available to students in all economic circumstances, a passport to success worth any cost. But that may be changing. Today, some students are questioning whether the cost is worth it.

In the last two decades the cost of college tuition has skyrocketed. In the past, many students went to college using money their parents had saved since their childhood, or were fortunate enough to have had their parents directly pay tuition from their income. Now, that’s rarely possible. With private school tuitions averaging more than $25,000 per year, very few parents can afford to simply send a child to a private college. And certainly students are unable to work their way through school as in the past when the cost of tuition alone would nearly exceed their income!

What’s happening is that the gap between the tuition cost and what parents and students can pay is being made up by student loans. Many students need to defray exceedingly high tuitions this way, taking out $15,000, $20,000, or even as much as $40,000 per year. These loans must all be repaid with interest. It’s not unusual for a student from a good private university to graduate with $100,000 of student loan debt.

This amounts to gambling—students are betting that their future income will be so high that they can repay these loans without hardship—and they’re losing. Realistically speaking, very few students are going to make so much money that they are able to repay extremely large sums without sacrifice, if indeed they can repay them at all! According to the latest government statistics, one in five holders of student loans is currently in default, and three out of five are struggling to make their monthly payments.

One way that loans can be structured to make the payments lower is to stretch them out over time. In the 1980s most loans were paid back in ten years. Today it’s possible to extend the period of the loan to thirty or even forty years. What that means for the twenty-two-year-old graduate is this—when their college education is repaid in forty years they will be almost ready to retire!

The other thing it means is that many graduates now in their early thirties are discovering that they cannot move on with their lives. They can’t afford to buy homes or to own their own businesses or to start families because they have the crushing monthly bill for their student loan. Their later dreams must be deferred to pay for extraordinarily expensive college degrees—which they were led to believe would result in high-paying jobs.

One thing that all students applying to college should bear in mind is this: Private colleges and universities are for-profit institutions, just like any other business. Their job is to make money, not to serve students, and like any business they will charge as much as people are willing to pay. Most private schools are delighted to help students take out loans. Why not? They will get the money, and the students will pay the bills for decades to come. Many private schools will imply that all their graduates move on to high-paying jobs, and that matriculation is practically a guarantee of a six-figure job after graduation. This is rarely true. Only a tiny percentage of recent graduates make those incomes.

But students do have an alternative. State universities are not operated as private businesses. They receive part of their funding from the state government, and their mandate is to serve the state by graduating knowledgeable citizens. Generally speaking, even competitive schools have tuitions that are twenty to forty percent of those of private universities. Also, many of the state universities are academically excellent and produce just as many high achievers as private schools.

Even if a student needs financial aid and must take out a student loan, the difference between borrowing $10,000 per year and $40,000 per year is significant. A graduate with a total debt of $40,000 is in a very different place from a student with a debt of $160,000!

Private university tuition has gotten out of hand. This has happened because students and their parents continue to be sold on the idea that a college degree is worth any price. They do not realize that it would be far wiser to attend a less expensive state school where they would receive a comparable education for far less money—and not put themselves in
the position of carrying a crippling load of debt for decades after their graduation.

7. What is the difference between state universities and private universities?
A State universities provide a better education than private universities.
B Private universities provide a better education than state universities.
C Private universities are government-funded and state universities are not.
D State universities are government-funded and private universities are not.

Please use the following Passage for this question.

Dereliction of Duty

For the student of American history, few things are as difficult to understand as the Vietnam War. This is in part because it is still too recent, and objectivity is impossible for those who lived through those times, whichever side of the political fence they inhabit. Memoirs are, by definition, biased. They are the experiences of individuals who see their lives through the framework of those experiences. Likewise, attempts at cold academic analysis by those who grew up in the crucible of conflict around the war also carry inevitable bias.

It is not surprising that it then falls to a younger generation of military historians to attempt a fresh understanding, one that is freer of emotional turmoil. In his book Dereliction of Duty, serving Army officer H.R. McMaster does this with both boldness and flair.

In his preface, he states, “It would be impossible for an Army lieutenant, obtaining his commission in 1984, not to be concerned with the experience of the Vietnam War. . . but I found to my surprise that the Army I entered barely spoke of Vietnam. The emotions connected. . . ran too deep.” Thus he undertook a mission of scholarship, utilizing recently declassified documents as well as hundreds of personal interviews with both military and civilian leaders, now mostly retired, to answer the first and most important question: what actually happened? How were decisions made? What did people know at the time they made them, and what is 20/20 hindsight?

This is a task at which he succeeded brilliantly. This book is not a thesis. It does not make a case for the war in Vietnam, nor against it. It is not an indictment of any particular mindset or political point of view. But it also does not pull any punches in its portrayal of President Lyndon Johnson or Secretary of Defense Robert McNamara, seeing them as driven far more by the domestic political implications of the conflict than the war itself. It is also scathing in its portrait of many top military officials who, in McMaster’s opinion, were criminally negligent in agreeing to courses of action that they knew to be not only harmful but actually in violation of the United States Constitution. He points out again and again that their oaths were not, in fact, to the president, but to the Constitution, and through it to the American people. To agree to courses of action solely for political gain, knowing those actions would result in the forfeiture of countless American lives, was in his opinion a criminally serious breach.

Because of this, Dereliction of Duty is a provocative book. Oddly enough, it has received stellar reviews from both left and right—perhaps because each side sees a vindication of their point of view. It indicts both a Democratic president and the Pentagon. Thus any commentator can pull out quotes to support their current political philosophy.

However, whatever one’s political beliefs, this is a book well worth reading precisely because it is evenhanded. No one is spared the searchlight of incisive inquiry and McMaster’s clear and uncompromising vision of duty and service. This book is highly recommended for students of American history who are wrestling with the subject of the Vietnam War and are seeking answers to fundamental questions about what happened and why.
8. What is the main objective of the writer of this review?
   A to point out the difficulties of writing such a book
   B to convince the reader that the book is fair and evenhanded
   C to portray the book as a misrepresentation of the Vietnam War
   D to convince the reader that the book is only a “cold academic analysis”
Foods of the Americas

Imagine a world where many of your favorite foods did not exist, a world where there were no tomatoes, no French fries, no corn chips, and no potatoes at all—not even any pumpkins! Many of our most familiar foods are native to the Americas, even though we now think of them as essential to cuisines from around the world.

We think of foods like pizza and spaghetti as Italian food, but without tomato sauce they would not exist. We think of spicy favorites like Szechuan chicken as essentially Chinese, but the peppers that give it flavor originally came from the Americas. Even the potato pancake called “boxty” that is a favorite dish in Ireland wouldn’t be possible without the South American potato.

There are three foods native to the Americas that have quite literally changed how humanity eats: potatoes, corn, and tomatoes. Without them, everyone around the world would be eating differently.

The potato is arguably one of the most important food crops in the world. It is a complex carbohydrate that is actually quite nutritious, rich in vitamins K, C, B6, and potassium. While the potato is a staple in many countries today, it was domesticated in South America from a plant that grows wild in the Andes Mountains. By the fifteenth century, it was widely grown by the Inca civilization, which had developed dozens of varieties, from large white potatoes used today to make French fries to delicious yellow potatoes only as long as a finger—to even blue potatoes! The potato was imported to Europe via Spain, but it was in Ireland that it had become such a predominant food crop by the mid-nineteenth century that when a potato blight struck the island, many thousands of people starved or were forced to emigrate. Today, the potato is grown all over the world and is an integral part of many cuisines.

The tomato is another American vegetable that has changed how the world eats. The tomato was hybridized from wild fruit in Mexico. The original tomato was very small, about the size of cherry tomatoes, and not particularly sweet. Generations of selective breeding during the Maya civilization developed the large, juicy, and flavorful tomatoes that we enjoy today. When tomatoes were first taken to Europe they were thought to be poisonous, and so were only grown as an ornamental garden plant! The tomato achieved popularity much sooner in Asia, especially in India, where it grew well. Today, tomatoes are featured in many Indian dishes. When the tomato did eventually catch on in Europe, unsurprisingly, it did so in countries where the climate was warm enough that it was easy to cultivate. Today, we often think of Italian food when we think of the tomato.

Corn is another food that the Americas have given the world. We do not know exactly where corn was hybridized from the native wild grass teosinte. It might have been in Central America, or it might have been in what is now the Southwest of the United States. However, once it was hybridized, the cultivation of corn spread rapidly. It became a major food crop from South America to what is now the northeastern United States. A versatile grain that can either be eaten fresh or dried and ground, corn is the major ingredient in everything from the cornmeal puddings of New England to the tortillas of Mexico. Corn has also spread around the world. In parts of Africa, corn provides an excellent crop that not only gives humans fresh corn on the cob but also provides high-quality feed for cattle.

If you are curious to try these foods as they might have originally been prepared, there are many dishes native to the Americas that showcase potatoes, tomatoes, and corn in a traditional way. For example, pastel de papas (pas-TEL de PA-pas) is a traditional Andean cheese and potato pie from Peru, where it is often served as a separate course before the main course. Xni pec (SHNEE pek) is a dish from the Yucatan served by the descendants of the Maya, who may have originally domesticated the tomato. It is a rich salsa of roasted tomatoes and peppers and is often served as an accompaniment to grilled meat or fish. One traditional way to eat corn is in the form of nokake (no-KAY-kay), the oven-baked hoecakes of the Algonquian people of the southeastern United States. A flavorful and simple ancestor of cornbread, nokake is served hot and buttered with any kind of meal.

Whether you enjoy potatoes, tomatoes, and corn as they were originally prepared in the Americas, or as part of the various world cuisines, they have become an important part of the diet of millions of people. The world is enriched by these wonderful foods from the Americas.
9. How would the passage have changed if the author had left out paragraphs 1 and 2 and started with paragraph 3?
   A It would have weakened the author’s main argument.
   B It would have made America’s contributions to food seem less important.
   C It would have missed the chance to make the passage personal to the reader.
   D It would have enabled the reader to understand the premise of the passage more quickly.

10. Which sentence is an example of a simile?
    A Learning a new language is like climbing a mountain.
    B Learning a new language is very much worth your time.
    C Learning a new language is sometimes very challenging.
    D Learning a new language provides a wealth of new information.