

# READING

This section measures your ability to understand academic passages in English.

There are three passages in the section. Give yourself 20 minutes to read each passage and answer the questions about it. The entire section will take 60 minutes to complete.

You may look back at a passage when answering the questions. You can skip questions and go back to them later as long as there is time remaining.

**Directions:** Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

## EUROPE IN THE TWELFTH CENTURY

Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it.

Political dominance belonged to the north. Germany, France, and England had large populations and large armies that made them, in the political and military senses, the masters of western Europe. Organized by the practices known collectively as feudalism<sup>1</sup>, these kingdoms emerged as powerful states with sophisticated machineries of government. Their kings and queens were the leading figures of the age; their castles and cathedrals stood majestically on the landscape as symbols of their might; their armies both energized and defined the age. Moreover, feudal society showed a remarkable ability to adapt to new needs by encouraging the parallel development of domestic urban life and commercial networks; in some regions of the north, in fact, feudal society may even have developed in response to the start of the trends toward bigger cities. But southern Europe took the lead in economic and cultural life. Though the leading Mediterranean states were small in size, they were considerably wealthier than their northern counterparts. The Italian city of Palermo in the twelfth century, for example, alone generated four times the commercial tax revenue of the entire kingdom of England. Southern communities also possessed urbane, multilingual cultures that made them the intellectual and artistic leaders of the age. Levels of general literacy in the south far surpassed those of the north, and the people of the south put that learning to use on a large scale. Science, mathematics, poetry, law, historical writing, religious speculation, translation, and classical studies all began to flourish; throughout most of the twelfth century, most of the continent's best brains flocked to southern Europe.

So too did a lot of the north's soldiers. One of the central themes of the political history of the twelfth century was the continual effort by the northern kingdoms to extend their control southward in the hope of tapping into the Mediterranean bonanza. The German emperors starting with Otto I (936–973), for example, struggled ceaselessly to establish their control over the cities of northern Italy, since those cities generated more revenue than all of rural Germany combined. The kings of France used every means at their disposal to push the lower border of their kingdom to the

Mediterranean shoreline. And the Normans who conquered and ruled England established outposts of Norman power in Sicily and the adjacent lands of southern Italy; the English kings also hoped or claimed at various times to be, either through money or marriage diplomacy, the rulers of several Mediterranean states. But as the northern world pressed southward, so too did some of the cultural norms and social mechanisms of the south expand northward. Over the course of the twelfth century, the feudal kingdoms witnessed a proliferation of cities modeled in large degree on those of the south. Contact with the merchants and financiers of the Mediterranean led to the development of northern industry and international trade (which helped to pay for many of the castles and cathedrals mentioned earlier). And education spread as well, culminating in the foundation of what is arguably medieval Europe's greatest invention: the university. The relationship of north and south was symbiotic, in other words, and the contrast between them was more one of differences in degree than of polar opposition.

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**1. feudalism:** a political and economic system based on the relationship of a lord to people of lower status, who owed service and/or goods to the lord in exchange for the use of land.

**Directions:** Now answer the questions.

Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. The north was developed as a **rigidly** hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it.

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R  
A  
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1

15. The word “**rigidly**” in the passage is closest in meaning to
- (A) extremely
  - (B) normally
  - (C) obviously
  - (D) strictly
16. According to paragraph 1, which of the following was a deciding factor in a person's place in society in northern Europe at the end of the eleventh century?
- (A) Ownership of a commercial enterprise
  - (B) Participation in social and technological changes
  - (C) Role in public life in the community
  - (D) Relationship to land through ownership or labor

17. According to paragraph 1, which of the following best characterizes the societies in European lands close to the Mediterranean Sea at the beginning of the twelfth century?
- (A) They were civic societies dominated by industry and commerce.
  - (B) They were based on individual social status.
  - (C) They had a fixed and hierarchical form of government.
  - (D) They were established on the idea of individual responsibility.

PARAGRAPH  
2

Political dominance belonged to the north. Germany, France, and England had large populations and large armies that made them, in the political and military senses, the masters of western Europe. Organized by the practices known collectively as feudalism<sup>1</sup>, these kingdoms emerged as powerful states with sophisticated machineries of government. Their kings and queens were the leading figures of the age; their castles and cathedrals stood majestically on the landscape as symbols of their might; their armies both energized and defined the age. Moreover, feudal society showed a remarkable ability to adapt to new needs by encouraging the parallel development of domestic urban life and commercial networks; in some regions of the north, in fact, feudal society may even have developed in response to the start of the trends toward bigger cities. But southern Europe took the lead in economic and cultural life. Though the leading Mediterranean states were small in size, they were considerably wealthier than their northern counterparts. The Italian city of Palermo in the twelfth century, for example, alone generated four times the commercial tax revenue of the entire kingdom of England. Southern communities also possessed urbane, multilingual cultures that made them the intellectual and artistic leaders of the age. Levels of general literacy in the south far surpassed those of the north, and the people of the south put that learning to use on a large scale. Science, mathematics, poetry, law, historical writing, religious speculation, translation, and classical studies all began to flourish; throughout most of the twelfth century, most of the continent's best brains flocked to southern Europe.

18. The word "counterparts" in the passage is closest in meaning to
- (A) associates
  - (B) equivalents
  - (C) opponents
  - (D) admirers
19. Why does the author mention the "Italian city of Palermo" in the passage?
- (A) It had a population that spoke several different languages.
  - (B) Its artists and intellectuals were famous both in the north and south.
  - (C) Its commerce made it richer than a large northern country.
  - (D) It was a relatively small and unimportant Mediterranean state.

20. The word “urbane” in the passage is closest in meaning to
- Ⓐ cultivated
  - Ⓑ famous
  - Ⓒ popular
  - Ⓓ exceptional
21. According to paragraph 2, European intellectuals moved to southern Europe during the twelfth century because southern cities
- Ⓐ needed learned people for commerce
  - Ⓑ paid educated people better than northern cities did
  - Ⓒ were flourishing centers of science, literature, and other studies
  - Ⓓ needed teachers to improve the levels of general learning
22. Which of the following best describes the organization of paragraph 2?
- Ⓐ A statement of fact followed by examples
  - Ⓑ A description followed by a contrasting description
  - Ⓒ A series of detailed comparisons
  - Ⓓ A logical argument

So too did a lot of the north's soldiers. One of the central themes of the political history of the twelfth century was the continual effort by the northern kingdoms to extend their control southward in the hope of tapping into the Mediterranean bonanza. The German emperors starting with Otto I (936–973), for example, struggled ceaselessly to establish their control over the cities of northern Italy, since those cities generated more revenue than all of rural Germany combined. The kings of France used every means at their disposal to push the lower border of their kingdom to the Mediterranean shoreline. And the Normans who conquered and ruled England established outposts of Norman power in Sicily and the adjacent lands of southern Italy; the English kings also hoped or claimed at various times to be, either through money or marriage diplomacy, the rulers of several Mediterranean states. But as the northern world pressed southward, so too did some of the cultural norms and social mechanisms of the south expand northward. Over the course of the twelfth century, the feudal kingdoms witnessed a proliferation of cities modeled in large degree on those of the south. Contact with the merchants and financiers of the Mediterranean led to the development of northern industry and international trade (which helped to pay for many of the castles and cathedrals mentioned earlier). And education spread as well, culminating in the foundation of what is arguably medieval Europe's greatest invention: the university. The relationship of north and south was symbiotic, in other words, and the contrast between them was more one of differences in degree than of polar opposition.

23. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) In political history, northern kingdoms tried to extend their control during the twelfth century, but the south tapped into the rich treasures it had around the Mediterranean.
  - (B) Political history demonstrates that during the twelfth century, while southern states enjoyed the Mediterranean bonanza, northern countries increased the power of their kings.
  - (C) The political history of twelfth-century Europe shows particularly that northern countries continually tried to expand their rule into the south to profit from the riches there.
  - (D) Political history shows that northern kingdoms were so influenced by the example of Mediterranean wealth that they advanced into other areas.
24. The word “proliferation” in the passage is closest in meaning to
- (A) beginning
  - (B) increase
  - (C) occupation
  - (D) construction
25. According to paragraph 3, northern Europe was influenced by the Mediterranean states in all of the following ways EXCEPT
- (A) the design of castles and cathedrals
  - (B) the spread of education
  - (C) the construction of cities
  - (D) the development of industry and trade

Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. ■ The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. ■ In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. ■ By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■

26. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

**There was northern Europe on the one hand and southern Europe on the other.**

Where would the sentence best fit?

- (A) Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. **There was northern Europe on the one hand and southern Europe on the other.** The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. ■ In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. ■ By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■
- (B) Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. ■ The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. **There was northern Europe on the one hand and southern Europe on the other.** In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. ■ By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■
- (C) Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. ■ The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. ■ In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established

on a civic basis. **There was northern Europe on the one hand and southern Europe on the other.** By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■

- Ⓓ Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. ■ The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. ■ In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. ■ By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. **There was northern Europe on the one hand and southern Europe on the other.**

27. **Directions:** Select from the seven phrases below the two phrases that correctly characterize northern Europe during the twelfth century and the three phrases that correctly characterize southern Europe. Two of the phrases will NOT be used.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

#### Northern Europe

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#### Southern Europe

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**Answer Choices**


- A Democratic social structure
- B Sophisticated culture
- C Small wealthy states
- D Famous kings and queens
- E Extensive communication systems
- F Highly literate population
- G Large military forces

# LISTENING

This section measures your ability to understand conversations and lectures in English.

Listen to each conversation and lecture only one time. After each conversation and lecture, you will answer some questions about it. Answer each question based on what is stated or implied by the speakers.

You may take notes while you listen and use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions you will see this icon: . This means that you will hear, but not see, the question.

Answer each question before moving on. Do not return to previous questions.


It will take about 60 minutes to listen to the conversations and lectures and answer the questions about them.

**Directions:** Listen to Track 68.




**Directions:** Now answer the questions.

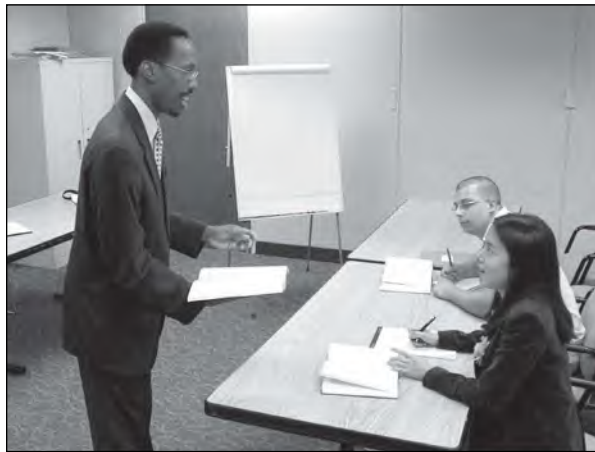
18. Why does the student go to see her advisor, Professor Anderson?
- (A) She wants Professor Anderson's help with her research.
  - (B) She is responding to Professor Anderson's invitation.
  - (C) She has a complaint about another professor.
  - (D) She wants to get a letter of recommendation to law school.
19. Why does the student mention Professor Connelly's class?
- (A) She was not happy with the grade she received in the class.
  - (B) She might be able to expand the research she did in the class.
  - (C) It was the most difficult class she ever took.
  - (D) Professor Connelly took the class on a trip to Venezuela.
20. What does the student tell Professor Anderson she will do before their next meeting?
- (A) Register for Professor Connelly's class
  - (B) Begin to write her honors thesis
  - (C) Turn in her honors project to Professor Connelly
  - (D) Talk to Professor Connelly about doing an honors project
21. Listen to Track 69.
- (A) Very few students are asked to consider writing an honors thesis.
  - (B) The woman has shown poor research skills in the past.
  - (C) An honors thesis could help the woman get into law school.
  - (D) The woman should write a proposal outlining her research skills.

22. Listen to Track 70. 

- Ⓐ She is uncertain about her ability to write an honors thesis.
- Ⓑ She does not think an honors thesis would be useful to her.
- Ⓒ She considers herself to be a good writer.
- Ⓓ She has only written one research paper before.

Directions: Listen to Track 71. 


# Journalism






**Directions:** Now answer the questions.

23. What is the lecture mainly about?
- (A) Why some newspapers do not improve their services
  - (B) What newspapers can do to increase their readership
  - (C) Why local newspapers cannot compete with major newspapers
  - (D) How the topics that interest readers have changed over the years
24. According to the professor, what topics are newspaper readers most interested in? *Choose 2 answers.*
- (A) Political issues
  - (B) Entertainment and weather
  - (C) Natural disasters and accidents
  - (D) Ordinary people
25. According to the professor, how can newspapers attract readers to serious stories?
- (A) By including photos that provide background information
  - (B) By making minor revisions to the content of the story
  - (C) By making the format more appealing to readers
  - (D) By gradually increasing the number of serious stories
26. What does the professor imply about the use of colors in newspapers?
- (A) It has been greatly influenced by reader preferences.
  - (B) It is more effective than early research indicated.
  - (C) It has not resulted in significant increases in the number of readers.
  - (D) It has been neglected in the study of journalism.

27. Listen to Track 72. 

- Ⓐ He agrees with the professor completely.
- Ⓑ He is surprised by the professor's point of view.
- Ⓒ He is not familiar with the topic the professor is discussing.
- Ⓓ He can offer a solution to the problem being discussed.

28. Listen to Track 73. 

- Ⓐ He fully supports the student's statement.
- Ⓑ His experience this morning was unexpected.
- Ⓒ He was not affected by what happened this morning.
- Ⓓ The student should not complain.


# SPEAKING

This section measures your ability to speak in English about a variety of topics.

There are six questions in this section. For each question, you will be given a short time to prepare your response. When the preparation time is up, answer the question as completely as possible in the time indicated for that question. You should record your responses so that you can review them later and compare them with the answer key and scoring rubrics.




3. You will now read a short passage and listen to a conversation on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 78. 

**Reading Time: 45 seconds**

### **Professor Fox Accepts New Position**

We are happy to announce that Professor Fox will be filling the vacant Dean of Students position. Strong organizational skills are important for this position. Professor Fox has demonstrated such skills in her role as Head of the Philosophy Department, where she has coordinated department affairs for five years. Additionally, the Dean of Students must be someone who is able to work well with students, since responsibilities include counseling and advising students who are dealing with personal problems. As our head women's soccer coach, Professor Fox has proven to be a supportive role model for team members, always offering assistance when they ask for personal guidance.

Listen to Track 79. 



The woman expresses her opinion about the change described in the article. Briefly summarize the change. Then state her opinion about the change and explain the reasons she gives for holding that opinion.

**Preparation Time: 30 seconds**

**Response Time: 60 seconds**

# WRITING

This section measures your ability to write in English to communicate in an academic environment.

There are two writing questions in this section.

For question 1, you will read a passage and listen to a lecture about the same topic. You may take notes while you read and listen. Then you will write a response to a question based on what you have read and heard. You may look back at the passage when answering the question. You may use your notes to help you answer the question. You have 20 minutes to plan and write your response.

For question 2, you will write an essay based on your own knowledge and experience. You have 30 minutes to plan and complete your essay.



