**Critical Reading Practice Test 3**

**Directions:** Questions follow the two passages below. Using only the stated or implied information in each passage and in its introduction, if any, answer the questions.

**Questions 1-15 are based on the following passages.**

**The two passages that follow are taken from recent historical studies of Christopher Columbus.**

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| --- | --- |
| **Passage 1**In his history published in 1552, FranciscoLopez de Gomara wrote: “The greatest eventsince the creation of the world (excluding theincarnation and death of Him who created it)**(5)** is the discovery of the Indies.” On thestrength of this realization, Columbusemerged from the shadows, reincarnated notso much as a man and historical figure as hewas as a myth and symbol. He came to epitomize**(10)** the explorer and discoverer, the manof vision and audacity, the hero who overcameopposition and adversity to change history.By the end of the sixteenth century,English explorers and writers acknowledged**(15)** the primacy and inspiration of Columbus. Hewas celebrated in poetry and plays, especiallyby the Italians. Even Spain was comingaround. In a popular play, Lope de Vegain 1614 portrayed Columbus as a dreamer up**(20)** against the stolid forces of entrenchedtradition, a man of singular purpose who triumphed,the embodiment of that spirit drivinghumans to explore and discover.Historians cannot control the popularizers of**(25)** history, mythmakers, or propagandists, andin post-Revolutionary America the few historianswho studied Columbus were probablynot disposed to try. Even if they hadbeen, there was little information available**(30)** on which to assess the real Columbus anddistinguish the man from the myth. With thediscovery and publication of new Columbusdocuments by Martin Fernandez deNavarrete in 1825, this was less of an excuse,**(35)** and yet the material only providedmore ammunition to those who would embellishthe symbolic Columbus through thenineteenth century.Washington Irving mined the new documents**(40)** to create a hero in the romantic moldfavored in the century’s literature. Irving’sColumbus was “a man of great and inventivegenius” and his “ambition was lofty andnoble, inspiring him with high thoughts, and**(45)** an anxiety to distinguish himself by greatachievements.” Perhaps. But an effusiveIrving got carried away. He said thatColumbus’s “conduct was characterized bythe grandeur of his views and the magnanimity**(50)** of his spirit . . . . Instead of ravagingthe newly found countries . . . he sought tocolonize and cultivate them, to civilize thenatives.” Irving acknowledged thatColumbus may have had some faults, such**(55)** as his part in enslaving and killing people,but offered the palliating explanation thatthese were “errors of the times.”William H. Prescott, a leading Americanhistorian of the conquest period, said of**(60)** Columbus that “the finger of the historianwill find it difficult to point to a singleblemish in his moral character.” Writers andorators of the nineteenth century ascribed toColumbus all the human virtues that were**(65)** most prized in that time of geographic andindustrial expansion, heady optimism, andan unquestioning belief in progress as thedynamic of history.Most people living in America four centuries | **(70)** after the voyages of discovery hadcreated the Columbus they wanted to believein and were quite satisfied with theircreation. But scholars were already findinggrounds for a major reassessment of**(75)** Columbus’s reputation in history.**Passage 2**Why should one suppose that a culture likeEurope’s, steeped as it was in the ardor ofwealth, the habit of violence, and the prideof intolerance, dispirited and adrift after a**(80)** century and more of disease and famineand death beyond experience, would beable to come upon new societies in a fertileworld, innocent and defenseless, andnot displace and subdue, if necessary destroy,**(85)**them? Why should one suppose sucha culture would pause there to observe, tolearn, to borrow the wisdom and the waysof a foreign, heathen people, half nakedand befeathered, ignorant of cities and**(90)**kings and metal and laws, and unschooledin all that the Ancients held virtuous? Wasnot Europe in its groping era of discoveryin the fifteenth century in fact in search ofsalvation, as its morbid sonnets said, or of**(95)**that regeneration which new lands andnew peoples and of course new richeswould be presumed to provide?And there was salvation there, in the NewWorld, though it was not of a kind the**(100)**Europeans then understood. They thoughtfirst that exploitation was salvation, andthey went at that with a vengeance, andfound new foods and medicines and treasures,but that proved not to be; that colonization**(105)**and settlement was salvation, andthey peopled both continents with conquerors,and it was not that either. The salvationthere, had the Europeans knownwhere and how to look for it, was obviously**(110)**in the integrative tribal ways, thenurturant communitarian values, the richinterplay with nature that made up theIndian cultures — as it made up, for thatmatter, the cultures of ancient peoples**(115)**everywhere, not excluding Europe. It wasthere especially in the Indian consciousness,in what Calvin Martin has termed“the biological outlook on life,” in whichpatterns and concepts and the large teleological**(120)**constructs of culture are nothuman-centered but come from the senseof being at one with nature, biocentric,ecocentric.However one may cast it, an opportunity**(125)**there certainly was once, a chance for thepeople of Europe to find a new anchoragein a new country, in what they dimly realizedwas the land of Paradise, and thusfind finally the way to redeem the world.**(130)**But all they ever found was half a world ofnature’s treasures and nature’s peoples thatcould be taken, and they took them, neverknowing, never learning the true regenerativepower there, and that opportunity was**(135)**lost. Theirs was indeed a conquest ofParadise, but as is inevitable with any waragainst the world of nature, those who winwill have lost — once again lost, and thistime perhaps forever. |

**1. In lines 18–23 of the first paragraph, the reference to the play by Lope de Vega serves to**

I. give an example of Columbus’s reputation in Spain.
II. demonstrate how widespread Columbus’s reputation had become.
III. exemplify how Columbus was already a myth and symbol of the discoverer.

* A. I only
* B. II only
* C. I and III only
* D. II and III only
* E. I, II, and III

**Answer: \_\_\_**

**2. In Passage 1 (line 28), the word “disposed” means**

* A. arranged.
* B. employed.
* C. settled.
* D. inclined.
* E. given away.

**Answer: \_\_\_**

**3. In Passage 1 (line 40), the phrase “romantic mold” most nearly means**

* A. pattern concerned with love.
* B. idealized manner.
* C. visionary model.
* D. fictitious shape.
* E. escapist style.

**Answer: \_\_\_**

**4. Of the following words used in the third paragraph of Passage 1, which most clearly reveals a judgment of the modern author as opposed to that of Washington Irving?**

* A. “mined” (line 39)
* B. “ambition” (line 43)
* C. “Perhaps” (line 46)
* D. “magnanimity” (lines 49–50)
* E. “palliating” (line 56)

**Answer: \_\_\_**

**5. The major purpose of Passage 1 is to**

* A. praise the daring and accomplishments of Columbus.
* B. survey the reputation of Columbus from the sixteenth through the nineteenth century.
* C. contrast the real Columbus of history with the mythic Columbus of the nineteenth century.
* D. describe the benefits and the damage of Columbus’s voyages.
* E. reveal the unforeseen and harmful consequences of Columbus’s voyages.

**Answer: \_\_\_**

**6. With which of the following generalizations would the author of Passage 1 be most likely to agree?**

I. The values of a historical period are usually reflected by the heroes people of that time choose to idolize.
II. What people believe about historical figures is usually what they want to believe.
III. Written history is usually a record of the truth as it is known at the time of writing.

* A. I only
* B. I and II only
* C. I and III only
* D. II and III only
* E. I, II, and III

**Answer: \_\_\_**

**7. The questions of the first paragraph of Passage 2 (lines 76–97) serve chiefly to**

* A. raise doubts about issues that cannot be explained.
* B. defend and justify the actions of Europeans in the age of discovery.
* C. suggest areas that future historians might profitably explore.
* D. show how much easier it is to understand issues of the distant past with the objectivity given by time.
* E. reveal the author’s ideas about the nature of Europeans at the time of Columbus’s voyages.

**Answer: \_\_\_**

**8. In Passage 2 (lines 90–91), the phrase “unschooled in all that the Ancients held virtuous” is used to**

I. reflect the European view of the American natives.
II. reveal a significant foundation of European culture in the period.
III. give a reason for the European contempt for the native Americans.

* A. III only
* B. I and II only
* C. I and III only
* D. II and III only
* E. I, II, and III

**Answer: \_\_\_**

**9. Which of the following does Passage 2 present as discovered and understoodby the Europeans in America?**

* A. Human-centered cultures
* B. New foods and medicines
* C. Communitarian values
* D. An Indian consciousness
* E. An ecocentric culture

**Answer: \_\_\_**

**10. According to Passage 2, a “biological outlook on life” would be best defined as one in which**

* A. the interdependence of all life forms is understood.
* B. humans are the measure of all things.
* C. the needs of rich and poor are equally considered.
* D. the economic well-being of all races is emphasized.
* E. the primary motivation is survival of the species.

**Answer: \_\_\_**

**11. The major purpose of Passage 2 is to**

* A. describe the benefits and damage of Columbus’s discovery.
* B. present Columbus’s discovery as a tragically missed opportunity to regenerate Europe.
* C. attack the greed and cruelty that inspired the European colonization of America.
* D. defend the European colonization of America as historically determined and unavoidable.
* E. evaluate as objectively as possible the meaning of the European incursion into the Americas.

**Answer: \_\_\_**

**12. Of the five paragraphs in Passage 1, which one best prepares the reader for the contents of Passage 2?**

* A. The first (lines 1–23)
* B. The second (lines 24–38)
* C. The third (lines 39–57)
* D. The fourth (lines 58–68)
* E. The fifth (lines 69–75)

**Answer: \_\_\_**

**13. Compared to Passage 1, Passage 2 may be described by all the following EXCEPT**

* A. more personal
* B. more philosophical
* C. more judgmental
* D. more historical
* E. more emotional

**Answer: \_\_\_**

**14. Compared to that of Passage 1, the prose of Passage 2 makes greater use of all the following EXCEPT**

* A. words in series
* B. rhetorical questions
* C. understatements
* D. repetitions
* E. parallel phrases

**Answer: \_\_\_**

**15. Which of the following aptly describes a relationship between Passage 1 and Passage 2?**
I. Passage 1 predicts a reevaluation of Columbus’s accomplishments, and Passage 2 makes that reevaluation.
II. Passage 1 calls attention to the way the image of Columbus in each period reflects the values of that period, and Passage 2 presents
an image that reflects late twentieth-century ideas.
III. Passage 1 focuses on the reputation of Columbus, and Passage 2 emphasizes his unique character.

* A. III only
* B. I and II only
* C. I and III only
* D. II and III only
* E. I, II, and III

**Answer: \_\_\_**

Answer Keys and Explanation Link

<https://gotestprep.com/critical-reading-practice-test-3/>