NEW YORK CITY
COLLEGE OF TECHNOLOGY

012

PRACTICE READING TEST

FORM C

I am trapped in a cube and cannot recall how I got here. The cube is transparent. Outside the cube I see exquisite shapes and brilliant colors that make three-dimensional scenes. I am drawn toward the colorful scenes, but when I attempt to reach them an invisible shield stops me. I can go only a short distance, and then the walls of my invisible prison restrain me.

I turn toward one wall of the cube and see a peaceful, sun-drenched valley. I am filled with pleasant memories—but of where? I see a small knoll and realize that behind the knoll there is someone waiting—someone I long to see.

I turn to the second wall where a road disappears into a fogbound forest. In the distance I hear a peculiar pounding, muffled by the fog. Suddenly the fog disperses, and I glimpse a woman building a bizarre structure. She is alone, nailing boards to a high wooden tower. I do not know her, but am drawn toward her. As I reach the wall of the cube, dense fog returns and engulfs her.

On the third wall I see the waterfront of a city. Waves of heat rise from the water and the wharf, lulling everything into listlessness. People scattered along the wharf doze or gaze vacantly out to sea. When I put my hand on the wall of the cube, I feel the heavy, stifling heat.

I turn toward the last wall of the cube and suddenly shiver uncontrollably. A palace of ice looms up on the snow-covered tundra. Outside the palace is a huge figure that is so still that it appears to be a statue carved from an enormous block of ice. I immediately recognize the Ice King. His frozen lips trap some half-uttered word. The sun on the snow and ice is blinding, forcing me to look away.

I scan the four walls of the cube. I look up, and starry skies are transformed into sun-filled skies of blue. There are numerous dusks and dawns in rapid succession. I spin dizzily, then something clicks and I remember.

It is all over; everything fades. Fluorescent lights click on, and I find that I am still in the Sleep and Dream Research Laboratory of Dr. Helena Cranston, the renowned neuropsychiatrist and inventor of the "somnaphone." She realizes that I am anxious to relate my experiences and untapes the electrodes attached to my head. Other researchers have reduced the world of sleep and dreams to a series of monotonous electronic blips, but Dr. Cranston has opened the door to a world of endless fascination.

GO ON

31 According to the passage, who appears to be unable to speak?

a the Ice King

b Dr. Helena Cranston

c the woman nailing boards

d the person behind the knoll

32 After trying to enter the scenes, the narrator probably felt

f amused

g angered

h relieved

j thwarted

33 In this passage, the people on the waterfront appear to be

a eager

b weary

c curious

d confused

34 In contrast to the figure in the last scene, the figure in the second scene is

f not seen

g very large

h made of ice

j not recognized

35 What is the effect of the waves of heat that rise from the water?

a They hypnotize the narrator.

b They make everything listless.

c They awaken the sleeping people.

d They make the narrator spin dizzily.

36 Which of the following best describes Dr. Cranston?

f nervous

g creative

h exuberant

j indifferent

37 According to the passage, what does the narrator seem to remember while spinning dizzily?

a her or his own name

b the people scattered along the wharf

c the name of the person behind the knoll

d that she or he is taking part in an experiment

38 According to the narrator, how did Dr. Cranston's work differ from that of other researchers?

f She expanded the experience of dreaming.

g She made her subjects walk long distances.

h She recorded only the electronic impulses of the brain.

j She showed movies to her subjects to help them sleep.

The following is an editorial written by the editor of *Food Magazine*.

> People are finally becoming concerned about the decline of their physical and emotional health. Today many people realize that by increasing their consumption of natural foods, rather than processed foods, they will feel better.
>
> Leading dietitians have advocated eating the "natural way" for years and continue to emphasize the numerous advantages of eating natural foods. Natural foods are far more nutritious and contain many more vitamins than processed foods. It has been proved that natural foods contain few, if any, added chemicals or preservatives. Natural foods are not only good for you, but taste good too.
>
> The next time you shop, buy bread made of whole-grain flour rather than bleached flour, or buy honey to use as a sweetener rather than sugar. Be sure to buy fresh fruits and vegetables whenever you have the opportunity.
>
> Take care of yourself and start eating the "natural way" today.

39 The editor is writing from the viewpoint of someone who is

- a critical of shoppers
- b indignant at reports from dietitians
- c concerned that people should improve their health
- d fearful that her or his position will be misunderstood

40 In comparison with other foods, the writer believes that natural foods are

- f less sweet
- g less expensive
- h more healthful
- j better preserved

41 Which of the following is true about this editorial?

- a It is slanted in favor of natural foods.
- b It presents strong arguments against natural foods.
- c It states only facts about natural foods.
- d It is an objective presentation of opinions about natural foods.

42 Why does the writer say that natural foods are "nutritious" and "taste good"?

- f to tell how natural foods make people feel
- g to relate his or her opinion about natural foods
- h to quote a leading dietitian's report
- j to state known facts about natural foods

43 Which one of the following is a fact stated in this editorial?

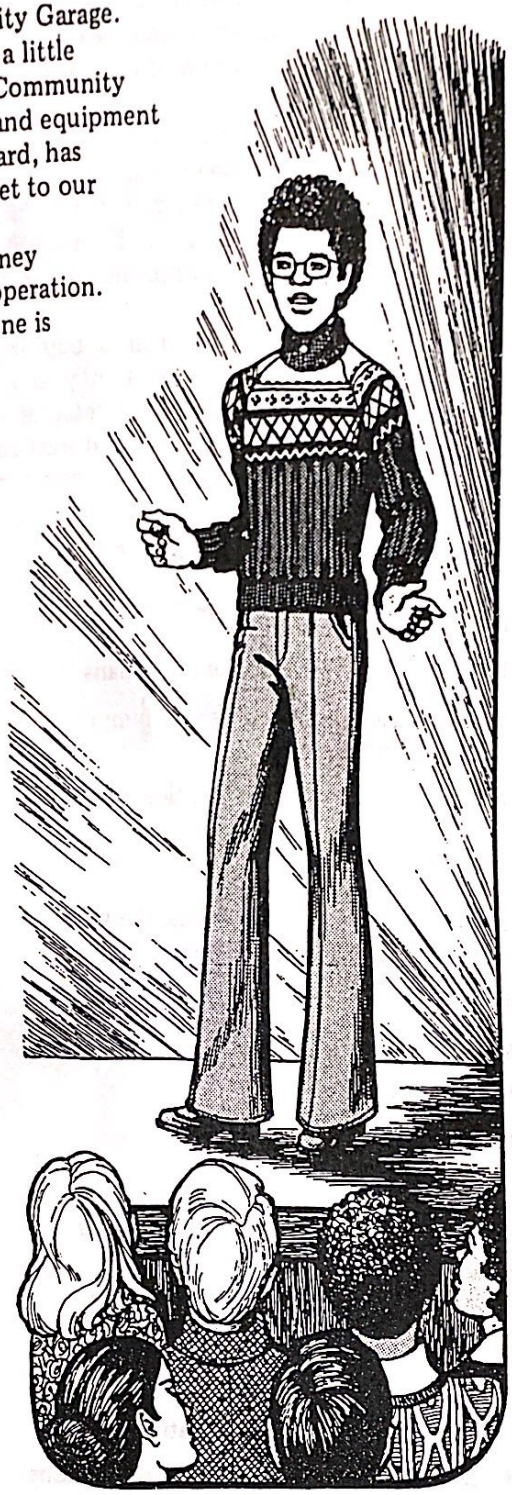
- a ". . . buy bread made of whole-grain flour. . . ."
- b "People are . . . concerned about the decline of their physical and emotional health."
- c ". . . natural foods contain few, if any, added chemicals or preservatives."
- d ". . . start eating the 'natural way' today."

The following is the text of a speech given by a student.

I'm Charles Peterson from Bradley High School and I would like to talk about something that is very important—the Student Community Garage.

The Student Community Garage needs you. A few dollars or a little time could produce amazing results in support of the Student Community Garage—a project that enables students to use garage facilities and equipment without charge. As Ms. Alice Shalk, president of the school board, has pointed out, "The Student Community Garage is a definite asset to our community."

I'm sure that all of you will gladly donate a small sum of money or some of your time to help keep this worthwhile project in operation. Help the students of your community help themselves. Everyone is contributing. Join them and lend a helping hand.



44 By quoting Ms. Shalk, the speaker probably hopes that

- f Ms. Shalk will make a donation to the project
- g Ms. Shalk will be given credit for supporting the project
- h Ms. Shalk's statement will help her get re-elected
- j Ms. Shalk's position will enhance the image of the project

3

45 The statement "Everyone is contributing" is an attempt to make listeners feel that they

- a should understand each other
- b are more important than other people
- c need to become acquainted with each other
- d should do something because others do

3

46 The statement "lend a helping hand" is an attempt to appeal to the listeners' desire to

- f work in the garage
- g feel needed by others
- h understand the project
- j attend school board meetings

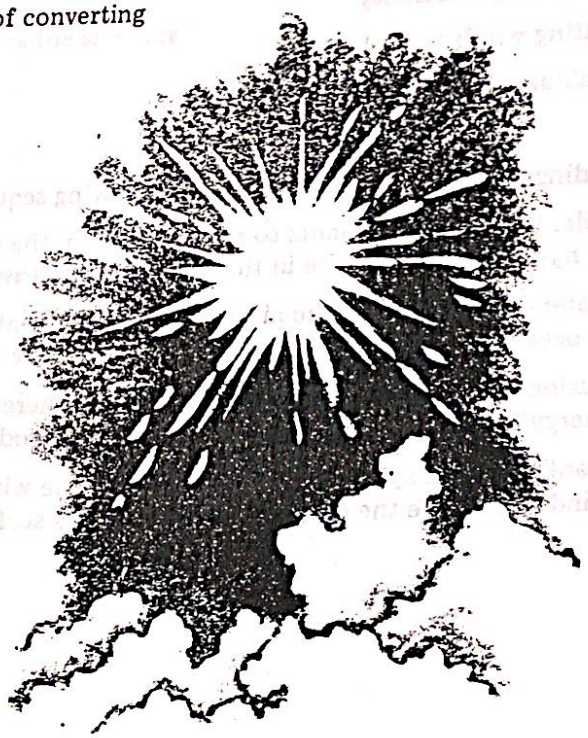
People have long depended on the natural resources of the earth as their primary source of energy. However, the earth's supply of oil, coal, wood, water, and natural gas cannot be replaced as fast as it is being used by an energy-hungry population. As the earth's supply of natural resources becomes less abundant and more valuable, other forms of energy must be found and developed.

One source of abundant energy is the sun. The sun produces tremendous amounts of energy through a process known as thermonuclear fusion. Fusion is the joining of light atomic nuclei to produce heavier nuclei. In the sun, fusion depends on the nuclei of hydrogen atoms. Hydrogen is the principal component of the sun. The nuclei of hydrogen atoms join at very high temperatures—about 14 million degrees Celsius—releasing helium and huge amounts of energy in the form of solar radiation.

Some of the radiation produced by fusion at the center of the sun is gamma radiation. As gamma rays pass through densely packed hydrogen and helium atoms around the sun's interior, they are reduced in frequency to other forms of energy. Some of these are infrared, visible, and ultraviolet light as well as x-rays. However, even these forms of radiation are extremely dangerous. Were they to reach the earth unchecked, they would destroy all life. Fortunately, the earth's atmosphere acts as a filter that reduces the amount of radiation that reaches the earth.

The small amount of radiation that does reach the earth is an abundant source of energy. It sets the winds in motion and controls evaporation from oceans and lakes. It allows plants to produce food and oxygen and regulates temperature and atmospheric pressure.

Today, people are finding new ways to use solar energy. One technique now in use employs large mirrors to concentrate and focus sunlight. This method has been used to power an electric plant in the USSR. In France, a "solar furnace" that can cut through the thickest metals in seconds uses solar radiation in this way. Focusing the sun's rays has been used in a type of still that makes fresh water by removing salt from seawater. Solar energy has also been used to heat water and homes. As our natural resources continue to diminish, new methods of converting solar radiation into useful forms of energy must be found.



47 Solar radiation is released when

a helium atoms are split

b gamma rays are reduced in frequency

c the nuclei of hydrogen atoms join

d sunlight is focused on a small point

48 Which of the following is *not* a direct effect of solar radiation?

f rain

g wind

h atmospheric pressure

j thermonuclear fusion

49 A sailboat is powered by solar energy in the sense that solar energy

a creates air movement

b helps convert electricity

c makes gas atoms more dense

d produces fuels containing hydrogen

50 What causes the sun's gamma rays to be reduced to other forms of radiation?

f water vapor in the solar atmosphere

g infrared, visible, and ultraviolet light

h densely packed gases around the sun's center

j the fusion of hydrogen atoms at high temperatures

51 What is the main idea of this passage?

a The sun is a source of abundant energy.

b Solar radiation is a dangerous source of energy.

c Hydrogen is the most common element in the universe.

d The earth's supply of oil and natural gas is diminishing.

52 According to this passage, which of the following has *not* been accomplished by focusing sunlight on a small area?

f cutting thick metals

g producing electricity

h setting winds in motion

j making seawater drinkable

53 According to the passage, which of the following sequences is correct?

a Solar energy allows plants to release oxygen; the nuclei of hydrogen atoms unite in the sun; fusion releases solar energy.

b Water evaporates into the air; solar radiation heats the water in oceans and lakes; plants use water to produce oxygen.

c Fusion occurs in the sun; the earth's atmosphere filters the energy produced; plants use solar energy to produce oxygen.

d Plants release oxygen; solar radiation sets the winds in motion; the winds distribute the oxygen over the earth's surface.

Skyscraper

This vast tower of steel and stone,
This shining column of cement and glass,
Like a pinnacle pointing to a distant star,
Piercing clouds, it scrapes the sky,
Penetrating endless space.

Like some lonely creature with an iron brain,
With a thousand staring eyes,
It looks down upon the city lost below.
Its rooms, filled with a fluorescent glare,
Echo the whir and whine of this great creature's heart.

This vast tower of steel and stone,
This shining column of cement and glass,
This lonely pinnacle that makes visitors stop
And crane their necks to see its lofty head
While city dwellers pass it by
As just another city wall.

54 In *Line 3* the skyscraper is said to be like a pinnacle because it

f has staring eyes

g is made of stone

h is easily damaged

j stands tall and erect

55 In *Line 4* the phrases "Piercing clouds" and "scrapes the sky" are meant to

a make the skyscraper seem dangerous

b describe equipment in the skyscraper

c tell what people do in the skyscraper

d exaggerate the height of the skyscraper

56 In *Line 6* the skyscraper is said to be like a lonely creature because it seems to

f stand apart from the city

g look unfriendly to visitors

h be empty most of the time

j make people stop and stare

57 In *Line 7* the phrase "a thousand staring eyes" refers to the skyscraper's

a visitors

b windows

c machines

d employees

58 In *Lines 6* and *10* the phrases "iron brain" and "creature's heart" are used to

f describe the skyscraper's size

g make the skyscraper seem to be alive

h describe the materials used to build the skyscraper

j illustrate how people feel when they enter the skyscraper

59 In *Line 10* the poet uses the phrase "whir and whine" to

a provide rhythm

b surprise the reader

c show a knowledge of mechanics

d represent the sound of machinery

60 In *Line 12* the phrase "shining column" refers to a

f city

g skyscraper

h distant star

j fluorescent glare

Enormous, muscular shoulders and arms seem to struggle to prevent an unknown force from crushing the mass of people below. The force bears down, the face is strained, and the hands are consumed in a raging fire. Some of the people cry out in anger and fear, while some reach out in anticipation. Others maintain a rigid, disdainful silence.

This powerful and unusual scene is from *Prometheus*, a mural painted by the artist José Clemente Orozco. Orozco's initial inspiration for this dramatic painting stemmed from the Greek myth of Prometheus. Prometheus was the Titan who stole fire from the gods on Olympus and brought it to earth. In human hands, fire is a creative as well as destructive force. One viewer of *Prometheus* may see only a graphic representation of the Greek myth. Another may think it represents the continuing struggle of human beings with natural forces or with the institutions or processes of their own creation.

Orozco undoubtedly hoped that many viewers of *Prometheus* would see beyond the literal theme of the mural. To encourage this he appealed to the viewers' physical and emotional senses by showing massive size, employing brilliant color, and creating an impression of upward movement. He portrayed a diversity of human feeling on the faces of the people.

That Orozco succeeded in evoking intense viewer response was very evident when *Prometheus* was completed at Pomona College in California. Controversy raged over the mural. Some people received the mural enthusiastically, while others protested and urged its immediate removal. Finally, however, the decision was made to preserve the mural for future generations.

Although Orozco was more than forty years old when he painted *Prometheus*, he had been interested in creative art all his life. As a young boy in Mexico City, he watched the artist José Guadalupe Posada make etchings and engravings. Orozco credits Posada with making him aware of the beauty and complexity of painting. To develop his artistic skill, Orozco enrolled in night classes at the San Carlos Academy in Mexico City. At fourteen his family requested that he enter school in San Jacinto to study agriculture, and he left Mexico City and the Academy classes. After completing his agricultural studies, Orozco entered the National University to pursue a career in architecture. Eventually, he discontinued his architectural studies and returned to the San Carlos Academy determined to make painting his vocation. Through intense study at the Academy, a powerful, personal artistic style began to emerge.

Orozco's unique style brings life to the walls of schools, theaters, government buildings, and hospitals in Mexico and the United States. People of different ages, cultures, and experience work in, study in, or visit these buildings each day. Each time one of them looks up and is captured by the intense spirit of an Orozco mural, the cycle of artistic creation and response is again renewed.

61 According to the passage, where was Orozco's *Prometheus* strongly criticized?

a at Pomona College

b at the National University

c at a school in San Jacinto

d at the San Carlos Academy

62 Orozco probably hoped that viewers of his art would be

f amused

g angered

h challenged

j dissatisfied

63 This passage mainly describes how Orozco

a studied to become an artist

b used the Promethean myth to create controversy

c struggled against forces opposing his art

d developed a style to communicate through art

64 Which of the following best describes the people in the mural *Prometheus* if one interprets the painting in relation to the Promethean myth?

f Some desired the gift of fire from Prometheus; others were afraid to receive it.

g Most of the people feared Prometheus; others feared each other.

h Some believed Prometheus could prevent their being crushed; others tried to flee.

j Some thought that the fire from Prometheus's burning hands would spread to them; others were scornful of this fear.

65 According to this passage, many of Orozco's works are viewed by people who are

a visiting museums

b acting as art critics

c traveling throughout the world

d going to and from daily activities

66 What probably caused Orozco to discontinue his architectural studies?

f He wanted to improve his knowledge of Greek mythology.

g José Guadalupe Posada encouraged him to study engraving.

h He wanted to realize his desire to be an artist.

j His family wanted him to return to the study of agriculture.

67 Why did Orozco probably create works that appealed to the physical senses, emotions, and intellect?

a He wanted his art to affect people in different ways.

b He was attempting to incorporate the suggestions of his former critics.

c His teachers at the San Carlos Academy had insisted he do so.

d He was experimenting with a new artistic technique.

The following is the text of a radio commercial.

Safe, inexpensive, Tuff-Tape is the strongest tape in the world. It has been used successfully in science and industry, and now Tuff-Tape is available for home use. An amazing new product of space-age technology, Tuff-Tape contains Z-R3. This chemical forms an unbreakable bond on any surface—wood, masonry, glass, or plastic. No other tape contains this miracle ingredient. Says structural engineer Nancy Lippert, "I've never seen a tape that adheres as well as Tuff-Tape." The next time you need tape, try Tuff-Tape.

68 What does the commercial emphasize about Tuff-Tape?

f its low cost

g its great strength

h its wide popularity

j its easy application

69 This commercial was designed to encourage listeners to

a purchase Tuff-Tape

b become engineers

c learn more about Z-R3

d understand space-age technology

70 Nancy Lippert's statement is used to associate Tuff-Tape with someone who

f sells the product

g manufactures Tuff-Tape

h speaks as an authority

j works with the chemical Z-R3

STOP