

F O U R T H E D I T I O N



**Gates-MacGinitie**

**READING TESTS**

**LEVEL 7/9**

**FORM S**

®

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## Vocabulary

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### V-1. a big garage

- (K) place for cars
- (L) machine
- (M) sidewalk
- (N) covered porch
- (O) cloth sack

### V-2. They will close it.

- (P) stay near
- (Q) begin
- (R) make
- (S) shut
- (T) go past





**1. the previous data**

- (A) day
- (B) information
- (C) calendar page
- (D) system
- (E) arrangement

**2. the good pastry**

- (F) baked dough
- (G) cheese
- (H) glue
- (I) mixing bowl
- (J) industry

**3. a new decade**

- (K) ten years
- (L) window sticker
- (M) part for a boat
- (N) law
- (O) beginning

**4. after the apostrophe**

- (P) catastrophe
- (Q) last word
- (R) punctuation mark
- (S) pardon
- (T) shortening

**5. the new option**

- (A) idea
- (B) skill
- (C) doctor's work
- (D) commotion
- (E) choice

**6. They will occupy it.**

- (F) supply
- (G) stand in front of
- (H) make a mess of
- (I) stay in
- (J) answer

**7. the wrong bulletin**

- (K) small male animal
- (L) buckle
- (M) board
- (N) announcement
- (O) long speech

**8. an important obligation**

- (P) duty
- (Q) punishment
- (R) observation
- (S) disagreement
- (T) request for help

**9. a hearty greeting**

- (A) hasty
- (B) spoken
- (C) tearful
- (D) well-planned
- (E) warm

**10. He was pursued.**

- (F) given money
- (G) given a ticket
- (H) chased
- (I) subdued
- (J) given permission

**11. a time for recuperation**

- K treatment
- L getting well
- M the operation
- N going home
- O recreation

**12. the mythical event**

- P frightening
- Q forgotten
- R amusing
- S musical
- T imaginary

**13. They will be isolated.**

- A given medical care
- B placed apart
- C delegated
- D made angry
- E copied

**14. She can cast it.**

- F mend
- G get money for
- H throw
- I cable
- J bait

**15. a little shudder**

- K cry of fear
- L shadow
- M toy shovel
- N shiver
- O lid

**16. It was consumed.**

- P bought
- Q used up
- R dressed up
- S built
- T advised

**17. a new predicament**

- A trick
- B surprise
- C illness
- D apartment
- E difficult situation

**18. the delicious omelet**

- F waffle
- G cereal
- H fruit salad
- I cooked eggs
- J kind of juice

**19. He might be swayed.**

- K traded
- L influenced
- M driven away
- N hit
- O washed

**20. a noisy studio**

- P recording
- Q attic
- R museum
- S student
- T artist's workroom

**21. a course in physics**

- (A) a science
- (B) physical education
- (C) how to be a doctor
- (D) college
- (E) making computers

**22. They were snubbed.**

- (F) yelled at
- (G) surprised
- (H) ignored
- (I) grabbed
- (J) lost at sea

**23. satisfactory hygiene**

- (K) medicines
- (L) guesses
- (M) loss of weight
- (N) punctuation
- (O) health habits

**24. It will be refined.**

- (P) given a name
- (Q) kept locked up
- (R) made mention of
- (S) made pure
- (T) turned down

**25. It was extinguished.**

- (A) made famous
- (B) made beautiful
- (C) made bigger
- (D) rolled up
- (E) put out

**26. They might monopolize it.**

- (F) play a game with
- (G) control all of
- (H) pay for
- (I) have one name for
- (J) criticize

**27. It is legible.**

- (K) easy to read
- (L) lawful
- (M) eligible
- (N) well organized
- (O) printed

**28. the common reed**

- (P) water lily
- (Q) swamp
- (R) large beetle
- (S) marsh grass
- (T) underwater rock

**29. He answered regretfully.**

- (A) with thanks
- (B) politely
- (C) sadly
- (D) fearfully
- (E) with an argument

**30. They will converse.**

- (F) change their beliefs
- (G) sit together
- (H) find someone guilty
- (I) talk
- (J) recite poetry

**31. the standard tuition**

- (K) wage
- (L) entrance examination
- (M) amount for charity
- (N) price of schooling
- (O) graduation requirements

**32. an expensive brooch**

- (P) pin
- (Q) bracelet
- (R) decorative comb
- (S) necklace
- (T) precious stone

**33. a proud nomad**

- (A) mountain climber
- (B) native
- (C) nominee
- (D) lady
- (E) wanderer

**34. The office is accessible.**

- (F) fully equipped
- (G) easy to reach
- (H) big enough
- (I) acceptable
- (J) quiet

**35. It is a muddle.**

- (K) wet place
- (L) mix-up
- (M) woolen scarf
- (N) part of a car
- (O) part of the body

**36. She will tread carefully.**

- (P) exercise
- (Q) push
- (R) speak
- (S) step
- (T) eat

**37. his recent utterance**

- (A) spoken words
- (B) dishonest act
- (C) extreme action
- (D) performance
- (E) show of anger

**38. a fine marmalade**

- (F) drink
- (G) outdoor market
- (H) china platter
- (I) serenade
- (J) jam

**39. He may recollect.**

- (K) build again
- (L) collect money
- (M) come back
- (N) remember
- (O) gather a group

**40. They might hover.**

- (P) be upset
- (Q) cry out
- (R) stay nearby
- (S) get covered
- (T) fly away

41. She is adaptable.

- (A) flexible
- (B) friendly
- (C) acceptable
- (D) eager
- (E) not in charge

42. They will book it.

- (F) edit
- (G) collect
- (H) arrange for
- (I) publish
- (J) pay for

43. He likes to putter.

- (K) play golf
- (L) keep things neat
- (M) contribute
- (N) solve problems
- (O) spend time idly

44. It was ably done.

- (P) safely
- (Q) quickly
- (R) skillfully
- (S) nearly
- (T) proudly

45. a new quarry

- (A) group of four
- (B) place to mine stone
- (C) characteristic
- (D) amount
- (E) way to carry something



## Comprehension

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Sometimes—not very often—we get two full moons in one month. That second full moon is called a “blue moon.” No one knows why. Now we say “once in a blue moon” to mean “once in a long time.”

**C-1. To be a “blue moon,” the moon must be**

- J. dark.
- K. long.
- L. blue.
- M. full.

**C-2. What is it that no one knows?**

- M. What the name is.
- N. Who uses the name.
- O. Where the name came from.
- P. What the name means.







## Rope Turning

Only once had Yolonda seen rope turning done in perfect sync. In Chicago. On the playground at recess. The girls had been close in size and they moved their arms in an easy, relaxed way—turning, turning, their eyes fixed, not on each other, but sort of out of focus, listening. When the recess bell had rung, the partners had laughed and slapped gently at each other with pleasure, then wound up the ropes. They had gone back into the school building with their arms slung across each other's shoulders.

For a while, Yolonda liked to remember that. She liked to pretend that those girls had been her friends.

**1. What impressed Yolonda about the girls she had seen?**

- (A) How fast they turned the ropes.
- (B) How well they worked together.
- (C) How fair they were about taking turns.
- (D) How happy they were with only a rope to play with.

**2. The girls were looking at**

- (E) nothing.
- (F) Yolonda.
- (G) each other.
- (H) the girl who was jumping.

**3. Why did the girls stop turning rope?**

- (I) They were tired.
- (J) Yolonda was watching them.
- (K) They wanted to do something else.
- (L) Recess was over.

**4. When the girls stopped, they acted as though they were**

- (M) tired.
- (N) listening.
- (O) happy with each other.
- (P) glad they were finished.

**5. The passage suggests that Yolonda would have liked to**

- (Q) play with the girls.
- (R) remember the girls better.
- (S) forget how the girls had treated her.
- (T) show the girls how well she could do.

**GO ON ►**

My earliest clear memory of my mother is her tall figure standing alone in the center of the lawn behind the house, looking down at the grass, turning in a slow circle, scanning the ground. From the time of my earliest childhood I knew this to be a mild signal of trouble for my mother, trouble for the family. Sometimes she stood there for only a few moments, sometimes for as long as five minutes. Then, in the quickest of movements, she would reach down to pluck the four-leaf clover she was hunting and come back to the house.

**6. What was the author doing?**

- (A) Watching.
- (B) Helping his mother.
- (C) Copying his mother.
- (D) Trying to stop his mother.

**7. What was his mother doing?**

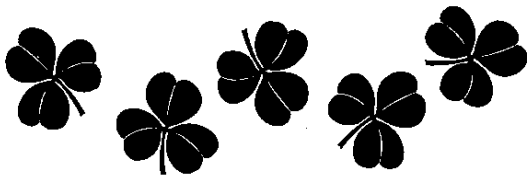
- (E) Pretending.
- (F) Trying to hear something.
- (G) Looking for something.
- (H) Weeding the lawn.

**8. The author suggests that his mother did the same thing**

- (I) only once.
- (J) from time to time.
- (K) every day.
- (L) whenever he came home.

**9. When the mother came back to the house, she must have felt**

- (M) strange.
- (N) excited.
- (O) comforted.
- (P) tired.



**GO ON ►**

*A Native American remembers the old ways.*

We had no matches so we had to make our fires by striking white flint or by filling a piece of buckskin with dry, rotten wood or tree-canker—touchwood—and then rubbing it up and down a sinew bow-string until it got hot and started an ember in the touchwood. We had a professional “fire-man” with the tribe, a man whose business it was to carry fire with him from camp to camp and sell it to the members of the tribe when they got ready to make their fires. He carried the fire in a hollow birch log about 2 feet long. He would start an ember and then put in a lot of touchwood and strap the log to his horse and carry it for a day or so without having to bother about it again. We youngsters used to like to see him open it; it looked like a quiet, glowing little furnace.

**10. Touchwood was wood that was**

- Q hard to find.
- R cut into thin pieces.
- S soft and dry.
- T tough.

**11. Why was the buckskin rubbed on the bow-string?**

- A To heat up the bow-string.
- B To heat up the touchwood.
- C To clean off the bow-string.
- D To fill the buckskin with touchwood.

**12. What was the job of the fire-man?**

- E To sell fire.
- F To bring flint for making fires.
- G To get wood for fires.
- H To teach people how to make fires.

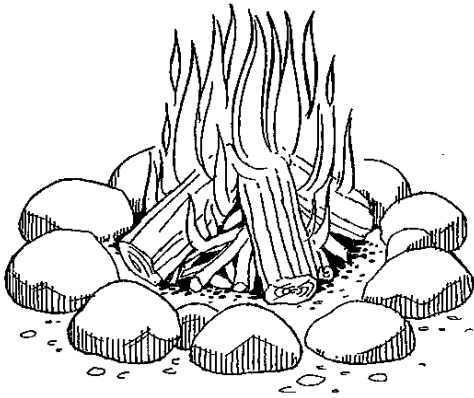
**13. Why was touchwood useful?**

- I It made lots of sparks.
- J It made a big fire.
- K It couldn't be put out.
- L It burned very slowly.

**GO ON ►**

14. What did the children like to see the fire-man do?

- M Put touchwood in the log.
- N Carry the fire.
- O Start an ember.
- P Open the log.



15. The birch log was used as a kind of

- Q box.
- R heater.
- S light.
- T signal.

**GO ON ►**

The turtle eggs bulged in the bowl of their sandy nest. Each egg was a home no longer, but a prison. And each prisoner, pushing and banging with his nose, was battering down his walls. It was each turtle for himself in a dash for freedom!

White eggshells burst outward. Wet walls stretched and were ripped apart under clawing feet. Freed but feeble, turtles like animated coins scrambled upward, tearing other hatching eggs, trampling unknown brothers and sisters in sandy darkness. Thus the buried treasure came alive. Fat, round, lumpy coins edged up slowly, spilled out of the sand, and wobbled downhill on flabby new feet toward water.

16. The passage calls the young turtles coins because

- (A) of their color.
- (B) of their shape.
- (C) they were shiny.
- (D) they were valuable.

17. The passage suggests that the egg shells were like

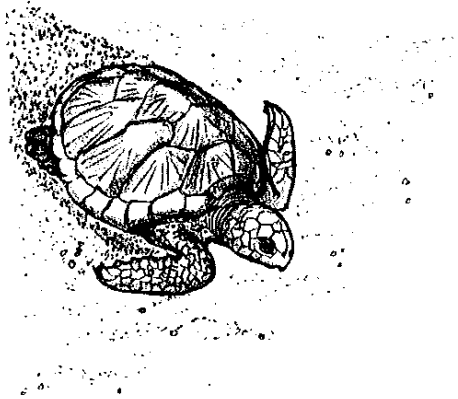
- (E) walls.
- (F) bowls.
- (G) sandy nests.
- (H) brothers and sisters.

18. Why was it dark when the turtles got out of their shells?

- (I) It was night.
- (J) The turtles were not yet able to see.
- (K) The turtles had fallen into the water.
- (L) The turtles were down under the sand.

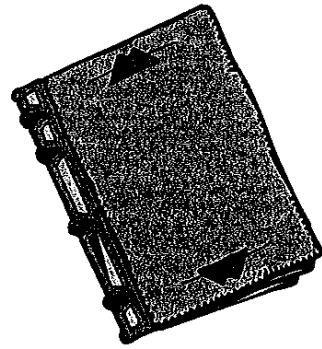
19. Why did the turtles go downhill?

- (M) Their feet were flabby.
- (N) They were tired.
- (O) That was where water was.
- (P) There was nowhere else to go.



GO ON ►

I walked along the street. Far down at the corner I saw an old man warming his hands against the sides of an odd-looking wagon, from which a stove pipe reeled off a thin spiral of smoke that drifted the odor of baking yams slowly to me, bringing a stab of swift nostalgia. I stopped as though struck, deeply inhaling, remembering, my mind surging back, back. At home we'd bake them in the hot coals of the fireplace, had carried them cold to school for lunch; munched them secretly, squeezing the sweet pulp from the soft peel as we hid from the teacher behind the largest book, the *World's Geography*.



20. The wagon had a kind of

- Ⓐ seat.
- Ⓑ oven.
- Ⓒ whistle.
- Ⓓ window.

21. What was the old man doing when the author first saw him?

- Ⓐ Eating.
- Ⓑ Smoking.
- Ⓒ Pulling the wagon.
- Ⓓ Trying to get warm.

22. What made the author remember?

- Ⓔ A sound.
- Ⓕ A smell.
- Ⓖ The old man.
- Ⓗ The wagon's odd look.

23. The passage suggests that it was against school rules to

- Ⓘ fight.
- Ⓙ change seats.
- Ⓚ eat in class.
- Ⓛ use the *World's Geography*.

GO ON ►

Jean Henri Fabre, a French naturalist, noticed that pine processionary caterpillars always filed out of their nest in a line, each one following the silken trail laid down by the caterpillar in front of it.

One day he watched a file of caterpillars crawl up the side of a large wooden plant tub. The leader started around the rim and the others followed. When the rim was crowded with a complete circle of caterpillars, Fabre broke the silken trail that led to the rim and removed it. He watched to see what the caterpillars would do.

Round and round the rim they went, each one blindly following the caterpillar ahead, each one adding its silk to the circular trail. None would venture away from the path, which had always before led them back to their nest.

They circled the rim for nearly eight days. At last one famished individual blazed a new trail down the outside of the tub, and the others followed. Finally they were back in familiar territory.

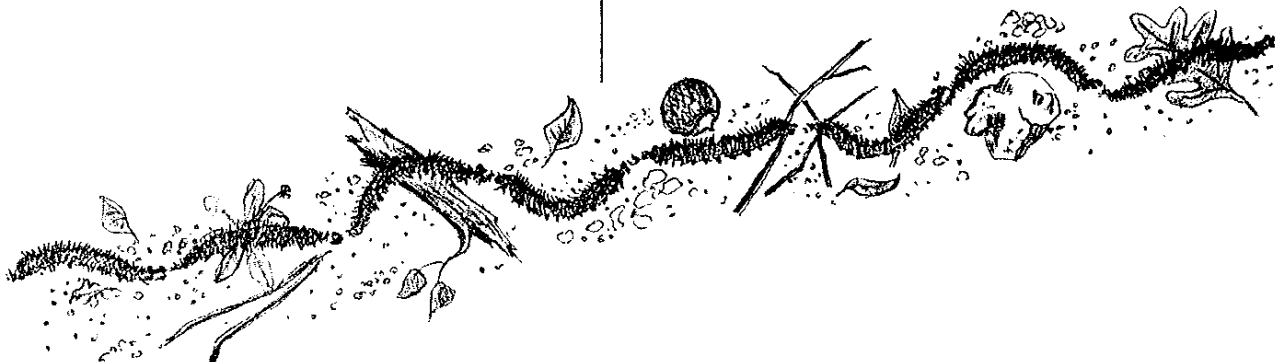
**24. These caterpillars use silk to**

- M guide them.
- N catch their food.
- O crawl up objects.
- P show which one is the leader.

**25. Fabre took away the trail because he wanted to**

- Q study the silk.
- R get rid of the caterpillars.
- S clean up the tub.
- T find out what would happen.

**GO ON ►**



26. The silk was made by

- A. Fabre.
- B. all the caterpillars.
- C. only the caterpillar in front.
- D. only the last caterpillar.

27. The caterpillars did not leave the rim until

- E. they could see again.
- F. a new trail was made.
- G. they were back in familiar territory.
- H. they had been all the way around.

28. The incident shows that these caterpillars

- I. are valuable.
- J. do not sleep.
- K. go in circles.
- L. do not think.

GO ON ►





*During a time of personal troubles, Alexandra has gone out-of-doors.*

Alexandra drew her shawl closer about her and stood looking at the stars which glittered so keenly through the frosty autumn air. She always loved to watch them, to think of their vastness and distance, and of their ordered march. It fortified her to reflect upon the great operations of nature, and when she thought of the law that lay behind them, she felt a sense of personal security.

**29. The night sky made Alexandra feel**

- (M) loved.
- (N) beautiful.
- (O) fearful.
- (P) strengthened.

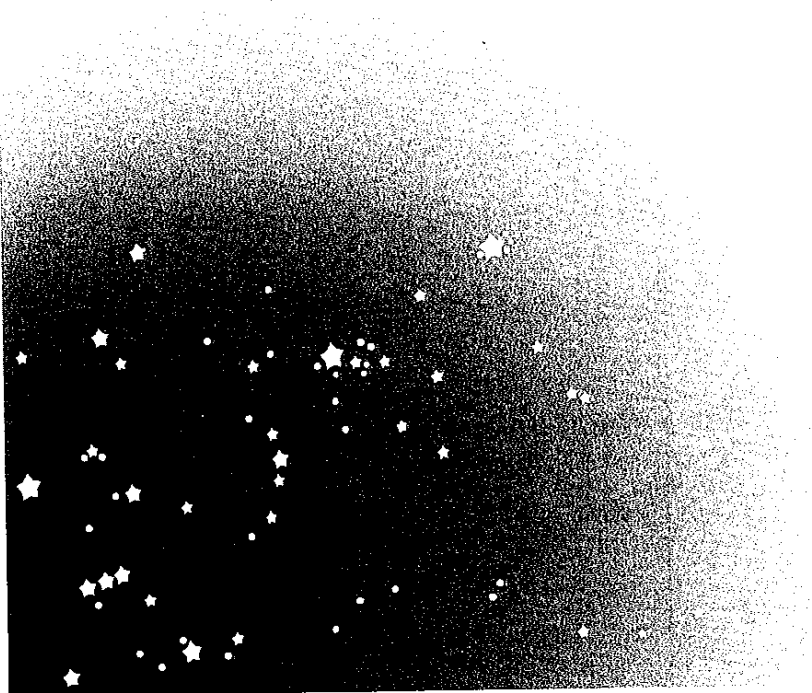
**30. One thing that impressed Alexandra about the stars was**

- (Q) how cold they looked.
- (R) how far away they were.
- (S) the patterns they made.
- (T) how slowly they appeared.

**31. What did the stars represent to Alexandra?**

- (A) An unchanging law.
- (B) Life after death.
- (C) New worlds to explore.
- (D) The passage of time.

**GO ON ►**



In the northernmost wastes of the northern hemisphere continents the coniferous forests give way to bleak icy plains. These are covered with snow and ice in the gloomy winter, but during the brief summer they thaw out. However, the soil at depth remains frozen, and the meltwater from the surface cannot drain away, a condition known as permafrost. The result is a treeless summer landscape of lakes and marshes. The annual freezing and thawing heaves the topsoil around producing polygonal patterns and soil-covered mounds of ice called pingoes. This kind of terrain is called Tundra.

32. In this passage, the word wastes refers to

- E piles of trash.
- F pollution from factories.
- G barren regions.
- H animal droppings.

33. In the tundra, ice can always be found

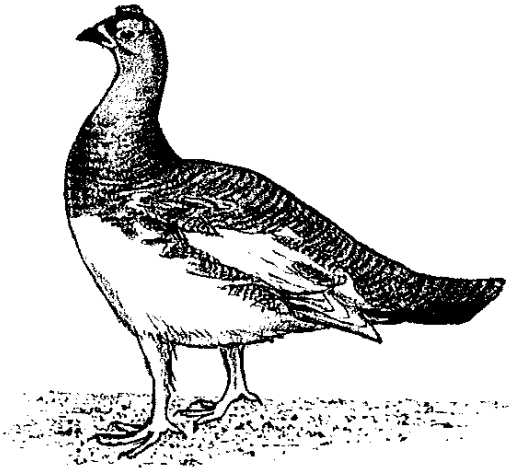
- I in the clouds.
- J at higher elevations.
- K in the lakes and marshes.
- L below the surface of the ground.

34. Why are there so many lakes on the tundra in the summer?

- M Water rises from below the surface.
- N Melted snow cannot drain away.
- O Summers are rainy there.
- P The rivers are blocked by ice jams.

35. What is a pingo?

- Q A marsh plant.
- R A small lake.
- S A low hill of ice covered by dirt.
- T A pine tree.



GO ON ►

The court furniture of medieval times was made so that it could be taken to pieces and put together again quickly. Table tops and trestles were easily dealt with but even the less movable items were often made portable.

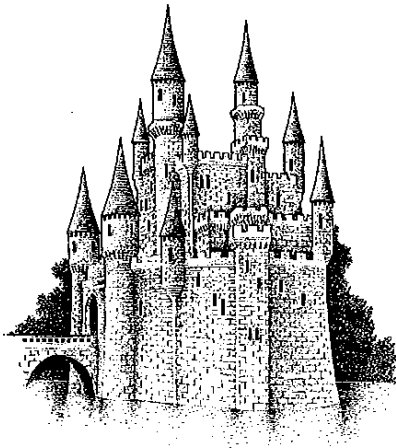
This portability was important. Most of the barons of the time had several estates in different parts of the country. Furniture was expensive and difficult to obtain. Few could afford to have more than one "fully-furnished" castle. It was therefore necessary to carry the one set around during visits to other estates.

36. Why was the medieval court furniture made so it could be taken apart?

- (A) It was easier to move.
- (B) It was easier to clean.
- (C) It was easier to obtain.
- (D) It was cheaper to make.

37. In this passage, a trestle is part of a

- (E) bridge.
- (F) table.
- (G) bed.
- (H) castle.



38. Most barons had only one

- (I) castle.
- (J) estate.
- (K) visit.
- (L) set of furniture.

GO ON ►

*It was winter when we moved from Puerto Rico to an apartment up north.*

I remember the way the heater pipes banged and rattled, startling all of us out of sleep until we got so used to the sound that we automatically shut it out or raised our voices above the racket. The hiss from the valve punctuated my sleep (which has always been fitful) like a nonhuman presence in the room—a dragon sleeping at the entrance of my childhood. But the pipes were also a connection to all the other lives being lived around us. Having come from a house designed for a single family back in Puerto Rico—my mother's extended-family home—it was curious to know that strangers lived under our floor and above our heads, and that the heater pipe went through everyone's apartment.

**39. At first, what did the heater pipes do?**

- M. They got too hot.
- N. They made the neighbors angry.
- O. They kept waking the family.
- P. They kept breaking down.

**40. What did the family do about the heater pipes?**

- Q. Fixed them.
- R. Rattled them.
- S. Shut them off.
- T. Learned to ignore them.

**41. How did the pipes make the author feel at night?**

- A. As if another being were present.
- B. As if she were being punished.
- C. As if she should make a racket.
- D. As if she could not grow up.

**42. What did the author think was strange?**

- E. Being on the top floor.
- F. Having strangers living in the same building.
- G. Having the whole family living in one house.
- H. Having a dragon sleeping at the entrance.

**43. What was particularly interesting to the author about the pipes?**

- I. They turned on automatically.
- J. They went under the floor.
- K. They were long and they hissed.
- L. The same pipes went through other apartments.

**GO ON ►**

Shakespeare turned to the stage as a way of making a living when his bid for patronage was confounded. He had hoped that the Earl of Southampton would support him, but Southampton chose another writer, John Florio, who had translated Montaigne's *Essays* into English. No one knows whether Shakespeare's background was in any way related to the theater; but in any case, beginning a theatrical career must have been a desperate move for him. The stage was a place for entertainment, not for literature. Still, there were great writers and actors working in Elizabethan times; Shakespeare began as an actor, went on to write for a theater company, then became its owner, and finally retired to spend his last years quietly in Stratford.

**44. Shakespeare started working in the theater because**

- M) he needed money.
- N) his parents were famous actors.
- O) he had a patron who would support him.
- P) he had always wanted a theatrical career.

**45. Why had Shakespeare hoped for patronage?**

- Q) He had translated Montaigne's *Essays*.
- R) His plays were already famous.
- S) He wanted to be an actor.
- T) He wanted to be a writer.

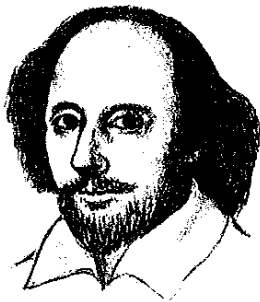
**GO ON ►**

46. Who was John Florio?

- Ⓐ A famous playwright.
- Ⓑ The Earl of Southampton.
- Ⓒ One of Shakespeare's rivals.
- Ⓓ A character in Montaigne's *Essays*.

47. In Shakespeare's time, drama was thought of as

- Ⓔ amusement.
- Ⓕ the highest form of literature.
- Ⓖ the only way to protest.
- Ⓗ the way news was spread.



48. Shakespeare's career in the theater was one in which

- Ⓛ his importance increased.
- Ⓜ success alternated with failure.
- Ⓝ his talent was never recognized.
- Ⓟ early success was followed by a long decline.



# Gates-MacCinnie Reading Tests - Fourth Edition

Name _____ <small>(Last Name, First Name)</small>									Derived scores are from norms for Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> of Grade _____
Teacher _____									
Date of Testing _____ Grade _____									
School _____									
	Raw Score	NCE	PR	Sta- nine	GE	ESS			
Vocabulary									
Comprehension									
Total									

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