

## Instructions

Four reading comprehension texts have been provided along with their respective answer keys.

Level	The Fox and the Woodcutter	Mr. Rivera	Alexander Graham Bell	Spider Man
Beginner	X			
Intermediate 1		X		
Intermediate 2			X	
Advanced				X

If you would like to complete all four texts, you may, but only **two** are required. I recommend you complete the texts that you are comfortable with. At the same time, avoid choosing texts that are too easy for you.

Feel free to check your answers once you have completed the questions.

---

## Compare and contrast

---

### Reading Comprehension Worksheet

#### Practice

~~~~~

When we **compare** two things, we tell how they are *alike*.

When we **contrast** two things, we tell how they are *different*.

~~~~~

As you read the story, think about how the characters are *alike*, and how they are *different*.

#### The Fox and the Woodcutter

A Fox, being chased by a Hunter on horseback and his pack of hounds, ran into the forest to hide. The Fox came across a Woodcutter who was chopping away at an oak tree. The Fox begged the Woodcutter to show him a safe hiding-place.

The Woodcutter pointed to his own small hut just down the road, and told the Fox to go and take shelter there. The Fox hurried to the hut and hid himself in a corner inside.

The Hunter soon rode up with his barking hounds. Seeing the Woodcutter, the Hunter asked him if he had seen the Fox. The Woodcutter laid down his axe. "I have seen no Fox, though I have been working here all morning," he said. But all the time that he was speaking, he was pointing to his hut where the Fox was hiding.

The Hunter took no notice of the pointing, but believed the Woodsman's words. He rode quickly on down the road to continue the chase.

As soon as the Hunter and the hounds were well away, the Fox came out and trotted off down the road, without taking any notice of the Woodcutter. Seeing this, the Woodcutter shouted after him. "You ungrateful fellow! You owe your life to me, and yet you leave me without a single word of thanks."

The Fox looked back over his shoulder, and replied, "Indeed, I would have thanked you greatly if your actions had been as helpful as your words. But your hands denied your speech!"

---

Some of these details are true of the Fox only. Some are true of the Woodcutter only. Some are true of both characters. Some are not true of either. Read each detail, and select the best answer.

- |  |                      |
|--|----------------------|
| 1. ...was being chased                             |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |
|  |                      |
| 2. ...offered a hiding place                       |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |
|  |                      |
| 3. ...had barking hounds                           |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |
|  |                      |
| 4. ...acted friendly in the beginning of the story |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |
|  |                      |
| 5. ...talked to the Hunter                         |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |
|  |                      |
| 6. ...hid until the Hunter was gone                |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |
|  |                      |
| 7. ...thanked the Hunter                           |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |
|  |                      |
| 8. ...should have said "thank you"                 |                      |
| A. The Fox   | C. Both characters   |
| B. The Woodcutter                                  | D. Neither character |

~~~~~

9. What is one other detail that is *alike* or *different* about the two characters?

**Answer Key**

1. A
2. B
3. D
4. C
5. B
6. A
7. D
8. D
9. Accept any reasonable response.

---

## Main idea and summarizing

---

### Reading Comprehension Worksheet

## Mr. Rivera

The **main idea** of a paragraph is what the whole paragraph is *mostly about*.

The **details** are *small pieces of information* that make the paragraph more interesting.

A **summary** includes the **main idea** of *each of the paragraphs* in a story. It does not include the **details** of the paragraphs.

~~~~~

As you read this story, look for the **main idea** of each paragraph. These can be put together to make a **summary** of the whole story.

Anthony's teacher, Mr. Rivera, gave the class a different kind of homework assignment. The assignment was to watch the weather report on television every night for a week. Mr. Rivera told the students some things to listen for as they watched each night's report. He also gave them a worksheet to fill out while they watched.

Mr. Rivera said to look at the large weather map that they would see behind the weather reporter. He told them that they might see a large blue line or a large red line on the map. There might be both a blue line and a red line. He said that a blue line is a high pressure area that usually brings dry weather. A red line is a low pressure area that usually brings wet weather. When blue and red lines meet, there usually is stormy weather on the way.

On the worksheet there was a box to fill in with the expected high temperature for the next day. There were other boxes to check if it was expected to rain, or to be cloudy, or to be windy.

Anthony watched the weather report and filled in the worksheet each night. He noticed that the next day was usually a lot like the report said it would be. One day's weather map showed a blue line right next to a red line, and the next day there was a rainstorm. Anthony decided that he liked this kind of homework assignment.

- 
1. What is the main idea of the first paragraph?
    - A. Anthony's teacher is Mr. Rivera.
    - B. Anthony's homework was to watch the weather report for a week.
    - C. Anthony likes to watch the weather report on television.
  2. What is the main idea of the second paragraph?
    - A. Mr. Rivera told the students what to watch for on the weather report.
    - B. Mr. Rivera said the blue lines usually brings dry weather.
    - C. Mr. Rivera said to look at the weather map behind the reporter.
  3. What is the main idea of the third paragraph?
    - A. The worksheet had a box to fill in with the expected high temperature for the next day.
    - B. The worksheet had a box to check if it was going to rain.
    - C. Mr. Rivera gave the students a worksheet to fill in.
  4. What is the main idea of the fourth paragraph?
    - A. Anthony liked the homework assignment.
    - B. One day after Anthony watched the report there was a rainstorm.
    - C. Anthony noticed that the weather report was usually right.
  5. Write the number 1 through 4 in the boxes beside the events to show the sequence of what happened, from *first to last*.

1-4?

Mr. Rivera told the students what to watch for on the weather report.	
Anthony's homework was to watch the weather report.	
Mr. Rivera gave the students a worksheet to fill in.	
Anthony noticed that the weather report was usually right.	

- ~~~~~
6. What would be a good title for this whole story?
-

**Answer Key**

1. B
2. A
3. C
4. C
5. 2, 1, 3, 4
6. Accept any reasonable response, such as "A Different Kind of Homework Assignment."

# Alexander Graham Bell

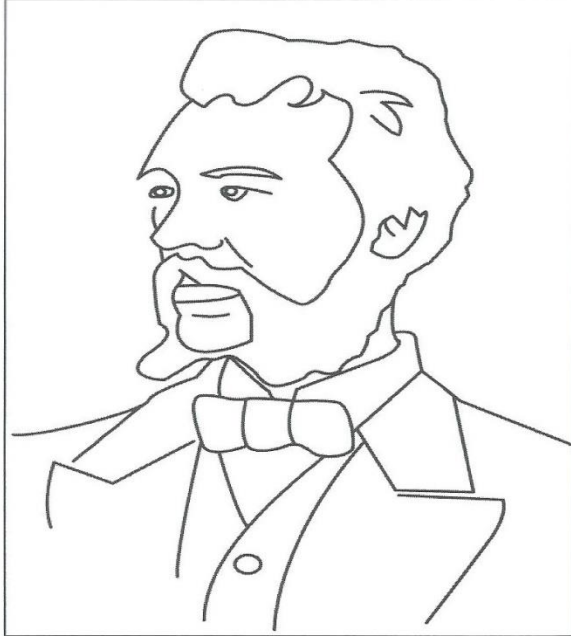
Alexander Graham Bell was an inventor. His most famous **invention** is the **telephone**.

## Early Life

Alexander was born in Scotland in 1847. As a young boy, he loved doing **experiments** to learn new things. He made his first invention when he was 12 years old. It was a machine that helped turn wheat into flour.

## Leaving Scotland

Alexander and his parents moved to Canada in 1870. They bought a farm near Brantford, Ontario. Alexander set up a **workshop** where he could make inventions. He called the workshop his dreaming place.



Alexander did many experiments with **electricity** and **sound**. Then he got a job as a teacher in Boston, Massachusetts, in the United States. Alexander taught deaf children how to speak. He still had time to work on inventions.

## Inventing the Telephone

Alexander wanted to invent a machine that could send voices through a wire. Then someone could talk with a person who was far away. Alexander worked very hard and finally invented the telephone.

## After the Telephone

Alexander returned to Canada. He did many more experiments and made more inventions. He liked doing experiments with **kites** to learn how things fly.



## **"Alexander Graham Bell"—Think About It**

1. How do you know that Alexander was curious when he was a boy?

---

---

---

2. Alexander's workshop was not a place to sleep. Why do you think he called the workshop his dreaming place? Use information from the text and your own ideas.

---

---

---

---

---

3. Alexander was very interested in sound. How did he work with sound in his teaching job?

---

---

---

4. In Alexander's telephone, how did the speaker's voice get to the listener?

---

---

---

**"Alexander Graham Bell"—Think About It (continued)**

5. Using your own ideas, explain how the telephone helps people in their daily lives.

---

---

---

6. Why did Alexander build and fly kites?

---

---

---

<h2>ANSWER KEY</h2>
---------------------

**Alexander Graham Bell, pp. 80–82**

1. As a boy, Alexander loved doing experiments to learn new things.
2. Alexander's workshop was a place where he could dream up new inventions.
3. Alexander taught deaf children how to speak, and speaking is making sounds.
4. The speaker's voice was sent through a wire to the listener.
5. Answers will vary. Students might say the telephone helps people by allowing them to talk to people who are far away; letting them get in touch with police, fire, and ambulance services quickly; helping people keep in touch with friends and neighbours when they cannot or do not have time to visit them.
6. Alexander built and flew kites to learn how things fly.

## Spider-Man

Spider-Man is a very popular **comic book super hero**. The first comic book about Spider-Man came out in 1963. Since then, 700 different Spider-Man comic books have been **published**. **TV shows** have been made about Spider-Man. Some of these were **animated cartoons** and some had live actors. Five movies about Spider-Man have been made so far.

### What Are Spider-Man's Powers?

All super-heroes have special powers. Spider-Man got his powers when a **radioactive** spider bit him. The bite made him extra strong for his size and very fast. He can jump huge **distances**. He can **cling** to walls. He has the ability to know when danger is close. This is called his "**spidey-sense**." To help him use these powers better, Spider-Man invented "**web-shooters**" that he wears on his wrists. They shoot out material like a web so he can swing between things.

### Who Is Spider-Man?

Spider-Man's real name is Peter Parker. In the first comic book, Peter was 15 years old. He was an orphan who lived with an aunt and uncle. Peter was very smart in school in science. But he was very shy. Some of his classmates were very cruel to him. Then he was bitten by the spider.

As Peter grew older, he **graduated** from high school and went to university. He worked as a **photographer** for a newspaper. But his main job was fighting bad people. To do this, he wore a **disguise** so no one would know who he was.

### Why Is Spider-Man So Popular?

Spider-Man is popular because he is just like other people. Peter Parker went to school. He got a job to make money. He had problems with friends. Young people can understand him because he is young too. The super powers that make him Spider-Man do not make him different. He is still Peter Parker.

Readers also like Spider-Man because he uses his powers for good. He never gives up. He does not use powerful **weapons** to hurt people. He can do amazing things with his body that help him stop his **enemies**.

And he has a really cool **costume**!

## "Spider-Man"—Think About It

1. What proof does the author give to show that Spider-Man is a popular super hero?

---

---

---

2. What is the difference between an animated show and one with live actors?

---

---

3. What is Spider-Man's "spidey-sense?"

---

---

4. Give two reasons why the author thinks Spider-Man is popular.

---

---

5. This is a *descriptive text*. What does this mean? Give examples to explain your answer.

---

---

---

---

6. The headings in this text are questions. How do these questions help you predict what the text will tell you?

---

---

---

## Answer Key

### **Spider-Man, pp. 84–85**

1. They made 700 comic books about him. There have been TV shows about him. They have made five movies about him.
2. An animated show is a cartoon. All the characters are drawings. A show with live actors has real people in it.
3. Spider-Man knows when danger is close. This is his spidey-sense.
4. Peter Parker is just like a real person. Spider-Man uses his powers to do good things.
5. A *descriptive text* tells what something is like. This text tells what Spider-Man is like. It tells you about his powers, who he really is, and why he is popular.
6. I know that the writing that comes after the questions will give me the answers to the questions.