

Reading Comprehension Answer Key



Unit 1

- A** What is the author trying to make us believe? Check (✓) the sentences.
Students check 1, 2, and 5
- B** Read the summary sentences. Write *B* (Beginning), *M* (Middle), and *E* (End).
a E b B c M
- C** Complete the sentences.
fantasy story; imaginary
Unusual things happen in these kinds of stories.
- D** Complete the sentences.
1 life
2 hazardous
3 tunnel
4 exquisite
- E** Circle *True* or *False*.
1 True
2 False
3 False
4 True

Extra Read the words. Write the definitions.

- 1 to lose color
- 2 the bottom part
- 3 thankfully

Unit 2

- A** Complete the mind map below for the *Tunnels* section in the text.

Students' own answers

Main Idea: Bridges and tunnels connect places with geographical obstacles.

Detail 1: Beam bridges

Used for short distances

Simple design

Most common type

Detail 2: Arch Bridges

First used by the ancient Greeks.

Supported by abutments.

The arch gives the bridge strength.

Detail 3: Tunnels

Used to get under or through something.

Some are used to carry water or waste.

Some are used to create walkways under the city streets.

- B** Write facts you learned from *Overcoming Earth's Obstacles*.

Students' own answers

- 1 Earth's varied geography often makes getting from point A to point B problematic. There are rivers, mountains, gorges and many other landforms to be overcome.
- 2 Arch bridges were first built by the ancient Greeks. Suspension bridges are lightweight but very strong. A beam bridge has a horizontal surface with vertical supports at either end.

- C** Complete the sentences.
explanatory; why
It also tells us how things work.

- D** Read the clues. Write the type of bridge.
1 suspension bridge
2 arch bridge
3 beam bridge

- E** Change the underlined words to make the sentences true.
1 cheaper 2 vulnerable
3 vertical 4 water 5 explosives

Extra Read the words. Write the definitions.

- 1 causes
- 2 piles of something
- 3 usually

Unit 3

- A** Read *Overcoming Earth's Obstacles* on pages 18 and 19. Evaluate it. Complete the organizer.

Students' own answers

Did I enjoy what I read?

I enjoyed learning new facts, but the text was difficult.

Did I understand it?

The text was difficult as there were a lot of new words.

Did I learn something new?

I learned about different types of bridges and why we build tunnels.

Was it well organized?

The text was divided into an introduction, a section on the different kind of bridges, and then a section about tunnels.

- B** Read the causes. Write the effects.

Students' own answers

- 1 The plates run into each other.
- 2 They create a break in the Earth's crust.
- 3 Volcanoes are created and magma is released.
- 4 The rock is pushed upwards and a fold mountain is created.

- C** Complete the sentences.
informational; facts
No, it isn't imaginary. This kind of text presents true facts.

- D** Read the clues. Write the words.
1 inner core
2 magma
3 plates
4 rock cycle

- E** Write the names of the four layers of the Earth.

- 1 outer crust
- 2 mantle
- 3 outer core
- 4 inner core

Extra Read the words. Write the definitions.

- 1 very strong
- 2 parts
- 3 very large

Unit 4

- A** Read the predictions. Check (✓) the predictions that are correct.
Students check 3, 5, and 6

- B** Complete the story chart.
Setting: Pliny's warship
Main characters: Pliny, Lupus
Minor characters: Vulcan, Phrixus, Rectina, Lookout, Helmsman
Plot: Pliny tries to sail his ship to rescue his friend, Rectina, during the Vesuvius volcano.

- C** Complete the sentences.
historical fiction; past
Historical fiction is about the past. Science fiction is about life in the future or on different planets.

- D** Circle the correct words.

- 1 warship
- 2 ash
- 3 pennant
- 4 hot water

- E Read and match.**
1 e 2 f 3 b 4 a 5 d 6 c

Extra Read the words. Write the definitions.

- 1 a person who wrote things down long ago
- 2 moved or changed
- 3 move away or go back

Unit 5

- A What internal conflict takes place in the play? Check (✓).**
Students check 4.

- B Evaluate the play. Answer the questions.**

Students' own answers

- 1 I liked the characters of the different seasons.
- 2 It was easier to understand when we read it out loud.
- 3 I liked the part when the child solved the argument.
- 4 I liked the part when fall is upset the least.
- 5 My favorite character was the child.

- C Complete the sentences.**
play; fiction
Plays are written in dialogue.

- D Answer the questions.**
- 1 Summer thinks Winter is ridiculous because it hates being cold.
 - 2 Winter thinks that Fall is unexceptional because he can't make frost.
 - 3 The child thinks that all of the seasons are powerful.
 - 4 She gives the seasons a schedule.

- E Read the clues. Write the seasons.**
- 1 Fall
 - 2 Spring
 - 3 Summer
 - 4 Winter

Extra Read the words. Write the definitions.

- 1 to cause something to happen
- 2 someone's feelings
- 3 correctly

Unit 6

- A Circle Fact or Opinion.**

- 1 Fact
- 2 Opinion
- 3 Opinion
- 4 Fact
- 5 Fact
- 6 Opinion

- B Read the solutions. Write the problems.**

- 1 Germs can spread and make people sick.
- 2 There can be a problem with the oxygen on an airplane.
- 4 Bright light from machines can injure welders' eyes.
- 3 Players get injuries during baseball games.

- C Complete the sentences.**
website; collection
A website is a collection of pages on the Internet.

- D Circle True or False.**

- 1 False
- 2 True
- 3 False
- 4 False
- 5 True

- E Who wears these types of masks?**

- 1 Dancers, actors
- 2 Airplane passengers, construction workers, and welders
- 3 Baseball players, American football players, fencers
- 4 Doctors, nurses

Extra Read the words. Write the definitions.

- 1 excitement
- 2 very silly
- 3 living things that can make us sick

Unit 7

- A Check (✓) the things that belong in the same category of symmetry.**

- 1 Rotational symmetry
A pinwheel
A snowflake
A circle
- 2 Translational symmetry
Wallpaper decorations
Table salt
An office building
- 3 Reflectional symmetry
A circle
A square
A snowflake

- B Summarize *The Value of Symmetry*. Write three sentences.**

Students' own answers

Symmetry is beautiful. There are different forms of symmetry. It's functional, too.

- C Complete the sentences.**
technical; facts
This kind of article uses specific language to talk about a topic.

- D Complete the sentences.**

- 1 identical
- 2 infinite
- 3 repetition
- 4 aesthetic

- E Answer the questions.**

- 1 They talk about examples of symmetry.
- 2 A circle and a snowflake have both rotational and reflectional symmetry.
- 3 He's famous for his intriguing patterns of interlocking fish, birds, and reptiles.
- 4 New materials design and lens design show the functional nature of symmetry.

Extra Read the words. Write the definitions.

- 1 to stop for a short time
- 2 almost correct
- 3 to use

Unit 8

- A Read the text. Paraphrase it.**

Students' own answers

Lia had an idea to use her microscope for a school assignment. She studied lots of different things, but she didn't find the most beautiful example of symmetry.

- B Complete the story chart.**
Plot: When doing a homework assignment, Lia discovers beautiful symmetry in simple snowflakes.
Setting: Lia's home, Kitimat, Canada
Main: Lia
Minor: Mr. Ferris, Matt, Lia's dad

- C Complete the sentences.**
narrative fiction; time
A narrator tells this type of story.

- D Number the events in the correct sequence.**
a 2 b 6 c 4 d 1 e 5 f 3

- E What is the theme of the story? Circle the correct answer.**
b

Extra Read the words. Write the definitions.

- 1 annoyed or irritated
- 2 prediction
- 3 hurried

Unit 9

- A** Read the section *Codes and Sign Language* on page 93. Complete the chart.

Students' own answers

Main Idea: People use codes and sign language to communicate.

Detail 1: A code called Braille helps blind people to read.

Detail 2: Morse code sends messages using electricity.

Detail 3: Sign language allows deaf people to communicate.

- B** Make connections with your life and the article. Answer the questions.

Students' own answers

- C** Complete the sentences.

magazine; writing; magazine

This type of article often contains facts and opinions.

- D** Circle the correct answers.

1 c 2 b 3 a 4 c

- E** Answer the questions.

- 1 It helps us communicate ideas and feelings with each other.
- 2 Signs and gestures came before speech.
- 3 There are as many as 7,000 languages in the world.
- 4 Languages are grouped into families.
- 5 Braille and Morse are two types of codes.
- 6 Deaf people use sign language to communicate.

Extra Read the words. Write the definitions.

- 1 to give an idea of the size of something
- 2 a relative from a long time ago
- 3 very new

Unit 10

- A** Read about the setting. Write *N* (North), *S* (South), *W* (West), and *E* (East) on the map. Then answer the questions.

- 1 He lives on a hilltop.
- 2 He swims in the ocean in the west.
- 3 The forest is misty and mysterious.
- 4 His friend lives on a hilltop to the south.

- B** Describe the beginning, middle, and end of the story. Complete the chart.

Beginning: Francisco felt lonely. He noticed a boy on a hilltop in the south of the island.

Middle: They tried to communicate with each other, but they lived far away and couldn't see or hear each other clearly.

End: Francisco remembered about an old whistling language. It worked and now they communicate a lot.

- C** Complete the sentences.

descriptive fiction; mind

The author uses colorful details to paint the picture in the reader's mind.

- D** Circle *True* or *False*.

- 1 False
- 2 False
- 3 True
- 4 False

- E** Answer the questions.

- 1 Francisco felt lonely because he had no brothers or sisters and he rarely saw people his age.
- 2 They tried waving because they were too far away to hear each other to speak.
- 3 He tried banging on a pot with a wooden spoon.
- 4 He used one finger to whistle.

Extra Read the words. Write the definitions.

- 1 just one of something
- 2 a type of tree that grows in tropical places
- 3 impossible to pass through

Unit 11

- A** Corroborate the important details in *View from the Summit and Everest*. Which details are the same? Which details are different? Circle.

- 1 Different
- 2 Different
- 3 Same
- 4 Different
- 5 Same

- B** What more do you want to know? Write two *W* questions for each text.

Students' own answers

- 1 Why did they want to climb Mt Everest?
When did they realize they were exactly on the summit?
- 2 Why did the two climbers not go up again after getting new oxygen tanks?
What did they see from the summit?

- C** Complete the sentences.

memoir

A memoir is written by someone who was there.

historical nonfiction

Historical non fiction is written by someone who knows the facts about the event, but wasn't there. A memoir is written by someone who was there.

- D** Match the two parts of the sentences.

1 c 2 a 3 d 4 b

- E** Circle the correct answers.

1 b 2 c 3 a 4 b

Extra Read the words. Write the definitions.

- 1 very large or very great
- 2 the feeling of pleasure after finishing something
- 3 resting on something

Unit 12

- A** Read the causes. Write the effects.

- 1 The vase fell out of her hands.
- 2 She looked angry.
- 3 They ate them.
- 4 The ladies were going to dress for dinner.

- B Make value judgments.**
What kind of people are these characters? Why?

Students' own answers

Amelia Slater

Amelia Slater is hardworking because she works from 5:30 a.m. until 11:00 p.m.

Amelia is honest because she told Mrs. Maggs that she had broken the vase.

His Lordship

His Lordship is rich because he has a big country house with a lot of servants and he is kind because he smiled at Amelia.

Mrs. Maggs

She is organized because she likes to keep to a regular schedule and she is strict because she wouldn't approve of the servants eating the scones.

Rosy

Rosy is good at cooking because she cooks for all of the people who live in the big house and she is kind because she gives the other servants the leftover scones.

- C Complete the sentences.**

diary entry; private

A diary is different from historical fiction because it is about personal experiences and is usually private. Historical fiction isn't about personal experience and it isn't private.

- D Answer the questions.**

- 1 Emma
- 2 Mrs. Maggs
- 3 Betty
- 4 Lily, Amelia, and Hatty

- E Answer the questions.**

- 1 Amelia works in a country house in England.
- 2 Amelia describes some typical days in her life as a servant.
- 3 Children could work from the age of nine years old in the early 1900s.
- 4 She likes him because he didn't tell her off about the vase.

Extra Read the words. Write example sentences.

Students' own answers

- 1 I confessed to my mum that I had lost my new trainers.
- 2 My English teacher is very strict.
- 3 My brother has a big appetite.

Unit 13

- A Read the poem. What do you visualize? Read and answer the questions.**

Students' own answers

A pair of yellow warblers sing in the green willow,

see: two yellow birds sitting on a branch of a green tree and music notes coming out of their mouths
hear: beautiful sweet birdsong

a file of white herons climb the blue sky.

see: five white herons flying up in to the sky with their wings spread wide apart
hear: the "whoosh" of wings flapping

Framed in my window, the thousand autumn

snows of the western peaks;
see: a mountain range in the distance with snow on the top of it, set inside the frame of a window
hear: wind blowing outside

tied by my gate, a boat to take me ten thousand miles east to Wu.

see: a bigish boat tied to a pole on the edge of a big lake
hear: the sound of water in a lake lapping the shore

- B Read the poem in activity A again. Write four open-ended questions about it.**

Students' own answers

- 1 Why are there a "thousand snows" in autumn?
- 2 How does he know that the birds are warblers?
- 3 What does he want to do in Wu?
- 4 Where is he writing this poem?

- C Complete the sentences.**

poems; lines or verses
People like to hear poetry read aloud because it is rhythmical, like music.

- D Circle True or False.**

- 1 True 2 True 3 False
- 4 False 5 False

- E Read the clues. Write the birds.**

- 1 Albatross
- 2 Skylark
- 3 Robin

Extra Read the words. Write the definitions.

- 1 something that is funny or which makes a person laugh
- 2 not completely
- 3 when everything goes quiet

Unit 14

- A Read the author's opinion about birds. Check (✓) the facts that support this opinion.**

Students check 2, 3, 5, and 6

- B Label the features of the text. Then answer the questions.**

Students' own answers

- 1 title: The title helps you to understand the text because it summarizes the main idea of the text.
- 2 heading: The headings help you to understand the text because they summarize the main idea of each section.
- 3 visual: The visuals help you to understand the text because they explain the main ideas using pictures and you don't need to understand the words.
- 4 caption: The captions are useful to understand the text because they explain and give more information about the photo.

- C Evaluate the text. Answer the questions.**

Students' own answers

Did I enjoy what I read?

I enjoyed learning about how birds do clever things.

Did I understand it?

The headers, pictures, and captions helped me to understand the text.

What part did I like best?

I liked the part about the birds using tools best.

What part did I like least?

I liked the introduction least because there were a lot of lists.

- D Complete the sentences.**

magazine; facts and opinions
You can also find this kind of text in books and on the Internet.

- E Circle the correct answers.**

- 1 a 2 b 3 c 4 a

- F Answer the questions.**

- 1 Willow warbler 2 Bowerbird
- 3 Pigeon 4 Scrub jay

Extra Read the words. Write example sentences.

Students' own answers

- 1 The cracked shell revealed the nut inside.
- 2 The lake is man-made. It isn't natural.
- 3 The winter weather in Antarctica is very harsh.

Unit 15

- A** Read this section of the text intensively. Then complete the chart.

Students' own answers

key words: fear, automatic, response, freezes, threat, reflex, react

grammar: simple present – presents facts

text structure: one main idea in each paragraph

text features: headings and subheadings help to quickly understand the main parts of the text.

- B** Reread *Fight or Flight*. Write a summary in your own words.

Students' own answers

Fear is automatic. It is built into our brains. We can choose to fight or run away. We can also learn to control what our brain sees as dangerous.

- C** Complete the sentences.
informational; facts
This type of text is true and factual, however fictional texts are made up.

- D** Match the two halves of the sentences.
1 b 2 c 3 d 4 a

- E** Change the underlined words to make the sentences true.
1 pain
2 animal
3 interprets
4 calms down

Extra Read the words. Write the definitions.

- 1 easy to see
- 2 something made in the body when you feel nervous
- 3 something you decide to do after thinking about it

Unit 16

- A** Complete the information about the minor character, Deepak.

Students' own answers

- 1 Deepak is a good learner.
He was afraid of the dark, but he isn't afraid of the dark now because he often went on camping trips with his father.
- 2 Deepak is a kind and thoughtful friend.
He called to remind Aroon about the sleepover and he helped Aroon feel less scared in the dark.
- 3 He helps him to see, listen, and imagine things.

- B** What lesson does the author want to teach us?

Students' own answers

The author wants to teach that we can all become less scared of things, especially if we share our problems.

- C** Complete the sentences.
suspense; excitement; worry
You want to find out what will happen next.

- D** How did Aroon and Salim feel when they said these words?
Circle the correct words.
1 excited
2 scared
3 surprised
4 confident

- E** Read the descriptions. Write the things which made the noises.
1 trees
2 an owl
3 a frog
4 a porcupine (scratching for food)

Extra Read the words. Write the definitions.

- 1 for a short time
- 2 held very tightly
- 3 people who work for one company

Unit 17

- A** Read the sentences from the story. Which support the theme? Check (✓).
Students check 1, 3, 5, 6, and 7
- B** Read the sentences from the story. What do you visualize? Draw.
Students' own answers

- C** Complete the sentences.
adventure story; exciting
Historical fiction is about events that happened in the past, but adventure stories aren't always set in the past.

- D** Circle *True* or *False*.
1 False
2 True
3 False
4 False
5 True

- E** Answer the questions.
1 It drew back its head to strike.
2 She was in a South African game reserve.
3 She was sad and lonely because her parents had died in a fire and she was living with her grandmother and she didn't fit in at school.
4 She felt sad when she left the giraffe because she felt as if it was a close friend.

Extra Read the words. Write example sentences.

Students' own answers

- 1 He is capable of doing his homework on his own.
- 2 I confided in my friend that I was upset.
- 3 I like the smell of cookies lingering in the kitchen.

Unit 18

- A** The author is trying to persuade you that stories matter. Check (✓) the sentences from the article which support this opinion.
Students check 1, 4, and 6
- B** Write three facts you learned in *Why Stories Matter*.

Students' own answers

- 1 Storytelling is part of all cultures.
- 2 The earliest storytellers used music and dance to tell stories.
- 3 When writing was invented, people shared stories all over the world.

- C** Complete the sentences.
opinion; opinions
This kind of article usually includes opinions, not only facts.
- D** Complete the sentences.
1 human beings
2 novels
3 languages
4 nature

E Answer the questions.

- 1 biography / autobiography
- 2 comic books
- 3 blogs
- 4 novels

Extra Read the words. Write example sentences.

Students' own answers

- 1 There was a dangerous incident in town yesterday.
- 2 My brother has a good attitude to school work.
- 3 My uncle is available to help me tomorrow.