

# Table of Contents

**To the Student** . . . . . 5

## Unit 1

### Chapters 1-3: Vocabulary

Selection Words: Self-Check . . . . . 7  
Defining Words from Context . . . . . 7  
Choosing a Definition . . . . . 9  
Using Words in Context . . . . . 10  
Classifying Words . . . . . 11  
Checking Your Understanding . . . . . 12

## Unit 2

### Chapters 1-3: Comprehension

Tracking Main Ideas . . . . . 13  
Getting the Facts . . . . . 14  
Making Inferences . . . . . 16  
Interpreting Figurative Language . . . . . 18  
Using Referents . . . . . 19  
Summarising . . . . . 20  
Reading Critically . . . . . 20

## Unit 3

### Chapters 4-6: Vocabulary

Selection Words: Self-Check . . . . . 23  
Defining Words from Context . . . . . 23  
Choosing a Definition . . . . . 26  
Using Words in Context . . . . . 27  
Classifying Words . . . . . 28  
Checking Your Understanding . . . . . 29

## Unit 4

### Chapters 4-6: Comprehension

Tracking Main Ideas . . . . . 30  
Getting the Facts . . . . . 31  
Making Inferences . . . . . 33  
Interpreting Figurative Language . . . . . 35  
Using Referents . . . . . 36  
Summarising . . . . . 37  
Reading Critically . . . . . 38

---

## Unit 5

### Chapters 7-10: Vocabulary

Selection Words: Self-Check . . . . .	40
Defining Words from Context . . . . .	40
Choosing a Definition. . . . .	42
Using Words in Context . . . . .	44
Classifying Words . . . . .	45
Checking Your Understanding . . . . .	46

---

## Unit 6

### Chapters 7-10: Comprehension

Tracking Main Ideas. . . . .	47
Getting the Facts . . . . .	48
Making Inferences . . . . .	50
Interpreting Figurative Language . . . . .	52
Using Referents. . . . .	54
Summarising. . . . .	54
Reading Critically . . . . .	54

## TO THE STUDENT

PASSAGES is a different kind of reading program. Its easy-to-read novels and matching workbooks make learning new reading skills easy and fun.

Here are some of the features in the workbooks that make the PASSAGES program special. Firstly, the PASSAGES workbooks teach skills using quotes taken from the matching PASSAGES novels. If you've read the novels, the passages will be familiar. You won't have to read through new materials. So you can focus on learning the skills that will make you a better reader.

Secondly, each exercise in the PASSAGES workbooks has a purpose. And you will know that purpose before you begin the activities. For example, in the Tracking Main Ideas exercise, you know you are to find the main idea. You will have an easier time mastering the skills because you know why you are doing each activity.

Finally, exercises in the PASSAGES workbooks are short. You won't get bored. However, each is repeated often to give you lots of practice with the skills. That means instruction is brief but thorough.

## CONTENTS

Each PASSAGES workbook breaks down the novel into three reading sections. For each reading section, there is a unit over vocabulary and a unit over comprehension.

### Vocabulary

In the vocabulary units, you will learn new words. You will have six activities for each reading section. These activities are described in the next column.

### 1. Selection Words: Self-Check

The first activity in each vocabulary unit is a self-test. It's designed to help you "flag" words that you don't know. All too often, even good readers skip over unfamiliar words as they read. The self-check forces you to pause and think about where you stand with the vocabulary words. After that review, you are ready to move on to master the new words.

### 2. Defining Words from Context

In this activity, you study the vocabulary words, looking closely at context for clues to meaning. First, you predict the meaning of each word. Then you check your prediction with the dictionary. A word can have different meanings depending on how it is used. That's why this activity asks you to look at context and a dictionary to refine that meaning.

### 3. Choosing a Definition

In this activity, you are asked to read each vocabulary word in a sentence. Then you select the correct definition.

### 4. Using Words in Context

In this activity, you will choose and write the vocabulary word that best completes a sentence.

### 5. Classifying Words

This activity gives you the chance to classify the vocabulary words into word groups.

### 6. Checking Your Understanding

The final vocabulary activity is a check test. It will show you if you understand the words.

### Comprehension

In the comprehension units, you work with the ideas in the PASSAGES novels. You will have seven activities for each reading section. The activities are described on the next page.

## 1. Tracking Main Ideas

In this activity, you are asked to read several passages from the novel. Then you tell what the passages are about. From three statements, you will choose the one that best sums up the message of the passage.

## 2. Getting the Facts

In this activity, you look for important details. First you read passages from the story. Then you select the detail that best completes a statement about each passage.

The purpose of the activity is not to test your memory but to teach you to find details when you need them. The answers to all the detail questions are in the passages. You simply find them.

## 3. Making Inferences

Authors cannot and will not tell everything. They expect you to dig for meaning from the hints they provide. Your task in this activity is to decide what is being implied in several passages. Using clues in the passages, you will choose a statement that tells what the author is suggesting.

## 4. Interpreting Figurative Language

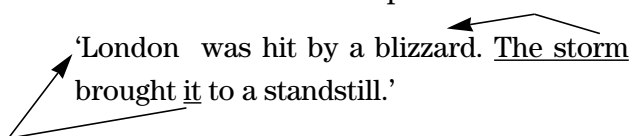
This activity helps you see how idioms and figures of speech work. Idioms and figures of speech are phrases or groups of words that do not mean exactly what they say. For instance, 'The couple burned up the dance floor' is an idiom. It means the couple danced well and with great energy.

In this exercise, you read idioms and figures of speech in context. Then, using clues found in the context, you decide which statement best sums up the meaning of each figurative phrase.

## 5. Using Referents

Writers often use words to refer to or replace other words. Here is an example:

'London was hit by a blizzard. The storm brought it to a standstill.'



In the example, the underlined words are referents. 'The storm' is used to replace 'blizzard', and 'it' refers to 'London'. The Using Referents exercises give you practice in working with referent words.

## 6. Summarising

This activity checks your recall of story events. It gives you practice in summarising major events of several story chapters.

In the exercise, you choose from three paragraphs the one that best describes story events. In two of the three paragraphs, events or details are incorrect. In the third, the events are summarised correctly.

## 7. Reading Critically

Authors are people with opinions and biases, just like the rest of us. Naturally, their viewpoints often appear in their writing. It's important that you learn to think about their statements. You need not blindly accept what they say as fact or truth.

In this activity, you will get a chance to judge and express your opinion about the novel. You will be asked to agree or disagree with several statements and then express your own viewpoints.

## A Final Word

You *can* improve your reading skills. And there's no better way to do that than by working with material you enjoy. You'll find that building vocabulary and boosting comprehension is easier than you expect with the PAS-SAGES program.

### TRACKING MAIN IDEAS

The exercise that follows asks you to identify the main idea of five passages from the story. You can find the main idea by reading each passage and noticing exactly what the passage says.

**Directions:** Read each passage. Then circle the letter of the statement that best summarises the main idea of each passage.

#### Passage 1

Every day in Ms Elizabeth Finch's English 3 class, the same thing happened. Kathy Benedict liked English, especially now that they were reading works by modern authors. But Alec Ross always managed to mess up the class. He ruined it for everybody.

- a. Kathy Benedict dislikes Ms Finch's English 3 class.
- b. Alec Ross always ruins Ms Finch's English 3 class.
- c. Alec Ross likes reading modern authors in Ms Finch's English 3 class.

#### Passage 2

Kathy sat in her usual place and smiled at Todd Macon, her old friend. She looked at Todd again and she felt sad. As usual he had turned his burn scar to the wall. Kathy couldn't help wishing Todd didn't feel so ashamed of the scar.

- a. Kathy wishes Todd would face the wall.
- b. Kathy wished Todd could do something about his scar.
- c. Kathy wishes Todd didn't feel so ashamed of his scar.

#### Passage 3

There was a long silence. Kathy looked at Todd. She knew that Todd disliked Alec. He disliked all the kids like Alec, the troublemakers and hoods. Sometimes it scared her how much he disliked them. She thought it had something to do with his scar.

- a. Todd doesn't like troublemakers like Alec.
- b. Todd doesn't like fools like Kathy.
- c. Todd doesn't like kids with scars.

**Passage 4**

Kathy always rode home past South River. Usually it was a pretty ride. The river was clear and blue when the sky was blue. But now the sky was grey. The clouds looked like dirty grey sheets. As a result, South River looked grey, too. It also looked menacing. Kathy tried not to look at it. The water was wild and choppy in the rain.

4. a. Kathy doesn't like riding past South River when it is clear and blue.  
b. Kathy doesn't like riding past South River when it is wild and choppy.  
c. Kathy likes riding past south River when it is grey and menacing.

**Passage 5**

'I bet he would. He's not all that brave. Mrs Ross is a big shot in town. She knows how to make things happen. She and her husband own the big plastics plant, don't they? Most of the people in this town work there. Mrs Ross can have anything she wants and she wants blood'. Todd's voice was savage. 'That idiot, Alec. He even makes trouble when he's gone!'

5. a. Mrs Ross works for the plastics plant.  
b. Mrs Ross knows many of the people in town.  
c. Mrs Ross can make trouble because she's a big shot.

**GETTING THE FACTS**

The exercise that follows asks you to find important details in five passages from the story. You can complete the statements by reading each passage and noticing exactly what the passage says.

**Directions:** Read each passage. Then circle the letter of the response that best completes each statement.

**Passage 1**

Before going to her first class, Kathy went to the chemistry lab. Mr Sonderville was making a chart of atomic symbols.

'Hello, Mr Sonderville', Kathy said. She looked around the lab. She noticed that the mice cage was empty.

'Hello, Kathy. What can I do for you?'

'Mr Sonderville, excuse me. But where are the mice?'

A shadow passed over the old man's face. Then he sighed and said, 'Alec put a snake in their cage. He did it the day before yesterday'.

'Oh', Kathy said sadly. She knew now why Alec had been laughing.

'Fed my mice to the snake', Mr Sonderville said.

1. Mr Sonderville's mice cage is empty because  
a. Alec let the mice out of the cage.  
b. Kathy poisoned the mice with chemicals.  
c. Alec fed the mice to a snake.