

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 on vocabulary and a unit on 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. Firstly, 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.

CHOOSING A DEFINITION

Directions: Read each sentence. Circle the letter of the best definition for the word in bold.

- 1 'Stop putting words into my mouth,' I **objected**.
 - a. answered
 - b. applauded
 - c. protested
2. I couldn't hide my **resentment** towards Lonnie.
 - a. anger
 - b. fear
 - c. love
3. 'I'd rather come with you to help Aunt Sue,' I had **insisted**.
 - a. demanded
 - b. suggested
 - c. hinted
4. Worst of all was the way he'd **affected** Mum.
 - a. confused
 - b. ignored
 - c. influenced
5. I got this **queasy** feeling in my stomach.
 - a. happy
 - b. sick
 - c. silly
6. He was standing next to his plane, a wide smile covering his face and a **mischievous** sparkle in his eyes.
 - a. cold
 - b. intelligent
 - c. playful
7. The idea of a mysterious stranger **lurking** in the woods appealed to him.
 - a. living
 - b. fighting
 - c. hiding
8. He was **crouching**, making himself even smaller.
 - a. bending over
 - b. jumping up
 - c. standing still
9. We **tramped** over to the window.
 - a. stomped
 - b. tiptoed
 - c. rushed
10. 'You'd better be careful if there is a **prowler** around the cabin,' Ben said.
 - a. intruder
 - b. friend
 - c. guest
11. Dad had flown **experimental** planes for the Air Force.
 - a. secret
 - b. test
 - c. enemy
12. My arms and legs were **numb**.
 - a. very quick
 - b. without feeling
 - c. terribly painful

Unit 2

Comprehension

The Ghost Boy Chapters 1–3

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

Ben laughed again. Then I started to tell him all the things I hated about Lonnie. I knew it wasn't right to be talking about my stepfather to a stranger. It was just that I had to tell somebody. It was all bottled up inside me.

I finally slid to an embarrassed stop and tried to dig my way out.

- a. Tricia feels awful after Ben laughs at her.
- b. Tricia feels better after she talks to Lonnie.
- c. Tricia feels guilty after she talks about Lonnie.

Passage 2

'I said no thank you.' Lonnie's voice was hard. He and Rusty Dunsmuir stared at each other for what seemed like a long time.

Suddenly I saw that the two men really didn't like each other much. I hadn't noticed that before. I knew they had known each other a long time. I'd just assumed they were friends.

- a. Lonnie and Rusty Dunsmuir had been good friends for a long time.
- b. Lonnie and Rusty Dunsmuir do not like each other much.
- c. Lonnie and Rusty Dunsmuir have not known each other long.

Passage 3

Lonnie reached out and tried to put his arm around me. I suppose he wanted to comfort me. But I moved away. He looked very hurt, but I didn't want him to touch me.

- a. Tricia doesn't want Lonnie to touch her.
- b. Tricia doesn't mind when Lonnie touches her.
- c. Tricia doesn't want to hurt Lonnie.

USING REFERENTS

The exercise that follows asks you to explain five referents from the story. You can find the answers through careful reading of the passage.

Directions: Read the passage and note the words in bold. These words are referents. Each referent refers to or replaces other words in the passage. On the line provided, write the word or words which the referent replaces.

About an hour later, we all went to bed. But I couldn't sleep I just lay (1) **there** staring at the cabin window. I wondered if the face would be (2) **there** again tonight. Maybe if I closed my eyes, I could keep (3) **it** from coming. But I couldn't close (4) **them**.

I suppose I went to sleep then because I began to dream. (5) **It** was a strange, terrible dream. I saw the face again and it had the same intense eyes. But this time it got very close and I knew whose face I was seeing. It was *Lonnie's* face!

1. there _____
2. there _____
3. it _____
4. them _____
5. It _____

SUMMARISING

The exercise that follows asks you to summarise the major events of chapters 1–3. You can choose the correct summary by recalling what you have read.

Directions: Read the three paragraphs. Choose the one that best summarises the major events in chapters 1–3. Write the letter of that paragraph on the line provided.

- a. Tricia, Doug and their stepfather, Lonnie Boone, are holidaying in the mountains. One night Tricia wakes up and sees a face peering through the window of their cabin. Tricia tells Lonnie and Doug what she saw and they make plans to capture the prowler. Tricia begins to feel closer to her stepfather as they search for the mysterious boy.

- b. Tricia and Doug stay with their new stepfather, Lonnie Boone, in a cabin in the bush. Although she doesn't like her stepfather, Tricia agrees to go with him to please her mother. One morning Tricia is frightened by a face peering in at the cabin window. When the prowler tries to harm her, Lonnie goes to Rusty Dunsmuir for help. Together Lonnie and Rusty set a trap for the young boy.

- c. Tricia and Doug are staying with their new stepfather, Lonnie Boone, in his cabin. Tricia agrees to go on the trip so her mother can visit relatives. One night Tricia sees a face peering in at the cabin window. Lonnie grows concerned. However, he angrily refuses to let Rusty Dunsmuir track down the boy.

Which paragraph best summarises chapters 1–3? _____

USING WORDS IN CONTEXT

Directions: From the list in the box below, choose the best word to complete each sentence. Write the word in the space provided. Use each word only once.

committed	raving
furious	responsible
gash	scouted
harmless	sense
pierced	unconscious
prying	wary

- Liza guessed that Ben was worried. She seemed to _____ that he was troubled.
- Mr Berger shouted and screamed at us. He acted like a crazy, _____ madman.
- Melissa led us on the hike. She had _____ out all the best trails already.
- Brent felt Amy was _____ when she asked so many questions about his family and past.
- The arrow _____ the bark of the tree and stuck in the trunk.
- When the doctor saw the bad cut on Marc's leg, he said, 'That's quite a _____.'
- That snake may look dangerous, but it is really _____. It can't hurt you.
- She _____ three robberies before the police caught her.
- Joe is cautious by nature. He is especially _____ in new situations.
- You can rely on Chan. He is dependable and _____.
- Todd is extremely jealous. He was _____ when he heard that his old girlfriend was engaged.
- The clumsy prize fighter was knocked _____. Several minutes passed before he came to.