

To the Student

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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. First, 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.

Second, 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.

Selection Words: Self-Check

Look at the list of words in the box on the right. You'll be working with these words in this unit. The words are from chapters 1–3 of the novel.

Directions: Read through the list. As you read, circle any words which are new to you. Underline any words which you recognise but which you are not sure how to define.

| | |
|-------------|------------|
| craggy | plea |
| disloyal | savagely |
| features | scrawny |
| impatient | staggered |
| investigate | stale |
| lashed | suspicious |

Defining Words from Context

Directions: The following passages are from the story. Each passage features a vocabulary word printed in bold. Read the passage. As you read, watch for clues that will help you decide the meaning of the vocabulary word.

After you read, write what you think the word means on the lines provided. Choose a meaning that fits the context of the passage.

Then use a dictionary to check your response. Pick a definition that fits and write it on the line. Compare your two definitions.

1. plea

“What happened, sweetie?” Tina’s mother asked, ignoring Harry’s question and Tina’s silent **plea** for help. “Why are you home so early? Was your date a dud?”

My definition _____

Dictionary definition _____

2. suspicious

Then she wondered what the other kids would say about her black eye. And the teachers—what would they think? Maybe they’d get **suspicious**. Especially Ms Bronson. She was always suspicious anyway.

My definition _____

Dictionary definition _____

3. investigate

And the teachers—what would they think? Maybe they’d get suspicious. Especially Ms Bronson. She was always suspicious anyway. She might call the authorities to **investigate**.

My definition _____

Dictionary definition _____

Unit 2

Comprehension

Please Don't Ask Me to Love You 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

They drove south and eventually reached the outskirts of Sydney. Tina saw a smokestack spitting fire into the air north of the city. She also noticed the stream of traffic thicken. She stared as the cars sped past, each one filled with grim-looking strangers.

Her stomach tightened with fear. Everybody was a stranger; everything seemed so threatening. She felt as if she were drowning in a swirling river of cars and smoke.

- a. Tina thinks Sydney is exciting.
b. Tina thinks the people in Sydney are friendly.
c. Tina thinks the people in Sydney are friendly.

Passage 2

Tonight Tina gave the same excuse. Jimmy didn't seem too happy about it, but he agreed to take her home.

Going home and getting in the door was another problem. Tina never let any of her dates near her house. She never knew what would be happening inside. But whatever it was, it would probably be something that would embarrass her.

- a. Tina is embarrassed by what goes on inside her house.

- b. Tina is ashamed of the boys she dates.
- c. Tina is eager to bring her dates home to meet her mother.

Passage 3

For the first time in her life, Tina thought about leaving school. She'd always planned to pass her exams and get a decent job. But suddenly going back to school seemed impossible. How could she cope with all the questions and those silent suspicions?

- a. Tina is thinking about leaving school.
b. Tina is thinking that she will never get out of school.
c. Tina is thinking about quitting her job.

Passage 4

Yet Tina couldn't deny to herself that she sort of liked Piney Woods. He'd been kind to her even when she'd been nasty to him.

But she knew that Piney thought of her as a pest. Never in a million years would a guy as nice as he was be interested in a girl like her.

- a. Tina thinks Piney likes her.
b. Tina could never like Piney.
c. Tina can't believe Piney could like her.

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. Tina Hayes comes home from a date and finds her mother fighting with her boyfriend, Harry. Harry tells Tina to get out of the house. When she won't go, he hits her. Frightened and hurt, Tina runs away from home. She meets a singer named Piney Woods. Tina hitches a ride with Piney to Sydney. When Tina calls her mother, her mother tells her not to worry about coming home. Tina has no place to go, so she tags along with Piney.
- *****
- b. Tina Hayes comes home from a date. As usual, her mother shouts at her for coming in late. When her mother's boyfriend hits Tina, Tina runs away. Tina hitches a ride with a singer named Piney Woods. Piney and Tina drive to Sydney. Tina doesn't want to go back home, so she asks Piney if she can stay with him for a while. Piney doesn't like the idea much, but he agrees because he feels sorry for Tina.
- *****
- c. Tina Hayes runs away from home after her mother's boyfriend tries to beat her up. She walks for several hours looking for a safe place to spend the night. She finds some friends behind an old shop. She stays there until morning. Then she hitches a ride with a singer named Piney Woods. Piney and Tina have a lot in common, so they decide to travel together for a while. Tina calls her mother to tell her not to worry. Tina's mother begs her to come home.

Which paragraph best summarises chapters 1–3?

READING CRITICALLY

The exercise that follows asks you to make an evaluation or a judgment about three passages from the story. The answers cannot be found in the selections. You must use your own experience, the experience of others or other selections from the story to answer the questions.

Directions: Read each passage and the question that follows. Write your response to each question in the space provided. Keep in mind that there are no wrong answers to these questions.

Passage 1

Jack didn't let go of Tina's hand. "Aw, come on. You won't go home again. I can see it in your face."

Now Tina felt frightened. Jack was holding her hand too tightly. "Please, Jack. I just want to rest now. Okay?"

"Tina, stick with me. You won't be sorry. Come on. Look, Tina, the world is a rough place. Lot of dodgy people around. You should see the rotten people right around here—man, they'll tear you to pieces. You need somebody to protect you. If you think you're hurting now, just think what'll happen if you stick around here with no one to look after you."

1. What is your opinion of the statement "the world is a rough place. Lot of dodgy people around"?

_____ I agree

_____ I disagree

Explain. _____

Interpreting Figurative Language

The following exercise asks you to infer the meaning of figurative language from the story. The meaning of these special phrases can be inferred from clues in the passages.

Directions: Read each passage. Use the clues in the passage to determine the meaning of the words in bold. Then circle the letter of the statement that best sums up the meaning of these words.

Passage 1

“Our parents have a big station in the outback. They wanted us to go to uni and stuff.”

“My parents are the same way,” Arthur smiled. “But our generation has to **find its own way**, don't you think?”

1. “But our generation has to **find its own way**” means
 - a. we need to do what is right for us.
 - b. we must do as our parents tell us.
 - c. we are on our own because no one will help us.

Passage 2

She felt **as though she was slipping into a deep hole**. She kept remembering something her mother had once said: *Nice guys never take me out, sweetie. I suppose I've got a sign on me or something.*

Tina felt that, like her mother, she was wearing a sign. And like her mother, she didn't belong with classy people—people like Arthur. It had been a mistake to go out with him in the first place.

2. “She felt **as though she was slipping into a deep hole**” means
 - a. Tina felt good.
 - b. Tina felt trapped.
 - c. Tina felt hopeful.

Passage 3

“And there is no farm at home, is there?” Mrs Morley demanded. Her voice was **as tense as a bowstring**.

Tina's lips began to tremble. “I—I just wanted to please Arthur.”

3. “Her voice was **as tense as a bowstring**” means
 - a. her voice was smooth and gentle.
 - b. her voice was strained and angry.
 - c. her voice was cold and emotionless.

Passage 4

“No,” she replied coldly. Then she got a whiff of his breath. “You smell like a drunk.”

“Come on, Susie, I had one drink. What's the matter with you? You look at me **like I'm some kind of disease**.”

Tina chopped at the potatoes. “I've never seen you drunk before.”

“Drunk! I'm not drunk.” Then Piney began to smile. “I know what's wrong with you. You're jealous.”

4. “You look at me **like I'm some kind of disease**” means
 - a. Tina is pleased with Piney.
 - b. Tina is afraid of Piney.
 - c. Tina is disgusted with Piney.

Passage 5

Arthur stared at Tina. “Was everything a lie?” Tina couldn't stand to meet his eyes. He looked **like a kid who'd just lost a treasured marble collection**. She didn't know what made her feel worse—Arthur's hurt look or Mrs Morley's fiery glare.

5. “He looked **like a kid who'd just lost a treasured marble collection**” means
 - a. Arthur looked angry.
 - b. Arthur looked hurt.
 - c. Arthur looked guilty.