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## 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. 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.

## 1. Tracking Main Ideas

In this activity, you are asked to read several passages from the novel. Then you say 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:

‘The thirsty boy drank the huge glass of lemonade. He drained every drop of it.’

In the example, the underlined words are referents. ‘He’ is used to replace ‘the thirsty boy’ and ‘it’ refers to ‘the huge glass of lemonade’. 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 are easier than you expect with the PASSAGES program.

### 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.

abrasions	glowered
bickering	indulge
clod	legion
deluge	memento
disorient	predators
gabbing	taunted

### DEFINING WORDS FROM CONTEXT

**Directions:** The following passages are from the story. Each passage features a vocabulary word printed in dark type. 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. **disorient**

'Your dad feeling better?' he asked me.

'Yeah, he is. But I can tell he dreads going back to driving the cab. The police said the guy who busted his window wasn't just a vandal. He tries to **disorient** the drivers in order to rob them—and sometimes the passengers. And he carries a gun. See, my dad was slowing for a light. The only reason the guy fled was that a couple of people came running. Dad could've been shot!' I felt my throat tighten again as I pushed away the thought.

My definition \_\_\_\_\_

\_\_\_\_\_

Dictionary definition \_\_\_\_\_

\_\_\_\_\_

2. **abrasions**

‘Hey’, Dad called out to us when we finally entered the emergency room. ‘I don’t feel as bad as I look, so take it easy’. He was lying on a bed, his head bandaged, **abrasions** on his face.

‘We were so worried’, Mum said. ‘Lily Owens phoned and told us what happened. But she didn’t see who did it’.

My definition \_\_\_\_\_  
\_\_\_\_\_

Dictionary definition \_\_\_\_\_  
\_\_\_\_\_

3. **indulge**

I couldn’t get my dad off my mind. I was still depressed when I went to work on Sunday. I worked part-time at a bakery to earn money for university expenses not covered by the scholarship.

‘Hey, Valerie, **indulge** me. One iced doughnut with a deadly dose of chocolate’, came a vaguely familiar voice.

My definition \_\_\_\_\_  
\_\_\_\_\_

Dictionary definition \_\_\_\_\_  
\_\_\_\_\_

4. **bickering**

‘I planned to go to the University of Melbourne, but now I’m not so sure’, I replied. I looked around to see if my boss, Mrs Dowd, was listening. I hadn’t shared anything with her about what happened to my dad. She and her twenty year old son, Rick, never seemed particularly interested in the people who worked for them. Rick and his mother were pretty grouchy people. They were always **bickering**.

My definition \_\_\_\_\_  
\_\_\_\_\_

Dictionary definition \_\_\_\_\_  
\_\_\_\_\_

5. **clod**

‘Well...the other night some creep smashed my dad’s cab window. Now he’s in the hospital’, I said.

‘Hey, that’s bad news. He gonna be okay?’ Gil’s big brown eyes filled with sympathy. I felt a little bit ashamed for thinking he was some unfeeling **clod** just because he played football.

My definition \_\_\_\_\_  
\_\_\_\_\_

Dictionary definition \_\_\_\_\_  
\_\_\_\_\_

6. **deluge**

I wished with all my heart that I had such power right now. I wished I could make something horrifying happen to Dennie Plover right now to wipe that evil grin off his face. A **deluge** of cockroaches maybe.

My definition \_\_\_\_\_  
\_\_\_\_\_

Dictionary definition \_\_\_\_\_  
\_\_\_\_\_

7. **glowered**

The Plovers bought two doughnuts and then, of course, complained that they were oily. Rick Dowd gave them another two, free of charge. But even as he apologised, I could see how Rick simmered underneath his fake smile. He seemed to dislike the Plovers as much as I did. But then Rick Dowd sometimes seemed to hate the whole world.

Keith and Dennie soon swaggered out. I **glowered** after them, wishing a cement truck would hit them.

My definition \_\_\_\_\_  
\_\_\_\_\_

Dictionary definition \_\_\_\_\_  
\_\_\_\_\_