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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. 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.

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 is 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.

dramatically	senile
heirloom	serene
immigrant	snide
insecure	dare
juvenile	stalking
reassured	vulnerable

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. **immigrant**

Kathy turned sharply and walked back to the grill. There she found Fared, the manager, frying burgers. Fared was a forty year old **immigrant** from the Middle East.

'Fared, some guy up front is acting weird', Kathy said.

Fared stooped to get a look at the counter. 'The motorcycle guy?' Kathy nodded and Fared went up front, smiling. 'What can I do for you, sir?'

My definition _____

Dictionary definition _____

2. **vulnerable**

‘I don’t think so’, Dee said. ‘You know how guys are. They’ve all got a weird sense of humour. Remember how Alec fed old Mr Sonderville’s mice to the snake? No more science experiments with those stupid things’, Dee said with a laugh.

‘Alec was a sick person, Dee’, Kathy snapped. Alec Ross had spent his life hurting people. He loved to make fun of and embarrass anyone who was **vulnerable**. Mr Sonderville, their science teacher, had only been one of his victims.

My definition _____

Dictionary definition _____

3. **stalking**

Kathy hurried to her room. She was not eager for more conversation about Zuma. As she changed into a T-shirt and jeans, she kept turning over what Zuma had said to her. She’d heard of men **stalking** women they’d taken a liking to. She’d even seen a couple of frightening movies about it. But she never dreamed anything like that could happen to her. Life seemed so safe in this quiet town.

My definition _____

Dictionary definition _____

4. **dramatically**

Todd had only been fifteen when his life had been **dramatically** changed. He’d worked that summer in Lancaster, a nearby town. One day he’d become involved in a terrible accident. He found a girl trapped in her car, surrounded by flames. Todd tried to rescue her but failed. And in the process, he suffered terrible burns.

Now the scars on his face and body made him self-conscious and often angry. Yet he was

still loving and gentle to Kathy.

My definition _____

Dictionary definition _____

5. **insecure**

Dee gave a wicked grin and walked off. Todd stared after her, shaking his head. ‘Always looking for a chance to spread the pain’, he remarked. But almost as quickly he added, ‘What was she talking about anyway?’

‘Nothing’, Kathy answered. But she knew that such a reply wouldn’t satisfy him. He had matured a lot since last year. Yet he was still **insecure** because of the scars. He never quite believed he was worthy of Kathy’s love.

My definition _____

Dictionary definition _____

6. **dare**

You mean that’s all there was to it?’

Kathy didn’t **dare** tell the whole truth. She’d already thought the whole thing through. She couldn’t let Todd think some guy was following her. If Todd knew, he’d likely do something crazy.

My definition _____

Dictionary definition _____