

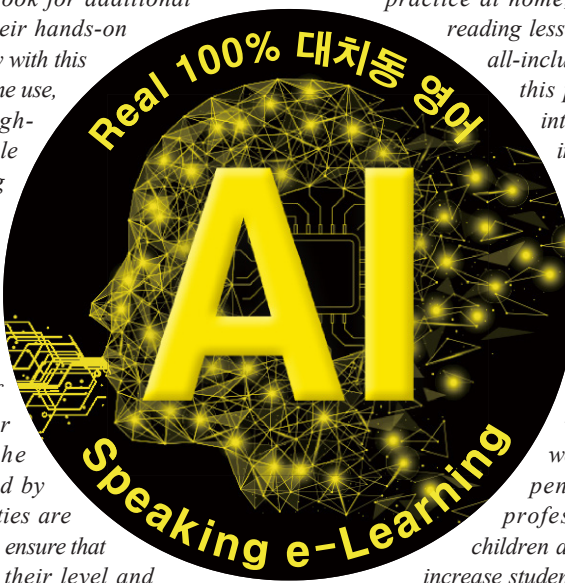


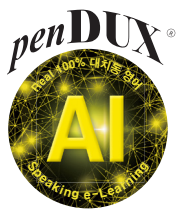
CR

Critical Reading based on Language Arts

**HIG
900-1**

Essential Reading Skills: The penDUX CR-Critical Reading book helps middle school students to reinforce their reading skills and knowledge of English grammar (language arts skills) by reading engaging passages and stories from multiple genres and subject matter topics. What's Included: The book includes passages, stories, and grammar covering a wide range of subjects and topics. How It Works: Students read passages and stories from multiple genres and topics, and answer both closed and open-ended questions to test their knowledge. The book offers various fun exercises to students to practice and learn new words. Working Together: Parents love using the workbook for additional practice at home, and teachers love to incorporate it into their hands-on reading lessons during class. Track student progress closely with this all-inclusive workbook. Perfect for classroom or at-home use, this practice book includes many fascinating high-provide both invaluable interest stories targeted to fundamental to reading comprehension. This valuable resource helps middle school students to grasp main idea and details following directions drawing conclusions grammar (language arts skills) vocabulary, grammar and other literacy skills. Reading Comprehension Builders will help your child and student to dig deeper into each students: The level of that students encounter progress through the workbook. Professionally Leveled and Arranged by penDUX: These reading comprehension activities are arranged by penDUX to ensure that children and students are reading texts appropriate for their level and increase students' comprehension skills and fluency. Reading Comprehension Builders will help your child and student to dig deeper into each text with questions, vocabulary and grammar and acquire other literacy skills. Perfect reading comprehension activities for middle to high school level students.





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Unit 01

Mysterious Spirit at Summer Camp

(Pronouns) -body (somebody / anybody)

- Indefinite pronouns such as something, everywhere, anybody do not refer to a specific person, place, or thing. There is a particular group of indefinite pronouns formed with a quantifier or distributive preceded by any, some, every and no. They are placed in the same location as a noun. Indefinite pronouns with some and any are used to describe indefinite and incomplete quantities in the same way that some and any are used alone.

Example

Everybody enjoyed taking photos commemorating graduation.

Somebody was snooping the classroom.

I'm glad to know that **nobody** was absent this week.

Is there **anybody** who oppose changing the rule?

The professor seems embarrassed because **nobody** gave an opinion.

⊕ Choose the right word to complete a sentence.

1. I need (everybody / somebody) to substitute for Amy because she's going to quit work.
2. (Anybody / Nobody) applied the job for three days.
3. (Everybody / Anybody) was fascinated to her elegant gesture.
4. (Nobody / Somebody) doubted the validity of the existing theory.
5. Amelia is confident to talk about her opinion to (nobody / anybody).
6. As soon as the professor cleared his throat, (everybody / anybody) raise their heads.
7. Brian was embarrassed to know that (somebody / nobody) hacked his laptop.
8. I'm sorry to tell you that (anybody / nobody) survived the catastrophe.

⊕ Write the appropriate pronoun among: *somebody*, *nobody* and *anybody*.

1. Sophia was distressed to know that _____ came to her birthday party.
2. They were accommodated in _____'s house.
3. If Michael does not afford to help, we'll ask _____ else.
4. Usually, there is _____ in the museum now, except the janitor.
5. He didn't have _____ to talk about worries, so he visited a counseling center.
6. I saw Ms. Jane meeting _____ at the back door of the school.
7. Mia phoned the customer center, but _____ took the call.

Exercise

Choose three sentences from the answer and say them in 3 seconds to your teacher without your book.

Unit 01 Mysterious Spirit at Summer Camp

Fiona had settled down in Camp Green Lake to spend two weeks in the mountains of Colorado. In the distance she could see a tall girl leaping up and down, celebrating the goal she scored. “Have you met Amy Evansen yet?” George, a fellow camper, asked. “**Everybody** knows her,” Fiona answered. “It must be great to be Amy. Her dad is Camp Director so she can linger and enjoy tons of activities all summer.” “Yeah, being always busy, her father will have trouble caring for her.” Fiona said.

That night, Fiona lay on her bunk and thought of the story of Old Man Looper that Amy told earlier. Looper was a miner who hoped to find gold in the area’s mountain streams. Unfortunately, he had little luck and started talking to **nobody** else but his mule. Amy said he’d haunted the camp ever since he mysteriously vanished.(a)■ “WHAT WAS THAT?!” a voice screamed out. Fiona **shot up** in her bunk. “Shhh! Listen!” somebody whispered from a lower bunk. Everybody in their bunks was frightened, listening to the strange sound outside the cabin.

Hearing a twig snap, Fiona caught a glimpse of **somebody** outside the cabin. She could faintly see Amy’s bunk, quiet and unmoving. (b)■ “Come, everyone! You should see this!” The words were carved roughly on the wooden planks: “THIS IS NOT YOUR HOME! LEAVE NOW!” “Okay, I’m anxious now.” George said. “Me, too,” Fiona said quietly. In the end, Director Evansen rushed in to make all the campers go back to their cabins.

Later, as Fiona’s cabin-mates ate dinner, Hannah asked, “Has **anybody** seen Fiona or George?” Since they were ordered back to their cabins, no one had seen them. (c)■ Word spread quickly among **everybody** that Fiona and George had disappeared. Concerned, Director Evansen was about to announce the early closure of Camp Green Lake he saw Fiona and George sprinting toward them.

As soon as they came running out of breath, they tried to say what they found out. Later, Fiona and George **illustrated** how they figured out Amy had purposefully scared the other campers, starting with the story of the Looper, to get her father to close the camp early. Fiona told him about Amy’s suspiciously quiet bunk, and George about how Amy missed classes without explanation. Amy looked up at her father. (d) ■ “Daddy, I’m so sorry. I know it was wrong.” “Oh, Amy, I’m sorry, too,” Director Evansen said. Amy continued with tears in her eyes, “I just couldn’t bear not getting time with you anymore.” “It’s okay—it’s a good thing we had detectives like Fiona and George to solve the case.”



Vocabulary

▪ carve [v]	to form or inscribe by cutting The schoolboy carved his initials in the table.
▪ illustrate [v]	to tell or explain in written or spoken words; give an account of He illustrated the accident very carefully.
▪ haunt [v]	to appear in a place repeatedly A ghostly lady is said to haunt the stairway looking for her children.
▪ vanish [v]	to disappear quickly from sight The ghost appeared and then vanished .
▪ glimpse [n]	an occasion when you see something or someone for a very short time He caught a glimpse of her face.
▪ faintly [adv]	slightly or not strongly She seemed faintly embarrassed to see us there.
▪ linger [v]	to stay on in a place longer than is usual We lingered a while after the party.
▪ sprint [v]	to run as fast as you can over a short distance, either in a race or because you are in a great hurry to get somewhere We had to sprint to catch the bus.
▪ purposefully [adv]	in a way that shows that you know what you want to do He strode purposefully into the room.
▪ detective [n]	someone whose job is to discover information about crimes and find out who is responsible for them Her new detective series will be her debut on the small screen.

Reading Comprehension

[1~3] Write T if statements are true or F if statements are false according to the story.

1. Looper was a miner who desired to find gold.
2. Amy intended to scare campers.
3. Amy has spent plenty of time with her dad because he is the Camp Director.

[4~6] Choose the correct word in the blank below.

Fiona had settled down in Camp Green Lake to spend two weeks in the mountains of Colorado. She could see Amy Evansen jumping up and down, celebrating the goal she scored. Fiona lay on her bunk and thought of the story of 4. _____ who had little luck finding gold and started talking to nobody. Amy said he had haunted the camp ever since he 5. _____ disappeared. Director Evansen ordered all campers back to their cabins, but no one had seen Fiona and George. Later, Fiona and George described to Director Evansen how they figured out Amy had purposefully scared the other campers to get her 6. _____ to close the camp early.

4. a. Evansen b. Looper c. detective d. ghost
5. a. mysteriously b. suddenly c. purposefully d. gradually
6. a. detective b. father c. camper d. bunk

7. Examine the four ■s in the story. Where is the best place for the following sentence?

That was when somebody's voice broke the silence of the cabin.

- a. ■ 1st square
b. ■ 2nd square
c. ■ 3rd square
d. ■ 4th square
8. Who did NOT attend Camp Green Lake?
- a. Amy
b. Fiona
c. Hannah
d. Looper
9. Why did Director Evansen come to the camper's cabin in a hurry?
- a. to ask the campers to help find Fiona and George
b. to order the campers to return their cabins
c. to make the campers go to bed early
d. to get the campers to participate in new activities
10. The phrase **shot up** in the passage is CLOSEST in meaning to
- a. grew up
b. got an injection
c. jumped out of
d. jumped up

11. The word **illustrated** in the passage is CLOSEST in meaning to
- a. existed
 - b. proved
 - c. explained
 - d. represented
12. What is NOT true according to the story?
- a. Amy deliberately scared the other campers to make the camp close early.
 - b. Amy's dad was too busy to care for enough time with her.
 - c. Hearing a twig break, George caught a glance of a someone outside the cabin.
 - d. George and Fiona were frightened after seeing some words on the wooden planks.
13. What is true according to the story?
- a. Hannah knew why Looper had disappeared.
 - b. George and Fiona told the cabin-mates to get back to their cabins.
 - c. George and Fiona solved the mystery of Looper.
 - d. Amy apologized to her cabin-mates for making them scared.

14. According to the passage, what did Fiona see after hearing a twig snap?

.....

.....

.....

15. According to the passage, why couldn't anybody see Fiona and George?

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.....

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CHECK LIST ✓

Date: . .



Video Lecture

- Have you watched the video lecture at least 2 times before the class?
- Have you watched the video lecture after the class?



Vocabulary

- Did you study the vocabulary listed next to the reading passage?
- Did you review what you got wrong on this unit's test?



Grammar

- Have you understood the points of this unit's Grammar Exercise?
- Have you answered the questions on the Grammar Exercise?
- Please review what you got wrong. Did you understand why you got wrong?



Reading Comprehension

- Have you read the stories carefully?
- Have you answered all the questions on this unit's reading comprehension?
- Did you figure out all of the exact reasons (or supporting details) for each question's answers?
- Please review what you got wrong. Did you understand why you got wrong?

Teacher Signature

Parent Signature