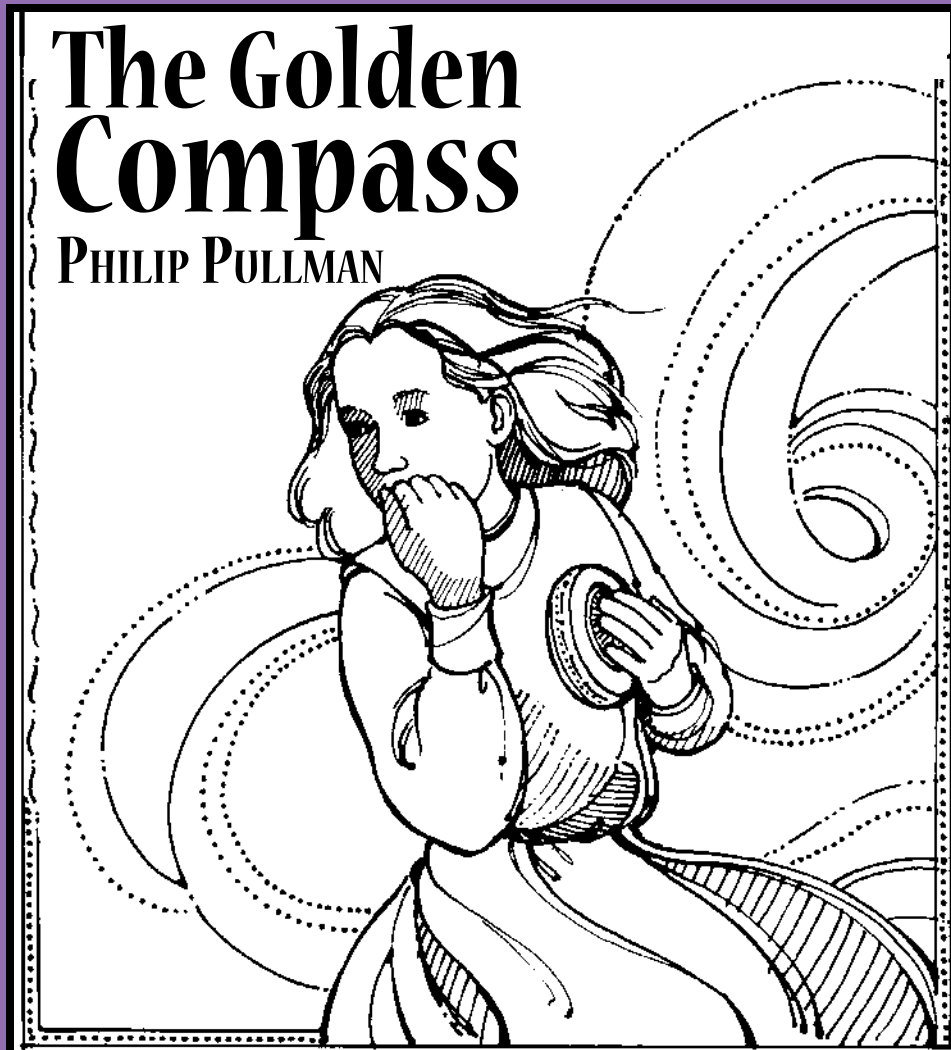


Novel·Ties



## A Study Guide

Written By Carol Alexander

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

## TABLE OF CONTENTS

|   |         |
|---|---------|
| Synopsis .....  | 1       |
| Pre-Reading Activities .....  | 2       |
| Chapters 1 - 3: The Decanter of Tokay;<br>The Idea of North; Lyra's Jordan .....                      | 3 - 6   |
| Chapters 4 - 7: The Alethiometer; The Cocktail<br>Party; The Throwing Nets; John Faa. ....            | 7 - 9   |
| Chapters 8 - 11: Frustration; The Spies; The<br>Consul and The Bear; Armor .....                      | 10 - 13 |
| Chapters 12 - 15: The Lost Boy; Fencing;<br>Bolvangar Lights; The daemon Cages ....                   | 14 - 16 |
| Chapters 16 - 19: The Silver Guillotine;<br>The Witches; Fog and Ice; Captivity .....                 | 17 - 19 |
| Chapters 20 - 23: Mortal Combat; Lord<br>Asriel's Welcome; Betrayal; The Bridge<br>to the Stars. .... | 20 - 23 |
| Cloze Activity .....  | 24      |
| Post-Reading Activities .....   | 25 - 26 |
| Suggestions For Further Reading .....   | 27      |
| Answer Key .....  | 28 - 30 |

*Novel-Ties® are printed on recycled paper.*

*The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.*

## For the Teacher

This reproducible study guide to use in conjunction with the novel *The Golden Compass* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## CHAPTERS 1 – 3: THE DECANTER OF TOKAY; THE IDEA OF NORTH; LYRA’S JORDAN

**Vocabulary:** Antonyms are words with opposite meanings. Draw a line from each word in column A to its antonym in column B. Then use the words in column A to complete the sentences below.

| <u>A</u>     | <u>B</u>         |
|--------------|------------------|
| 1. solemn    | a. mild          |
| 2. superior  | b. discouraged   |
| 3. interfere | c. trusting      |
| 4. fervent   | d. delighted     |
| 5. agitated  | e. inferior      |
| 6. wary      | f. light-hearted |
| 7. appalled  | g. allow         |
| 8. consoled  | h. calm          |

.....

1. The mother’s \_\_\_\_\_ pleading convinced the governor to pardon her son.
2. The patient was in a(n) \_\_\_\_\_ condition until her fever was reduced.
3. Our homemade bread is \_\_\_\_\_ to any loaves you will find in the supermarket.
4. The rabbits were understandably \_\_\_\_\_ of the dogs that sniffed around their hutch.
5. I am hoping that no one will \_\_\_\_\_ with my plans for a restful weekend.
6. The preacher’s kind words \_\_\_\_\_ the family after the death of their father.
7. The audience was \_\_\_\_\_ at the sight of a giant monster on the movie screen ravaging an entire city.
8. The inauguration of a new president was a(n) \_\_\_\_\_ moment, greeted by respectful silence.

Read to find out about mysterious events at Jordan College.

## Chapters 1 – 3: The Decanter of Tokay; The Idea of North; Lyra’s Jordan (cont.)

### Literary Devices:

- I. *Metaphor*—A metaphor is a suggested or implied comparison between two unlike objects. For example:

The evening sky was awash with peach, apricot, cream: tender little ice-cream clouds in a wide orange sky.

What is being compared?

---

---

How does this comparison help you to picture the scene?

---

- II. *Cliffhanger*—A cliffhanger is a device borrowed from serialized silent films in which an episode ended at a moment of great suspense or tension. In a book, it usually appears at the end of a chapter to encourage the reader to continue on in the book. What is the cliffhanger at the end of Chapter Three?

---

---

### Literary Element: Setting

Setting refers to the time and place of events in a work of literature. What is the setting of *The Golden Compass*? How does the setting help to shape the action of the story?

---

---

---

### Art Connection:

Find some photographs or paintings that show the *aurora borealis*. You might also create your own illustration of the Northern Lights . Post these illustrations on the bulletin board of your classroom.