CHAPTER 6

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Match the words and expressions in A to their meanings in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. accidentally</td>
<td>a. almost</td>
</tr>
<tr>
<td>2. on the verge of</td>
<td>b. raise your right hand to your head</td>
</tr>
<tr>
<td>3. motto</td>
<td>c. dutifully</td>
</tr>
<tr>
<td>4. great impact</td>
<td>d. by mistake</td>
</tr>
<tr>
<td>5. overwhelm</td>
<td>e. get together</td>
</tr>
<tr>
<td>6. conceited</td>
<td>f. saying; slogan</td>
</tr>
<tr>
<td>7. obediently</td>
<td>g. intense discussion</td>
</tr>
<tr>
<td>8. heated debate</td>
<td>h. military unit</td>
</tr>
<tr>
<td>9. gather around</td>
<td>i. selfish; egotistic</td>
</tr>
<tr>
<td>10. regiment</td>
<td>j. arrogant</td>
</tr>
<tr>
<td>11. salute</td>
<td>k. strong effect</td>
</tr>
<tr>
<td>12. self-serving</td>
<td>l. overpower</td>
</tr>
</tbody>
</table>

UNDERSTANDING THE TEXT

Answer the questions.

1. Why does Mr. Ross decide to continue the experiment?
2. What is different about Robert’s appearance?
3. According to Mr. Ross, how does a sense of community give you strength?
4. What two mottos do the students recite?
5. What is the new class symbol?
6. What is the new class salute?
7. According to David, how can The Wave help his football team be successful?
ANALYSIS AND INTERPRETATION

A  The plot is the sequence of events in a story. What have you learned about the plot so far? Complete the graphic organizer.

The class watches a documentary about the Holocaust.

1.

Mr. Ross doesn’t know how to answer this question.

2.

Eventually, Mr. Ross realizes that he won’t find the answer in any book.

3.

Mr. Ross introduces The Wave.

B  A symbol is used to represent an idea.

1. Why do you think Mr. Ross introduces a symbol and a salute?
2. Why does Mr. Ross choose a wave as a symbol for the movement?
3. Do you think a wave is a positive or negative symbol? Explain.

C  Answer the questions.

1. Why do you think Mr. Ross picks Robert to demonstrate the new rules to the class?
2. Do you think David has leadership qualities? Explain.
CHAPTER 7

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Complete the sentences.

1. If I could get some more cooperation, ….
2. As far as I’m concerned, ….
3. It was very perceptive of you to realize ….
4. She excused herself on the pretense that ….
5. With a bit of luck I will wind up ….
6. They have grown accustomed to ….
7. Discipline will inevitably lead to ….
8. My little sister manipulates my mother by ….
9. I am not in a rush. On the contrary, I ….
10. Stop pacing around. It ….

UNDERSTANDING THE TEXT

Answer the questions.

1. What subjects do the Saunders talk about at the dinner table?
2. What subjects do Mr. Saunders and David usually discuss?
3. What is the main subject of conversation between Christy and Ben Ross?
A ➤ **DISTINGUISHING DIFFERENT PERSPECTIVES** means identifying the characters’ or people’s different points of view in a story or text.

In order to distinguish between different perspectives you need to understand what different people think about a certain topic or situation. Look at the chart below. Who is in favor of the new factory? Who is against the idea? Why?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Mr. Smith’s point of view</th>
<th>Ms. Green’s point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new factory is being planned in a rural area.</td>
<td>It will create new job opportunities.</td>
<td>It will destroy the landscape and pollute the environment.</td>
</tr>
</tbody>
</table>

B When might it be important to be able to distinguish different perspectives in your everyday life? Give examples.

C Use the thinking skill of Distinguishing Different Perspectives to complete the charts below in your notebook. Write what the **characters** think about The Wave at this stage of the **novel** and explain why they feel this way.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Mrs. Saunders’ point of view</th>
<th>Mr. Saunders’ point of view</th>
<th>Laurie’s point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Saunders are discussing The Wave at the dinner table.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation</th>
<th>Christy Ross’s point of view</th>
<th>Ben Ross’s point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy and Ben are discussing The Wave at dinnertime.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D **Answer the questions.**

1. In your opinion, is Laurie’s mother overreacting? Explain.
2. Does it surprise you that Laurie is so positive about The Wave? Why or why not?
3. Why do you think Christy calls her husband “Dr. Frankenstein”?
A1 Which five sentences below are false?

1. Children sometimes quarrel with each other over their toys.
2. Soldiers usually show strict obedience.
3. When you say something corny, you express an original thought.
4. People usually wear casual clothes to a wedding.
5. People who intimidate threaten other people.
6. You don’t read a text carefully when you scrutinize it.
7. When you prevent yourself from doing something, you restrain yourself.
8. When people rave about something, they hate it.
9. Politicians try to recruit old members to their party.
10. A good coach demonstrates new skills.

2 Correct the five false sentences.

B Write 10 sentences about the characters or events in the novel using the bolded words in exercise A.

UNDERSTANDING THE TEXT

Answer the questions.

1. What does Mr. Ross hand out at the beginning of the lesson?
2. Who gets a card with a red X? What are these students supposed to do?
3. What new motto is introduced?
4. According to Mr. Ross, why is it necessary to introduce this new motto?
5. What is the first “action” Mr. Ross orders the class to do? Why does this please David?
6. What does George Snyder say about The Wave?
7. Who is the leader of The Wave?
8. What bothers Brad about school? How has The Wave solved his problem?
**ANALYSIS AND INTERPRETATION**

**A1** Most of the students are getting increasingly involved in The Wave. Read the mottos below. Which of these would they probably agree with at this point in the *novel*? Why?

- Don’t Ask, Do!
- Rules Are for Losers!
- We Are One!
- Think for Yourself!
- Unity Is Strength!

2 Think of another motto that the students could identify with.

**B** *Irony* is a literary technique used by writers to create a discrepancy between what is expected, or appears to be, and what actually is. In chapter 8 the author writes:

“Ben realized that they could act on their own without him if they wanted. That thought could have been frightening, but Ben was confident that he had control as their leader. The experiment was simply becoming much more interesting.”

What is *ironic* about this statement? How do you know that Ben is already losing control?

**C** Answer the questions.

1. Why do you think Mr. Ross began to dress more formally than usual?

2. Why do you think Brian and Robert were pleased to receive a membership card with a red X?

3. Mr. Ross tells the class that they must “act together like a well-oiled machine”. What does he mean?

4. Mr. Ross no longer wants students to compete against each other in class. What are the pros and cons of this new policy?

5. What is it about The Wave that particularly pleases David?

6. Why doesn’t Robert sit alone at lunch anymore?

7. Describe the atmosphere at the end of class. Give examples to support your answer.
CHAPTER 9

BASIC UNDERSTANDING

VOCABULARY PRACTICE

A  Choose the word that doesn’t belong.
1. cautious • careful • curious • watchful
2. reprimand • neglect • ignore • overlook
3. rapid • casual • fast • speedy
4. resolutely • decisively • determinedly • hesitantly
5. ecstatic • overjoyed • conceited • exhilarated
6. indoctrinate • imitate • brainwash • manipulate

B  Choose a word from each set in exercise A and write a sentence about the characters or events in the novel.

UNDERSTANDING THE TEXT

Answer the questions.
1. Who is Norman Schiller? Why does he thank Mr. Ross for introducing The Wave to the students?
2. What attracts the students to The Wave? Give three reasons.
3. What does Mr. Ross daydream about?
4. What problem does Laurie have with her staff?
5. What is Laurie going to write about in the school magazine? How is The Grapevine staff going to help her?
6. What does Elaine Billings tell Mrs. Saunders about Robert?
7. Why is a Wave rally being held on Friday?
8. Why is Laurie disturbed by Amy’s attitude toward The Wave?
ANALYSIS AND INTERPRETATION

A  Laurie and Mrs. Saunders have different perspectives about The Wave at this point in the novel. Describe the differences. Which thinking skill did you use to answer the question. Why?

B  Answer the questions.
1. Name one advantage and one disadvantage of Mr. Ross’s rapid-question-and-answer teaching style. Do you like this style? Why or why not?
2. Why does Mr. Ross believe that his students would do better on a multiple choice test than an exam containing essay questions?
3. Why do you think Laurie is hesitant to write an article about The Wave?

CHAPTER 10

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Replace the words in bold with the words below. You may have to change the form of the word.

abrupt • intend • assure • impressionable • pause
remarkable • overreact

1. A dozen students stopped to give Mr. Ross the salute.
2. Mr. Ross didn’t mean for The Wave to spread to the whole school.
3. Robert had undergone a significant change.
4. Mr. Ross stopped suddenly on his way to the principal’s office.
5. Mr. Ross felt that Principal Owens was exaggerating.
6. Mr. Ross promised the principal that the experiment wouldn’t get out of hand.
7. The experiment involves young easily influenced kids.
UNDERSTANDING THE TEXT

Answer the questions.

1. Why is Mr. Ross nervous at the beginning of the chapter?
2. Why is Mr. Ross confused as he enters Principal Owens’ office?
3. What does Mr. Ross promise Principal Owens at the end of their talk?
4. Why does Principal Owens allow Mr. Ross to continue the experiment?

ANALYSIS AND INTERPRETATION

A In this chapter, we meet a new character, Principal Owens, the principal of Gordon High. What bothers Principal Owens about The Wave? How does Mr. Ross justify his experiment? Complete the graphic organizer below.

<table>
<thead>
<tr>
<th>What bothers Principal Owens</th>
<th>Mr. Ross’s justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>It’s just part of the game.</td>
</tr>
<tr>
<td>2. The students are falling behind.</td>
<td></td>
</tr>
<tr>
<td>3. Mr. Ross is overstepping his boundaries as a teacher.</td>
<td></td>
</tr>
</tbody>
</table>

B Answer the questions.

1. What do you think Principal Owens means when he describes The Wave as “too open ended”?
2. Do you think Mr. Owens gives Mr. Ross too much credit? Why or why not?
## CHAPTERS 6-10

### REVIEW OF CHARACTERS

Complete the chart below about the **major characters** in *The Wave*.

<table>
<thead>
<tr>
<th>Character</th>
<th>What we know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Saunders</td>
<td>1. She has been raised to think … .</td>
</tr>
<tr>
<td></td>
<td>2. She is hesitant to write … .</td>
</tr>
<tr>
<td></td>
<td>3. She thinks that The Wave is just a … .</td>
</tr>
<tr>
<td></td>
<td>4. She doesn’t understand why Amy … .</td>
</tr>
<tr>
<td>Ben Ross</td>
<td>1. He creates a symbol and a … .</td>
</tr>
<tr>
<td></td>
<td>2. He comes to class wearing … .</td>
</tr>
<tr>
<td></td>
<td>3. He feels very strongly that the experiment will not get … .</td>
</tr>
<tr>
<td>David Collins</td>
<td>1. He introduces The Wave to … .</td>
</tr>
<tr>
<td></td>
<td>2. He enjoys speaking to Mr. Saunders about … .</td>
</tr>
<tr>
<td></td>
<td>3. He gets angry when Laurie tells him about her mother’s … .</td>
</tr>
<tr>
<td></td>
<td>4. He doesn’t want anyone to know that … .</td>
</tr>
<tr>
<td>Robert Billings</td>
<td>1. He is happy to receive a membership card with … .</td>
</tr>
<tr>
<td></td>
<td>2. He … at lunchtime.</td>
</tr>
<tr>
<td></td>
<td>3. He has changed and is now … .</td>
</tr>
</tbody>
</table>

Laurie’s parents are **minor characters** in *The Wave*. Complete the chart below about them.

<table>
<thead>
<tr>
<th>Character</th>
<th>What we know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Saunders</td>
<td>1. He plays … .</td>
</tr>
<tr>
<td></td>
<td>2. He thinks The Wave is a positive movement because … .</td>
</tr>
<tr>
<td>Mrs. Saunders</td>
<td>1. She thinks that Mr. Ross is … .</td>
</tr>
<tr>
<td></td>
<td>2. She compares The Wave to a … .</td>
</tr>
<tr>
<td></td>
<td>3. She is happy that her daughter … .</td>
</tr>
</tbody>
</table>