Chapter 1: The Dinner Party

Vocabulary Preview

Using the Vocabulary

curious, scientist, reactions, reputation, liberated

Idioms and Expressions

Surely you can see my point.

Hilary, could we change the subject?

I don’t think I should get the credit.

You certainly kept your cool.

Understanding the Story

1. The story is set in India.

2. He believes that a woman will not remain calm in the heat of battle.

3. He is a scientist who studies animal behavior.

4. Dr. Holbrook knows that there is a cobra in the room when he sees the waiter put a bowl of milk on the terrace.

5. His experiment is to make everyone remain absolutely still until he counts to 300.

6. The cobra was crawling across Mrs. Edwards’ foot.
**Reading between the Lines**

2. Hilary disagrees with Colonel Bentley.
   
   That’s ridiculous. Women stay calm during emergencies.

3. Dr. Holbrook realizes there is a cobra in the room.
   
   Dr. Holbrook watches as the waiter puts a bowl of milk outside on the terrace.

4. Dr. Holbrook conducts an “experiment.”
   
   I want to know what control everyone at this table has. I will count to three hundred—that’s five minutes—and one is to move.

5. Mrs. Edwards shows that a woman can have perfect self-control.
   
   It crawled across my foot under the table.

**Practicing Vocabulary**

**Exercise 1**

2. h 3. g 4. i 5. f 6. j 7. a 8. b 9. d 10. e

**Exercise 2**


**Learning New Skills: Describing Characters**
*(answers will vary)*

<table>
<thead>
<tr>
<th>Character</th>
<th>Descriptive Word</th>
<th>Sentence</th>
</tr>
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<tbody>
<tr>
<td>Ambassador Edwards</td>
<td>diplomatic, tactful</td>
<td>I will be diplomatic and suggest that we go to dinner.</td>
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</table>
Colonel Bentley prejudiced, biased A woman’s reaction to any crisis is to scream.

Hilary Brown-Ellis outspoken, bold, liberated, feminist Your ideas are very old fashioned, Colonel Bentley.

Philip Holbrook observant Dr. Holbrook notices Mrs. Edwards. There is a look of surprise on her face.

Irregular Verbs.
Answers will vary.
2. felt 3. put 4. knew 5. kept 6. sat

Chapter 2: First Day of School
Vocabulary Preview

Using the Vocabulary
pretends, nervous, worry, excited, confident

Idioms and Expressions
You have butterflies in your stomach because you’re nervous about school.
Hold your horses. I’m coming.
Izzy and Joseph said we should catch up with them.
I hope the girls don’t pick on us because we can’t speak English.
It (the school) is five stories high.
It will be a cinch, a piece of cake.
Take your time.
Understanding the Play

1. Rose is ten years old.
2. Rose came from Poland.
3. Rose has an eraser, a pencil, a notebook, a handkerchief, and two shiny pennies in her schoolbag.
4. Rose walks with her sister, Frances.
5. She’s afraid her English isn’t good enough, and she will be put in a lower level with younger children.
6. A teacher in the school tells Rose what room to go to.
7. She tells them to take good care of the books.
8. Rose starts to cry.

Reading between the Lines

1. c  2. b  3. a  4. d

Practicing Vocabulary

Exercise 1
1. c  2. d  3. a  4. h  5. g  6. b  7. i  8. m  9. f  10. l
11. e  12. k  13. j  14. n

Exercise 2
nervous, laugh, stomachache, sweat, headaches

Learning New Skills: Cause and Effect as Sentence Structure

1. c  2. d  3. e  4. f  5. b  6. a
**Grammar Review: Personal Pronouns**

**Exercise 1**
Maria and Vladimir are in the same class. *They* are good friends. Maria has trouble with math, but Vladimir is very good in *it*. Vladimir helps Maria with *her* homework.

**Exercise 2**
Marcel and Trudi are from different countries. *He* is from France, and *she* is from Germany. Marcel wants to take Trudi to Paris. Then *they* will travel from France to Germany to visit Trudi’s parents. *They* will rent a car for the trip. Meanwhile Marcel is teaching Trudi some French, and *she* is helping *him* learn German.

**Exercise 3**
1. *It* will make you feel better.

2. *I* hope *I* remember all the English Izzy and Joseph taught *me*.

3. Izzy and Joseph are meeting *us* outside.

4. *She* enters the room.

5. *They* did a great job, and *I* don’t want *you* to worry about reading.

**Irregular Verbs**
get, wrote, write or say, wrote, did, teach, teach, taught
Chapter 3: The Last Lesson

Vocabulary Preview

Using the Vocabulary
approaches, decision, punish, torture, adopted

Idioms and Expressions
I tried to be on time, but I had to stop and pick up the frog on the road.
It's no big deal.
Instead of scolding the two boys, Mr. Hamel smiles sadly and asks Franz and Kurt to take their seats.
I know I said that, Mr. Hamel, but I didn't mean it.

Understanding the Story

1. Franz is going to school.
2. He picked up a frog that was on the road to save it from being killed.
3. Franz meets Kurt on his way to school.
4. Mr. Hamel is standing in the front of the room, and the students are very quiet.
5. The government doesn’t want the children to study French any more.
6. Franz thought French was hard. He had trouble with the grammar.
7. Franz is sad that he won’t be learning French and that Mr. Hamel won’t be his teacher.
8. Mr. Hamel shows courage by accepting the government decision.

Reading between the Lines

1. c 2. b 3. b 4. d

Answer Key
5. Possible answers:
   
   He is sorry Mr. Hamel is leaving.
   He will miss Mr. Hamel.
   He wants Mr. Hamel to remember him.
   He’s sorry he wasn’t a better student.

Practicing Vocabulary

Exercise 1.

2. In 1871 France signed a pact (an agreement) with Germany.

3. If a government doesn’t allow a teacher to teach a subject, what should the teacher do?

4. Franz picks up the frog from the road because he doesn’t want anyone to crush (flatten, step on) it.

5. Tell about your classroom.

6. Franz meets Karl as they come near the school.

7. We make criminals pay for a crime by sending them to prison.

8. When we vote in an election, we make a choice about who we think is the best candidate.

9. Mr. Hamel says the government is afraid French will have a dangerous influence (result, consequence) on young minds.

10. Franz acted as if learning French grammar was punishment (mental pain).

11. Parents sometimes scold their children for the things they do wrong.

12. Mr. Hamel sadly sent away his students after their last class.
Learning New Skills:
Understanding Character Development

6. Mr. Hamel  7. Franz

Grammar Review: Possessive Pronouns

Exercise 1

1. I forgot to do my homework.
2. Tonight I’m really going to do my homework.
3. My mother said if I’m late again, she’s going to punish me.
4. I’ve just been telling the other students that this will be my last day teaching you.
5. Are you angry at us for not doing our lessons every day?
6. It is not your fault.
7. This has been my home.
8. You are wearing your church suit, Mr. Hamel.
9. Today will be our last lesson.
10. The children start out quietly, but by the time the last one reads, their voices are strong and confident.

Exercise 2: Using its or it’s

1. its  2. its  3. It’s  4. It’s  5. It’s, its
**Irregular Verbs**

1. Yes, I spoke to my parents this week. or No, I didn’t speak to my parents this week.

2. Yes, Franz forgot to do his homework.

3. It is forbidden to smoke in class. The teacher forbids us from smoking in the class.

4. They felt sorry about being late. They felt nervous about being late.

5. Mr. Hamel told the children he was no longer going to be their teacher.  
   Mr. Hamel told the children it was their last lesson.

6. No, Franz meant to be on time for school.

**Literary Elements of the Story**

**Setting**  
A town in the Alsace region of France (near Germany); 1871. A schoolroom in the town

**Characters**  
Franz, Kurt, Mr. Hamel, other students

**Plot**  
Two boys are late for school, and when they get into the classroom, they find out that their teacher is leaving. The government doesn’t want him to teach French because their town is now in Germany.

**Conflict**  
The children don’t want the teacher to leave, but the government won’t let him stay.

**Theme**  
Many times we don’t appreciate what we have until we lose it. Governments don’t always do what is best for the people.

**Ending**  
The children and the teacher are sad, but they show how much they care about each other.
### Part One: End-of-Part Activities

**Words Frequently Confused**

#### The Dinner Party
- **watches n.** timepieces usually worn on wrists
- **watches v.** third person singular, look after, keep an eye on, observes
- **prove v.** show proof of, show evidence
- **proof n.** evidence that something is true
- **felt v.** had a feeling or sensation (physical or emotional)
- **fell v.** past tense of fall

#### First Day of School
- **piece n.** a part of something, e.g. a piece of cake
- **peace n.** absence of war or fighting
- **used to** indicating a place
- **wear v.** have clothes on

#### The Last Lesson
- **you’re pro. v.** contraction you are
- **your pr.** belonging to you
- **quiet adj.** without noise
- **quite adv.** a lot
- **quit v.** stop
- **passed v.** went by or got a passing grade in a test or school
- **past adj., n.** time gone by
- **effect n.** influence
- **affect v.** have an influence on, have an effect on