

# HIGHLIGHTS

## CHAPTER 1



### A Day's Wait

ERNEST HEMINGWAY

#### A PREPARING TO READ

##### 1 Think Before You Read

Answer the following questions:

- 1 What do you know about Ernest Hemingway's life and writings?
- 2 Which of his novels or short stories have you read?
- 3 What do you think the title of the story means?
- 4 What makes parents more or less sensitive to their children's fears?
- 5 Are parents always sensitive to their children's fears?
- 6 Why do children sometimes hide their fears from their parents?

4 A Life Lesson

#### THINK BEFORE YOU READ

Reflecting on the topic before reading helps students connect to the story.

#### LITERARY TERM

Important literary terms are presented, preparing students to read fiction beyond the classroom.

#### IDIOMS AND EXPRESSIONS

A special focus on the meanings of idioms and expressions prepares students for authentic literature.

#### 2 Literary Term: Point of View

Eyewitnesses to accidents or crimes often describe what they saw in very different ways. People see situations from their own perspectives. In "A Day's Wait," Hemingway chose to write the narrative from the father's **point of view** (the "I" of the story). Imagine the events of the story from a different character's point of view.

#### 3 Idioms and Expressions

You will find these idioms and expressions in the story:

**got a headache** had a pain in one's head

**took the boy's temperature** used a thermometer to measure fever

**made a note** wrote something down

**take it easy** relax  
**we make** we create

#### B THE STORY

##### About the Author

Ernest Hemingway (1899–1961) is a well-known writer whose works are read all over the world. Like Mark Twain, he is regarded as a representative American writer.

Born in a suburb of Chicago, Hemingway began writing in high school, and after graduation, he worked as a reporter. During World War I, Hemingway tried to join the army but was turned down because of his age. Instead, he volunteered as an ambulance driver for the Red Cross. In Italy, he was injured by a mortar shell and sent home. He was only eighteen years old.

Hemingway's life was an adventurous one in which he challenged nature and the dangers of war. He fought in the Spanish Civil War, was a correspondent in World War II, and ran with the bulls in Pamplona. He was an amateur boxer, avid hunter, and record-holding deep-sea fisherman.

Chapter 1 A Day's Wait 5

pride in his people (then referred to as Negroes) are evident in all of Hughes's writing.

At nineteen, Langston enrolled at Columbia University but left after a year. He traveled throughout Europe and Africa and worked at many jobs, including being a deckhand on a ship and a dishwasher in a Parisian nightclub. Money was always a problem, but he persevered and remained optimistic. Whether he was struggling as a student at Columbia University or working as a waiter in Washington, D.C., he continued writing poetry that praised his race for its beauty and humanity.

In the 1960s, Hughes chronicled the civil rights movement in the United States. He wrote about the sit-ins, the marches, the church bombings, the hatred, and the hope. His poem "I Dream a World" begins:

I dream a world where man  
No other man will scorn  
Where love will bless the earth  
And peace its paths adorn.

Hughes died in 1967. His plays, poems, and stories are the legacy he left to the American people, who he hoped one day could live in racial harmony.

## ABOUT THE AUTHOR

Biographical information introduces students to some of the most influential writers in North American fiction, giving context to the stories.

## Thank You, Ma'm

5 **S**he was a large woman with a large purse that had everything in it but a hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the sudden single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

10 After that the woman said, "Pick up my pocketbook, boy, and give it here."

Chapter 2 Thank You, Ma'm

## THE STORY

Authentic short stories depict a variety of experiences, helping students deepen their understanding of North American culture.

## READING COMPREHENSION

Comprehension questions scaffold students' understanding of the story.

## GUESSING MEANING FROM CONTEXT

After each story, students guess the meaning of unknown words – one of the most important skills for independent reading.

## C UNDERSTANDING THE STORY

### 1 Reading Comprehension

Answer these questions to determine how well you understood the story:

- 1 The story is set in New York's Greenwich Village, at one time famous for its art colony. How do we know that the author is familiar with his setting?
- 2 Why does Johnsy feel she is fated to die?
- 3 Describe Mr. Behrman.
- 4 What was Mr. Behrman's masterpiece?
- 5 At what point in the story do you begin to think that Mr. Behrman will help Johnsy?
- 6 What was the ending of "The Last Leaf"? How did you feel when you reached the end of the story?

### 2 Guessing Meaning from Context

Read each of the following sentences. The words in **bold** are in the story. Find the words in the story and try to understand their meanings. Write a synonym for each word in the space provided at the end of the sentence.

- 1 The hiker had to **traverse** many paths before he found a stream to wash his face and hands. walk across
- 2 That **quaint** little house is a contrast to all the modern buildings surrounding it. \_\_\_\_\_
- 3 Cats often **prowl** all night, looking for food. \_\_\_\_\_
- 4 When we go to a party, we expect to meet **congenial** people. \_\_\_\_\_
- 5 Frankenstein's monster was a **ravager** who roamed the countryside, causing widespread damage. \_\_\_\_\_
- 6 An epidemic often **smites** children and old people. \_\_\_\_\_
- 7 In medieval times, knights were expected to be **chivalric**. \_\_\_\_\_

Chapter 4 The Last Leaf 63

- 2 In 1849, when miners found gold in Alaska, they immediately staked a **claim**. \_\_\_\_\_
- 3 When I fell down, I got a **bump** on my head. \_\_\_\_\_
- 4 Maria is always **angling** to get special favors. \_\_\_\_\_
- 5 A good reporter must never **slant** the news. \_\_\_\_\_
- 6 After his sickness, his face had a **hollow** look. \_\_\_\_\_
- 7 Our **flight** to North Carolina was a short one. \_\_\_\_\_
- 8 The bullet just **glanced** off the policeman's shoulder. It didn't hurt him. \_\_\_\_\_
- 9 I must pay the **premium** on my insurance policy. \_\_\_\_\_

### 3 Grammar: Reflexive and Intensive Pronouns

In Jack Finney's story, the main character, Charley, discovers the third level by *himself*. What kind of pronoun is *himself*? It is called a reflexive pronoun because the word reflects back to the subject. For example, if you fell down and hurt your knee, you would say, "I hurt **myself**." Or, if you were trying to control a mischievous child, you might command, "Behave **yourself**."

Like other personal pronouns, the *self* words have both singular and plural forms. The singular pronouns are: *myself*, *yourself*, *himself*, *herself*, *oneself*, and *itself*.

You may also use a *self* pronoun for emphasis. These pronouns are called intensive pronouns, and they are written exactly the same as the reflexive pronouns. If Charley's wife didn't believe his story about the third level, he would insist, "I **myself** saw it." Note that this *self* pronoun immediately follows the subject.

**Examples:**

You **yourself** invited them.  
He **himself** made the call.

*continued*

Chapter 7 The Third Level

## GRAMMAR

Students improve their reading comprehension by reviewing a grammar point modeled in the story.

### 2 Making Inferences

Authors often write something that is intended to have more than one meaning. While you read, look for meanings that are not explicitly stated – these are inferences. Making inferences will help you enjoy the reading on a different level. The story now has deeper significance, and you will have a better understanding of it.

Read the following lines from the story. What can you infer about character, setting, plot, or theme? Write your answer on the line below.

- 1 He lay still in the bed and seemed very detached from what was going on. (lines 28–29)

*Something was disturbing the boy.* \_\_\_\_\_

- 2 "You don't have to stay in here with me, Papa, if it bothers you." (lines 41–42)
- \_\_\_\_\_

- 3 At the house they said the boy had refused to let anyone come into the room. (lines 66–67)
- \_\_\_\_\_

- 4 He was evidently holding tight onto himself about something. (lines 82–83)
- \_\_\_\_\_

- 5 . . . and he cried very easily at little things that were of no importance. (lines 107–108)
- \_\_\_\_\_

Chapter 1 A Day's Wait 15

## MAKING INFERENCES

Students practice making inferences, an important critical thinking skill in every academic discipline.

### 3 Analyzing the Story: Point of View

Look back at the Literary Term on page 5. The story is told from the father's point of view. The father observes Schatz and comes to a conclusion about his son's health. We, as readers, learn about Schatz from his father's observations.

On the lines below, write the father's observations about Schatz.

*He was shivering . . . (line 2)*

SCHATZ

**Pair Discussion** With a partner, compare what you have written. Correct any mistakes you find. How does Schatz change at the end of the story?

### 4 Writing

Read the writing ideas that follow. Your instructor may make specific assignments or ask you to choose one of these:

- 1 Pretend you are Schatz. Write a paragraph about what is going on in your mind as you lie in bed thinking about your illness. Use the present tense.
- 2 Describe a fear of death you may have had as a child. Were you ever injured or in a hospital when you were young?
- 3 How did you feel after reading the story? How did you relate to the boy and the father? Write about these feelings.
- 4 Create a conversation between the father and the doctor the next day.
- 5 Compare the characters of Schatz and his father.
- 6 Rewrite the story from the doctor's point of view.

## ANALYZING THE STORY

Students refine their understanding of the literary term in a close reading of the story facilitated by a graphic organizer.

## WRITING

A variety of writing assignments mirror response writing students will encounter in college.

20 She grabbed him on the neck and dragged him in the street.

21 We worked hard to the summer.

22 Students like to read stories about a adventurous heroes.

23 Anna well played the trumpet.

24 Panchito was impressed on what his teacher told him.

25 The story "The Circuit" is set at the United States.

### WEBQUEST

Find more information about the topics in Part One by going on the Internet. Go to [www.cambridge.org/discoveringfiction/wq](http://www.cambridge.org/discoveringfiction/wq) and follow the instructions for doing a WebQuest. Have fun. Enjoy the quest!

## WEBQUEST

Engaging WebQuests send students to authentic websites, building their confidence, fluency, and ability to read across different media.