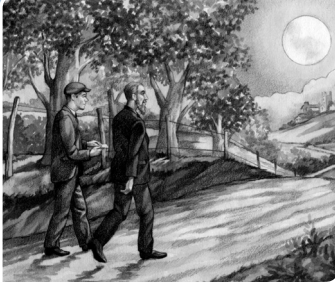


HIGHLIGHTS

CHAPTER 1



Young Man Axelbrod

SINCLAIR LEWIS

A PREPARING TO READ

1 Think Before You Read

Answer the following questions:

- 1 Why do people go to college?
- 2 What should someone do to prepare for college?
- 3 What are the qualities of a good college student?
- 4 How do you feel when you have a much older student in one of your classes?

2 Picture Focus

With a partner, talk about the picture. Who are the two men? Where are they going?

4 Making Choices

THINK BEFORE YOU READ

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

IDIOMS AND EXPRESSIONS

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

5 Making Predictions

From the Story Preview, try to predict what will happen. Circle one choice below or write your own answer. Discuss your prediction with a partner.

What will Knute do at the university?

- 1 He will study hard and be better than the younger students.
- 2 He will leave the university and go back home.
- 3 He will go to a different university.
- 4 _____

6 Idioms and Expressions

You will find these idioms and expressions in the story:

sun went down sunset; time just before darkness

pass an examination do well on a test

boarded a train got on a train

lose its magic not be as exciting as it was before; become disappointing

don't fit in be different from other people; not belong

get there in plenty of time arrive very early

walk arm in arm walk with one arm hooked around another person's arm

get tired of become bored with something; become impatient with something

7 Literary Term: Setting

The **setting** is the time and place of the story. This story begins on a farm in Minnesota and ends in a university town in Connecticut. The setting changes from a peaceful landscape in the Midwest to a northeastern college town where young people from many different places come to study.

Focus As you read the story, notice how Knute's experiences change as the setting changes and how Knute feels with each experience.

6 Making Choices

LITERARY TERM

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

B THE STORY

About the Author

Sinclair Lewis (1885–1951), a novelist, short-story writer, and playwright, was born in Sauk Center, Minnesota. His father was a country doctor, and Sinclair often helped him when he went to visit his patients. One of his most famous novels was *Arrowsmith*, which has a country doctor as its main character.

Sinclair Lewis went to Yale University. He was a sailor, and he went to Panama to help build the Panama Canal. He had various jobs as a reporter, editor, lecturer, and writer. He published several popular novels including *Babbitt* and *Main Street*. In 1930, he became the first American to receive the Nobel Prize for Literature.

Young Man Axelbrod

Knute Axelbrod was born in Scandinavia. As a young man he dreamed of being a famous scholar. When he first came to America, he worked all day and studied all evening. He even taught school for a short time. After he married, he gave up teaching and reading and became a farmer. He had a wife and three children, and he no longer had the free time to read the books he loved.

Knute worked hard for many years. Then one day, when he was sixty-five, he realized he was an old man. His wife was dead, and his children were grown up. His two sons lived in other states, and Knute decided to give the farm to his daughter Angela and her husband. He built himself a small house nearby and spent his days in the garden growing vegetables and flowers.

After Knute gave his daughter his farm, he still had the habits of a farmer. He awoke at five every morning, cleaned his house, made his bed, and worked in the garden. He was in bed by the time the sun went down. Soon, he began changing his habits. He slept until seven or eight in the mornings, and he often took long walks at night. The neighbors began to talk about Knute. They thought his night walks were strange.

Chapter 1 Young Man Axelbrod

ABOUT THE AUTHOR

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

THE STORY

Adapted 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

With a partner or in a small group, discuss the following questions:

- 1 Why didn't Knute go to college when he was a young man?
- 2 How does Knute prepare for the entrance examinations?
- 3 Why does Knute feel lonely?
- 4 Why does Knute enjoy being with Gil Washburn?
- 5 Why does Knute decide to leave Yale and return home?

2 Guessing Meaning from Context

The words in the list are in the story. Find the words in the story and try to understand their meanings. Then complete the sentences with words in the list. Use each word only once.

dream	soul	steal	yawn
realizes	secret	adventure	spoil
habits	stare	content	strange

- 1 Knute keeps his plan to go to college a secret from his daughter.
- 2 Angela _____ her father won't give up his plan to go to college.
- 3 The other students at Yale _____ at Knute's white beard.
- 4 They think Knute is _____.
- 5 When he leaves his farm in Minnesota, Knute starts a new _____.
- 6 Knute has a _____ of going to college and studying literature.
- 7 After Knute gives his farm to his daughter, he still has the _____ of a farmer.

Chapter 1 Young Man Axelbrod 11

3 Grammar: Adverbs

Adverbs are words that modify (describe, change, or add information to) action verbs, adjectives, and other adverbs. Adverbs also answer the questions of *where, when, how, how much*.

- Adverbs modify verbs. In the following sentence from the story, *seriously* is an adverb because it modifies the verb *repeated*. The adverb here answers the question *how*.
"One thousand dollars," repeated Lawyer Tolman, *seriously* . . .
- Adverbs modify adjectives. In this sentence from the story, *too* modifies the adjective *little*. The adverb here answers the question *how much*.
"It's . . . too little to invest."
- Adverbs modify other adverbs. In this sentence from the story, *very* modifies the adverb *much*.
"I thank you *very* much, Sir."
- You will find that many adverbs add *-ly* to the adjective form. However, not all words that end in *-ly* are adverbs. In this sentence from the story, *unfriendly* is an adjective (not an adverb) that modifies *way*.
Mr. Tolman looked at him in an *unfriendly* way.
- Some adverbs do not have an adjective form. Examples are *just, always, then, again, soon, not, very, and never*.

Application 1 In each of the following sentences from the story, there is at least one adverb. Find the adverb and underline it. Then in the space on the right, write the word the adverb modifies.

- 1 "I'll do my best," said the young man politely. said
- 2 "I just came from my deceased uncle's company." _____
- 3 "You've always had plenty of money to spend." _____

GRAMMAR

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

MAKING INFERENCES

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

D THINKING CRITICALLY

1 Discussing the Story

With a partner or in a small group, discuss the following questions:

- 1 Why doesn't Miss Hayden return Gillian's love?
- 2 Does Gillian really love Miss Hayden, or does he love Miss Lauriere?
- 3 What would happen if Gillian did not tear up his note?
- 4 What do you think Miss Hayden will do with the money?
- 5 What would you do if you were Gillian?

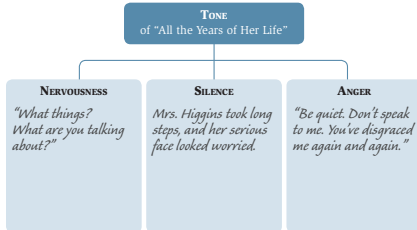
2 Making Inferences

Authors often write something that can have more than one meaning. You need to figure out what the author means. This is called making inferences. Read the following sentences from the story. Then circle the answer that shows the author's meaning. If you need help, look back at the story. Discuss your answers.

- 1 ". . . and that's where the joke comes in. He left his whole fortune to science."
 - a Gillian thinks his uncle was a funny man.
 - b Gillian can't believe his uncle left all his money only to science.
 - c Gillian is telling his friend a lie.
- 2 Gillian said, "Was Miss Hayden left anything in my uncle's will besides \$10?"
 - a Gillian is thinking of giving his money to Miss Hayden.
 - b Gillian wants Miss Hayden's money.
 - c Gillian wants to know if Miss Hayden got his uncle's house.
- 3 "I've just come from Tolman's office. They've been looking at some papers and found that my uncle left you a thousand dollars. Here it is."
 - a Gillian wants Miss Hayden to have the one thousand dollars.
 - b Gillian is joking with Miss Hayden.
 - c Gillian is telling Miss Hayden that the lawyers made a mistake.

3 Analyzing the Story: Tone

As you read on page 156, tone shows the writer's feelings about the subject and characters. The writer sets the tone through description and dialogue. Three types of tone from the story are in the chart. Examples of descriptions or dialogue are shown for each type of tone. Read the story again and look for more examples to add to the chart.



4 Summarizing

Put the following sentences in the correct order to summarize the story. Write the numbers 1 to 6 to show the order. The first one has been done for you.

- ___ Mr. Carr calls Mrs. Higgins on the telephone.
- ___ Alfred and his mother walk home in silence.
- 1 Mr. Carr accuses Alfred of stealing from the store.
- ___ Mrs. Higgins is calm and dignified in the store.
- ___ Mr. Carr agrees not to call the police.
- ___ Alfred watches his mother drink the tea with a trembling hand.

5 Writing

Pretend you are Alfred. Write a letter to Mr. Carr. Explain how sorry you are about stealing from him and about the lesson you learned.

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.

WEBQUEST

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

C ELEMENTS OF A SHORT STORY

Filling Out the Elements Chart

This chart shows the five basic elements of a short story. You can find definitions for these elements on page 170. Some of these elements have been filled out for "Young Man Axelbrod." Complete the chart. Then copy the blank chart on page xvi and fill it out for "A Pair of Silk Stockings" or "One Thousand Dollars" or for both stories. Share your charts with a partner or in a small group.

Elements of	<i>Young Man Axelbrod</i> (name of story)
SETTING	
CHARACTERS	
PLOT	<i>Knute Axelbrod is a retired farmer who wants to be a scholar. He gets accepted at Yale University. At Yale he becomes lonely and disappointed. Then he meets Gil Washburn. One night they walk in the moonlight and discuss great men and their ideas. Gil reads a book of French poetry and then gives it to Knute. Knute is content, but the next morning he decides to return home.</i>
CONFLICT	<i>The conflict is between Knute's desire to become a serious student and the difficulty he faces because he is no longer young and is different from the other students.</i>
THEME(S)	<i>Sometimes our dreams and plans don't happen the way we want them to. One wonderful experience can make up for many disappointments.</i>

WEBQUEST

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