

Discovering Fiction

A READER OF NORTH AMERICAN SHORT STORIES

2

2nd Edition

Judith Kay
Rosemary Gelshenen



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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.

Finally, after struggling for English words, I managed to tell her that I wanted to enroll in the sixth grade. After answering many questions, I was led to the classroom.

150 Mr. Lema, the sixth-grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone's eyes were on me that I wished I were with Papà and Roberto picking cotton. After taking roll, Mr. Lema gave the class the assignment for the first hour. "The first thing we have to
155 do this morning is finish reading the story we began yesterday," he said enthusiastically. He walked up to me, handed me an English book, and asked me to read. "We are on page 125," he said politely. When I heard this, I felt my blood rush to my head; I felt dizzy. "Would you like to read?" he asked hesitantly. I opened the book to page 125. My mouth
160 was dry. My eyes began to water. I could not begin. "You can read later," Mr. Lema said understandingly.

For the rest of the reading period I kept getting angrier and angrier with myself. *I should have read*, I thought to myself.

165 During recess I went into the restroom and opened my English book to page 125. I began to read in a low voice, pretending I was in class. There were many words I did not know. I closed the book and headed back to the classroom.

170 Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. "Gladly," he said.

The rest of the month I spent my lunch hours working on English with Mr. Lema, my best friend at school.

175 One Friday, during lunch hour, Mr. Lema asked me to take a walk with him to the music room. "Do you like music?" he asked me as we entered the building.

"Yes, I like corridos,"¹⁰ I answered. He then picked up a trumpet, blew on it, and handed it to me. The sound gave me goose bumps. I knew that sound. I had heard it in many corridos.¹⁰ "How would you like to learn how to play it?" he asked. He must have read my face
180 because before I could answer, he added: "I'll teach you how to play it during our lunch hours."

185 That day I could hardly wait to get home to tell Papà and Mamà the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes.

¹⁰**corridos**: a popular type of Mexican song which tells a story

Λ TAKE A CLOSER LOOK

1 Analyzing and Comparing

In each of the following sections, you are asked to think about and compare two of the stories in Part One.

“A Day’s Wait” and “Thank You, Ma’m”

- Compare Hemingway’s Schatz to Hughes’s Roger. In what ways are the two boys alike? How are they different?
- How do the adults in both stories treat the boys?
- What do the adults gain from their experiences with the boys?

“A Day’s Wait” and “The Circuit”

- Describe the difference between the lifestyles of Hemingway’s Schatz and Jimenez’s Panchito.
- Describe the life lesson each boy learns. What did Schatz in “A Day’s Wait” learn? What did Panchito in “The Circuit” learn?
- Compare Hemingway’s Schatz and Jimenez’s Panchito. How are they similar? How are they different? Could they become friends if they met someday? Give some reasons for your answer.

“Thank You, Ma’m” and “The Circuit”

- What advice would Panchito, the narrator in “The Circuit,” give to Roger if he saw him steal the woman’s purse?
- Compare the relationship each boy, Panchito and Roger, has with his father. What are the similarities? What are the differences?

2 Freewriting

Fear is a theme in each of the stories in Part One. For 15 minutes, write about fear as it occurs in the stories. What kinds of fears do the characters have? How do they deal with them? Which character do you understand best? Why?

When you have finished writing, exchange papers with a classmate and discuss your reactions.

- 6 I dislike _____ (stay) out late on weeknights.
- 7 Many restaurants won't allow customers _____ (smoke).
- 8 I need _____ (buy) a new chair for my living room.
- 9 Mr. Behrman hoped some day _____ (produce) a masterpiece.
- 10 In fact, he expected _____ (do) it very soon.
- 11 It seems _____ (be) cloudy every day.
- 12 When you finish _____ (work), let's go out to the movies.
- 13 We decided _____ (stay) home for the Thanksgiving holidays.
- 14 That way we can avoid _____ (travel) in the heavy traffic.
- 15 I promise _____ (go) on a diet soon.
- 16 Sue refused _____ (believe) that Johnsy would die.
- 17 Shall we consider _____ (hire) an artist to illustrate our book?
- 18 Why do you delay _____ (make) a decision?
- 19 Let's agree _____ (wait) until tomorrow before telling her the bad news.
- 20 Mr. Behrman promised _____ (pose) for Sue's picture.

3 They could produce the same effect more efficiently.

4 We worked out an agreement with the company.

5 We encountered a strong objection.

6 They approved the plan unanimously.

7 The soldiers heard the music.

8 The reporter interviewed Dr. Brainard.

9 The ushers led the families to the gravesites.

Application 2 Rewrite each passive sentence in the active voice and then decide which sentence sounds better – the active or passive. Remember: When using the passive voice, you must use the past participle.

1 They were married in Las Vegas by a judge.

A judge in Las Vegas married them.

2 The buildings were destroyed in the earthquake.

3 My brother was fired from his job.
