Chapter 1

A Day's Wait  Ernest Hemingway

A  Pre-Reading

1. Think Before You Read

Answer the following questions before you read the story:

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?

2. Literary Text
Eyewitnesses to action. People see or Hemingway chose the story. Imagine

3. Idioms and

Note the following

got a headache
head

took the boy’s
thermometer

B The Story

About the Author
Ernest Hemingway over the world. He

Born in a small town, he worked in the army but was an ambulance driver sent home. He was

Hemingway's life was dangerous, as war, reported and record-holding

Hemingway lived. After a period of reflection, he and his wife appeared to be strong - brave exterior is a believable.
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

Note the following idioms and expressions that appear in the story:

<table>
<thead>
<tr>
<th>got a headache</th>
<th>had a pain in one's head</th>
</tr>
</thead>
<tbody>
<tr>
<td>took the boy's temperature</td>
<td>used a thermometer to measure fever</td>
</tr>
<tr>
<td>made a note</td>
<td>wrote something down</td>
</tr>
<tr>
<td>take it easy</td>
<td>relax</td>
</tr>
<tr>
<td>we make</td>
<td>we create</td>
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</tbody>
</table>

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.

Hemingway lived in Paris, the Florida Keys, and Cuba before settling in Idaho. After a period of failing health, he committed suicide by shooting himself. His father had also killed himself with a gun.

The story "A Day's Wait" exemplifies Hemingway's style: The sentences are clearly and sparsely written; the dialogues are short and to the point. Hemingway's heroes appear to be strong and unemotional, but they are also sensitive. Under the macho, brave exterior is a scared little child. Thus, the character becomes more human and believable.
A Day’s Wait

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

“What’s the matter, Schatz?”

“I’ve got a headache.”

“You better go back to bed.”

“No, I’m all right.”

“You go to bed. I’ll see you when I’m dressed.”

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

“You go up to bed,” I said, “you’re sick.”

“I’m all right,” he said.

When the doctor came he took the boy’s temperature.

“What is it?” I asked him.

“One hundred and two.”

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy’s temperature down and made a note of the time to give the various capsules.

“Do you want me to read to you?”

“All right. If you want to,” said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle’s Book of Pirates; but I could see he was not following what I was reading.

“How do you feel, Schatz?” I asked him.

“Just the same, so far,” he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

“Why don’t you try to go to sleep? I’ll wake you up for the medicine.”

“I’d rather stay awake.”

After a while he said to me, “You don’t have to stay in here with me, Papa, if it bothers you.”

“It doesn’t bother me.”

“No, I mean you don’t have to stay if it’s going to bother you.”

I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o’clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the grass and the grass and the

Irish setter for

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We flushed:

high clay bank

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cheeks flushed l

as he stared, at
the bushes, the cut brush and all the
grass and the bare ground had been
varnished with ice. I took the young
Irish setter for a little walk up the road
and along a frozen creek, but it was
difficult to stand or walk on the glassy
surface and the red dog slipped and
slithered and I fell twice, hard, once
dropping my gun and having it slide
away over the ice.

We flushed a covey of quail under a
high clay bank with overhanging brush
and I killed two as they went out of
sight over the top of the bank. Some of
the covey lit in trees, but most of them
scattered into brush
piles and it was
necessary to jump
on the ice-coated
mounds of brush
several times before
they would flush.
Coming out while
you were poised
unsteadily on the
icy, springy brush
they made difficult
shooting and I killed two, missed five,
and started back pleased to have found
a covey close to the house and happy
there were so many left to find another
day.

At the house they said the boy had
refused to let anyone come into the
room.

“You can’t come in,” he said. “You
mustn’t get what I have.”

I went up to him and found him in
exactly the position I had left him,
white-faced, but with the tops of his
cheeks flushed by the fever, staring still,
as he stared, at the foot of the bed.

I took his temperature.

“What is it?”

“Something like a hundred,” I said.

It was one hundred and two and four
tenths.

“It was a hundred and two,” he said.

“Who said so?”

“The doctor.”

“Your temperature is all right,” I
said. “It’s nothing to worry about.”

“I don’t worry,” he said, “but I can’t
keep from thinking.”

“Don’t think,” I said. “Just take it
easy.”

“I’m taking it easy,” he said and
looked straight ahead. He was
evidently holding tight onto himself
about something.

“Take this with
water.”

“Do you think it
will do any good?”

“Of course it
will.”

I sat down and
opened the Pirate book and
commenced to read, but I could see he
was not following, so I stopped.

“About what time do you think I’m
gonna go to die?” he asked.

“What?”

“About how long will it be before I
die?”

“You aren’t going to die. What’s the
matter with you?”

“Oh, yes, I am. I heard him say a
hundred and two.”

“People don’t die with a fever of one
hundred and two. That’s a silly way to
talk.”

...what time do you
think I’m going to
die?” he asked.
“I know they do. At school in France
the boys told me you can't live with
forty-four degrees. I've got a hundred
and two.”

He had been waiting to die all day,
ever since nine o'clock in the morning.
“You poor Schatz,” I said. “Poor old
Schatz. It's like miles and kilometers.
You aren't going to die. That's a
different thermometer. On that
thermometer thirty-seven is normal.
On this kind it's ninety-eight.”

“Are you sure?”
“Absolutely,” I said. “It's like miles
and kilometers. You know, like how
many kilometers we make when we do
seventy miles in the car?”
“Oh,” he said.
But his gaze at the foot of the bed
relaxed slowly. The hold over himself
relaxed too, finally, and the next day it
was very slack and he cried very easily
at little things that were of no
importance.

**C After Reading**

1. **Comprehension**
   Answer these questions to determine how well you understood the story.
   1. In what season does the story take place?
   2. How does the father know his son is sick?
   3. Why doesn't the boy pay attention to the book his father is reading to him?
   4. Where does the father go while his son is resting in bed?
   5. What is the boy waiting for?
   6. How much time passes from the beginning of the story until the end?
   7. Why does the boy cry easily the next day?

2. **Vocabulary**
   The following vocabulary words appear in Hemingway's story. Write the
   appropriate word(s) in each sentence.
   
   *flushed*  *detached*  *quail*  *varnished*
   *capsule*  *lightheaded*  *poised*  *shivering*
   *covey*  *sleer*  *bank*  *pirates*
   *commenced*  *prescribed*

3. **Grammar**
   The English article with nouns that have indefinite articles that is not specific.
   The indefinite article the can be
   Sometimes, see and army. It is in
so that subject an
1. The man, drenched by the rain, stood ___________ in his wet clothes.

2. The little boy was too worried about his temperature to listen to stories of ___________ and hidden treasure.

3. She felt ___________ from the hot weather and lack of water.

4. Schatz's doctor ___________ the medicine in ___________ form.

5. The weather forecaster predicted a winter storm with snow and ___________.

6. They ___________ the antique furniture to protect it.

7. A ___________ of ___________ sat hidden in the bushes.

8. The hunter ___________ his prey out of the woods.

9. The diver stood ___________ at the edge of the diving board.

10. She sat apart from the other students feeling ___________ and lonely.

11. At the signal from the instructor, the students ___________ to take the exam.

12. An old, gnarled tree stood on the ___________ of the river.

3. Grammar: Articles

The English articles include a, an, and the. The is the definite article; it is used with nouns that refer to something or someone definite or specific. A and an are indefinite articles; they are used with nouns that refer to something or someone that is not specific or known about.

The indefinite articles a and an are used with singular nouns only. The definite article the can be used with a singular or plural noun.

Sometimes, singular nouns sound plural, for example, news, family, orchestra, and army. It is important to remember that such nouns still take a singular verb, so that subject and verb agree.
Look at the following sentences:

The news of his rescue is a relief.
The family next door is coming for dinner.
The orchestra rehearses every day.
An army needs equipment.

Intangible or abstract nouns  Nouns such as love, life, hope, beauty, and hate do not use any article when they are referred to in a general sense. For example,

Incorrect: The life is unpredictable.
Correct: Life is unpredictable.

Using articles  When we refer to a noun the first time, we use a or an. Thereafter, since the identity of the noun is established, we use the definite article the. For example,

There is a large elm tree in the park. The tree is more than a hundred years old.

Application
Write the correct articles in these sentences. For some sentences, there is more than one correct article.

1. I read _____ book The Color Purple before I saw _____ movie.
2. The house has _____ beautiful garden. Would you like to sit in _____ garden?
3. _____ police found _____ kidnapped child.
4. He bought _____ expensive car, and he washes _____ car every week.
5. _____ bank was closed because it was _____ holiday.
6. I didn’t have _____ stamp, so I couldn’t mail _____ letter.
7. She asked _____ waiter to bring her _____ menu.
8. Did you submit _____ application for _____ credit card?

4. Grammar: 1

Prepositions, which between their object - a noun or a prepositional phrase at the beginning of a clause, Here are some examples:

The story of her return
We saw the clouds above
After the summer, we went to the beach

Using prepositions
about
above
after
among
around
at

The preposition on refers to a specific point in time:
I was born on April 15th.
I was born in April.

Application
Write the correct preposition in each sentence:

1. The man _____
2. He gave some time to me.
3. _____
4. As he stepped _____

A Life Lesson
4. Grammar: Prepositions

Prepositions, which occur frequently in English, act as bridges or connections between their objects and other words in a sentence. A preposition always has an object – a noun or pronoun. The preposition plus its object is called a prepositional phrase. Prepositional phrases may occur anywhere in a sentence. At the beginning of a sentence, the prepositional phrase is usually followed by a comma. Here are some examples of prepositional phrases:

The story of her recovery is an inspiration.
We saw the clouds above the mountain.
After the summer, we will visit France.

Using prepositions  The following are some frequently used prepositions:

<table>
<thead>
<tr>
<th>about</th>
<th>below</th>
<th>in</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>by</td>
<td>into</td>
<td>to</td>
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<tr>
<td>after</td>
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<td>from</td>
<td>over</td>
<td>without</td>
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The prepositions in and on are often confused. When we are discussing time, on refers to a specific date. These, for example, are correct:

I was born on April 5, 1950.
I was born in April; or I was born in 1950.

Application
Write the correct prepositions in the sentences below. For some sentences, there is more than one correct preposition.

1. The man __________ the car looked suspicious.

2. He gave some money __________ the beggar.

3. __________ the meeting, we went __________ the cafeteria __________ lunch.

4. As he stepped __________ the street, he heard the screeching sound __________ brakes.
5. He was heartbroken __________ her betrayal, but he hoped he would fall __________ love again.

6. They jogged __________ the park __________ the rain.

7. We celebrate Independence Day __________ July 4.

8. Are you taking a trip __________ January?

Often, a preposition consists of a group of words. The following are typical examples:

- in front of
- because of
- by means of
- according to
- next to
- in place of
- in order to
- in spite of

**Application**

Use the preceding prepositions (groups of words) in the following sentences:

1. We played the game __________ the rules.

2. __________ his disability, he graduated with honors.

3. He used chopsticks __________ a fork.

4. It was hard to see the stage because the man __________ me wore a hat.

5. He turned up the volume __________ hear the music better.

6. __________ a hidden camera, the police were able to trap the terrorist.

7. __________ the blizzard, travelers were stranded at the airport.

8. He enjoyed sitting __________ the window and watching the children play.

Note: The omission of prepositions is a common error. If you read your sentences aloud, often you will hear the mistake and correct it yourself. Trust your ear for the language!
Using Articles and Prepositions

Application

For this exercise you need to combine the various things you have just learned. Use appropriate articles and prepositions to complete the following sentences:

1. He came _______ _______ room to shut _______ windows while we were still in bed.
2. When I put my hand _______ his forehead, I knew he had _______ fever.
3. Downstairs, _______ doctor left three different medicines _______ different colored capsules _______ instructions _______ giving them.
4. Back _______ _______ room, I wrote _______ boy’s temperature down and made _______ note _______ time to give _______ various capsules.
5. It was _______ bright, cold day, _______ ground covered _______ sleet.
6. I took _______ young Irish setter _______ little walk _______ road.
7. People don’t die _______ _______ fever _______ one hundred and two.
8. _______ school _______ France, _______ boys told me you can’t live _______ forty-four degrees.

D Thinking About the Story

1. Sharing Ideas

Discuss the following questions with a partner, in a small group, or with the whole class:

1. Describe the relationship between the boy and his father. Are they close? How do they communicate? Is there a mother in this family? Where is she?
2. Why doesn’t Schatz tell his father that he is afraid?
3. How does the father sense Schatz’s fear?
4. How does Hemingway portray the boy and the father?
5. Choose another title for the story.

A Day’s Wait