

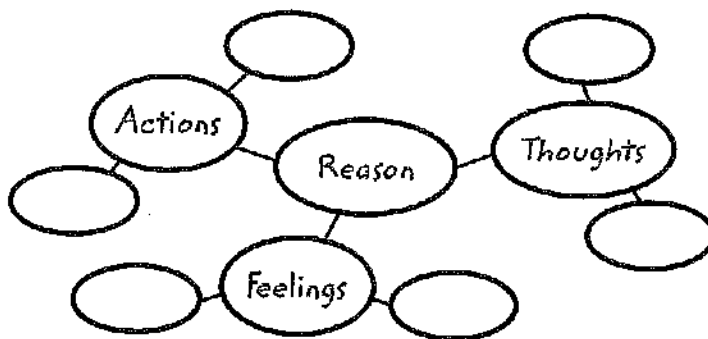
## Before You Read

### *A Day's Wait*

#### Connect to the Short Story

Think about a time when you were worried about something. Did you keep your worries to yourself, or did you share them with someone? If you decided to share your feelings, with whom did you share them? Do you think that you made the right decision? Explain your answer.

**Graphic Organizer** Create a word web like the one below about a time when you felt worried. In the center circle, list your reason for worrying. In the connecting circles, list your thoughts, feelings, and actions.



#### Build Background

In this story, a young boy has influenza, or the flu. For most people, the flu is not a serious illness. However, it can be quite serious for very young children and for older adults.

- The flu is contagious, which means it spreads from person to person usually through coughing and sneezing.
- Flu symptoms include headache, sore throat, and high fever.
- In the United States the Fahrenheit scale measures temperature. On this scale, water freezes at 32 degrees and boils at 212 degrees. The average human body temperature is 98.6 degrees.
- Many countries, including European countries, use the Celsius scale to measure temperature. On this scale, water freezes at 0 degrees and boils at 100 degrees. The average human body temperature is 37 degrees on the Celsius scale.

#### Meet Ernest Hemingway



*"The writer's job is to tell the truth. . . . All you have to do is write one true sentence. Write the truest sentence that you know."*

—Ernest Hemingway

**A Direct Style** A novelist and short-story writer, Ernest Hemingway became famous for his short, direct sentences. He credited his time as a news reporter, a career choice that trained him to say much in few words, for influencing his style as a storyteller. He was also known for his love of fishing, hunting, and bull fighting—interests that provided him with many story ideas. Hemingway wrote many classic works of fiction, including *The Old Man and the Sea* and *For Whom the Bell Tolls*. He was born in 1899 and died in 1961.



Literature Online

**Author Search** For more about Ernest Hemingway, go to [glencoe.com](http://glencoe.com) and enter QuickPass code GL29763u2.



## Set Purposes for Reading

### **BQ** BIG Question

As you read "A Day's Wait," ask yourself, why is communication important?

### **Literary Element** Dialogue

**Dialogue** is conversation between characters in a literary work. It shows the exact words spoken by characters. In the short story "A Day's Wait," an example of dialogue is when the father asks his son, "What's the matter?" and the boy replies, "I've got a headache."

Dialogue is important because it helps bring characters to life. It helps readers understand what characters are thinking and feeling. It also moves the plot forward. To recognize dialogue in a short story, remember these tips:

- Dialogue may appear at the beginning, middle, or end of a sentence.
- The spoken words will be inside quotation marks. The part of the sentence that is not in quotation marks identifies the speaker.
- When the speaker changes, the new character's dialogue is shown on the next indented line.

As you read dialogue, ask yourself, who is speaking and what does the dialogue reveal about the speaker?

### **Reading Strategy** Evaluate Characterization

**Characterization** refers to the methods an author uses to develop characters' personalities. **Direct characterization** is when an author tells you exactly what a character is like. **Indirect characterization** is when a character's personality is revealed through the character's words and actions and through what other characters think and say about the character.

When you evaluate characterization, you think critically about the details the author uses to reveal character. Evaluating characterization will help you deepen your appreciation of characters and of the author's technique. To evaluate characterization, ask yourself,

- How does the writer use direct and indirect characterization?
- What do I like and dislike about the characters?
- How believable are the characters' actions, thoughts, and feelings?

You may find it helpful to use a graphic organizer like the one below.

Character	Actions	Thoughts	Feelings	My Evaluation

### Learning Objectives

For pages 276–283

In studying this text, you will focus on the following objectives:

**Literary Study:** Analyzing dialogue.

**Reading:** Evaluating characterization.

### TRY IT

**Evaluate** You evaluate books, music, and movies when you form an opinion about them. Think about your favorite book, song, or movie. What makes it your favorite? What do you look for in a good book, song, or movie?

# A DAY'S WAITING

Ernest Hemingway

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?"<sup>1</sup>

"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

## Evaluate Characterization

What does the narrator's description say about the boy?

## Dialogue

Hemingway uses dialogue to set the plot in motion. Based on this dialogue, what do you think the story will be about?

<sup>1</sup> *Schatz* (shäts) is a German term of affection meaning *dear* or *darling*.

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 light-headed 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 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.

**Dialogue** What is the "it" the boy is talking about?

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 on 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 had 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 on to himself about something.

"Take this with water."

"Do you think it will do any good?"

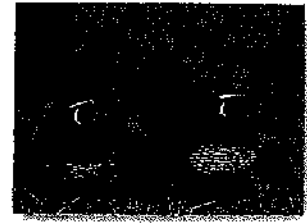
"Of course it will."

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 going to die?" he asked.

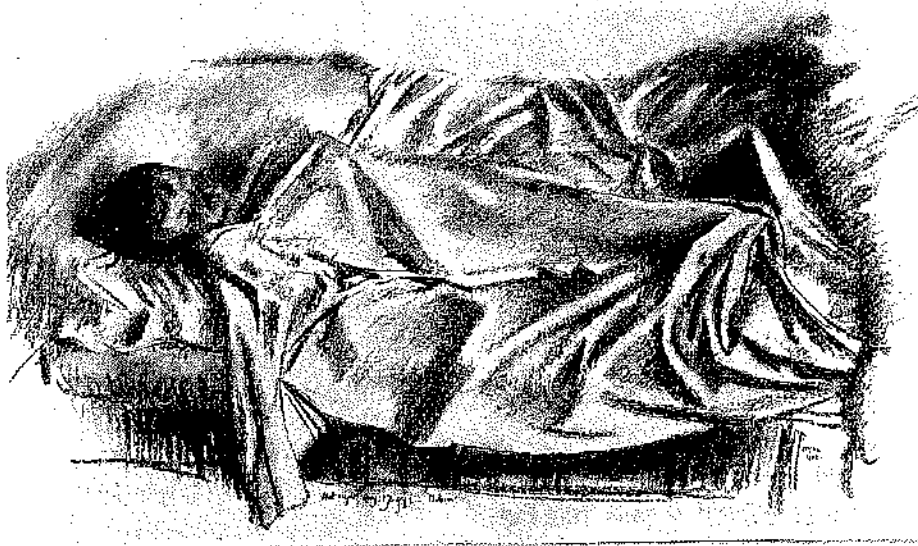
#### Visual Vocabulary

A covey of quail is a small flock, or group, of birds.



#### Evaluate Characterization

Compare the words the boy says with the narrator's description of his actions. What do you think the boy is feeling?



*Hot Night*, 1932. Robert Sargent Austin. Chalk on paper. Private Collection, ©DACS.

**View the Art** In what ways is the boy in the drawing similar to the boy in the story?

"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."

"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.<sup>2</sup> 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.

<sup>2</sup> A **kilometer** is a length of measurement in the metric system. One kilometer is equivalent to approximately .62 of a mile.

**Dialogue** Which character says this? How do you know?

**BQ BIG Question**

Why was the boy afraid? What can you learn from the story?

## After You Read

### Respond and Think Critically

1. What is the boy's illness? What is his temperature? [Recall]
2. The father notices his son's strange behavior. Why doesn't he try to find out what's bothering his son? Explain. [Infer]
3. Use your own words to retell why the boy is confused about the seriousness of his illness. [Summarize]
4. How do you think the boy feels when his father goes hunting? Explain. [Connect]
5. How can you tell that the boy has been under a great deal of pressure all day? Support your answer with details from the story. [Interpret]
6. **BQ** BIG Question Why does the boy hide his fear all day? Do you consider his behavior courageous or foolish? Explain. [Conclude]

### Academic Vocabulary

The boy spent much of the day in **isolation** in his bedroom. In the preceding sentence, *isolation* means the condition of being alone. Think about how being alone made the boy feel. How did the boy's choice not to tell his father about his worries affect his feelings of isolation?

### TIP

#### Making Inferences

To answer question 2, you must make an inference. When you make an inference, you use clues and details in the story and your own knowledge and understanding to learn something that the writer does not tell you directly.

- Review the father's conversation with the doctor. What does the father know about the boy's illness? How would this knowledge affect the father's actions?
- Look back at the father's interaction with his son. What clues in the story explain the father's reactions to his son's behavior?



Keep track of your ideas about the **BIG Question** in your unit Foldable.



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#### Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to [glencoe.com](http://glencoe.com) and enter QuickPass code GL29763u2.



### Literary Element Dialogue

1. Do you think the dialogue in this story is realistic and believable? Explain.
2. How would the story be different without dialogue? Would you have responded to the characters in the same way if they did not speak? Explain.

### Review: Style

As you learned on page 265, style is an author's personal way of using language through word choice and sentence arrangement. Hemingway is known, and often praised, for his distinctive style, which frequently includes short, simple sentences and few details. In "A Day's Wait," Hemingway uses a variety of sentence types to make his writing interesting. In writing dialogue, Hemingway uses short, direct sentences that imitate natural speech, or the way that people really talk. Hemingway also uses longer, more complex sentence structures. Look back at the story to help you answer these questions.

3. Find an example of short, direct dialogue in the story. Does it imitate natural speech? Explain.
4. Find an example of a longer, more complex sentence in the story. Does it contain details? If so, what are they?

### Reading Strategy Evaluate Characterization

#### Test Skills Practice

5. Based on the story, how does the boy feel about being sick?  
**A** He is afraid and worried.  
**B** He is looking forward to getting better.  
**C** He is angry with his father.  
**D** He is happy being left alone.

### Grammar Link

**Irregular Verbs** An **irregular verb** is a verb that varies in its past and past participle forms. *To become* is an irregular verb. You cannot add *-d* to form the past tense. You say "After the test, I became tired." The most irregular verb in the English language is *to be*.

The following are some examples of commonly used irregular verbs:

Present Tense	Past Tense	Past Participle
become	became	become
give	gave	given
ride	rode	ridden
take	took	taken

**Practice** Find a sentence in the story with an irregular verb. Write down the irregular verb and then write five sentences using the subjects *I, you, he/ she/it, we, and they* and the past participle of the verb.

### Write with Style

**Apply Sentence Structure** Write a paragraph about a character who is afraid of something he or she doesn't understand. Imitate Hemingway's writing style by varying your sentence structure. Use simple and compound sentences. Simple sentences have one main clause and no subordinate clauses. (The boy was afraid.) Compound sentences have two or more main clauses, usually joined by a comma and a coordinating conjunction. (The boy was afraid, and he cried.)

