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ЛИНГВИСТИЧЕСКИЙ АНАЛИЗ ТЕКСТА ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА

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Работа может быть использована в качестве базового учебника на практических занятиях по дисциплине «Лингвистический анализ текста первого иностранного языка» и включает разнообразные задания, направленные на развитие у студентов навыков чтения и перевода с элементами анализа текстового материала, аналитическому подходу к работе с языком, способности строить высказывания и излагать собственную точку зрения на заданную тему.

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ОТ СОСТАВИТЕЛЯ

Пособие представляет собой обобщённое собрание материалов, разработанных в разное время для ведения лабораторных и практических занятий по “Лингвистическому анализу текста первого иностранного языка” – учебной дисциплине, относящейся к базовой части учебного плана специальности 45.05.01 «Перевод и переводоведение (специальный перевод)», и предназначено для развития у студентов навыков подготовленного чтения с элементами рассуждения, пояснения и обобщения.

Композиционное расположение материалов пособия по принципу нарастающей сложности и постепенного увеличения объёмности заданий обеспечивает одновременно доступно-щадящий режим обучения и достаточно высокий уровень его эффективности на фоне сохраняющейся заинтересованности. В пособие входят современные и популярные в мире аутентичные тексты известных американских писателей, сопровождаемые большим количеством разнообразных заданий, разъяснений и комментариев. К таковым относятся упражнения лексической, грамматической, аналитической и переводческой направленности, имеющие целью развитие у студентов умений и навыков устной и письменной речи, обеспечивающие повышение качества их языковых и общекультурных знаний.

Результатом освоения материалов этого пособия должно стать приобретение и совершенствование студентами ряда лингвистических и переводческих умений в области английского и русского языков, а также повышение уровня их речевой и социокультурной грамотности в целом.

MODULE 2

The Unexpected

Haven't you often been surprised by events you couldn't have predicted? Haven't you sometimes been amazed by unexpected revelations about people whom you thought you knew well? The unexpected is a frequent theme in literature. A sudden turn of events makes up the plot of many short stories, but there are usually clues that suggest the outcome. As you read the following stories, look for these clues. How has each author prepared you for the final, unexpected twist?

PART 4



A Secret for Two by Quentin Reynolds

A. PRE-READING

1. Think before You Read

Answer the following questions.

1. What are some ways animals help human beings?
2. Do you know of any places where horses are used for deliveries of any kind?
3. Why are both French and English spoken in Canada?

2. Story Preview

Read the preview of the story and, with a partner, try to guess the meaning of the words in **bold** print.

The story is set in the first part of the twentieth century in Montreal, Canada, where Pierre Dupin, a milkman, delivers milk by using a horse and **wagon**. Pierre is very fond of his faithful horse, Joseph, who knows the milk **route** as well as Pierre does. The horse is so smart that Pierre says, "I never touch the **reins** Why, a blind man could handle my route with Joseph pulling the wagon."

For many years, Pierre comes to the **stables** of the Provinciale Milk Company every morning and finds Joseph waiting for him. One day, Jacques, Pierre's boss, sees that Pierre is using a cane. Jacques suggests that Pierre may want to stop working. "When Joseph is ready to **retire** – then I, too, will quit", Pierre tells Jacques.

3. Using the Vocabulary

Fill in the blanks below with the **bold** words from the Story Preview above.

In the nineteenth and early twentieth centuries in the United States and Canada, it was common to see a horse pulling a **wagon** . This is the way fruit, vegetables, milk, and other household items were delivered. The delivery man would sit on top of the wagon and use to control the horse. Horses were also used for transportation. Today, people have garages next to their houses, but in those days many families had for the horses next to their houses. The first "buses" were horses and wagons that picked people up along the same every day. Dogs help people, too. They have always been used to guard homes and property. Dogs guide the blind, and they also provide companionship for children and elderly people who from their jobs.

4. Making Predictions

Look at the title of the story and then reread the Story Preview. Which of the following predictions is the most **probable**? Circle your choice or give an answer that you think is better.

1. Pierre and Jacques share a secret.
2. Pierre and Joseph share a secret.
3. Jacques and Joseph share a secret.
4.

Journal Writing: In your journal, explain why you chose your answer.

IDIOMS AND EXPRESSIONS

sign out – call out	take today off – not go to work today
make out (a bill) – prepare (a bill)	scream of brakes – sound of a car stopping suddenly
panic-stricken – very frightened	wear out – become old and unable to work

5. Literary Term: Foreshadowing

If you read mystery stories, you probably look for clues that tell you how the mystery is going to be solved. Do you like to try to figure out who the guilty person is even before you reach the end? In any story of suspense, the author will drop some hints along the way to prepare you for the ending. These hints are called **foreshadowing**.

Focus: As you read “A Secret for Two”, look for hints that foreshadow the secret. What is the secret? You may discover it before the end of the story.

B. THE STORY

About the Author

Quentin Reynolds (1902–1965) was born in New York City and became a newspaper reporter and sportswriter for various New York newspapers. During World War II, *Collier’s* magazine sent Reynolds to Europe to serve as a war correspondent. He wrote a book about the conflict entitled *The Wounded Don’t Cry*. When the war ended, Reynolds returned to the United States to write articles and short stories for *Collier’s*.

A Secret for Two

Montreal is a very large city, but, like all large cities, it has some very small streets. Streets, for instance, like Prince Edward Street, which is only four blocks long, ending in a dead-end street. No one knew Prince Edward Street as well as did Pierre Dupin, for Pierre had delivered milk to the families on the street for thirty years now.

During the past fifteen years the horse which drew the milk wagon used by Pierre was a large white horse named Joseph. In Montreal, especially in that part of Montreal which is very French, the animals, like children, are often given the names of saints. When the big white horse first came to the Provinciale Milk Company he didn't have a name. They told Pierre that he could use the white horse henceforth. Pierre stroked the softness of the horse's neck; he stroked the sheen of its splendid belly and he looked into the eyes of the horse.

"This is a kind horse, a gentle and a faithful horse," Pierre said, "and I can see a beautiful spirit shining out of the eyes of the horse. I will name him after good St. Joseph, who was also kind and gentle and faithful and a beautiful spirit."

Within a year Joseph knew the milk route as well as Pierre. Pierre used to boast that he didn't need reins – he never touched them. Each morning Pierre arrived at the stables of the Provinciale Milk Company at five o'clock. The wagon would be loaded and Joseph hitched to it. Pierre would call "*Bonjour, vieil ami*,"¹ as he climbed into his seat and Joseph would turn his head and the other drivers would smile and say that the horse would smile at Pierre. Then Jacques, the foreman, would say, "All right, Pierre, go on," and Pierre would call softly to Joseph, "*Avance, mon ami*,"² and this splendid combination would stalk proudly down the street.

The wagon, without any direction from Pierre, would roll three blocks down St. Catherine Street, then turn right two blocks along Roslyn Avenue; then left, for that was Prince Edward Street. The horse would stop at the first house, allow Pierre perhaps thirty seconds to get down from his seat and put a bottle of milk at the front door and would then go on, skipping two houses and stopping at the third. So down the length of the street. Then Joseph, still without any direction from Pierre, would turn around and come back along the other side. Yes, Joseph was a smart horse.

Pierre would boast at the stable of Joseph's skill. "I never touch the reins. He knows just where to stop. Why, a blind man could handle my route with Joseph pulling the wagon". So it went on for years – always the same. Pierre and Joseph both grew old together, but gradually, not

¹ *Bonjour, vieil ami: Good morning, old friend*

² *Avance, mon ami: Forward, my friend*

suddenly. Pierre's huge walrus mustache was pure white now and Joseph didn't lift his knees so high or raise his head quite as much. Jacques, the foreman of the stables, never noticed that they were both getting old until Pierre appeared one morning carrying a heavy walking stick.

"Hey, Pierre," Jacques laughed. "Maybe you got the gout, hey?"

"*Mais oui, Jacques,*"³ Pierre said a bit uncertainly. "One grows old. One's legs get tired."

"You should teach that horse to carry the milk to the front door for you," Jacques told him. "He does everything else."

He knew every one of the forty families he served on Prince Edward Street. The cooks knew that Pierre could neither read nor write, so instead of following the usual custom of leaving a note in an empty bottle if an additional quart of milk was needed they would sign out when they heard the rumble of his wagon wheels over the cobbled street, "Bring an extra quart this morning, Pierre."

"So you have company for dinner tonight," he would call back gaily.

Pierre had a remarkable memory. When he arrived at the stable he'd always remember to tell Jacques, "The Paquins took an extra quart this morning; the Lemoines bought a pint of cream."

Jacques would note these things in a little book he always carried. Most of the drivers had to make out the weekly bills and collect the money, but Jacques, liking Pierre, had always excused him from this task. All Pierre had to do was to arrive at five in the morning, walk to his wagon, which was always in the same spot at the curb, and deliver his milk. He returned some two hours later, got down stiffly from his seat, called a cheery "*Au 'voir*"⁴ to Jacques and then limped slowly down the street.

One morning, the president of the Provinciale Milk Company came to inspect the early morning deliveries. Jacques pointed Pierre out to him and said: "Watch how he talks to that horse. See how the horse listens and how he turns his head toward Pierre? See the look in that horse's eyes? You know, I think those two share a secret. I have often noticed it. It is as though they both sometimes chuckle at us as they go off on their route. Pierre is a good man, Monsieur President, but he gets old. Would it be too bold of me to suggest that he be retired and be given perhaps a small pension?" he added anxiously.

"But of course," the president laughed. "I know his record. He has been on this route now for thirty years and never once has there been a complaint. Tell him it is time he rested. His salary will go on just the same."

³ Mais oui, Jacques : Yes, Jaques or But of course, Jaques

⁴ Au 'voir or Au revoir: Good bye; Till we meet again

But Pierre refused to retire. He was panic-stricken at the thought of not driving Joseph every day. "We are two old men," he said to Jacques. "Let us wear out together. When Joseph is ready to retire – then I, too, will quit."

Jacques, who was a kind man, understood. There was something about Pierre and Joseph which made a man smile tenderly. It was as though each drew some hidden strength from the other. When Pierre was sitting in his seat, and when Joseph was hitched to the wagon, neither seemed old. But when they finished their work, then Pierre would limp down the street slowly, seeming very old indeed, and the horse's head would drop and he would walk very wearily to his stall.

Then one morning Jacques had dreadful news for Pierre when he arrived. It was a cold morning and still pitch-dark. The air was like iced wine that morning and the snow which had fallen during the night glistened like a million diamonds piled together.

Jacques said, "Pierre, your horse, Joseph, did not wake up this morning. He was very old, Pierre, he was twenty-five and that is like being seventy-five for a man."

"Yes," Pierre said, slowly. "Yes. I am seventy-five. And I cannot see Joseph again."

"Of course you can," Jacques soothed. "He is over in his stall, looking very peaceful. Go over and see him."

Pierre took one step forward then turned. "No . . . no . . . you don't understand, Jacques."

Jacques clapped him on the shoulder. "We'll find another horse just as good as Joseph. Why, in a month you'll teach him to know your route as well as Joseph did. We'll. . .

The look in Pierre's eyes stopped him. For years Pierre had worn a heavy cap, the peak of which came low over his eyes, keeping the bitter morning wind out of them. Now Jacques looked into Pierre's eyes and he saw something which startled him. He saw a dead, lifeless look in them. The eyes were mirroring the grief that was in Pierre's heart and his soul. It was as though his heart and soul had died.

"Take today off, Pierre," Jacques said, but already Pierre was hobbling off down the street, and had one been near one would have seen tears streaming down his cheeks and have heard half-smothered sobs. Pierre walked to the corner and stepped into the street. There was a warning yell from the driver of a huge truck that was coming fast and there was the scream of brakes, but Pierre apparently heard neither.

Five minutes later an ambulance driver said, "He's dead. Was killed instantly."

Jacques and several of the milk-wagon drivers had arrived and they looked down at the still figure.

"I couldn't help it," the driver of the truck protested, "he walked right into my truck. He never saw it, I guess. Why, he walked into it as though he were blind".

The ambulance doctor bent down, "Blind? Of course the man was blind. See those cataracts? This man has been blind for five years." He turned to Jacques, "You say he worked for you? Didn't you know he was blind?"

"No . . . no . . ." Jacques said, softly. "None of us knew. Only one knew – a friend of his named Joseph. ...

It was a secret, I think, just between those two."

C. AFTER READING

1. Understanding the Story

Answer these questions.

1. What is the geographic location of the story?
2. Who are the three main characters in the story? Describe their characters.
3. Why did Pierre name his horse Joseph?
4. About what does Pierre boast?
5. How does Joseph show he is "a smart horse"?
6. Why does Pierre refuse to retire from the milk company when he is allowed to do so?
7. Why did the cooks call out their orders instead of leaving notes?
8. What does Pierre mean when he says, "I cannot see Joseph again"?
9. Why do you think the author chose Joseph, a horse, as Pierre's companion?
10. Why doesn't Pierre hear the truck driver's warning yell?
11. What does the ambulance doctor tell Jacques about Pierre?
12. What eventually happens to Joseph? What then happens to Pierre?
13. What is the meaning of the title of the story?
14. How did you react when you discovered Pierre's secret at the end of the story?

2. Vocabulary Comprehension

Choose the word from the following list that best completes each of the sentences below. Do not use the same word more than once.

WORD LIST

complaint	stiff	cataracts	limped
loaded	wearily	share	spirit

1. After working all day and studying at the library all evening, I walked wearily home.
2. Everyone cooked something different for the party so that we all could _____ the food and try many different things.
3. The store manager was unhappy when a customer made a _____ about the bad service he had received.
4. The plane couldn't take off until all the baggage was _____.
5. It's always pleasant to be around Julia because she has such a lovely _____.
6. Kevin was delighted when his mother's operation for _____ was successful and she could see again.
7. The pitcher's arm was so _____ after the baseball game that he could hardly move it.
8. After hurting its foot on a stone, the horse _____ back to the stable.

3. Word Forms

Complete the chart by filling in the various forms of the following words taken from "A Secret for Two." An X indicates that no form is possible. Use your dictionary if you need help.

Note: There may be more than one possible word for the same part of speech.

VERB	NOUN	ADJECTIVE	ADVERB
boast	<i>boast</i>		
	complaint	X	
		retired	
limp			
	direction		
load			X
	delivery		X
excuse			X
skip		skippable	X

Write six sentences using **boast**, **limp** and **excuse** as nouns.

1. _____

2. _____

3. _____

4. _____

4. Grammar: Prepositions of Place on, in, and into

Prepositions are words that connect nouns or noun phrases. Usually, prepositions show relationships of place, time, or direction.

On refers to a noun thought of as a line or surface.

Examples:

Pierre had delivered milk to the families on the street for thirty years now.

“He has been on this route now for thirty years and never once has there been a complaint”.

Jacques clapped him on the shoulder.

In refers to a space thought of as being enclosed within boundaries.

Examples:

In Montreal, especially in that part of Montreal which is very French, the animals, like children, are often given the names of saints.

Jacques would note these things in a little book he always carried.

Into is used to express the idea of movement from one place to another.

Examples:

Pierre walked to the corner and stepped into the street.

“I couldn’t help it,” the driver of the truck protested, “he walked right into my truck”.

5. Application

Complete the sentences below with *on, in, or into*.

1. Karen parked her car on the street in front of the Green Tree Cafe.
2. Karen put her bag _____ the chair next to her and picked up the menu that was _____ the table.
3. As Karen was trying to decide between espresso and cappuccino, Jennifer arrived _____ her bicycle.
4. Karen and Jennifer had coffee and then decided to sit _____ the park and talk.
5. As Karen and Jennifer talked, children were playing _____ the playground nearby, and there were lots of people _____ the park who were just enjoying the sunny day.
6. Sharon, a co-worker of Karens, came _____ the park, and they chatted for a while.
7. Then Sharon left and went back to the office. As she was going _____ the elevator, however, she realized she'd left her newspaper _____ the park.

D. THINKING ABOUT THE STORY

1. Sharing Ideas

Discuss the following questions.

1. Discuss the relationship between Pierre and Jacques. How did Jacques feel about Pierre? Find sentences in the story to support your opinion.
2. Describe, in great detail, the personality of Pierre. Does your opinion of him change as the story progresses?
3. Do you know any disabled person who depends on an animal?
4. If you ever had a pet, you may have noticed that the animal had some human qualities. Tell your groupmates about an incident when your pet seemed to act like a human.

2. Reading Between the Lines

Practice reading between the lines. Circle the letter of the answer that best completes each of the following statements.

Drawing an inference is another expression for reading between the lines. In mysteries and other stories with surprises, the author may try to prevent you from discovering the surprise by leading you to draw inferences that steer you away from the right conclusion.

Circle the letter of the inference you drew based on the information below. Was it the inference the author wanted you to draw?

1. When Joseph stops at all the right houses, the inference is that

a. Joseph has learned the route from taking it so many times.

b. Pierre is giving Joseph a secret signal to stop.

c. Joseph has human intelligence.
2. Pierre comes to work carrying a walking stick, the inference is that

a. he has the gout.

b. he has lost his sight

c. he is having trouble with his legs.
3. The cooks know that Pierre can't read or write, and Jacques excuses Pierre from making out the bills. The inference is that

a. Pierre doesn't want to be bothered with the details of his job.

b. Pierre is uneducated.

c. Pierre can't see very well.

3. Analyzing the Story

Pierre's secret, as you now know, is that he is blind. Look back at the Literary Term on page 8. Did you find all the clues that the author put in the story to foreshadow Pierre's secret? The following three types of clues are used:

1. clues related to Joseph and the wagon
2. clues related to Pierre's appearance, something Pierre says or does, or something the author tells us about Pierre
3. clues related to something Jacques says or does

Make a chart like the one below. Fill in the sentences from the story that provide the clues.

JOSEPH AND THE WAGON	PIERRE	JACQUES
<i>Within a year Joseph knew the milk route as well as Pierre.</i>		

Pair Discussion: Compare what you have written in your charts. Correct any mistakes you find. Then think about when you first realized that Pierre was blind. Did you realize it before the end of the story? If you did, which clue made you guess the secret?

4. Writing

Choose one of the following writing assignments.

1. Write a summary of the story in two to three paragraphs. Make sure to include all of the major events.

2. Imagine you are a reporter and you are called to the scene of the accident. Interview Jacques and the truck driver who accidentally killed Pierre. Write an account for your newspaper.

3. Make up a conversation that might occur between the Paquins and the Lemoines when they hear of Pierre's death.

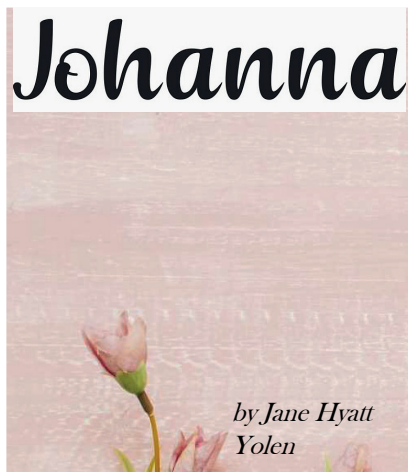
4. A proverb is a traditional saying. Examples of proverbs include "You can lead a horse to water, but you can't make it drink," or "A friend in need is a friend indeed." Write your own proverb based on the story "A Secret for Two."

5. A diary is a day-to-day record of a person's doings, thoughts, and feelings. Use your imagination to write two diary entries for Pierre: one for the day he meets Joseph and one on the day he is told he can retire. Keep in mind the amount of time between the two events.

6. Write about the relationship you have or have had with an animal. Explain how you got the animal and discuss how your relationship developed over time.

7. Use various resources to conduct research on animals that perform specific tasks in the human world. You may want to focus on animals in entertainment, guide dogs, rescue dogs, police horses, or working elephants. Based on your research, write a short essay about the type of working animal you researched.

8. A eulogy is a speech or writing in praise of someone, often given upon a person's death. Write a short eulogy for Pierre to be read at his funeral.



Johanna by Jane Hyatt Yolen

A. PRE-READING

1. Think before You Read

Answer the following questions.

1. Have you ever walked in the woods at night? If so, how did you feel? Were you confident or scared?
2. What are some of the problems wild animals face during the winter?
3. Do you read fairy tales or fantasies? In what ways are they different from realistic stories?

2. Story Preview

*Read the preview of the story and try to guess the meaning of the words in **bold** print.*

Johanna lived with her mother near Hartwood forest, where **deer** and other animals lived. One winter night, Johanna's mother was so sick that she did not even want the soup made of **acorns** that Johanna usually gathered from the oak trees in the woods and fed to her. So Johanna decided to go through the forest to the village and find the doctor.

Johanna's mother had told her never to go into the forest at night. Her father had once gone into the forest at night and never returned... Johanna had always taken her mother's **warning** seriously, but she decided that she had to make the trip because her mother was just too sick. The story tells about Johanna's journey through the forest.

3. Using the Vocabulary

Fill in the blanks below with the **bold** words from the Story Preview above.

In the forests and woods of North America, deer are hunted for their beautiful horns, their skins, and their meat, which has a wild but delicious taste. These animals are not meat-eaters; rather, they live on plants, berries, and other vegetarian foods such as _____ from oak trees. Some experts have recently issued a _____ that certain species of these animals are dying out, but hunters claim that they mostly hunt other species.

4. Making Predictions

Look at the title of the story and then reread the Story Preview. Which of the following predictions is the most probable? Circle your choice or give an answer that you think is better.

1. Johanna is afraid of wild animals.
2. She is afraid of getting lost.
3. She is afraid of disobeying her mother.
4. She is afraid of the dark.
5. _____

Journal Writing: Write in your journal about a time when you were afraid. What did you do to try to overcome your fear?

IDIOMS AND EXPRESSIONS

<p>grubbed around – looked for food on the ground (<i>meaning in this story</i>)</p> <p>hard winter – a cold and snowy winter</p> <p>maw of the city – the dangerous streets and places of a city (<i>meaning in this story</i>)</p>	<p>gruel – a thin, soup-like cereal</p> <p>by feel – by using one’s hands to guide oneself</p> <p>a steady tattoo – the sound made by the quick rhythm of feet running on the ground</p>
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5. Literary Term: Imagery

In discussions of literature, the term **imagery** refers to the descriptive language that the author uses to paint a picture of the situation, characters, setting, or anything else of importance in the author’s story.

Focus: As you read “Johanna”, try to find any language that gives you a picture of Johanna herself. Look for details about the things she eats, the way she looks, where she lives, the way she moves, and any other information that helps you to visualize the character.

B. THE STORY

About the Author

Born in New York City, Jane Hyatt Yolen (1939 –) worked for various magazines and publishers in New York before becoming a freelance writer in 1965. She has also been a folk singer, a poet, a playwright, and a teacher. She has won numerous awards for her stories, which include children’s stories, fantasies, fairy tales, and science fiction. “Johanna” is taken from her short-story collection entitled *Tales of Wonder*.

Johanna

The forest was dark and the snow-covered path was merely an impression left on Johanna's moccasined feet.

If she had not come this way countless daylit times, Johanna would never have known where to go. But Hartwood⁵ was familiar to her, even in the unfamiliar night. She had often picnicked in the cool, shady copses and grubbed around the tall oak trees. In a hard winter like this one, a family could subsist for days on acorn stew.

Still, this was the first night she had ever been out in the forest, though she had lived by it all her life. It was tradition – no, more than that – that members of the Chevril family did not venture into the midnight forest. “Never, never go to the woods at night,” her mother said, and it was not a warning so much as a command. “Your father went though he was told not to. He never returned.”

And Johanna had obeyed. Her father's disappearance was still in her memory, though she remembered nothing else of him. He was not the first of the Chevrils to go that way. There had been a great-uncle and two girl cousins who had likewise “never returned.” At least, that was what Johanna had been told. Whether they had disappeared into the maw of the city that lurked over several mountains to the west, or into the hungry jaws of a wolf or bear, was never made clear. But Johanna, being an obedient girl, always came into the house with the setting sun.

For sixteen years she had listened to that warning. But tonight, with her mother pale and sightless, breathing brokenly in the bed they shared, Johanna had no choice. The doctor, who lived on the other side of the wood, must be fetched. He lived in the cluster of houses that rimmed the far side of Hartwood, a cluster that was known as “the village,” though it was really much too small for such a name. The five houses of the Chevril family that clung together, now empty except for Johanna and her mother, were not called a village, though they squatted⁶ on as much land.

Usually the doctor himself came through the forest to visit the Chevrils. Once a year he made the trip. Even when the grandparents and uncles and cousins had been alive, the village doctor came only once a year. He was gruff with them and called them “strong as beasts” and went away, never even offering a tonic. They needed none. They were healthy.

But the long, cruel winter had sapped Johanna's mother's strength. She lay for days silent, eyes cloudy and unfocused, barely taking in the acorn gruel that Johanna spooned for her. And at last Johanna had said: “I will fetch the doctor.”

⁵ *Hartwood*: name of forest (Deer Forest).

⁶ *Squatted* **lived without permission of the owner.**

Her mother had grunted “no” each day, until this evening. When Johanna mentioned the doctor again, there had been no answering voice. Without her mother’s no, Johanna made up her own mind. She *would* go.

If she did not get through the woods and back with the doctor before dawn, she felt it would be too late. Deep inside she knew she should have left before, even when her mother did not want her to go. And so she ran as quickly as she dared, following the small, twisting path through Hartwood by feel.

At first Johanna’s guilt and the unfamiliar night were a burden, making her feel heavier than usual. But as she continued running, the crisp night air seemed to clear her head. She felt unnaturally alert, as if she had suddenly begun to discover new senses.

The wind molded her short dark hair to her head. For the first time she felt graceful and light, almost beautiful. Her feet beat a steady tattoo on the snow as she ran, and she felt neither cold nor winded. Her steps lengthened as she went.

Suddenly a broken branch across the path tangled in her legs. She went down heavily on all fours, her breath caught in her throat. As she got to her feet, she searched the darkness ahead. Were there other branches waiting?

Even as she stared, the forest seemed to grow brighter. The light from the full moon must be finding its way into the heart of the woods. It was a comforting thought.

She ran faster now, confident of her steps. The trees seemed to rush by. There would be plenty of time.

She came at last to the place where the woods stopped, and cautiously she ranged along the last trees, careful not to be silhouetted against the sky. Then she halted.

She could hear nothing moving, could see nothing that threatened. When she was sure, she edged out onto the short meadow that ran in a downward curve to the back of the village.

Once more she stopped. This time she turned her head to the left and right. She could smell the musk of the farm animals on the wind, blowing faintly up to her. The moon beat down upon her head and, for a moment, seemed to ride on her broad, dark shoulder.

Slowly she paced down the hill toward the line of houses that stood like teeth in a jagged row. Light streamed out of the rear windows, making threatening little earthbound moons on the graying snow.

She hesitated.

A dog barked. Then a second began, only to end his call in a whine.

A voice cried out from the house farthest on the right, a woman’s voice, soft and soothing. “Be quiet, Boy.”

The dog was silenced.

She dared a few more slow steps toward the village, but her fear seemed to precede her. As if catching its scent, the first dog barked lustily again.

“Boy! Down!” It was a man this time, shattering the night with authority.

She recognized it at once. It was the doctor’s voice. She edged toward its sound. Shivering with relief and dread, she came to the backyard of the house on the right and waited. In her nervousness, she moved one foot restlessly, pawing the snow down to the dead grass. She wondered if her father, her great-uncle, her cousins had felt this fear under the burning eye of the moon.

The doctor, short and too stout for his age, come out of the back door, buttoning his breeches with one hand. In the other he carried a gun. He peered out into the darkness.

“Who’s there?”

She stepped forward into the yard, into the puddle of light. She tried to speak her name, but she suddenly could not recall it. She tried to tell why she had come, but nothing passed her closed throat. She shook her head to clear the fear away.

The dog barked again, excited, furious.

“By gosh,” the doctor said, “it’s a deer.”

She spun around and looked behind her, following his line of sight. There was nothing there.

“That’s enough meat to last the rest of this cruel winter,” he said. He raised the gun, and fired.

C. AFTER READING

1. Understanding the Story

Answer these questions.

1. Why doesn’t Johanna’s mother want her to go into the forest at night?
2. Why does Johanna disobey her mother?
3. How often does the doctor visit the Chevril family?
4. Does anything bad happen to Johanna in the forest?
5. Who does Johanna encounter when she comes to the houses at the edge of the forest?
6. Why can’t Johanna tell the doctor who she is?
7. How does the story end?

2. Vocabulary Comprehension

Choose the word from the following list that best completes each of the sentences below. Do not use the same word more than once.

WORD LIST

tradition	obey	pale	unfocused
alert	graceful	threatened	
soothing	precedes	furious	

1. In our family, it is a tradition to eat roast duck for Christmas. We do that every year.

2. When someone or something puts you in a dangerous situation, it is natural to feel _____.

3. Johanna was worried that her mother might be angry and even _____ if Johanna disobeyed her.

4. Many large animals, such as deer, are very fast and move in a way that is beautiful and _____.

5. When people go for a walk through the forest for the first time, the leader of the group usually _____ the rest of the people, who follow behind.

6. Some people don't like bright, bold colors; instead, they prefer _____ ones.

7. Parents generally want their children to _____ them because the rules that parents set for them are most often in the children's best interests.

8. People who work very late sometimes start to make a lot of mistakes because they are too tired to be _____.

9. The sound of the waves was so _____ that I fell asleep on the beach.

10. If you look through a camera and the view is not clear, the camera is _____.

3. Word Forms

Complete the chart by filling in the various forms of the following words taken from "A Secret for Two". An X indicates that no form is possible. Use your dictionary if you need help.

Note: There may be more than one possible word for the same part of speech.

VERB	NOUN	ADJECTIVE	ADVERB
obey	<i>obedience</i>		
disappear		X	X
feel			
comfort			
threaten			
silence			

Write sentences using some of the word forms above. Write at least one sentence using a noun, one sentence using an adjective, and one sentence using an adverb.

1. _____

 _____.
2. _____

 _____.
3. _____

 _____.

4. Grammar: Articles with Count Nouns

Singular count nouns take either *a/an* or *the*. Use *a/an* when information about something is new.

Examples:

I bought *a* dress yesterday.

A dog barked.

Use *the* when information about something is already known.

Examples:

I'm going to wear *the* dress this weekend.

(For example, if this is a dress we already know about, such as one I bought yesterday.)

The dog was silenced.

(The author has already mentioned the dog.)

Literary use of *the*: When an author uses *the* the first time something is mentioned, the author is suggesting that the reader already knows the information. This is a literary technique for making a story more interesting.

Example:

The forest was dark and **the** snow-covered path was merely an impression left on Johanna's moccasined feet.

Plural nouns take no article when they refer to something that is new information (when they refer to things that are not yet known or mentioned).

Examples:

She felt unnaturally alert, as if she had suddenly begun to discover **new senses**.

(There is no article because this is the first time the reader hears about "new" senses.)

The doctor called the Chevrils "strong as **beasts**."

(This reference is to beasts in general; these are not specific beasts that the reader knows about.)

Plural nouns take **the** when the objects mentioned are already known about (or assumed to be known about).

Example:

The trees seemed to rush by.

(The reader knows Johanna is in the woods, so the reader knows that there are trees in the woods.)

5. Application

*Read the sentences from the story and then reread the part of the story that the sentences come from. Explain why the thing referred to in the **bold** words is something that the reader knows about (if **the** is used) or something that the reader does not know about (if **a/an** or no article is used). The first sentence has been done for you.*

1. In **a hard winter** like this one, a family could subsist for days on acorn stew.

This is the first time the reader learns that the winter is hard.

2. There had been **a great-uncle** and two girl cousins who had likewise "never returned."

3. As if catching its scent, **the first dog** barked lustily again.

4. He lived in the cluster of houses that rimmed the far side of Hartwood, a cluster that was known as "**the village**."

5. In her nervousness, she moved one foot restlessly, pawing **the snow** down to the dead grass.

6. “By gosh,” the doctor said, “it’s **a deer**.”

D. THINKING ABOUT THE STORY

1. *Sharing Ideas*

Discuss the following questions.

1. Describe Johanna’s thoughts as she ran through the forest. How did they change between the time she entered the forest and the time she arrived at the village?
2. What do you think happened to Johanna’s father and cousins?
3. Based on what the author tells us about the doctor, how would you describe his character?

2. *Reading Between the Lines*

Practice reading between the lines. Circle the letter of the answer that best completes each of the following statements.

1. Johanna’s mother didn’t want her to go into the forest at night because _____.
 - a. she might get lost.
 - b. she might get eaten by a wolf or a bear.
 - c. it’s too dark to see in the forest at night.
2. On his early visits to Johanna’s family, the doctor _____.
 - a. gives them medicine.
 - b. helps them to find food.
 - c. doesn’t do anything specific.
3. We can conclude from the author’s statements that Johanna _____.

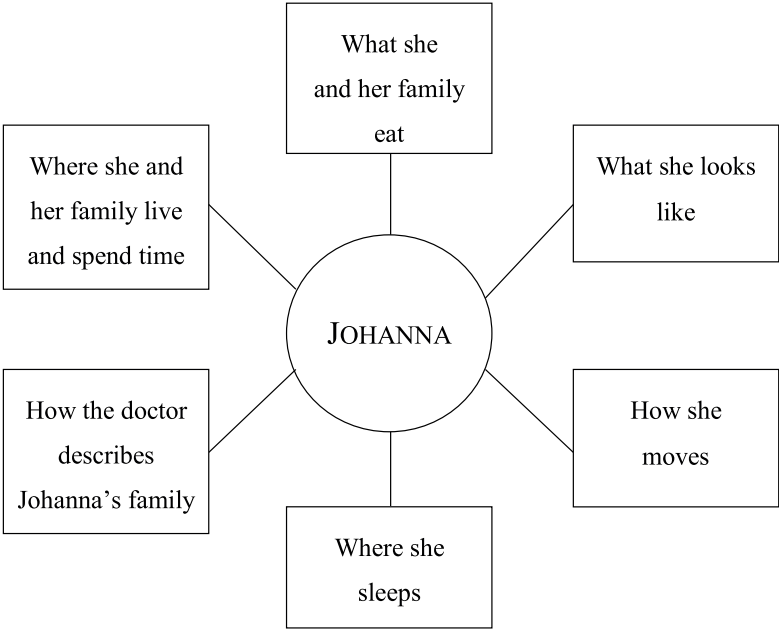
 - a. was foolish to disobey her mother.
 - b. did not know her way in the forest.
 - c. became a target in the moonlight

3. *Analyzing the Story*

Johanna’s family name is “Chevril”. The author took this name from *chevreuil*, the French word for “deer”. Much of the imagery in the story

slowly puts together a picture of Johanna that is completely revealed only at the end – that she is a deer herself.

Look back at the Literary Term on page 24 and think about the images that the author uses to portray Johanna. Make a diagram like the one below, and fill in as many details as you can find.

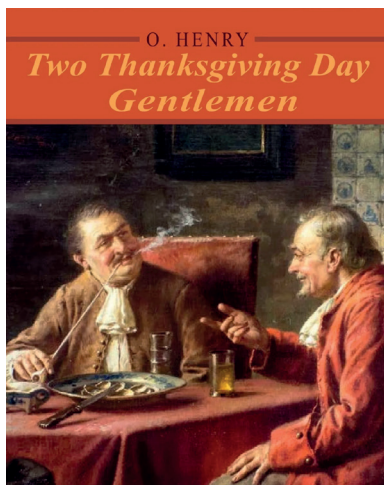


Pair Discussion: *Compare what you have written in the boxes. Correct any mistakes you find and discuss your ideas. Are there any other ways the author suggests that Johanna is a deer?*

4. Writing
Choose one of the following writing assignments.
1. Write a summary of the story in two to three paragraphs. Be sure to include all of the major events.

2. Write a different ending to this story in two to three paragraphs.
3. Pretend you are the author of this story. Explain your reasons for writing it.
4. Do you think it's all right for humans to kill other animals for food? Write two to three paragraphs about why you think so or don't think so.
5. Do you think hunters should be able to hunt species that are dying out? Write two to three paragraphs about why you think so or don't think so.

PART 6



Two Thanksgiving Day Gentlemen by O. Henry

A. PRE-READING

1. Think before You Read

Answer the following questions.

1. What is a tradition? What are some traditions in your family?
2. Do you think traditions are important? Why or why not?
3. What do you know about the American holiday of Thanksgiving?
4. Have you ever pretended to be happy to please someone else?

Why or why not?

2. Story Preview

*Read the preview of the story and try to guess the meaning of the words in **bold** print.*

Stuffy Pete is one of the two main characters in “Two Thanksgiving Day Gentlemen.” His nickname is “Stuffy” because he **stuffs** himself with food at every opportunity. Unfortunately, he doesn’t have many opportunities to do this because he is poor – so poor that he wears torn, **ragged** clothes. For the last nine years, however, the Old Gentleman, the other main character in the story, has taken Stuffy to a restaurant on Thanksgiving Day. The Old Gentleman enjoys paying for Stuffy’s dinner and watching Stuffy enjoy his **feast**.

The Old Gentleman is a **philanthropist** who gets pleasure from giving to someone less fortunate than himself. He and Stuffy Pete see each other only on Thanksgiving Day for their traditional dinner. This story is about a Thanksgiving Day that turns out to be unusual for both of them.

3. Using the Vocabulary

Fill in the blanks below with the **bold** words from the Story Preview above. Change the form of the word if necessary.

In the United States, it is traditional for a philanthropist to give food, clothes, or money to poor people on major holidays, such as Thanksgiving and Christmas. Churches and community centers serve free dinners for the poor on those days, too. Sometimes, they put together baskets of clothes so poor people who have _____ clothes can exchange them for better ones.

A typical Thanksgiving _____ includes soup, roast turkey, cranberry sauce, potatoes, vegetables, bread, salad, and pumpkin pie for dessert. If you are a guest at this kind of meal, it is very easy to _____ yourself with too much food.

4. Making Predictions

Based on the Story Preview, which of the following predictions is the most probable? Circle your choice or give an answer that you think is better.

1. The Old Gentleman decides not to take Stuffy to dinner on Thanksgiving Day anymore.
2. Stuffy decides that he doesn't want to accept the Old Gentleman's philanthropy anymore.
3. Stuffy cooks Thanksgiving dinner for the Old Gentleman.
4. _____

Journal Writing: In your journal, explain why you chose your answer.

IDIOMS AND EXPRESSIONS

lick 'em – defeat them, beat them
took his seat – sat down
stared into space – looked at nothing in particular; was unaware of what was happening around him; daydreamed

music in his ears – something he was happy to hear
treats – pays for
didn't have the heart to – didn't want to

5. Literary Term: Theme

A story's **theme** is the main idea that runs through the narrative. Sometimes, a story has several themes.

Focus: One of the themes in “Two Thanksgiving Day Gentlemen” is respect for tradition. As you read, ask yourself how Stuffy Pete and the Old Gentleman each show that they respect the tradition of Thanksgiving.

B. THE STORY

About the Author

O. Henry's real name was William Sydney Porter (1862 – 1910), but he used the pen name O. Henry. Although he is best known for his stories about New York City, he didn't actually live in New York until 1902. Born and raised in North Carolina, he moved to Texas in 1882. While in Texas, he wrote stories but also worked in a bank to support his wife and child. He was accused and convicted of stealing money from the bank and served three years in prison. During his prison term, he developed his writing technique. From fellow prisoners he heard some of the interesting stories that he used in his work.

After O. Henry moved to New York and began to make his living as a short-story writer, he continued to be fascinated with down-and-out people. The colorful characters he met in the streets and cafés of the city became immortalized in his stories. “Two Thanksgiving Day Gentlemen” deals with two such characters. O. Henry was the first American writer to popularize the surprise ending, another feature of the story you are about to read.

Two Thanksgiving Day Gentlemen

There is one day that is ours. There is one day when all Americans like to go back home to eat a big dinner and feel they are part of a family. Bless the day. We hear some talk about the Puritans and the original Thanksgiving. But that was a long time ago. They landed on Plymouth Rock in Massachusetts after escaping religious persecution in England. I'll bet we could lick 'em if they tried to land again today.

They were lucky. The Indians they met took pity on them and helped them survive the winter. The first feast was held to celebrate their survival and their friendship with the original Americans, the Indians. Today we celebrate the fourth Thursday in November as a national holiday. It is one day that is purely American. Yes, it is a day of celebration, exclusively American.

The following story will prove to you that we have traditions on this side of the ocean even though we are still a young country. Our story takes place in New York City on Thanksgiving Day.

Stuffy Pete took his seat on the third bench to the right as you enter Union Square from the east, at the walk opposite the fountain. Every Thanksgiving Day for nine years he had taken his seat there promptly at one o'clock. For every time he had done so, he had been rewarded with a feast.

But today Stuffy Pete's appearance at the annual meeting place was a result of habit rather than hunger – which philanthropists seem to think the poor feel only on holidays. It seems that these are the only times the well-fed think of their less fortunate brothers and sisters.

Stuffy Pete was not hungry. He had just come from a feast that left him barely able to breathe and move about. His breath came in short wheezes. The buttons that had been sewn on his coat by Salvation Army workers were popping from the pressure of his fat belly. His clothes were ragged and his shirt was split open. The November breeze, carrying fine snowflakes, brought a grateful coolness. Stuffy Pete was still recovering from a huge dinner beginning with oysters and ending with plum pudding and including (it seemed to him) all the roast turkey and baked potatoes and chicken salad and squash pie and ice cream in the world.

The meal had been an unexpected one. He was passing a red brick mansion near the beginning of Fifth Avenue. In this mansion there lived two old ladies of a traditional family. One of their traditional habits was to station a servant at the gate with orders to admit the first hungry person who walked by after the hour of noon. Stuffy happened to pass by on his way to Union Square and the servants upheld their custom. After stuffing himself and confirming the meaning of his name, Stuffy wandered on to

the square as he had done so many times before. He sat on the park bench for ten minutes and stared into space. With a tremendous effort he turned his head slowly to the left. His eyes bulged out and his breath ceased. The Old Gentleman was coming across the walk toward his bench.

Every Thanksgiving Day for nine years the Old Gentleman had come there and found Stuffy Pete on the bench. Every Thanksgiving Day for nine years he had led Stuffy Pete to a restaurant and watched him eat a big dinner. The Old Gentleman was a proud American patriot, and he was pleased to have established this Thanksgiving Day tradition with Stuffy Pete. It was extremely important to the Old Gentleman that their tradition should continue.

The annual feeding of Stuffy Pete was significant. It showed, at least, that traditions were possible not only in England. They were possible in America, too!

The Old Gentleman was thin and tall and sixty. He was dressed all in black and wore the old-fashioned kind of glasses that won't stay on your nose. His hair was whiter and thinner than it had been last year, and he seemed to make more use of his big, knobby cane with the crooked handle.

As his benefactor came up, Stuffy Pete wheezed and shuddered like some over-fat pug when a street dog snarls at him. He would have escaped, but he was too full to move quickly.

"Good afternoon," said the Old Gentleman. "I am glad to see that this year you are enjoying good health in the beautiful world. For that blessing alone this day of thanksgiving is well proclaimed to each of us. If you come with me, my man, I will provide you with a dinner that will satisfy you physically and mentally."

That is what the Old Gentleman had said every time on every Thanksgiving Day for nine years. Nothing compared with these words except the Declaration of Independence. Always before they had been music in Stuffy's ears. But now he looked up at the Old Gentleman's face with tearful agony. The Old Gentleman shivered a little and turned his back to the wind.

Stuffy had always wondered why the Old Gentleman spoke his speech a little sadly. He did not know that it was because he was wishing every time that he had a son to succeed him. A son who would come there after he was gone – a son who would stand proud and strong before some future Stuffy and say: "In memory of my father." Then the tradition would be an institution.

But the Old Gentleman had no relatives. He lived in rented rooms in one of the decayed old family brownstone mansions on one of the quiet

streets east of the park. In the winter he raised fuchsias in a little greenhouse the size of a closet. In the spring he walked in the Easter Parade. In the summer he lived in a farmhouse in the New Jersey hills, and sat in a wicker armchair, speaking of a rare butterfly that he hoped to find some day. In the autumn he fed Stuffy a dinner. These were the Old Gentleman's occupations.

Stuffy looked at him. The Old Gentleman's eyes were bright with the pleasure of giving. His face was getting more lined each year, but his black necktie was in a bow, his shirt was beautiful and white, and his gray mustache was curled gracefully at the ends.

"Thank you, sir. I'll go with you and I'm very grateful. I'm very hungry, sir," said Stuffy Pete. His Thanksgiving appetite was not his own; it belonged by established custom to this kind, old gentleman. True, America is free. It got this freedom through the hard work of its heroes. Though he wasn't as famous as George Washington or Abraham Lincoln, Stuffy Pete was a hero who fought bravely to maintain tradition.

The Old Gentleman led his guest to the restaurant and to the table where the feast had always been served. They were recognized by the waiters. "Here comes that old guy who always treats that same bum to a meal every Thanksgiving."

The Old Gentleman sat across the table glowing with the pride one feels after doing a good deed. The waiters covered the table with holiday food and Stuffy began eating.

Our valiant hero fought his way through turkey, chops, soups, vegetables, and pies. Every time he felt discouraged and ready to give up the battle, he looked at the Old Gentleman. He saw the look of happiness on the Old Gentleman's face, and it gave him the courage to go on. Stuffy did not have the heart to see the Old Gentleman's happiness wane. In an hour Stuffy leaned back with the battle won.

"Thank you kindly, sir. Thank you kindly for a hearty meal," Stuffy said. Then he got up with glazed eyes and started toward the kitchen. A waiter turned him around and pointed toward the door. The Old Gentleman carefully counted out \$1.30 in change, leaving three dimes for the waiter.

They parted as they did every year at the door, the Old Gentleman going south, Stuffy going north.

Stuffy turned around the first corner and stood for one minute. Then he seemed to puff out his rags as an owl puffs out its feathers, and fell to the sidewalk like a horse who has been in the sun too long.

When the ambulance came the young doctor and the driver cursed at his weight. Stuffy did not smell from whiskey, so instead of transferring

him to the police, Stuffy and his two dinners went to the hospital. There they stretched him on a bed and started testing him for strange diseases.

An hour later another ambulance brought the Old Gentleman. They laid him on another bed and talked about his case. Pretty soon one of the young doctors met one of the young nurses, whose eyes he liked, and stopped to chat with her about the cases.

“That nice old gentleman over there, now,” he said. “You wouldn’t think that was a case of near starvation. Proud old family, I guess. He told me he hadn’t eaten a thing in three days.”

C. AFTER READING

1. *Understanding the Story*

Answer these questions.

1. Who are the main characters in the story?
2. Where does Stuffy Pete have his first Thanksgiving dinner? What does he eat?
3. How does the Old Gentleman, typically, take care of Pete? Describe the arrangement.
4. What tradition do Stuffy Pete and the Old Gentleman maintain? For how many years have they maintained it?
5. Who ends up at the hospital? For what reason?
6. Why is Stuffy Pete taken to the hospital?
7. Why is the Old Gentleman taken to the hospital?
8. Explain the title of the story.
9. Why would it be accurate to say the poorest man in the story is also the richest man in the story?

2. *Vocabulary Comprehension*

Match each vocabulary word in the left column with the correct definition on the right. Write the letter of the definition in the space provided.

_____ 1. wheeze	a. brave
_____ 2. proud	b. stopped
_____ 3. annual	c. breathe with difficulty
_____ 4. split	d. weakness or death due to lack of food
_____ 5. feast	e. fill something too full
_____ 6. shiver	f. old and not in good shape
_____ 7. starvation	g. large, luxurious home
_____ 8. valiant	h. stuck out, pushed out
_____ 9. wane	i. divided into two or more parts

_____	10. ceased	j. shake because of feeling cold
_____	11. patriot	k. torn and in bad condition
_____	12. ragged	l. a person who loves his or her country
_____	13. decayed	m. large, delicious meal
_____	14. bulged	n. once a year
_____	15. stuff	o. weaken
_____	16. mansion	p. feeling satisfaction for something you possess or have achieved

Match the words on the left with the ones on the right (according to the story) and use them in the situations from the text.

_____	1. bless	a. heavily
_____	2. to prove	b. had a deep love of traditions
_____	3. made his heart	c. had orders
_____	4. the third seat	d. on this day
_____	5. old ladies	e. all in black
_____	6. he stood up	f. of my father
_____	7. was picked up	g. to the right
_____	8. the servant	h. to you
_____	9. Stuffy began	i. and taken to a hospital
_____	10. in order to build	j. of suffering
_____	11. was dressed	k. the day
_____	12. in remembrance	l. a tradition
_____	13. give thanks	m. fill full of joy
_____	14. tears	n. to shake

3. Word Forms

Complete the chart by filling in the various forms of the following words taken from “Two Thanksgiving Day Gentlemen”. An X indicates that no form is possible. Use your dictionary if you need help.

Note: *There may be more than one possible word for the same part of speech.*

VERB	NOUN	ADJECTIVE	ADVERB
X	tradition	traditional	
X		proud	
shiver			X
	starvation		X
discourage			

Write sentences using some of the word forms above. Write at least one sentence using a noun, an adjective, and an adverb from the chart above.

1. _____

2. _____

3. _____

4. Grammar: Agreement of Subject and Verb

The following rules will help you identify the subject and the verb that corresponds to it.

A singular subject takes a singular verb form.


A plural subject takes a plural verb form.

Examples:


Stuffy Pete meets the Old Gentleman every Thanksgiving Day.

subject: Stuffy Pete (singular)

verb: meets (singular of *meet*)


The two men meet every year on Thanksgiving Day.

subject: men (plural)

verb: meet (plural form of *meet*)

A compound subject is a subject with two or more nouns connected by **and**.

A compound subject takes a plural verb form.

Example:


Stuffy Pete and the Old Gentleman meet every year.

subject: Stuffy Pete + and + the Old Gentleman (compound)

verb: meet (plural form of *meet*)

If a prepositional phrase follows the subject, be careful not to confuse the subject noun with the noun that is the object of the preposition.

Example:

The *ladies* in the red brick mansion feed poor people.

subject: ladies (plural)

prepositional phrase: in the red brick mansion

preposition: in

object of the preposition: mansion (singular)

verb: feed (plural form of *feed*; agrees with *ladies*, not *mansion*)

The phrase ***one of*** is followed by a plural noun, but it takes a singular verb.

Example:

One of the old ladies' traditional habits was to feed poor people.

subject: one (singular)

verb: was (singular form of be; agrees with one)

5. Application

Practice finding the subject and verb in the following sentences. First, draw an arrow from the subject to the verb. Then circle singular or plural to describe the subject and verb.

1. They were lucky.

singular

plural

2. Our story takes place in New York City on Thanksgiving Day.

singular

plural

3. Stuffy Pete's appearance at the annual meeting place was a result of habit rather than hunger.

singular

plural

4. The buttons on his coat pop off from the pressure of his fat belly.

singular

plural

5. A waiter with a tray of turkey, chops, soups, vegetables, and pies walks toward their table.

singular

plural

6. One of the young doctors stops to chat with one of the young nurses.

singular

plural

Editing Practice: Edit the following paragraph by changing the form of the verb from singular to plural or from plural to singular if necessary:

Our Thanksgiving tradition is to have dinner at home. My mother and father shops for a turkey the weekend before the holiday. Both of

them likes to cook, and my sister and I helps them. On Thanksgiving, we all get up early and begin to prepare the food and set the table. We usually sit down to eat about 2 o'clock. After the meal, my brother help with the dishes, and my sister come with me for a walk.

D. THINKING ABOUT THE STORY

1. *Sharing Ideas*

Discuss the following questions.

1. How do you feel about Stuffy Pete when you first meet him in the story?
2. How do you feel about him at the end of the story?
3. There is only one character in the story called a “gentleman,” but the title of the story is “Two Thanksgiving Day Gentlemen”. Why does O. Henry use the word “two” in the story’s title?
4. Can you explain why each one does what he does? On previous Thanksgiving Days? On this one?
5. What might we criticize about the relationship between the old gentleman and Stuffy Pete? About the way they shared (or, rather, didn’t share) a meal? About the way they interacted with each other?
6. What do you think of the “traditions” reported in the story? What are their strengths and weaknesses?
7. What is the meaning of the Thanksgiving feast?
8. Do you think better or worse of the old ladies or the old gentleman (and Stuffy Pete) for establishing and keeping their respective traditions? How much does your answer depend on the end of the story, with the harm suffered by both men?
9. There is a saying, “You can’t judge a book by its cover.” How does it apply to the story you have just read?

2. *Reading Between the Lines*

Practice reading between the lines. Circle the letter of the answer that best completes each of the following statements.

1. “We hear some talk about the Puritans and the original Thanksgiving. But that was a long time ago.” In these sentences O. Henry is saying that
 - a. the first Thanksgiving was a very long time ago.
 - b. the Puritans didn’t have anything to do with the first Thanksgiving.

- c. the original Thanksgiving was a happy occasion for the Puritans.
 - d. most people don't remember the meaning of the first Thanksgiving.
2. When O. Henry says that the story "will prove to you that we have traditions on this side of the ocean even though we are still a young country," he means that
- a. the United States has many traditions.
 - b. the United States is a younger country than England, but it has traditions.
 - c. England doesn't have traditions.
 - d. the United States and England both celebrate Thanksgiving Day.
3. Philanthropists seem to think that the poor only get hungry on holidays because
- a. poor people don't get hungry on other days.
 - b. poor people only eat in restaurants on holidays.
 - c. rich people usually forget about the poor except on holidays.
 - d. poor people walk around looking hungry on holidays.
4. What kinds of things would happen to Stuffy Pete each Thanksgiving for the past nine years?
- a. Friends would let him sleep in their homes.
 - b. Police would arrest him and put in jail.
 - c. Criminals would steal everything he owned.
 - d. Good people would fill his stomach with food.
5. Where did Stuffy Pete get his first meal of the night? – In
-
- a. a special place serving free food to poor people.
 - b. the home of two old ladies living on Fifth Avenue.
 - c. a hotel with people who thought he was someone else.
 - d. the home of his children he had never met before.
6. Why does the Old Gentleman buy Stuffy Pete dinner every year?
- a. The Old Gentleman thinks Stuffy will die without his help.
 - b. The Old Gentleman hopes Stuffy will once buy him dinner too.
 - c. The Old Gentleman wants to feel good by doing some good.
 - d. They do these things more easily (casually) in old countries like England.
7. Why is the Old Gentleman sent to the hospital?

- a. He has been out in the cold for too long.
- b. He ate something that made him sick.
- c. He has eaten no food for three days.
- d. He has no other place to sleep.

Say whether the statement is true or false. Correct the false one.

- 1. The Portuguese were the first people to celebrate Thanksgiving.
- 2. The Thanksgiving Day is a holiday of American people only.
- 3. It is a tradition to eat turkey on Thanksgiving Day.
- 4. Stuffy Pete had come to the park on every Thanksgiving Day for eight years.
- 5. Stuffy Pete was hot because he had eaten much.
- 6. The servant of two old ladies invited Stuffy to his house and treated him to a big dinner.
- 7. The Old Gentleman would come to the park for nine years to find Stuffy there.
- 8. On that day, the Old Gentleman accompanied Stuffy to the restaurant and had Thanksgiving dinner together with him.
- 9. Stuffy Pete was very glad to see the Old Gentleman in the park.
- 10. The Old Gentleman had neither a wife nor children.
- 11. Stuffy ate all the food the Old Gentleman had ordered for him in the restaurant.
- 12. The Old Gentleman visited Stuffy in the hospital where he had been taken.

Put your knowledge to the test.

- 1. What kinds of things happened to Stuffy Pete each Thanksgiving for the past nine years?
 - a. Friends let him sleep in their home.
 - b. Police arrested him and put him in jail.
 - c. Criminals stole everything he owned.
 - d. People filled his stomach with food.
- 2. Where did Stuffy Pete get his first meal of the night?
 - a. A special place serving free food to poor people.
 - b. A hotel with people who thought he was someone else.
 - c. The home of two old ladies living on Fifth Avenue.
 - d. The home of his children he had never met before.
- 3. Why does the Old Gentleman buy Stuffy Pete dinner every year?
 - a. The Old Gentleman thinks Stuffy will die without his help.
 - b. The Old Gentleman believes he is creating a new tradition.

- c. The Old Gentleman hopes Stuffy will buy him dinner once.
 - d. The Old Gentleman wants to feel good by doing some good.
4. Why is the Old Gentlemen sent to the hospital?
 - a. He was out in the cold for too long.
 - b. He ate something that made him sick.
 - c. He has eaten no food for three days.
 - d. He has no other place to sleep.
 5. How does Stuffy Pete contribute to the overall theme of "Two Thanksgiving Day Gentlemen"?
 - a. He accepts the old man's meal even though he is full.
 - b. He turns the old man down so the old man can eat.
 - c. He buys the old man dinner every year, though he is poor.
 - d. He selfishly accepts dinner while the old man is starving.
 6. Why does the old man go to the hospital in "Two Thanksgiving Day Gentlemen"?
 - a. Pete goes to the hospital, not the old man.
 - b. Stuffy Pete beat him up and robbed him.
 - c. He had not eaten anything for three days.
 - d. He had eaten way too much food that day.
 7. In "Two Thanksgiving Day Gentlemen," why did the old ladies give Stuffy Pete dinner?
 - a. He is their closest living relative.
 - b. He was kind to them the previous day.
 - c. He was the first poor person to walk by.
 - d. Pete was not given dinner by old ladies.

3. Analyzing the Story

Look back at the Literary Term on page 38. One of the story's themes is the importance of tradition. Both Stuffy Pete and the Old Gentleman respect tradition; yet their ways of doing so are often different. *Find as many similarities and differences as you can and write them in the chart below. An example has been provided for you.*

In the story "Two Thanksgiving Gentlemen", the narrator uses many phrases to describe the two characters. Complete this activity. This activity will help you to visualize the main characters.

Directions:

- 1. Read the descriptive phrases listed below.*
- 2. As you read, decide whether each phrase below describes Stuffy Pete or the Old Gentleman.*

TRADITIONS: THANKSGIVING DAY: SIMILARITIES AND DIFFERENCES

Stuffy Pete <i>Stuffy Pete eats Thanksgiving Day dinner.</i>	The Old Gentleman <i>The Old Gentleman treats Stuffy Pete to a Thanksgiving Day dinner.</i>
--	---

3. If the phrase describes Stuffy Pete, write it in the Stuffy Pete box. If the phrase describes the Old Gentleman, write it in the Old Gentleman box. The first phrase has been completed as an example.

Descriptive Phrases:

60 years old	white hair	light green eyes	eye-glasses	short legs
tall and thin	wearing black	torn shoes	gray face	blond hair

Stuffy Pete	Old Gentleman
	<i>60 years old</i>

SEQUENCE OF EVENTS: *To understand “Two Thanksgiving Day Gentlemen” it is important to remember the order of the events in the story. Put the major events of the story in the order in which they occur.*

Directions:

1. *In the chart below, the major events are listed in the column on the left, **Event from the Story**, but not in the correct order.*
2. *Read the events of the story.*
3. *Reorder the events to match what you read in the story. The first event has been completed for you as an example. Find the second event of the story in the left column and write “2” next to it in the column on the right, **Order**. Continue ordering all the events.*

Event from the Story	Order
The Old Gentleman got sick because he had not eaten for three days. He was taken to the same hospital as Stuffy Pete.	
Stuffy Pete, with tears in his eyes, looked at the Old Gentleman.	
Stuffy Pete sat on a bench in the park feeling very full after the unexpected dinner.	
After he said goodbye to the Old Gentleman at the restaurant, Stuffy Pete walked away and fell on the ground. He was taken to the hospital.	
Stuffy Pete accepted a surprise invitation from two women. He ate a large dinner with them.	1
The Old Gentleman took Stuffy Pete to a restaurant and watched him eat a big dinner. Then they said goodbye.	
The Old Gentleman met Stuffy Pete on the bench, just like they have done for the past nine Thanksgiving Days.	

CHOOSE A NEW PATH FOR THE MAIN CHARACTER: “Two Thanksgiving Day Gentlemen” is a story that links the spirit of giving, the observing of traditions, and the holiday of Thanksgiving. But the unexpected ending shows us that good intentions may have bad consequences. In this story we learn that the Old Gentleman’s generosity toward the poor man, Stuffy Pete, does not have good results. In this activity, you “Choose a New Path” for Stuffy Pete at each of the turning points.

Directions:

1. In the table below, different words are provided. Use these words to fill in each blank in the chart below.

2. Use the questions in the chart to help you find the best word for each blank.

3. The first blank has been completed for you as an example.

sad	hungry	delicious	lonely	full	thankful
-----	---------------	-----------	--------	------	----------

Stuffy Pete

Stuffy Pete goes to Thanksgiving dinner at the home of the two old women.

Does he eat too much?

No

Yes

Stuffy Pete is still hungry.

Does he go with the Old Gentleman?

No

Yes

Stuffy Pete is

_____ because he is alone and he sleeps on the bench.

Stuffy Pete enjoys a lot of _____ food at a restaurant with the Old Gentleman.

Stuffy Pete is very _____.

Does he go with the Old Gentleman?

No

Yes

Stuffy Pete is

_____ when the Old Gentleman leaves.

Stuffy Pete shares his dinner with the Old Gentleman and both are _____.

4. Writing

Choose one of the following writing assignments.

1. Write a summary of the story in two to three paragraphs. Be sure to include all of the major events.
2. Imagine that you are Stuffy Pete. Write about your thoughts the next day when you wake up in the hospital.
3. Imagine that you are the Old Gentleman. Write about your thoughts when you wake up the next morning in the hospital.
4. Imagine that you are the doctor at the hospital. Describe the two patients – the Old Gentleman and Stuffy Pete.
5. Continue the story a year later. What has happened to Stuffy Pete? What has happened to the Old Gentleman?
6. You are a reporter. Make a list of questions to ask Stuffy Pete and the Old Gentleman about their relationship over the past nine years. You can ask two of your classmates to take the roles of the characters.
7. Why does O. Henry call his story “Two Thanksgiving Day Gentlemen”? In what ways, if any, does the holiday of Thanksgiving contribute to their gentlemanliness? Has it made them better than they otherwise would be?
8. Write the story in the present time in a different city. Change the characters to two women who meet in a park. You can change details of the story, but don’t change the main idea or theme.
9. Can we square the spirit of Thanksgiving and the spirit of “Black Friday,” the fanatical shopping day “celebrated” on the day after Thanksgiving?

Summing Up

A. TAKE A CLOSER LOOK

1. Theme Comparison: Unpredictable Events

*In each of the stories in **Module 2**, something unpredictable happens to one of the characters.*

1. What is the unpredictable event in each story? _____

2. Could any of these three events have been avoided? If so, how?

2. Freewriting

*Write the word **unpredictable** on the top of a sheet of paper. Now write any words that come into your mind when you think of this word.*

unpredictable

[illegible]

B. REVIEW

1. Idioms and Expressions Review

The following story will use some of the idioms you learned in Module 2. Work with a partner or in a small group. Fill in the blanks with the correct idioms and expressions. The first letter of each answer is supplied.

make out doesn't have the heart to	hard winter music in his ears
---------------------------------------	----------------------------------

Yesterday, when Bill suggested to Peter that they go camping in the woods today, it was m_____. Bill and Peter used to camp together when they were teenagers. They would m_____ a list of all the equipment they needed and head for the woods. Now, after a h_____, it's early April and they look forward to getting away.

When they reach a deep part of the woods, they hear a strange sound. Bill turns his head and sees a large shape that looks like a bear. The animal runs off through the trees. "What is it?" Peter asks. "Oh, nothing", Bill replies. For the rest of the day, Peter keeps asking about the strange sound. But Bill d_____ tell Peter the truth.

2. Form Review

Circle the subject of each verb below. Then, decide if the subject is singular or plural and write the correct form of the verb in the blank. Use the present tense.

1. Joseph, Pierre's kind, gentle horse, _____ (help) him deliver the milk. Joseph and Pierre _____ (go) from house to house each morning, and Joseph _____ (know) the route by heart. He and Pierre _____ (be) very fond of each other. Jacques and the president of the Provincale Milk Company _____ (think) that Pierre _____ (want) to retire. But they _____ (not, understand) the special relationship between Joseph and Pierre.

2. The disappearance of Johanna's relatives in the woods _____ (make) her respect her mother's command. But when her mother _____ (become) deathly ill, Johanna _____ (decide) to disobey her mother and go for the doctor. As Johanna _____ (come) out of the woods, one of the dogs _____ (bark). When she _____ (reach) the doctor's house, his dog and his gun _____ (frighten) her.

3. All the stories in Module 2 _____ (have) surprise endings. Surprise endings _____ (be) a very popular feature in short stories. One of the authors most famous for using them _____ (be) O. Henry, but many other authors also _____ (use) them.

LIST OF LITERARY TERMS

The following is a list of terms commonly used in literature. The list is short, and the definitions are purposely brief. Students seeking a more detailed and comprehensive set of definitions and examples should consult a good literary dictionary or encyclopedia.

Antagonism is hostility that results in active resistance, opposition, or contentiousness.

Antagonist An antagonist is the character in a story that is against the protagonist.

Cause and effect One event in a story or text is often the direct result of another. In other words, one thing happens; then, as a result, a second thing happens. The first event is the cause, and the next event (or events) is the effect.

Characters The people in a story are called the characters.

Conflict Within the plot there is a conflict, or struggle, between characters, between a character and the environment, or within a character's mind.

Description is the pattern of narrative development that aims to make vivid a place, object, character, or group. *Description* is one of four rhetorical modes (also known as modes of discourse), along with *exposition*, *argumentation*, and *narration*. In practice it would be difficult to write literature that drew on just one of the four basic modes.

Dialogue The characters' conversations are called dialogue.

Fable A fable is a short story with a moral, or a lesson. The characters in fables are often animals who speak and act like humans. The most famous fables were written by Aesop, a Greek slave living in the sixth century B.C. Another famous writer of fables was the seventeenth century French author La Fontaine.

Fiction broadly refers to any narrative that is derived from the imagination – in other words, not based strictly on history or fact. It can also refer, more narrowly, to narratives written only in prose (the novel and short story), and is often used as a synonym for the novel.

First person narrator This means that the story is told in the first person by a character, often the main character, who refers to him- or herself as "I." Therefore, the reader learns what happens in the story from the perspective of the character telling it.

Flashback In literature, a flashback is an occurrence in which a character remembers an earlier event that happened before the current point of the story. There are two types of flashbacks – those that recount events that happened before the story started (external analepsis) and those that take the reader back to an event that already happened but that the character is considering again (internal analepsis).

Foreshadowing The hints and clues that the author puts in a story to prepare you for what is going to happen are called foreshadowing.

Hero/ heroine A hero (masculine) or heroine (feminine) is a real person or a main character of a literary work who, in the face of danger, combats adversity through feats of ingenuity, bravery or strength; the original hero type of classical epics did such things for the sake of glory and honor.

Humor is the tendency of experiences to provoke laughter and provide amusement. The term derives from the humoral medicine of the ancient Greeks, which taught that the balance of fluids in the human body, known as humours (Latin: humor, “body fluid”), controlled human health and emotion.

Hyperbole Hyperbole is the use of exaggeration as a rhetorical device or figure of speech.

Imagery In literature, the term imagery refers to the descriptive language that the author uses to paint a picture of the situation, characters, setting, or anything else of importance in the author’s story.

Metaphor A metaphor is a figure of speech that, for rhetorical effect, directly refers to one thing by mentioning another. It may provide clarity or identify hidden similarities between two ideas. *Antithesis*, *hyperbole*, *metonymy* and *simile* are all types of metaphor.

Irony In literature, irony frequently occurs when there is a difference between what is expected or desired and what actually happens. For example, what a character thinks will happen to him may turn out to be the exact opposite of what actually does happen.

Personification is a figure of speech where human qualities are given to objects.

Plot The plot of a story consists of the events that happen in the story. The plot often has four parts:

- (1) the *introduction*, where the main character(s) and the situation are introduced;
- (2) the *complications*, or the events that happen once the situation has been introduced;
- (3) the *climax* of the story, or the most important event, which usually occurs near the end and brings some change;

(4) the *conclusion* of the story, when the situation is resolved in some way and the story comes to an end.

Poetic justice In real life, people don't necessarily get what they deserve. However, in fiction, authors can reward or punish characters for their actions. This is called poetic justice (because it is literary and the characters get what they deserve).

Protagonism is the state, character, or activity of a protagonist.

Protagonist A protagonist is the leading character, hero, or heroine of a drama or other literary work.

Realism In literature, realism gives us a picture of life as it really is. Stories of realism deal with everyday problems that most people encounter.

Setting The setting of a story is the time and location in which it takes place.

Surprise ending A surprise ending is a sudden and unexpected ending.

Symbolism A symbol is a mark, sign or word that indicates, signifies, or is understood as representing an idea, object, or relationship. Symbols take the form of words, sounds, gestures, ideas or visual images and are used to convey other ideas and beliefs. For example, a red octagon may be a symbol for "STOP". On a map, a blue line might represent a river. Numerals are symbols for numbers. Alphabetic letters may be symbols for sounds. Personal names are symbols representing individuals. A red rose may symbolize love and compassion. Symbols are often used in literary works. Examples of stories with symbolism are "The Blanket" and "The Bracelet."

Theme A story's theme is the main idea that runs through the narrative. Sometimes, a story has several themes.

APPENDIX

ELEMENTS OF A SHORT STORY

Setting	The setting of a story is the time and location in which it takes place.
Characters	Characters are the people in a story.
Plot	The plot of a story consists of the events that happen in the story.
Conflict	Within the plot there is a conflict, or struggle, between characters, between a character and the environment, or within a character's mind.
Theme	A story's theme is the main idea that runs through the narrative. Sometimes, a story has several themes.

Elements of “A Secret for Two” by Quentin Reynolds

Setting	
Characters	
Plot	
Conflict	
Theme(s)	

Elements of _____ *“Johanna” by Jane Hyatt Yolen* _____

Setting	
Characters	
Plot	
Conflict	
Theme(s)	

Elements of “Two Thanksgiving Day Gentlemen” by O. Henry

Setting	
Characters	
Plot	
Conflict	
Theme(s)	

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