
Contents

Introduction: What Is World Literature? xi

Unit One: Conflict with Society 1

Chapter One 3

Prereading Guide 3

A. Essential Vocabulary 3

B. Vocabulary Practice 4

C. Journal Freewrite 6

Reading 1: from *The Prince* by Niccolò Machiavelli 7

Understanding the Reading 9

Reading Strategy Lesson: Identifying Author's Purpose and Point of View 11

Writing Workshop: Thinking About Purpose, Audience, and Task 15

Grammar Mini-Lesson: Reviewing the Main Parts of Speech 19

Polish Your Spelling: Suffix Patterns for Words Ending in -Y or -E 22

Chapter Two 25

Prereading Guide 25

A. Essential Vocabulary 25

B. Vocabulary Practice 26

C. Journal Freewrite 28

Prereading Information: Understanding the Cultural Revolution in China 29

Reading 2: from *Life and Death in Shanghai* by Nien Cheng 30

Understanding the Reading 32

Reading 3: from *Wild Ginger* by Anchee Min 35

Understanding the Reading 38

Reading Strategy Lesson: Comparing and Contrasting Story Elements 40

Writing Workshop: Techniques for Organizing and Planning 42

Grammar Mini-Lesson: Pronouns and Prepositions 45

Polish Your Spelling: Suffix Patterns for Words Ending in Consonants 48

Chapter Three 51

Prereading Guide 51

A. Essential Vocabulary 51

B. Vocabulary Practice 52

C. Journal Freewrite 54

Reading 4: from *Les Misérables* by Victor Hugo 55

Understanding the Reading 58

Reading Strategy Lesson: Using Context Clues 60

Writing Workshop: Using the Simple Sentence Effectively 64

Grammar Mini-Lesson: Participles and Participial Phrases	67
Polish Your Spelling: Patterns for Suffixes -ABLE, -IBLE, -ABILITY, and -IBILITY	71
Unit One Review	73
Unit One Extension Activities	77
Unit Two: Success and Failure	79
<hr/>	
<i>Chapter Four</i>	81
Prereading Guide	81
A. Essential Vocabulary	81
B. Vocabulary Practice	82
C. Journal Freewrite	84
Reading 5: "Nobel Banquet Speech" by Nadine Gordimer	85
Understanding the Reading	86
Reading Strategy Lesson: Determining the Main Idea and Details	88
Writing Workshop: Using Supporting Details and Examples	92
Grammar Mini-Lesson: Subject-Verb Agreement	93
Polish Your Spelling: Contractions and Possessive Pronouns	95
<hr/>	
<i>Chapter Five</i>	99
Prereading Guide	99
A. Essential Vocabulary	99
B. Vocabulary Practice	100
C. Journal Freewrite	102
Reading 6: from "The Lottery Ticket" by Anton Chekhov	103
Understanding the Reading	106
Reading Strategy Lesson: Identifying Cause and Effect	108
Writing Workshop: Creating Unity in a Paragraph	110
Grammar Mini-Lesson: Writing Complex Sentences	115
Polish Your Spelling: Turning Adjectives into Nouns by Adding -ITY	119
<hr/>	
<i>Chapter Six</i>	121
Prereading Guide	121
A. Essential Vocabulary	121
B. Vocabulary Practice	122
C. Journal Freewrite	124
Reading 7: "Bangle-Sellers" by Sarojini Naidu	125
Understanding the Reading	126
Reading 8: "Royalty" by Anita Desai	128
Understanding the Reading	130
Reading Strategy Lesson: Making Inferences and Drawing Conclusions	132
Writing Workshop: Combining Sentences with Adjective Clauses	135

Grammar Mini-Lesson: Active and Passive Verbs and Voice	138
Polish Your Spelling: Choosing the Right Prefix: UN-, IN-, IL-, IM-, or IR-	140
Unit Two Review	142
Unit Two Extension Activities	
Unit Three: Dreams and Realities	147
<hr/>	
<i>Chapter Seven</i>	149
Prereading Guide	149
A. Essential Vocabulary	149
B. Vocabulary Practice	150
C. Journal Freewrite	152
Reading 9: from "Dream Analysis" by Carl Jung	153
Understanding the Reading	155
Reading Strategy Lesson: Paraphrasing for Understanding	157
Writing Workshop: Using Transition Sentences	159
Grammar Mini-Lesson: Adjectives and Adverbs	162
Polish Your Spelling: Turning Adjectives into Adverbs by Adding -LY	164
<hr/>	
<i>Chapter Eight</i>	167
Prereading Guide	167
A. Essential Vocabulary	167
B. Vocabulary Practice	168
C. Journal Freewrite	170
Reading 10: from "The Challenge of Every Great Philosophy" by Friedrich Nietzsche	171
Understanding the Reading	172
Reading Strategy Lesson: Distinguishing Fact from Opinion	174
Writing Workshop: Avoiding Clichés	177
Grammar Mini-Lesson: Eliminating Unnecessary Words	179
Polish Your Spelling: Using the Correct Homonym	181
<hr/>	
<i>Chapter Nine</i>	185
Prereading Guide	185
A. Essential Vocabulary	185
B. Vocabulary Practice	186
C. Journal Freewrite	188
Reading 11: from "My Life as a Bat" by Margaret Atwood	189
Understanding the Reading	190
Reading 12: "Half a Day" by Naguib Mahfouz	193
Understanding the Reading	195
Reading Strategy Lesson: Looking at Story Elements	197

Writing Workshop: Creating a Story	200
Grammar Mini-Lesson: Avoiding Double Negatives	202
Polish Your Spelling: Adding Suffixes -ION, -ATION, and -URE	204
Unit Three Review	206
Unit Three Extension Activities	210
Unit Four: Relationships	211
<hr/>	
<i>Chapter Ten</i>	213
Prereading Guide	213
A. Essential Vocabulary	213
B. Vocabulary Practice	214
C. Journal Freewrite	216
Reading 13: "Dead Men's Path" by Chinua Achebe	217
Understanding the Reading	219
Reading Strategy Lesson: Understanding Cause-and-Effect Relationships in a Plot	221
Writing Workshop: Creating Dialogue	223
Grammar Mini-Lesson: Using Appositives	226
Polish Your Spelling: Writing Compound Words Correctly	228
<hr/>	
<i>Chapter Eleven</i>	231
Prereading Guide	231
A. Essential Vocabulary	231
B. Vocabulary Practice	232
C. Journal Freewrite	234
Reading 14: "Clay Figurines" by Antonio López Ortega	235
Understanding the Reading	237
Reading Strategy Lesson: Interpreting Figurative Language	239
Writing Workshop: Varying Sentence Structure and Adding Colorful Language	241
Grammar Mini-Lesson: Using Possessives	243
Polish Your Spelling: IE or EI?	244
<hr/>	
<i>Chapter Twelve</i>	247
Prereading Guide	247
A. Essential Vocabulary	247
B. Vocabulary Practice	248
C. Journal Freewrite	250
Reading 15: from <i>Swift as Desire</i> by Laura Esquivel	251
Understanding the Reading	253
Reading 16: "Happy Love" by Wisława Szymborska	256

Understanding the Reading	257
Reading Strategy Lesson: Reading Poetry for Understanding	258
Writing Workshop: Using Poetic Language	262
Grammar Mini-Lesson: Capitalizing Proper Nouns	263
Polish Your Spelling: Frequently Misspelled Words	264
Unit Four Review	266
Unit Four Extension Activities	270
Acknowledgments	273
Vocabulary Index	275
Subject Index	277

UNIT FOUR

Relationships

Chapter Twelve

Prereading Guide

Words to know and ideas to consider before you jump into the reading.

A. Essential Vocabulary

Word	Definition	Typical Use
complicity (<i>n</i>) cum-PLISS-i-tee	association with an improper or criminal activity; collusion; connivance; secret agreement	His <i>complicity</i> in the embezzlement scheme was too obvious to hide.
despondency (<i>n</i>) de-SPON-den-see	loss of hope; discouragement; despair	After the relationship ended, he went through a long period of <i>despondency</i> .
disconcert (<i>v</i>) dis-con-CERT	1. to disturb the composure of; to confuse; upset; bewilder 2. to frustrate the plans of	His odd behavior <i>disconcerts</i> me. The scandal about payoffs from lobbyists <i>disconcerted</i> his plans to run for senator.
enigmatic (<i>adj</i>) en-ig-MAT-ik	perplexing or hard to understand; mysterious; puzzling	The Mona Lisa's <i>enigmatic</i> smile has interested viewers for centuries.
intelligible (<i>adj</i>) in-TELL-i-ji-bul	able to be understood or heard; comprehensible; straightforward	Although he was only whispering, his words were <i>intelligible</i> .
reciprocal (<i>adj</i>) re-SIP-ro-kul	1. given and received in equal amount; complementary 2. felt by both sides; mutual	All the libraries in the county system have <i>reciprocal</i> borrowing systems. His affection for her was <i>reciprocated</i> .
relegate (<i>v</i>) RELL-uh-gate	to remove to an unimportant position; dismissed as no longer useful	Lead soloist in his school choir, Eric was <i>relegated</i> to a mere member of the chorus when he began college.
resonate (<i>v</i>) REZ-uh-nate	to echo or ring loudly; to reverberate; to resound	When the huge bell rang, it <i>resonated</i> for miles.
solicitously (<i>adv</i>) so-LISS-i-tuss-lee	with care and concern; mindfully	Heather <i>solicitously</i> waited on her grandmother during their visits.

Word	Definition	Typical Use
sustain (v) suh-STANE	1. to provide food; nourish	The sandwich was enough to <i>sustain</i> him until dinner.
	2. to continue in existence	The museum is <i>sustained</i> by a grant.
	3. to support, either emotionally or physically (i.e., prop something up)	Four crumbling walls barely <i>sustained</i> what passed for a roof.
	4. to suffer or endure	Four people <i>sustained</i> injuries.
	5. to affirm the truth or validity	The judge <i>sustained</i> the lawyer's objection.

B. Vocabulary Practice

Exercise 12.1 Sentence Completion

Using your new vocabulary knowledge, choose the best way to complete the following sentences. Circle the letter of your answer.

- Annika's mother says teaching Annika to drive is _____.
A. disconcerting
B. enigmatic
- Most of the students found the _____ enigmatic.
A. familiar nursery rhyme
B. puzzling story
- Lincoln's Gettysburg Address was _____ to the second page of the newspaper the day after he gave it.
A. resonated
B. relegated
- They all worked _____ on this crime; I have no doubt about their complicity.
A. together
B. separately
- Long after the concert ended, it seemed to Kyle that he could hear the tympani _____.
A. resonating
B. negating
- "_____?" Emily's mother asked solicitously.
A. How could you be so foolish
B. What can I do to help
- After his request for parole was _____, the prisoner became despondent.
A. granted
B. denied

8. The food they had stored for the winter was not enough to _____ them.
 A. relegate
 B. sustain
9. After _____ of studying French, Cameron found French novels intelligible.
 A. six years
 B. three months
10. The twins are always _____; they have a reciprocal relationship.
 A. in sync
 B. arguing

Exercise 12.2 Using Fewer Words

Replace the italicized words with a single word from the following list.

resonated reciprocal complicity intelligible relegated
 sustained enigmatic despondency disconcert solicitously

1. In our trade relationships with some countries, duties are *paid and taken in equal amounts*. 1. _____
2. The inscription on this old watch is hard to see, but it is *able to be comprehended*. 2. _____
3. Oliver Twist *endured and survived* considerable abuse as a child. 3. _____
4. When her first-choice college denied her admission, Amanda experienced *a feeling of hopelessness*. 4. _____
5. "Very good, sir, and if I can help in any other way, be sure to ring me," said the assistant *with great care and concern*. 5. _____
6. Kayla shouted "Hello!" from the edge of the canyon, and her voice *echoed and reverberated* for a long time afterward. 6. _____
7. It is widely known that there is *secret agreement* between politicians and lobbyists. 7. _____
8. Kevin's boss was not pleased with his performance as manager, so he was *dismissed as no longer useful* to sorting mail. 8. _____
9. I read Faulkner's novels, but I found them *perplexing and hard to understand*. 9. _____

10. I don't mean to *bewilder* or *upset* you, but your daughter Abigail left school today without permission. 10. _____

Exercise 12.3 Synonyms and Antonyms

Fill in the blanks in column A with the required synonyms or antonyms, selecting them from column B.

A	B
_____ 1. synonym for <i>resound</i>	reciprocal
_____ 2. antonym for <i>hopeful</i>	solicitously
_____ 3. synonym for <i>connivance</i>	relegate
_____ 4. antonym for <i>unknowable</i>	enigmatic
_____ 5. synonym for <i>disturb</i>	resonate
_____ 6. antonym for <i>elevate</i>	despondent
_____ 7. synonym for <i>mutual</i>	sustain
_____ 8. antonym for <i>carelessly</i>	complicity
_____ 9. synonym for <i>nourish</i>	intelligible
_____ 10. synonym for <i>puzzling</i>	disconcert

C. Journal Freewrite

Before you begin the reading on the next page, take out a journal or sheet of paper and spend some time responding to one of the following prompts.

TIP: Don't worry about grammar and spelling; just write what comes to mind. The purpose of freewriting is to explore ideas, not to produce a polished work.

Think about someone close to you. What qualities do you love or appreciate in him or her? How did you first realize that the person had these qualities?

OR

Have you ever felt that your feelings for someone or something weren't understood or accepted by others? Explain their reaction and how it made you feel.



Reading 15

from *Swift as Desire*

by Laura Esquivel

About the Author

Laura Esquivel (1951–) was born in Mexico City, where she still resides. She is the author of *Like Water for Chocolate*, which has been translated into 35 languages and was made into a movie in 1992. *Swift as Desire* is a novel she wrote as a tribute to her father.

Reader's Tip: *Júbilo* was blessed from birth with a happy and loving personality—and with the ability to hear what others were feeling. At this point in the novel, *Júbilo* is old and ill, unable to speak. His daughter, who is taking care of him in his last days, explores her feelings about him.

It feels so exasperating to be with my *papá*¹ and not be able to understand what he is saying. It's like looking at a Mayan stela² that holds a whole world of knowledge inside, but is unintelligible to us profane³ souls. The afternoon light filters across his profile, outlining his strong Mayan features. His flat, sloped forehead, his aquiline⁴ nose, his recessed chin.

It has been a while since my *papá* turned his face toward the window in an attempt to escape. I imagine it must be unbearable for him not to be able to speak. His friends have just gone, and it has left a bittersweet flavor in the air. Probably more for my father than for me. Yet, these visits have turned out to be most revealing. They are showing me a father I never knew. A very different father from the one who taught me how to walk, who told me stories, who helped me with my homework, who always supported me. It is disconcerting to discover the real man behind that looming paternal figure. He is a strange and enigmatic man who spent the greater part of his productive life in the company of the people with whom he worked. A man capable of getting drunk, of shouting catcalls, of flirting with a secretary or two. A man who was once an innocent child and liked to play ball on the broad Alameda de Santa María la Rivera. A man who in the spring of his youth had delighted in watching his neighbors undress. A man who so often had joked, eaten, danced, serenaded with these good friends, these people from whom we, his children, had somehow separated him without ever being aware of it. It is truly moving to see how they love

¹similar to “daddy,” whereas *papá* is similar to “dad”

²ancient Mayan monument inscribed with symbols and letters depicting historical events; also used as calendars

³not holy; in this case, not a worshipper of the past

⁴hooked, like an eagle's beak

and understand each another, to the extent that at some points during their visits I feel relegated to the background, excluded from the complicity that exists between them. A phrase is enough to make them laugh, to remember an important anecdote, to connect them in a profound way.

During their time in the house, I had a chance to observe them and to learn that behind the jokes and the laughter they were hiding great pain. They all made a tremendous effort not to show it, but it obviously grieved their souls to see my *papá* in this condition. They must fear the same thing happening to them. Reyes, who had not seen my father in a long time, almost burst out crying when he first set eyes on him. The memory he had of my *papá* was of a strong man, active and in full use of all his faculties.⁵ The contrast was hard to bear. I imagine it was difficult for him to accept that Júbilo the athlete or Júbilo the storyteller was no more. Before him was an extremely thin man, helpless in a wheelchair, who could barely speak and had completely lost his sight, but who fortunately still retained his sense of humor. Thanks to that, we were all able to overcome our sadness and spend a pleasant afternoon.

The presence of these beloved colleagues, his fellow telegraph operators, made it very clear that my father didn't belong exclusively to me. My *papá*, my beloved *papá*, is not mine alone. He belongs equally to these friends, to the downtown streets, to the Carrara marble stairs of the old telegraph building, to the sand of the beach where he learned to walk. He also belongs to the air, his favorite element, which he now misses the most, the same air that hasn't vibrated with the sound of his voice for such a long time now.

A few days ago my son and daughter-in-law visited. Federico and Lorena came to give their grandfather and me the wonderful news that they are going to be parents. The smile my *papá* gave us was a solid indication of what he thought of the news. After the hugs and congratulations, I grew sad when I realized my future grandson would never know the sound of my father's voice. This made me reflect upon how privileged I was to have been able to hear it, to have enjoyed his sustaining words. My father's voice! Only then did I begin to realize how much I missed it, how badly I needed to hear it, and that I had a responsibility to ensure that his voice reached the new generations and wasn't lost forever.

A few days ago, trying to find a lost echo, I went back to my parents' old neighborhood. I looked for number 56 Calle *Cedro*, the first house where my father lived when he arrived in Mexico City, and I found a house as old and deteriorated as he was. The house's structural deterioration pained me deeply. How was it possible that no one was concerned about preserving our national heritage? That no one seemed to care about maintaining the fountain on the Alameda de Santa María, where my father learned to roller-skate? And the Moorish kiosk⁶ where my parents kissed for the first time?

⁵abilities of the body and mind

⁶a small structure with open sides

With a lump in my throat I walked through the Museo del Chopo, which I had done so many times before, holding my father's hand. I blessed the structure of iron and glass and steel, grateful that it had admirably withstood the passage of time. I remembered when it housed the Museum of Natural History, and there were glass cases where one could view an amazing collection of fleas dressed in costumes. For me, most memorable, besides the flea wearing a *china poblana*, the colorful traditional costume of Puebla women, was the bridal couple. The bride with her white dress, veil, and bouquet of flowers, the groom in his black suit and shiny black shoes. I would always say that they looked like my parents on their wedding day, to elicit a laugh from my father. I loved the way the sound of his laughter resonated in the museum's high glass nave.⁷

Later I visited the mansion that for years was the home of the Colegio Francés, where my mother had studied. I leaned against a tree facing the main door, but on the other side of the street, just as I imagined my father must have done a thousand times as he waited for the exits of the "fine fillies," as he called the starched señoritas in their delicately embroidered navy blue uniforms with white collars, cuffs, and belts. And I don't know whether it was the nostalgia, the sadness, or perhaps both, but in that instant something resonated within me. I don't know how to explain it, but I couldn't help relating it to the texture, the tone, and the softness of my father's voice. It was an old voice, beloved and familiar. It was a nearly imperceptible murmur deep inside me, but I found it comforted me tremendously. I felt safe and protected as I had when I was a child, when my father would call me Chipi-chipi as he kissed me good night.

⁷room with a high ceiling

Understanding the Reading

Complete the next three exercises and see how well you understood the excerpt from *Swift as Desire*.

Exercise 12.4 Multiple-Choice Questions

Answer the following questions about the reading. Circle the letter of your answer.

TIP: Don't try to answer the questions from memory; go back to the text as often as necessary.

1. Choose the best description of Júbilo before his illness:
 - A. a telegraph operator
 - B. a man who drank and flirted too much
 - C. a man with many friends who enjoyed life
 - D. a man who kept his distance from his daughter

2. What the narrator misses most about her father is
 - A. his sense of humor.
 - B. the sound of his voice.
 - C. the trips they took together to the Museo del Chopo.
 - D. waiting with him outside her mother's school.
3. The narrator's visit to the Colegio Francés was mostly
 - A. painfully sad.
 - B. comforting.
 - C. frustrating.
 - D. confusing.
4. At the Colegio Francés, the narrator
 - A. remembered seeing the flea bride and groom as a child.
 - B. felt ashamed remembering her father's flirtations with the señoritas.
 - C. thought she heard her father's laughter.
 - D. found her father's voice within herself.

Exercise 12.5 Short-Answer Questions

Respond to the following questions in one to two complete sentences. Go back to the text, as you did on the multiple choice.

5. Why does the narrator compare her father's face to a Mayan stela?

6. What made her father's friend Reyes almost burst into tears?

7. When she sees her son and daughter-in-law, what does she realize is her responsibility?

Exercise 12.6 Extending Your Thinking

Respond to the following question in three to four complete sentences. Use details from the text in your answer.

8. How does the narrator gain a new love and appreciation of her father?



Reading 16

Happy Love

by Wisława Szymborska

About the Author

Wisława Szymborska (1923–) was born in Poland. She witnessed the German occupation of her country during World War II and the advance of communism. Her poetry often addresses the political atmosphere in which she grew up, where individual happiness was not valued, and people were supposed to put the “good of the state” first. In addition, Szymborska’s writing often has an ironic tone, as in this poem. Szymborska received the Nobel Prize for Literature in 1996.

Happy love. Is that normal,
is that serious, is that useful—
what does the world get out of two people
who don’t see the world?

Lifted toward each other for no valid reason,
no different from a million others, but convinced
that it had to be thus—as reward for what? Nothing;
light falling from nowhere—
why on them and not on others?
Does this offend justice? Yes.
Does it upset solicitously piled principles,
does it upset morals? It does upset and topple them.

Look at these happy ones:
would they at least put on some disguise,
pretend a despondency to sustain their friends!
Hear how they laugh—offensively.
The language they use—seemingly intelligible.
As for those ceremonies, the fuss,
their fanciful reciprocal duties—
they look like a conspiracy behind humanity’s back!

It’s hard to predict the outcome
if their example could be followed.
What would sustain religions and poets,
what would be remembered, what abandoned,
who would wish to stay within its bounds.
Happy love. Is it necessary?
It’s tactful and sensible to ignore this scandal in Life’s
higher spheres.

Fine babies are born without its assistance.
Never, never could it populate the earth,
given its rare occurrence.

Let people who haven’t known happy love
insist it’s nowhere to be found.

With such faith it’ll be easier for them to live and to die.

Understanding the Reading

Complete the next three exercises and see how well you understood “Happy Love.”

Exercise 12.7 Multiple-Choice Questions

Answer the following questions about the reading. Circle the letter of your answer.

TIP: Don't try to answer the questions from memory; go back to the text as often as necessary.

1. Considering the political atmosphere in which she wrote, the poet's reason for the question she asks in lines 1–4 is probably to
 - A. show she does not approve of people being in love.
 - B. take on the point of view of “the state.”
 - C. make fun of people who foolishly believe love will last.
 - D. criticize happy lovers for not being useful to the state.
2. “Solicitously piled principles” in stanza 2 probably refers to
 - A. morals accepted in upper-class society.
 - B. laws against being in love.
 - C. religious values.
 - D. behavior expected by the government and its citizens.
3. The best way to paraphrase the first three lines of the third stanza is:
 - A. The happy lovers are only pretending.
 - B. The happy lovers should wear costumes to disguise themselves.
 - C. Lovers should make their happiness less obvious, so their friends won't be envious.
 - D. Everyone is jealous of the happiness that lovers have found.
4. In the last two stanzas, the speaker implies that
 - A. it's easier to accept a loveless life if one doesn't believe in love.
 - B. happy love does not exist.
 - C. if people have enough faith, they too can experience happy love.
 - D. if everyone insisted on happy love, the species would die out.

Exercise 12.8 Short-Answer Questions

Respond to the following questions in one to two complete sentences. Go back to the text, as you did on the multiple choice.

5. What does Szymborska say about how people find each other?

6. Why does she say love is not “useful”?

7. Describe the tone of the poem. (Hint: Look at the punctuation and imagine you’re reading it out loud.)

Exercise 12.9 Extending Your Thinking

Respond to the following question in three to four complete sentences.

8. Do you think Szymborska believes in true love? Use evidence from the poem in your answer.

Reading Strategy Lesson

Reading Poetry for Understanding

Have you ever read a poem through and thought, “I have no idea what this is about”? Almost everyone feels that way about at least some of the poems they read, especially the first time they read them. But did you know that there are special techniques for reading poetry? Here are some ways you can come to your own understanding of a poem.

1. **Read the title.** Then, before you go any farther, think about what the poem *may* be about.
2. **Read aloud if possible.** The first time you read through a poem, it helps if you can read it aloud or listen to someone else reading it. This is similar to skimming or scanning a story or piece of nonfiction, but since poems are shorter you should read the entire piece. Read slowly and thoughtfully. This will give you a basic idea of what the poem is about.

3. Read according to the poem's *punctuation*, not according to its line breaks. This is one of the most important rules for understanding a poem's meaning, and one of the easiest rules to follow.

Example:

Fine babies are born without its assistance.
Never, never could it populate the earth,
given its rare occurrence.

Let people who haven't known happy love
insist it's nowhere to be found.

With such faith it'll be easier for them to live and to die.

These lines of Szyborska's poem should be read like three short paragraphs.

Fine babies are born without its assistance. Never, never could it populate the earth, given its rare occurrence.

Let people who haven't known happy love insist it's nowhere to be found.

With such faith it'll be easier for them to live and to die.

The main thing to remember is to pause or stop at the end of a line *only* if there is punctuation there that says you should. If there is a comma, pause briefly as you would when reading a sentence. A semicolon or colon indicates a longer pause. No punctuation at the end of a line means you go right on to the next line. If there is a period, question mark, or exclamation point, then of course you should stop.

Reading poetry this way should help to greatly clarify its meaning. You should be able to identify the poem's basic subject (What is the poem about?) and situation (Who is talking? Under what circumstances? To whom? Why?).

4. **Think about the speaker.** Poets often take on the "voice" of someone or something else. In the poem "Happy Love," the speaker is someone who is pretending to believe that human emotions are against the state's best interests. Even when the speaker of the poem uses *I*, it does not mean that the poet and speaker are the same person. Ask yourself: Is this the poet talking, or is he or she taking on the voice of something or someone else?
5. **Look back at the poem to see which parts you understand and which parts are still fuzzy.** Has the poet used figurative language? (Are there metaphors? Similes? Personification?) Are there symbols—that is, does one thing stand for something else? Do these give you clues to understanding?
6. **Paraphrase the poem.** A good poet doesn't waste words. Every word in a well-written poem serves a purpose. For this reason, it may be helpful to go over it line by line and put it in your own words. Look up any words you can't define. Read the poem over again several times.

7. **Examine the structure.** If the poem is written in a specific form, what does the form have to do with the subject? For example, a sonnet is 14 lines long. There are several sonnet forms, but all have specific patterns. The first 12 lines present a situation, often a problematic one. The final two lines offer a solution. In a poem of four stanzas, the first three may describe a situation, while the fourth sums things up or comes to a conclusion of some sort. Watch for a “turning point” in the poem.

Exercise 12.10 Practice the Reading Strategy

With a partner, take turns reading “Happy Love” out loud according to the punctuation. When you are done, go through the rest of the techniques (4–7) with the poem, taking brief notes on each one. Finally, write a short paragraph (four to five sentences) analyzing the poem overall.

Exercise 12.11 Apply the Reading Strategy to a New Poem

Now that you’ve practiced the poetry-reading techniques with “Happy Love,” try applying them to a new poem. Take turns with a partner reading the following poem aloud. Remember to read according to the punctuation. Then, with your partner, answer the questions that follow.

Autumn Frost

by Boris Pasternak

The morning sun shows like a pillar
Of fire through smoke on frosty days.
As on a faulty snap, it cannot
Make out my features in the haze.

The distant trees will hardly see me
Until the sun at last can break
Out of the fog, and flash triumphant
Upon the meadows by the lake.

A passer-by in mist receding
Is recognized when he has passed.
You walk on hoarfrost-covered pathways
As though on mats of plaited bast.

The frost is covered up in gooseflesh,
The air is false like painted cheeks,
The earth is shivering, and sick of
Breathing potato-stalks for weeks.

Discussion Questions

1. What does the title indicate this poem is about?

2. What images did you see as you read/listened to the poem the first few times?

3. Who is speaking? Where is the speaker? What is the speaker doing?

4. Are there any words that you need to look up? What do they mean?

5. Does Pasternak use any similes? Metaphors? Personification? What are some examples?

6. What can you see, hear, smell, and feel as you read this poem?

7. How is the tone of the fourth stanza different from the first three?

Exercise 12.12 Apply the Strategy to Analyze "Autumn Frost"

Using the discussion questions and answers from Exercise 12.11 as a guide, take out a sheet of paper and write a brief one- to two-paragraph analysis of the poem.

Writing Workshop

Using Poetic Language

In this chapter, you studied two poems and part of a novel. Even though *Swift as Desire* is written in prose, Laura Esquivel's writing is very "poetic." This means that some of the language she uses could be rearranged and read as a poem. For example:

My *papá*, my beloved *papá*,
is not mine alone.
He belongs equally to these friends,
to the downtown streets,
to the Carrara marble stairs of the old telegraph building,
to the sand of the beach
where he learned to walk.

"Found poems" are pieces of prose that can be rearranged to make interesting and moving poems. You can even find poems in newspapers and magazines. For example, a newspaper feature on how a boy's life was affected by a tsunami (huge wave) could be rearranged as a poem:

Although the tsunami
had taken away his home,
his parents,
and all his siblings
in a sudden wave of immense terror,
the little boy clung gratefully to Ranjan,
the dog who saved his life.

Exercise 12.13 Practice the Writing Lesson

Look through the readings in this book or in another textbook, newspaper, or magazine. Choose some sentences that you feel will make a good poem when broken into lines and rearranged as in the examples above. Write your "found poem" on a separate sheet of paper.

Exercise 12.14 Apply the Lesson to Your Own Writing

Now that you are more familiar with poetry, it's time to write your own poem. If you're asking yourself, "What can I write about?" try finding an idea from one of the readings in this volume, or in one of the publications where you looked for your poem for Exercise 12.13. For example, write a poem about winning the lottery ("The Lottery Ticket"), or about your feelings regarding bullies (*Wild Ginger*). Try including some figurative language in your poem. Read it to your class.

Grammar Mini-Lesson

Capitalizing Proper Nouns

You're progressing well on a writing assignment . . . and then you come to a word you're not sure about. You know how to spell it, but should it begin with a capital letter? Learn these simple rules, and next time you'll know.

1. **DO** capitalize proper nouns. Proper nouns are the names of specific persons, places, or things.

William Shakespeare, Laura Esquivel, Wisława Szymborska
(specific people)

Salt Lake City, Detroit, Paris, Tokyo (specific cities)

Livingston Construction Company, Pizza Hut
(specific companies)

Lakewood Junior High School (specific school)

2. **DO NOT** capitalize common nouns. Common nouns do not refer to any particular person, place, or thing.

man woman city town school company

3. **ALWAYS** capitalize the names of the days of the week, months of the year, and holidays.

Monday, Tuesday, Wednesday

January, February, March

Thanksgiving, Independence Day, Memorial Day

4. **DO NOT** capitalize the names of the seasons. They are considered common nouns.

spring summer autumn (fall) winter

5. **DO** capitalize the names of sections of the country. They are proper nouns.

New England the West the South the Northeast

6. **DO NOT** capitalize north, south, east, west, or other directions when they only indicate direction.

His house is three blocks north and two blocks southeast of the courthouse.

Exercise 12.15 Practice Capitalizing Proper Nouns

Circle the correct word in parentheses.

1. Cory has relatives in the (south, South).
2. Our computer club meets on (fridays, Fridays).
3. Rachel's older sister works in a (savings bank, Savings Bank).

4. Name a (River, river) that flows into the Mississippi River.
5. I'm going to open an account at the (Liberty Savings Bank, liberty savings bank).
6. School will start again after (labor day, Labor Day).
7. Turn (east, East) at the light and go two blocks.
8. The leaves were especially colorful last (autumn, Autumn).
9. I attended (River Road Middle School, river road middle school).
10. (Hurricane Ivan, hurricane ivan) devastated much of the Southeast.

Polish Your Spelling

Frequently Misspelled Words

As you know, words are not always spelled the way they sound. To make matters more difficult, some words sound the same but are spelled differently. This section helps you review and practice words that are often misspelled.

First, review the following list. Underline the twenty words that are the most difficult for you to spell. Then write those words on the blank lines in Exercise 12.16. Make sure you copy them correctly, or you'll learn the words wrong!

ache	certain	heard	realize
acquaint	character	hospital	really
across	coming	immediately	says
agreeable	committee	instead	scene
all right	cough	knew	since
almost	course	knowledge	speech
always	disappear	library	straight
among	disappoint	meant	studying
another	doctor	minute	success
asked	doesn't	necessary	surely
athletic	dropped	occasion	surprise
beautiful	enough	occurred	though
before	every	often	thought
believe	exception	once	threw
benefit	excitement	piece	together
boundary	experience	pleasant	toward
break	friend	principal	until
built	grammar	privilege	which
captain	having	probably	woman

Exercise 12.16 Practice Using a Personal Spelling List

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Study your personal spelling list for a few minutes. Then use the following steps to test yourself on each word:

1. Read the word slowly, paying close attention to the letters.
2. Cover it and try to picture its spelling in your head.
3. Keeping the word covered, write it in the margin.
4. Lift your hand and see if you've spelled it correctly. If not, repeat the first three steps until you feel more comfortable with the word.

Unit Four Review

Vocabulary Review

A. Match each word with its definition.

DEFINITION	WORD
_____ 1. a false purpose or reason	a. pagan
_____ 2. to echo or ring loudly	b. denigration
_____ 3. to confuse or upset	c. complicity
_____ 4. a period of rest or relief	d. permeate
_____ 5. having to do with a belief in many gods	e. pretext
_____ 6. secret agreement	f. respite
_____ 7. penetrate	g. tangible
_____ 8. to remove to an unimportant position	h. disconcert
_____ 9. belittlement of another's worth	i. relegate
_____ 10. able to be touched; real	j. resonate

B. Match each word with its synonym.

SYNONYM	WORD
_____ 11. destroy	a. enigmatic
_____ 12. adamant	b. cultivate
_____ 13. perimeter	c. apex
_____ 14. psychic	d. propitiate
_____ 15. nourish	e. inexorable
_____ 16. shock	f. circumference
_____ 17. perplexing	g. eradicate
_____ 18. appease	h. scandalize
_____ 19. peak	i. sustain
_____ 20. promote	j. diviner

C. Match each word with its antonym.

ANTONYM	WORD
_____ 21. incomprehensible	a. languid
_____ 22. hopefulness	b. superannuated
_____ 23. approval	c. pivotal
_____ 24. energetic	d. cordiality
_____ 25. current	e. inviolable
_____ 26. breakable	f. solicitously
_____ 27. insignificant	g. intelligible
_____ 28. unfriendliness	h. reciprocal
_____ 29. carelessly	i. condemnation
_____ 30. one-sided	j. despondency

Grammar Review

The underlined portions of this essay need revising. Read the essay and answer the questions. Circle the letter of your answer.

When Kayla and me first heard that

(1)

our best friend Amy's Mom was diagnosed

(2)

with cancer, we couldn't figure out what to do to show that we cared. We sent cards and flowers, but that didn't seem like enough. Then one day, when we was

(3)

sitting around making holiday plans, an

(3)

idea came to us. Instead of throwing our usual winter party, we would hold a benefit to raise money for cancer research. Then we'd be lending our support to

(4)

Amy's mom also to the millions of people

(4)

diagnosed with cancer every year.

In order to make sure the benefit was uplifting, we decided to give it a fun theme. After considering a lot of ideas, we finally decided to make it a superhero

1. How should 1 be improved?

- A. Change "me" to "I."
- B. Insert a comma after "me."
- C. Switch "Kayla and me" to "me and Kayla."
- D. Insert a comma after "When."

2. How should 2 be improved?

- A. Remove the apostrophe from "Amy's."
- B. Insert commas around "Amy's."
- C. Put the apostrophe in "Amy's" after the "s."
- D. Lowercase the "M" in "Mom."

3. How should 3 be improved?

- A. Change "was" to "had been."
- B. Change "was" to "were."
- C. Omit the comma after "plans."
- D. Spell "sitting" as "siting."

4. How should 4 be improved?

- A. Change "mom also" to "mom, as well as."
- B. Insert a period after "mom" and capitalize the "a" in "also."
- C. Change "also" to "also lending support."
- D. Add a semicolon after "mom."

party. Everyone would have to dress up as
(5)

their favorite superhero. This theme would
(5)

give us a chance to dress up and act silly,
and, on a more sentimental level, it would
help highlight the inner strength patients'
(6)

need at a time like this.
(6)

The next thing we had to decide was
how to actually raise the money. We fig-
ured out that if we made the food our-
selves, charged just five dollars a person,
and invited friends family, teachers, and
(7)

neighbors, we would be able to raise over
(7)

a hundred dollars. We could also put out a
jar for donations, in case anyone wanted
to contribute more. We could also ask
(8)

people to bring unwanted toiletries,
(8)

magazines, and books so that we could
make little baskets to bring Amy's mom
and other women at st. john's hospital.
(9)

The party was a huge success. We
raised a lot of money, and Amy's mom
was really touched by our efforts. Even
(10)

though we can't cure her cancer, just
(10)

knowing we was able to reach out and
(10)

make her smile was the best holiday gift
(10)

we could have ever given ourselves.
(10)

5. How should 5 be improved?
 - A. Change "have" to "has."
 - B. Spell "their" as "there."
 - C. Change "their" to "his or her."
 - D. Spell "their" as "they're."
6. How should 6 be improved?
 - A. Move the apostrophe before the "s" in "patients."
 - B. Omit the apostrophe in "patients."
 - C. Change "need" to "needs."
 - D. Spell "patients" as "patiences."
7. How should 7 be improved?
 - A. Spell "neighbors" as "nieghbors."
 - B. Omit "and."
 - C. Omit the comma after "neighbors."
 - D. Insert a comma after "friends."
8. How should 8 be improved?
 - A. Change "We could also" to "In addition, we could."
 - B. Insert a comma after "also."
 - C. Change "We could also" to "Also, we could."
 - D. Insert a comma before and after "also."
9. How should 9 be improved?
 - A. Capitalize "John's."
 - B. Insert a comma after "at."
 - C. Capitalize "St. John's Hospital."
 - D. Insert a colon after "at."
10. How should 10 be improved?
 - A. Change the first "was" to "were."
 - B. Change "ourselves" to "us."
 - C. Change "we was able to reach" to "we were able and reached."
 - D. Change "could have ever given" to "could have gave."

Spelling Review

A. Choose the compound word in each group that is *misspelled* and write it correctly on the line.

1. homemade, salesclerk, roommate _____
2. doornob, passageway, gentleman _____
3. painless, headache, toothache _____
4. anyone, nowhere, someone _____

B. Complete each word with *ie* or *ei* and write it correctly on the line.

5. gr ___ f _____
6. inconc ___ vable _____
7. unbel ___ vable _____

C. Circle the letter of the word that is spelled *correctly*.

8. a. immediately b. immediatley
9. a. knowledge b. knowlege
10. a. necessary b. necessary

Writing Review

Choose one of the topics given. Plan your essay and write your first draft. Then revise and edit your draft, and write your final essay. Be sure to identify your audience, purpose, and task before you begin planning.

“Clay Figurines,” “Happy Love,” and the excerpt from *Swift as Desire* all concern themselves with the subject of love.

Explain what kind of love each author writes about, and compare the different kinds in terms of how they are expressed and how long they will last.

OR

“Dead Men’s Path” is an ironic title for the story by Chinua Achebe. Explain how the cause-and-effect progression of the story makes the irony of the title more and more evident as the story unfolds.

Unit Four Extension Activities

SPEAK/LISTEN

Memorize for Meaning

Memorizing a poem can help you understand it better. As you say the words over and over, they begin to take on more and more meaning to you. Memorize “Happy Love” and recite it to the class. Then write a one-paragraph reflection on how you went about memorizing it and what you learned in the process.

EXPLORE

Colonization in Africa

Chinua Achebe wrote “Dead Men’s Path” as a response to colonization in Africa. With a partner, research how colonization affected the continent. Answer the following questions.

1. What are the diverse ethnic groups in Africa?
2. Why did Europe want to colonize Africa?
3. Which European nations were primarily involved in the colonization/established the largest empires?
4. Look at maps showing Africa before and after colonization. How did the continent change (in terms of geopolitical divisions)?
5. How were Africans affected by colonization?
6. How did Africa gain independence?

WRITE

A Letter from You to You

All children have fears, some that stay with them as they become adults. Think about a fear you had as a child. Then write a letter from your adult self to your childhood self. Give the child who was once yourself some advice on how to cope with the fear.

CONNECT

Languages and Literature

Much of the world literature we read has been translated into English. The authors wrote in their native languages, and different scholars/linguists translated their work. What problems could be caused by translations? Think about how words can appear similar but have slightly different meanings. Also consider how a poem’s structure can be affected by a translation, and how someone other than the author is doing the translation. Write your response in one to two full paragraphs.