“So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.”

—William Shakespeare
You will read four timeless poems.
- You will build up your vocabulary by understanding polysemy.
- You will study the difference between colons and semicolons.
- You will be able to identify the different uses of apostrophes.
- You will comprehend varying degrees of comparison.
- You will practice the art of writing poetry.

An Anglo-American poet called W. H. Auden said, “A poet is, before anything else, a person who is passionately in love with language.” Do you agree? Why or why not?

Do you prefer to write prose or verse? Explain.

What is poetry useful for?

Think about the relationship between poetry and music. What do both have in common? What are their differences?
Before You Read

- Research what poetic voice is. Is the poetic voice always the author?
- Look at some of the defined words and notice their spelling. Why do you think they’re spelled differently than how you spell them today?

Insight

**English poets**

William Shakespeare (1564–1616), Christopher Marlowe (1564–1593), and John Milton (1608–1674) were English poets. Shakespeare is considered one of the greatest, most intensely prolific authors in the world. He and Marlowe were both dramatists and poets. Milton was, apart from a great poet, a public servant and politician. Milton’s first published poem was called “Epitaph on the Admirable Dramatick Poet, W. Shakespeare.”

Sonnet 18

William Shakespeare

Shall I compare thee to a summer’s day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer’s lease hath all too short a date:

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm’d;
And every fair from fair sometime declines,
By chance or nature’s changing course untrimm’d;

But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander’st in his shade,
When in eternal lines to time thou growest:

So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.

- art: [art] v. the archaic second person present indicative of be; are
- temperate: [temp(ə)rat] adj. moderate; self-restrained
- thou: [ðau] pr. the archaic nominative case of the personal pronoun of the second person singular; you
- owest: [ˈouːst] v. the archaic second person singular present simple of owe
Passionate Shepherd to His Love
Christopher Marlowe

Come live with me and be my love,
And we will all the pleasures prove
That valleys, groves, hills, and fields,
Woods, or steepy mountain yields.

And we will sit upon rocks,
Seeing the shepherds feed their flocks,
By shallow rivers to whose falls
Melodious birds sing madrigals.

And I will make thee beds of roses
And a thousand fragrant posies,
A cap of flowers, and a kirtle
Embroidered all with leaves of myrtle;

A gown made of the finest wool
Which from our pretty lambs we pull;
Fair lined slippers for the cold,
With buckles of the purest gold;

A belt of straw and ivy buds,
With coral clasps and amber studs;
And if these pleasures may thee move,
Come live with me, and be my love.

The shepherds’ swains shall dance and sing
For thy delight each May morning:
If these delights thy mind may move,
Then live with me and be my love.

- madrigal: [mædrɪɡəl] n. a song with no music sang in three voices or more
- thee: [ði] pr. the objective form of the personal pronoun of the second person singular; you
- posy: [ˈpɒzɪ] n. a flower bouquet
- kirtle: [ˈkɜːrtl] n. a woman’s loose gown
- myrtle: [ˈmɜːrtl] n. an evergreen shrub with white flowers, anciently used as a symbol of love
- swain: [swɔɪn] n. a male admirer or lover
While You Read

- Think about the historic time periods in which these poems’ respective authors wrote them. Do you understand and identify with the poetic voice’s feelings?
- Summarize in a sentence the main idea of each poem.

Sonnet 7
John Milton

How soon hath time, the subtle thief of youth,
Stolen on his wing my three and twentieth year!
My hasting days fly on with full career,
But my late spring no bud or blossom sheweth.

Perhaps my semblance might deceive the truth,
That I to manhood am arrived so near,
And inward ripeness doth much less appear
That some more timely happy spirits indueth.

Yet be it less or more, or soon or slow,
It shall be still in strictest measure even
To that same lot however mean or high,

Toward which time leads me and the will of heaven.
All is, if I have grace to use it so,
As ever in my great taskmaster’s eye.

- **hath** [hæθ] v. the archaic third person singular present indicative of have; has
- **sheweth** [ʃouθ] v. the archaic form of showed
- **semblance** [ˈsemblan스] n. outward aspect or appearance
- **doth** [dəθ] v. the archaic third person singular present indicative of does
The Sturdy Rock
Anonymous

The sturdy rock, for all his strength,
By raging seas, is rent in twaine;
The marble stone is pearst at length
With little drops of drizzling raine;
The ox doth yield unto the yoke,
The steele obeyeth the hammer-stroke.

The stately stagge, that seems so stout
By yelping hounds at bay is set;
The swiftest bird, that flies about,
Is caught at length in fowler’s net;
The greatest fish, in deepest brooke,
Is soon deceiv’d by subtill hooke.

Yea, man himselfe, unto whose will
All things are bounden to obey,
For all his wit and worthie skill,
Doth fade at length and fall away:
There nothing is but Time doth waste;
The heavens, the earth consume at last.

But Virtue sits, triumphing still
Upon the throne of glorious fame;
Though spiteful death man’s body kill
Yet hurts he not his virtuous name;
By life or death what so betides,
The state of virtue never slides.

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twaine: [tweɪn] adj. two
pearst: [pɪərst] v. pierced; made a hole through it
obeyeth: [əˈbeɪθ] v. obeys
stagge: [stæg] n. an adult male deer
subtill: [ˈsʌtɪl] adj. subtle; difficult to perceive
betide: [bɛˈtaɪd] v. to happen; to come to pass

After You Read
- Look closely at the illustration of “The Sturdy Rock” after you read the poem. Explain what the lighthouse may symbolize.
- Substitute the vocabulary words with synonyms and reread the poems. Reflect upon whether the change of words helped you enjoy the poems more or not.
**Literary Analysis**

**FOCUS the reading**

- **Note** that poetry uses strong, image-evoking phrases in an imaginative and skillful way, in order to communicate the poem's message. **Match** the strong phrases below to the poem they come from. Then **explain** what each phrase evokes in you.

**Poems**

- “Sonnet 18”
  - hasting days
  - virtue never slides

- “Passionate Shepherd to His Love”
  - eternal summer
  - a thousand fragrant posies

- “Sonnet 7”
  - subtle thief of youth
  - time doth waste

- “The Sturdy Rock”
  - delights thy mind
  - gives life

**CONNECT to the reading**

- **Paraphrase** the following verses from the poems in complete sentences.
  
  **a.** And summer’s lease hath all too short a date.
  
  **b.** The greatest fish, in deepest brooke, is soon deceiv’d by subtill hooke.
  
  **c.** My hasting days fly on with full career, but my late spring no bud or blossom sheweth.
  
  **d.** And every fair from fair sometime declines.
  
  **e.** And if these pleasures may thee move, come live with me, and be my love.
  
  **f.** Though spiteful death man’s body kill yet hurts he not his vertuous name
  
  **g.** But thy eternal summer shall not fade nor lose possessions of that fair thou owest
  
  **h.** Perhaps my semblance might deceive the truth, / That I to manhood am arrived so near / And inward ripeness doth much less appear.
ANALYZE the reading

Answer the following questions in complete sentences.

a. Who is the poetic voice in “Sonnet 18” most likely addressing? What comparison does the poetic voice make in the poem?

b. What is the theme of “Sonnet 18”? Reread it if necessary. Pay special attention to the last two verses.

c. How are “Sonnet 18” and “Passionate Shepherd to His Love” related? What qualities do they both share?

d. How would the poem “Passionate Shepherd to His Love” change if the speaker were not a shepherd, but a fisherman instead? List the pleasures he could offer his love.

e. How is the concept of time portrayed in the poems “Sonnet 7” and “The Sturdy Rock”? Justify your answer with evidence from the poems.

f. What is the tone of the poetic voice in “Sonnet 7”? Why does the poetic voice feel this way?

g. In the poem “The Sturdy Rock,” the poet shows, by his choice of words, that everything is changed or affected by outside forces. An example of this can be seen in verses 5 and 6. Write two more examples of your own that demonstrate this theme.

EVALUATE the reading

Express your point of view in complete sentences.

a. To which of the four poems read in this section did you relate the most? Explain.

b. Do you agree with the poetic voice of the “The Sturdy Rock”? Is virtue the most important quality for a person to have? Explain. What other positive qualities should a person possess?

Literary Elements

Meter

When we speak of meter in a poem, we are referring to its rhythmic pattern. The pattern is determined by the number of stresses, or beats, in each verse. To describe the meter of a poem, you must read and scan its verses. In other words, you have to mark the stressed and unstressed syllables in the verses. For example, the first line of “Sonnet 18” would be read like this:

Shall I com PARE thee TO a SUM mer’s DAY?

A foot containing an unstressed syllable followed by a stressed syllable (as above) is called an iamb. Because there are five feet in the verse, all iambic, the meter of the line is iambic pentameter (penta- relates to five). Sonnets like the ones you read in this chapter have fourteen verses and are written in iambic pentameter. This is just one type of poetic meter.
DISCOVER the concept

Have you ever realized that to read a book in a room is not the same thing as to book a room? Or that to play the piano in that room is not the same as having room for a piano? These are only a few examples of how words can have different meanings. These words are called **polyseme**, which are words that have several related meanings. Although at first it might seem confusing, it is easy to identify which meaning of a word is being used. Context clues in the sentence are key when figuring out exactly what is meant.

**Context clues** are pieces of information you can put together in order to understand unknown words without having to consult a dictionary. You may have to recur to context clues to infer the meaning of a polyseme.

Now, polysemes may remind you a lot of homonyms. Remember that homonyms have completely different meanings, while polysemes have related meanings.

PICTURE the concept

<table>
<thead>
<tr>
<th>Polysemes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>rock</strong> noun 1. the hard mineral material of the earth’s crust, exposed on the surface or underlying the soil.</td>
<td>And we will sit upon rocks.</td>
</tr>
<tr>
<td><em>verb 2.</em> (of a place) be exciting or full of social activity.</td>
<td>That new café really rocks.</td>
</tr>
<tr>
<td><strong>fall</strong> verb 1. move from a higher to a lower level, typically rapidly and without control.</td>
<td>The footage shows when he falls down the stairs.</td>
</tr>
<tr>
<td><em>noun 2.</em> a waterfall or cascade.</td>
<td>By shallow rivers to whose falls melodious birds sing madrigals.</td>
</tr>
<tr>
<td><strong>cold</strong> adjective 1. of or at a low or relatively low temperature.</td>
<td>Fair lined slippers for the cold.</td>
</tr>
<tr>
<td><em>noun 2.</em> a common infection in which the mucous membrane of the nose and throat becomes inflamed, causing running of the nose and sneezing.</td>
<td>Christine couldn’t come to the dance because she caught a cold.</td>
</tr>
</tbody>
</table>
**PRACTICE the concept**

1. **Read** each sentence. Then choose the correct word according to the context of the sentence and the underlined polyseme.
   - a. I will fix some (machines / snacks) for tonight’s birthday party.
   - b. Albert will play the (role / piano) of Tybalt in Shakespeare’s “Romeo & Juliet.”
   - c. When I grow up, I will run (eighty miles / for mayor) of my town.
   - d. The kids proved that they’re a bright group of (suns / students).
   - e. The (verses / numbers) on that poem have an odd meaning.

2. **Read** each sentence. Then choose the meaning of the underlined polyseme according to the context clues.
   - a. Due to economic problems, the company will have to fire several employees.
      - The state of burning.
      - Dismiss from a job.
      - The firing of guns.
   - b. Can I show you some sonnets that I wrote?
      - Demonstrate or prove.
      - Be, allow, or cause to be visible.
      - A play or other stage performance, especially a musical.
   - c. We need to find a real solution for the environmental problem.
      - A liquid mixture.
      - Dissolution.
      - A means of solving a problem.
   - d. Be sure to memorize the periodic table of elements.
      - A piece of furniture.
      - A set of facts or figures systematically displayed, especially in columns.
      - A flat surface of a gem.

3. **Find** four polysemes. Then write two sentences for each polyseme, one for each different meaning.

---

**Consider…**

**Environmental Awareness**

For centuries, nature has been the subject and inspiration of many works of art and literature, especially poetry. Poets usually employ different components of nature as metaphors for feelings, like love, for example. Some might wonder why nature is such an inspiration for writers and poets. The answer is quite simple: because of the diverse beauty that nature has to offer. Nature contains a seemingly infinite number of living beings, each with different traits and functions. Consider this: if we didn’t have any nature, from where else could artists get their inspiration? Nature is the beginning and the end of everything. Without it, we could not exist. If you see someone damaging the environment, think not only of the repercussions, but also of the fact that the person is killing humanity’s major source of inspiration.
Punctuation: Semicolons and Colons

UNDERSTAND the concepts

Punctuation is the use of standardized marks to provide clarity, emphasize thoughts, and organize information in writing.

**semicolon (;)**

A semicolon (;) is used to arrange ideas by identifying where one sentence part ends and another begins.

For example, a semicolon may be used to distinguish the two or more independent clauses that comprise a compound sentence.

**Example**

There nothing is but Time doth waste;
The heavens, the earth consume at last.

Notice how the semicolon provides a pause and a separation between the two clauses.

Additionally, a semicolon may be used when a sentence contains items in a series with commas.

**Example**

The stately stagge, that seemes so stout / By yalping hounds at bay is set;
The swiftest bird, that flies about, / Is caught at length in fowlers net;
The greatest fish, in deepest brooke, / Is soon deceived by subtill hooke.

The semicolon helps avoid vague writing. In the stanza quoted above from “The Sturdy Rock,” the two semicolons mark the separation between the three independent clauses in the stanza’s one sentence. If only commas were used, the organization of the stanza into one sentence would be difficult to understand.

**colon (:)**

A colon (:) typically introduces a list. It is used to emphasize the information that follows it.

<table>
<thead>
<tr>
<th>Common Uses of the Colon</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce a list or instructions</td>
<td>We must read the poems in chapter 2: “Passionate Shepherd to His Love,” two sonnets, and “The Sturdy Rock.”</td>
</tr>
<tr>
<td>To express the time in hours and minutes</td>
<td>I turn 23 years old at exactly 4:30 p.m.</td>
</tr>
<tr>
<td>To separate main titles from subtitles in books</td>
<td>The Sturdy Rock: A Collection of Anonymous Poems</td>
</tr>
<tr>
<td>To separate characters’ names in scripts or plays</td>
<td>Shepherd: “Be my love!”</td>
</tr>
</tbody>
</table>
PRACTICE what you learned

1. Rewrite each sentence, adding a semicolon between independent clauses.
   a. Come live with me and be my love we will all the earthly pleasures prove.
   b. And we will set upon the rocks watch the shepherd feed his flocks.
   c. The shepherd's swains shall dance and sing if these delights thy mind may move, then live with me and be my love.
   d. Rough winds do shake the buds of May summer's lease hath all too short a date.
   e. My hasting days fly on with full career my late spring no bud or blossom sheweth.

2. Follow each instruction below and use a colon appropriately.
   a. Write a sentence with the time in hours and minutes.
   b. Insert a list within a sentence.
   c. Cite a direct quotation from the poem by Shakespeare.

3. Locate the semicolons in the last stanza of “The Sturdy Rock” and explain why they are necessary.

4. Read the following sentences and determine if they should be joined by semicolons or colons, or left as they are. Rewrite the sentences if necessary. You may find some situations in which the benefits of changing the punctuation is debatable.
   a. Shakespeare’s poetry has endured. It speaks to the hearts and minds of people everywhere.
   b. “Sonnet 18” speaks of the shortness of life. It also speaks of how one can be remembered through poetry.
   c. It seems that Shakespeare expected his work to endure. I wonder how he knew.
   d. The author of “The Sturdy Rock” didn’t seem to care if his or her reputation endured. The poem is anonymous.
   e. Shakespeare’s style is similar to that of “The Sturdy Rock.” I wonder if the two authors knew each other.

5. Write one sentence that includes some of the words below, which you learned while reading the chapter’s poems. Include colons and semicolons in the sentence.
   a. temperate
   b. madrigal
   c. myrtle
   d. posies
   e. semblance
   f. kirtle
   g. betides
   h. love
Punctuation: The Apostrophe

UNDERSTAND the concepts

An apostrophe is a punctuation mark that has three uses in the English language.

**possessive cases**

It is used to indicate ownership. To form the possessive form of a singular noun, add ‘s.

**Example**

*The poem’s author is unknown.*

To make the possessive form of a plural noun ending in s, add ‘.

**Example**

*The shepherd’s swains shall dance and sing.*

**omission**

Apostrophes are also used to mark the omission of letters within a word, such as contractions. Moreover, they abbreviate dates.

**Examples**

*Let’s go! I’ve been sittin’ in the same spot since 8 o’clock.*

*...And often is his gold complexion dimm’d...*

*The shepherd has been waiting for his love since ’55.*

Some common contractions are:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Contraction</th>
<th>Full form</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m</td>
<td>it is</td>
<td>it’s</td>
</tr>
<tr>
<td>you have</td>
<td>you’ve</td>
<td>cannot</td>
<td>can’t</td>
</tr>
<tr>
<td>he will</td>
<td>he’ll</td>
<td>was not</td>
<td>wasn’t</td>
</tr>
<tr>
<td>she has</td>
<td>she’s</td>
<td>will not</td>
<td>won’t</td>
</tr>
</tbody>
</table>

**certain plurals**

They also indicate the plural of a number or letter.

**Example**

*I first read Shakespeare’s “Sonnet 18” in my 20’s.*
PRACTICE what you learned

1. Create contractions out of each term below using an apostrophe to indicate omission.
   a. is
   b. will
   c. have / has
   d. not
2. Choose an item you cherish and write about it. Make sure to use apostrophes.
3. Identify the use given to each apostrophe. Then write a sentence with each phrase.
   a. spelled with two r's
   b. wasn’t listening
   c. robbed in the 1920’s
   d. good ol’ man
   e. comin’ and goin’
   f. he’ll come back
   g. born in ’97
   h. shepherd’s love
4. Add apostrophes where needed.

Shakespeares my favorite author and his play A Midsummers Night Dream is my favorite play. Its a play that should be read rather than acted. The plays characters include fairies, and therere lots of magical happenings. Doing it with actors takes away the magic. At least, thats what I think. The plays famous for its many great lines. One of my favorites is, “Yet marked I where the bolt of Cupid fell. It fell upon a little western flower; Before, milk-white; now purple with loves wound.”

GET IT RIGHT

> Read the following two stanzas from “Passionate Shepherd to His Love.” Add the correct punctuation and read it again. Discuss with your classmates why or why not it is easier to read with the punctuation.

Come live with me and be my love  
And we will sit upon rocks  
And we will all the pleasures prove  
Seeing the shepherds feed their flocks  
That valleys groves hills and fields  
By shallow rivers to whose falls  
Woods or steepy mountain yields  
Melodious birds sing madrigals
LEARN the concepts

Good, better, and best are examples of degrees of comparison. In the English language, the degree of comparison of an adjective or adverb describes the relational value of one thing with something in another clause of a sentence.

Example

William Shakespeare is the most famous of all English poets.

The adjective most famous establishes the relational value of Shakespeare with all English poets.

There are three degrees of comparison. A positive degree is an adjective that, in its basic form, simply describes a quality of an object. When the adjective or adverb compares the quality with that of a similar object, the degree is comparative. Finally, a superlative degree may compare an object’s quality against that of all similar objects.

Examples

Positive: William Shakespeare was a poet.
Comparative: William Shakespeare is more famous than Christopher Marlowe.
Superlative: William Shakespeare was the most widely read of all authors of his time.

There is a rule that applies to most adjectives or adverbs when they are used to make comparisons. This rule affects the ending of the word.

<table>
<thead>
<tr>
<th>Adjectives or Adverbs</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>With one or two syllables</td>
<td>Add -er and -est</td>
</tr>
<tr>
<td>With one syllable, ending in e</td>
<td>Add -r and -st</td>
</tr>
<tr>
<td>With two syllables, ending in y</td>
<td>Add -ier and -iest</td>
</tr>
<tr>
<td>Some with two syllables and all with three syllables, ending in -ful, -less, -ing, and -ed</td>
<td>Use more and most</td>
</tr>
</tbody>
</table>

At the same time, there are some adjectives to which the rule cannot be applied. These are known as irregular adjectives. These are two examples:

Examples

good (well), better, best                   far, farther / further, farthest
PUT IT in practice

1. Write the comparative and the superlative of each adjective.
   a. nice
   b. warm
   c. modern
   d. beautiful
   e. dangerous
   f. little
   g. bad
   h. much
   i. many
   j. late (time)
   k. old (age)
   l. old (time)

2. Identify the adjective or adverb in each sentence. Then determine if it is positive, comparative, or superlative.
   a. The marble stone is pearst at length.
   b. Paradise Lost is John Milton’s most remarkable work, because he created it after losing his sight.
   c. Shall I compare thee to a summer’s day? Thou art more lovely and more temperate.
   d. Fair lined slippers for the cold, with buckles of the purest gold.
   e. Christopher Marlowe is the greatest discoverer, the most daring and inspired pioneer, in English poetic literature.

3. Research William Shakespeare’s and John Milton’s biographies. Write three short paragraphs describing, comparing, and contrasting each poet. Make sure to use the three degrees of comparison.

4. Choose the appropriate adjective to complete each sentence.
   a. England is (an old / an older / the oldest) state founded in 927.
   b. The North has (high / higher / highest) lands than the South.
   c. The (early / earlier / earliest) evidence of human inhabitants dates back 780,000 years.
   d. London is one of the (busy / busier / busiest) cities in the world.
   e. The smallpox vaccine was invented by an Englishman, Edward Jenner, and it’s said to have saved (more / most / the most) lives than there had been lost in wars up to then.
   f. Great Britain has a rich literary and legendary tradition with many tales that make up part of the (wide / wider / widest) collection known as the Matter of Britain.
Poetry

READ to write

This poem is a ballad—a narrative poem—consisting of simple stanzas and usually with a proverb.

Alliteration

Personification

Visual imagery

"THE RAINY DAY"
By Henry Wadsworth Longfellow (1807-1882)

The day is cold, and dark, and dreary
It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering Past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

Be still, sad heart! and cease repining;
Behind the clouds is the sun still shining;
Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

Rhyme scheme

A

A

B

B

A

C

C

A

D

D

E

E

A

UNDERSTAND the theory

Poetry is a literary genre traditionally written in meter and verse. In this type of literature, language is used for its aesthetic qualities, not only for its meaning. A poem is important for the emotions it evokes in the reader more than for what it literally means. A poem’s main subject can be anything: from abstract concepts like love or sadness to concrete objects like an onion or a castle. When writing poetry, one must reflect upon the subject and go beyond clichés, or stereotyped expressions. For instance, avoid comparing smiling teeth to pearls or a loved one to the sun; it’s been said before. If you look around, you will see that poetry can be found all around us, as long as we allow words to find their way into our everyday lives.
GET to work

**PLANNING**

1. **Choose** a subject that provokes strong feeling or opinion in you.
2. **Reflect** on why you react in such a way to that specific thing or idea. **Jot down** your impressions in the form of words or drawings.
3. **Research** the different types of poetry, and **select** the one that best suits the emotions you want to convey.

**DEVELOPING**

1. **Brainstorm** ideas that are related to your subject or topic.
2. **Outline** the different aspects of your topic that you want to portray in your poem.
3. **Think** of ways in which your subject is worth putting into verse.
4. **Make** a list of which poetic devices you would like to use.

**WRITING**

1. **State** your subject’s characteristics that you will highlight.
2. **Use** poetic devices to describe your subject.
3. **Revise** the vocabulary in your poem so that it’s aesthetically pleasing; for instance, you may say *shining* instead of *bright*.
4. **Organize** your ideas in verses rather than sentences.
5. **Check** the poem’s rhythm is consistent (if it has one). It is not mandatory that it rhymes, but if it does, **check** that it is coherent throughout the poem.
6. **Read** your poem out loud to see if it’s pleasing to the ear.

**EDITING**

- My poem uses various poetic devices to convey my message.
- My text is organized in verses.
- I did not use clichés and the vocabulary is poetic and pleasing.
- The reader will understand my poem and the message I want to communicate.
- I proofread my poem and used appropriate, clear, and precise language and syntax.
With every technological innovation, people become more connected with each other. Social networks are accessible, cost-effective methods for allowing you to get in touch with your current friends and even reunite with those with whom you've lost contact along the way.

Social networks are online interactive structures in which individuals are connected to each other through specific relationships (friends, work partners, classmates, common interests, etc.). Think of a social network as an interactive spiderweb with interwoven strings. In general, social networks are free to join and allow users to create a profile, establish social links, send and receive messages, and upload pictures.

Early efforts to develop social networks were made by service providers such as Geocities (1994) and Tripod.com (1995), which mainly encouraged people to access their sites and interact with each other through chat rooms. Later, many websites began including more advanced features.

MySpace was launched in August 2003. MySpace offers a platform in which people can connect to music, celebrities, TV shows, and games. MySpace allows users to create a profile that can be customized using HTML code. This platform also allows users to keep a blog and IM their friends, and provides an excellent photo-editing application. This was the no. 1 social networking site until 2008, when Facebook overtook it.

Facebook has been available since 2004, but in the beginning it served only Harvard students. Eventually, students from other Ivy League universities had access, and nowadays, anyone who is 13 years or older can create an account. Facebook is a platform that allows users to create a profile with their personal information, a picture, and a list of their interests. Each user's profile has a wall on which to receive messages sent by authorized users (these messages are public to the user's friends), chat service, a personal private inbox, and a space to express him or herself and update his or her status. Users can create their own groups and invite people to an event to which they can RSVP online. It's possible to check into places you visit and let other people know where you are. Currently, Facebook has over 600 million users.

Twitter, which was launched in 2006, is another online service with hundreds of millions of users worldwide. More than a social network, it serves as a microblogging service. The famous "tweets" are status updates of up to 140 characters in length.

All of these services have the same objective: to facilitate connection between friends. Social networks provide ways of establishing and maintaining friendships, sharing information, pictures, and videos with anyone you choose, or advertising a business, among others. When used appropriately, social networks can have a positive social impact.
As explained previously, social networks connect users. In fact, the web itself provides unlimited opportunities to get others interested in our activities. One of the ways in which environmental activists use the Internet is precisely to engage people in discussions about the environment and to call on others to support or attend a “Save-the-Earth” type of demonstration. There are several websites that provide all the tools one needs to create eco-awareness in one’s community. Use social networks to your advantage and find out what is going on in your neighborhood that can help the environment. If you find something that interests you, be proactive and invite others who, just like you, think the earth needs more people that care for the environment.
Review

1. Choose the meaning of the underlined polyseme according to the context clues.
   a. Tonight’s dinner is my treat!
      ■ Provide someone with food, drink, or entertainment at one’s own expense.
      ■ A sweet, biscuit, or other sweet item of food.
      ■ Give medical care or attention to.
   b. I won’t spill any more details of my upcoming poetry book.
      ■ Reveal.
      ■ Flow or cause to flow over the edge of its container.
      ■ Cause to fall off a horse or bicycle.

2. Identify polysemes among the following words. Use a dictionary if needed.
   a. tune
   b. car
   c. break
   d. down
   e. Internet
   f. support
   g. pupil
   h. headphones

3. Explain in your own words the difference between polysemy and homonymy. Provide two examples of each from the poems in this chapter.

4. Read and answer.
   a. Notice that “The Sturdy Rock” uses colons and semicolons inconsistently; in the first stanza, for example, the semicolon and the colon have the same function. Discuss in writing whether they should both be semicolons or colons. Go through the rest of the poem and make the marks consistent.
   b. Compare the uses of colons and semicolons in Shakespeare’s “Sonnet 18.” Does his usage agree with the rules you have learned? If not, does he use semicolons and colons interchangeably, or are there differences in their usage?

5. Insert semicolons and colons where necessary.
   a. Pleasure is yielded by the following things of nature valleys, groves, hills, fields, woods, and steepy mountains.
   b. Time flies I am now twenty-three.
   c. The rock is sturdy its strength keeps the water out.
   d. My beloved, listen marry me at 400 p.m.
6. Place an apostrophe where needed. Then determine the function of each apostrophe: possession, omission, or plurality.
   a. Both Marlowe and Shakespeare were born in 64.
   b. Marlowe’s most famous plays Doctor Faustus, of which there are two versions.
   c. He published his first play when he was in his 20s.
   d. The reason for his untimely death hasn’t been resolved.

7. Convert the following contractions into full words.
   a. y’all
   b. weren’t
   c. chillin’
   d. fo’ sure
   e. there’re
   f. o’clock
   g. dimm’d
   h. I’ve

8. Write a poem of four stanzas using degrees of comparison. Use the following adjectives:
   ■ brilliant
   ■ common
   ■ fresh
   ■ red
   ■ sturdy
   ■ fragrant
   ■ round
   ■ cold

9. Match the following adjectives or adverbs with the degree of comparison each represents.
   a. common
   1. comparative
   b. more helpful
   2. superlative
   c. fastest
   3. positive

10. Write the following adjectives or adverbs in each degree of comparison.

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<th>Comparative</th>
<th>Superlative</th>
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