

**princeps principis** *m* leader, prince  
**prisc•us –a –um** *adj* former, ancient  
**soci•o (1)** to unite, join, accompany  
**vocal•is –e** *adj* vocal, able to make sounds  
**volucer volucris** *m* bird, flying creature

## NEOLOGISM

**centzontl•us –i** *m* mockingbird

## GRAMMAR AND WORD USE QUESTIONS

1. Explain the personification in line 219.
2. Explain the other figure of speech found in line 219.
3. Find and list three instances of polysyndeton in this passage using the same enclitic.
4. Give the example of anaphora in lines 223–224. (See Appendix 3.)
5. Give three examples of onomatopoeia (words that sound like their meaning) in line 225.
6. What adjective in line 225 is best represented in English by an adverb?
7. Explain the simile in lines 228–230.

## COMPREHENSION QUESTIONS

1. In line 219, what ability of this bird does Landívar highlight?
2. From line 220, what do we learn about Landívar's reasons for stressing the abilities of this bird?
3. What voices can the bird imitate?
4. What sound does line 222 say the bird can imitate besides natural ones?
5. What is another example of this ability discussed in line 224?
6. Why is it possibly a bad idea to keep a mockingbird in a cage?
7. Explain the contrast between the nightingale's song and that of the mockingbird as delineated in lines 228–231.