**Shakespearean Language**

Watch: <https://www.youtube.com/watch?v=I5lsuyUNu_4>

It is well thought out and important and that is why we are learning about it again.

**Iambic Pentameter/Iambic Tetrameter (Your Poetry sheet last year explains this as well)**

**Iambic**

* A term used to describe rhythm or meter
* 1 iamb is made up of two syllables
* The first syllable is unaccented while the second is accented
* To mark iambic rhythm use

**Pentameter**

* \_\_\_\_\_\_\_ meters in each line of poetry
* OR, in the case of iambic pentameter, \_\_\_\_\_\_\_\_ syllables in each line

**Example:**

“The king doth keep his revels here tonight:

Take heed the queen come not within his sight;

For Oberon is passing fell and wrath,

Because that she as her attendant hath

A lovely boy, stolen from an Indian king;

She never had so sweet a changeling.”

II.i.18-23

**Tetrameter**

* \_\_\_\_\_\_\_ meters in each line of poetry
* OR, in the case of iambic tetrameter, \_\_\_\_\_\_\_\_ syllables in each line

**Example:**

“If we shadows have offended,

Take but this, and all is mended,

That you have but slumbered here

While these visions did appear.”

V.i.418-421

(Examples from A Midsummer Night’s Dream by William Shakespeare)

**Beautiful Day**

This song by U2 has similarities to Shakespeare’s language and sonnets. We will read the lyrics as we listen to the song, and compare it to his sonnets. What similarities do you notice?

**“Beautiful Day” by U2**

The heart is a bloom

Shoots up through the stony ground

There's no room

No space to rent in this town

You're out of luck

And the reason that you had to care

The traffic is stuck

And you're not moving anywhere

You thought you'd found a friend

To take you out of this place

Someone you could lend a hand

In return for grace

It's a beautiful day (Sky falls, your feel like)

It's a beautiful day (Don't let it get away)

You're on the road, but you've got no destination

You're in the mud, in the maze of her imagination

You love this town and even if that doesn't ring true

You've been all over and it's been all over you

It's a beautiful day

Don't let it get away

It's a beautiful day

Touch me; Take me to that other place

Teach me; I know I'm not a hopeless case

See the world in green and blue

See China right in front of you

See the canyons broken by cloud

See the tuna fleets clearing the sea out

See the Bedouin fires at night

See the oil fields at first light

And see the bird with a leaf in her mouth

After the flood all the colors came out

It's a beautiful day

Don't let it get away

It's a beautiful day

Touch me; Take me to that other place

Teach me; I know I'm not a hopeless case

What you don't have you don't need it now

What you don't know you can feel it somehow

What you don't have you don't need it now

Don't need it now

Was a beautiful day

**Shakespearean Sonnets**

Although William Shakespeare is best known for his work in play form, he also wrote in poem form. Shakespeare experimented with poetry and eventually developed his own poem form; it is called the Shakespearean sonnet.

Technical Aspects

* Fourteen line poem
* The rhyme scheme is ABABCDCDEFEFGG (three stanzas and a concluding couplet)
* Written in iambic pentameter

**Sonnet 18**

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.

**Sonnet 130**

My mistress' eyes are nothing like the sun;

Coral is far more red than her lips' red;

If snow be white, why then her breasts are dun;

If hairs be wires, black wires grow on her head.

I have seen roses damask'd, red and white,

But no such roses see I in her cheeks;

And in some perfumes is there more delight

Than in the breath that from my mistress reeks.

I love to hear her speak, yet well I know

That music hath a far more pleasing sound;

I grant I never saw a goddess go;

My mistress, when she walks, treads on the ground:

And yet, by heaven, I think my love as rare

As any she belied with false compare.

1. Label the rhyme scheme, and stanzas.
2. Summarize each stanza and couplet to the right.
3. What is the theme of each?

**The Tragedy of Romeo and Juliet: Introduction to the Play**

Our class will read the Oxford School Shakespeare version of the play. The entire play is annotated to the right of the original text. As a supplement to this text, we are using Shakespeare Bits, which is a fantastic app! Instead of reading the play in class, we will watch/listen to the Shakespeare in Bits app.

Take your time with the play. Most of it needs a slight translational because as we learned in “The History of the English Language in 10 minutes” video, English evolves and we no longer speak in middle English anymore!

There is a synopsis as well as a commentary for each act and scene in the play. I suggest NOT reading the commentary until we have completed the scene. The commentary will add any extra information or answer any questions that you have, but you probably do not want to give away the entire scene before you read it.

**The Prologue**

1. Take a closer look at the prologue. What do you notice about the way it is written?
2. Summarize the prologue according to the stanzas in a Shakespearean sonnet.