

Shakespeare's Sonnets:

An Introduction To Poetry

Year 7



*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 dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wand'rest in his shade,
When in eternal lines to Time thou grow'st.*

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

Name:

Class:

Introduction to Poetry

LE: How are poems structured?

Last half term, we began studying Shakespeare. We explored his life and work and were given an insight into what life was like during the era in which he lived. We were also introduced to the plot, themes and characters of some of Shakespeare's plays and we explored the language and imagery used by Shakespeare in some of Lady Macbeth's lines. Shakespeare's plays are often considered his most enduring legacy, but Shakespeare was a prolific writer and he also wrote poems, including lots of sonnets. This half term, we will learn about the features of poetry. We will then explore how sonnets use these features and go on to explore two of Shakespeare's famous sonnets in detail.

Knowledge Review

1. Who ruled England during the Shakespearean era?
2. Which plays were you introduced to last half term?
3. Can you remember what a sonnet is?
4. Keeping in mind the fact that Shakespeare was a prolific writer, can you remember how many sonnets he wrote?
5. What theme are sonnets usually centred around?

A sonnet is a type of poem with 14 lines. Often, sonnets explore the theme of love, but they also explore other important concepts such as age, time, beauty and death. Before we explore sonnets, and Shakespeare's sonnets in particular, we are going to explore the features of poetry and study the structures and language devices we might expect to find in poems.

What is poetry?

Poetry is a type of literature that attempts to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm. Some poems, such as nursery rhymes, are simple and humorous. Other poems may try to express some truth about life, or tell a story, or honour a person or an event. Poetry appears in a great many forms and styles. This makes it difficult to define exactly.

One thing that makes poems different from other types of writing is their structure. The words of a poem are arranged in lines and groups of lines are called stanzas.

1. What does a poet try to do through their poems? How do they try to impact the reader?
2. How might they do this?
3. Some poems might try to express some truth about life. What else might they do?
4. Are all poems written in the same way?
5. What is one thing that makes poems different from other types of writing?
6. What do we mean by structure?
7. How are poems arranged?

Look at the two pieces of writing below. One is a poem and one is an extract from a children's novel. Although it might be quite hard to define what a poem actually is, we normally recognise one when we see one. We know that poems are organised in to **groups of lines called stanzas**, but now let's begin to think about the other components of a poem's structure.

The Crocodile

by Lewis Carroll

*How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!*

*How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!*

"Do you know what I would like for my lunch today?" the Enormous Crocodile asked.

"No," the Notsobig One said. "What?"

The Enormous Crocodile grinned, showing hundreds of sharp white teeth. "For my lunch today," he said, "I would like a nice juicy little child."

"I never eat children," the Notsobig One said. "Only fish."

"Ho, ho, ho!" cried the Enormous Crocodile. "I'll bet if you saw a fat juicy little child paddling in the water over there at this very moment, you'd gulp him up in one gollop!"

"No, I wouldn't," the Notsobig One said. "Children are too tough and chewy. They are tough and chewy and nasty and bitter."

What are the components of a poem's structure?

Remember, one thing that makes poems different from other types of writing is their structure. We know that poems are organised into stanzas.

1. Look at the poem above. How many lines are there in in the poem in total?
2. How many stanzas are there in total?
3. How many lines are there in each stanza?

Not all poems have two stanzas. Poems might have only one stanza or lots of stanzas. The stanzas of a poem might be of different lengths because they have different numbers of lines in them. Similarly, the lines within a stanza might be of different lengths.

We know what a **stanza** is and what a **line** is, but there are other components which some (not all!) poems use, such as having a certain amount of syllables which determine the **meter** of the poem.

Meter is a pattern of syllables per line that determines the rhythm of some poetry. This rhythm is created by the type of **feet** in a line. **Each foot has two or three syllables (sometimes four) in it.**

Before we can work out what type of foot is being used in a line of poem, we need to make sure we know what a **syllable** is. Remember, a **foot** is made up of syllables.

A syllable is a single, unbroken sound in a word. Words are made of syllables. When we speak in ordinary conversation, we pronounce different parts of words, or syllables, separately.

E.g.

Table has **two syllables: ta-ble.**

Bed as **one syllable: bed.**



1. How many syllables are there in the word, “poetry”?
2. How many syllables are there in the word, “poem”?
3. How many syllables are in the word “crocodile”?
4. How many syllables are in the line, “how doth the little crocodile?”
5. How many syllables are in there line, “with gently smiling jaws”

Some syllables, or parts of words naturally receive more emphasis, or stress, than others when they are spoken.

E.g. Say the word, ‘**table**’. The first part of the word is emphasised when we say it. **Ta-ble**. The second part of the word sounds shorter.

We can call this different syllable emphasis **stressed** or **unstressed**.

E.g. In the three syllable word ‘banana’, the second syllable is longer, or stressed, when you say it naturally: **ba-na-na**.

More examples:

Two syllable words		
Poet	<u>Po</u>	et
Alone	A	<u>lone</u>
Escape	Es	<u>cape</u>
Enjoy	En	<u>joy</u>

In the word, “**po-et**”, the first syllable is stressed, but in other two syllable words like “a-**lone**” the second syllable is stressed.

Three syllable words			
Cheerfully	<u>Cheer</u>	ful	ly
Decided	De	<u>cid</u>	ed
Important	Im	<u>port</u>	ant
Completely	Com	<u>plete</u>	ly

In the word, “**cheer-ful-ly**”, the first syllable is stressed, but in other three syllable words, like “de-**cid-ed**” the second syllable is stressed.

Poets make use of these stresses in language in order to create **rhythm** in poetry. These **groups of stressed and unstressed syllables are what we call feet**. It is the emphasis of the syllables within a foot and within a line that determines the **meter** and creates the **rhythm**.

Introduction to Poetry

LE: How are poems structured?

Knowledge Review

1. What is a syllable and how can you count them?
2. How many syllables are in the word, "Harrow"?
3. Which syllable in the word, "Harrow" is stressed?
4. How many syllables are in your first name?
5. Which syllables in your first name are stressed?
6. Pick someone else's name and do the same- how many syllables? Which are stressed?
7. How many syllables in the line , "how cheerfully he seems to grin"?



Task: Complete the table below to check your understanding of key concepts so far.

Concept	Definition
stanza	
line	
	Contributes to the rhythm of the poem; determined by the amount and type of feet in a line.
	A group of 2-3 stressed and unstressed syllables
	A single, unbroken sound in a word; 2 or 3 of these make up a foot

- Syllable
- A subdivision of a poem, specifically a group of words arranged into a row
- Foot
- Metre
- A group of lines in a poem which divide the poem—sometimes indicated by an indentation or blank line

Task: Re-read 'The Crocodile' poem. Work out the amount of syllables in each line. What do you notice?

The Crocodile

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

Line 1:

Line 2:

Line 3:

Line 4:

Line 5:

Line 6:

Line 7:

Line 8:

Which syllable do we stress in these words? Highlight/ underline the stressed syllable.

- A. shin-ing
- B. wat-ers
- C. im-prove
- D. litt-le
- E. wel-comes
- F. gent-ly
- G. smil-ng
- H. gold-en
- I. Ever-y

In this poem, the first line has 8 syllables, the second line has 6, the third line has 8, the fourth has 6 and this pattern is repeated. Remember these lines of syllables can be split up into feet. A **foot is a combination of stressed and unstressed syllables.**

Lines 1, 3, 5, 7, contain four feet (each with 2 syllables) . That's 8 syllables for each of those lines as we already worked out.

Lines 2, 4, 6, and 8 contain three feet per line (each with 2 syllables). That's 6 syllables for each of those lines as we already worked out.

The Crocodile

by Lewis Carroll

How doth/ the litt/le croc/o dile
Improve/ his shin/ing tail,
And pour/ the wat/ers of/ the Nile
On ev/ery gold/en scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

In each foot (made up of 2 syllables) the first of the syllables is **unstressed** and the second is **stressed**. The stressed syllables have been underlined.

Look back at the syllables we stress. Do you notice that the stressed syllables in each **foot** are also the same part of the word that we would normally place emphasis on in natural speech. E.g. the "litt" of "litt-le and the "prove" of "im-prove". How clever is that!

- A. **shin**-ing
- B. **wat**-ers
- C. im-**prove**
- D. **litt**-le
- E. **wel**-comes
- F. **gent**-ly
- G. smil-**ing**
- H. **gold**-en
- I. Ever-**y**

The Crocodile

by Lewis Carroll

How doth/ the litt/le croc/o dile
Improve/ his shin/ing tail,
And pour/ the wat/ers of/ the Nile
On ev/ery gold/en scale!

Now let's split up the second stanza into feet, just like in the example above. We need to place a line between each foot (2 syllables, one unstressed and one stressed)

Let's do the first line together:

How cheerfully he seems to grin!

Which syllables would you stress? Let's underline them. Then take a group of unstressed and stressed and turn that into a **foot**.

Use this same pattern to see if you can do the same thing for the last three lines of the poem. Re-write the second stanza, splitting it up into feet. Use the box below. What do you notice?

The Crocodile

by Lewis Carroll

How doth/ the litt/le croc/o dile
Improve/ his shin/ing tail,
And pour/ the wat/ers of/ the Nile
On ev/ery gold/en scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

Knowledge Review

1. List four structural components of a poem. The first letter has been written for you...
 - S
 - L
 - M
 - F
2. Complete this sentence: a foot is made up of stressed and unstressed _____
3. Complete this sentence: a poem's metre is determined by the type and number of feet per _____
4. Complete this sentence: a poem is often divided up in to groups of lines, known as _____
5. How many syllables are there in the word, "sonnet"?
6. Which syllable in the word, "sonnet" is stressed?

Let's practice all these skills...

Tonight I see you float across the room.
My palms do sweat, and I can feel you glow.
Our eyes might meet and then my heart will bloom.
My love for you, a never ending flow.

1. How many syllables are there per line?
2. How many feet in each line? Break them up using a line (/)
3. Mark the stressed and unstressed syllables.

Recap of what we have learned so far...

You have learned about some of the structural components of a poem. These components are what makes a poem look and sound like a poem. A poet has to make all sorts of decisions about how she or he will structure their poem. For example, they decide how and where to separate their poems into stanzas, how long to make the lines in each stanza and whether they will follow the rules of a certain poetic meter by using patterns of syllables. They might make these choices depending on the type of rhythm they want their poem to have.

For example, Lewis Carroll's choice of meter in '**The Crocodile**' might have been determined by who he was writing for. The poem appeared in his famous children's novel *Alice's Adventures in Wonderland* and was aimed at a younger audience, therefore the sing-song-like rhythm of the lines seems to suit his purpose. The lines seem more pleasing and easy to read as well as to listen to.

The Crocodile

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

What about rhyme?

Rhyme is often one of the first things we think about when we think of poems, despite lots of poems not using rhyme.

Rhyming words that sound similar to each other when you say or hear them. Rhymes often are pleasant to hear and have a lyrical or musical quality when we say them.

Eg. "Crocodile" and "nile" rhyme, "tail" and "scale" rhyme.

A **rhyme scheme** is the pattern according to which end rhymes (rhymes located at the end of lines) are repeated in works poetry. Rhyme schemes are described using letters of the alphabet, such that all the lines in a poem that rhyme with each other are assigned a letter, beginning with "A."

How doth the little crocodile (A)
Improve his shining tail, (B)
And pour the waters of the Nile (A)
On every golden scale! (B)

How cheerfully he seems to grin! (C)
How neatly spread his claws, (D)
And welcomes little fishes in (C)
With gently smiling jaws! (D)

So the rhyme scheme for the poem above would be ABAB CDCD. We call this rhyme scheme **alternate rhyme**. This is because **alternate lines** (every other line) rhymes.

The following example uses an AABB rhyme scheme. Here, the first line ends in the word "star," which rhymes with the final word of the second line, "are." Since both words rhyme with each other, they are signified with letter "A." When **successive lines** (two lines directly next to each other) rhyme, we call these **rhyming couplets**.

Twinkle, twinkle, little star, (A)
How I wonder what you are. (A)
Up above the world so high, (B)
Like a diamond in the sky. (B)

It is important to remember that not all poems stick to these structural rules. Poets don't have to choose a particular amount of syllables per line or use a certain amount of lines per stanza. Similarly, some poets use some rhyme, but deviate from a fixed rhyme scheme and some use no rhyme at all! Poets play around with the rules of structure, including rhyme just as much as they play around with the words they use within them. Poems which don't use a particular metrical pattern or rhyme scheme are called **"free verse" poems**.

A Poison Tree by William Blake

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I watered it in fears,
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine.
And he knew that it was mine,

And into my garden stole
When the night had veiled the pole;
In the morning glad I see
My foe outstretched beneath the tree.

Comprehension Questions:

1. Look at the poem above. How many stanzas are in this poem?
2. Identify the rhyme scheme in the poem. Remember we use the letters of the alphabet to do this.
3. This poem is made up of pairs of successive lines in a poem, where the final words of each line rhyme with one another. What do we call these lines?
4. What letters do we give to a rhyme scheme where alternating lines rhyme?
5. What is a free verse poem?

Introduction to Poetry

LE: What is figurative language ?

Knowledge Review

1. List four structural components of a poem. The first letter has been written for you...
 - S
 - L
 - M
 - F
2. What is a foot?
3. What is an alternate rhyme?
4. What is a rhyming couplet?
5. How many syllables are there in the word, "Shakespeare"?
6. Which syllable in the word, "Shakespeare" is stressed?
7. Do all poems rhyme?
8. Look at this pair of successive lines- "lover" and "cover" rhyme. What do we call this structural technique?

*"This precious book of love, this unbound lover,
To beautify him only lacks a cover."*
9. What is free verse?

We have begun to explore how poems are structured. We know that not all poems follow a certain structure, but sonnets and the type of sonnet Shakespeare wrote do follow a specific structure. **They have 14 lines, a particular meter and a specific rhyme scheme.** We will come back to the structure of a sonnet when we read and analyse different sonnets by Shakespeare.

Before we do this, we are going to learn about some of the language devices which often appear in poetry and which Shakespeare used in his sonnets.

Remember that poets are often trying to communicate thoughts and feelings and communicate abstract ideas about life. They often try to evoke an atmosphere or give a sense of a feeling which can be tricky to define, such as falling in love, fear or grief. Keep this in mind as we explore the difference between **literal** and **figurative** language.

Literal and Figurative Language

Literal Language:

When we talk about literal language, we are talking about **expressions which mean, or are at least intended to mean, 'what they say'**. An example of literal language might be a weather reporter saying: "The city was covered in thick, grey fog this morning."

Figurative Language:

Figurative language is different. If a poet was trying to not just tell people that the city was covered in a thick, grey fog but capture the atmosphere and evoke a feeling or sensation created by that fog, they might use figurative language.

For example, they might write: "a stealthy and sinister fog crept through the city this morning, hiding the tops of buildings and covering the paths of the city, laughing at those who'd dared to venture into its insidious clutches and mocking those who refused to turn back."

Now, obviously fog is a weather phenomenon, it doesn't have qualities that a human might have such as the ability to be stealthy or to laugh or mock people. It can't behave in an insidious (evil) way and it certainly cannot clutch on to people, given that fog has no hands!

What the writer has done here is use a type of figurative language: personification. The fog didn't literally make fun of people or behave in an evil, sneaky way. The writer is using language to create a sense of how it might have felt to be out in the fog or how someone might perceive the fog as a symbol of the power of nature.

Figurative language refers to **language that uses words in ways that deviate from their literal interpretation to achieve a more complex or specific effect**. This view of figurative language focuses on the use of figures of speech that play with the meaning of words, such as metaphor, simile, personification, and hyperbole.

A common misconception is that the term figurative language can be used to describe all imagery or descriptive language. But that isn't strictly true. Let's look again at this description of the fog.

Quick Comprehension Questions:

1. Write the definition of literal language in your books.
2. Write the definition of figurative language in your books.

Challenge: Can you come up with your own example for each?

Let's look at both of these examples working together:

"a stealthy and sinister fog crept through the city this morning, hiding the tops of buildings and covering the paths of the city, laughing at those who'd dared to venture into its insidious clutches and mocking those who refused to turn back."

1. Which part of the extract above uses literal language? Write the quote in your books.
2. Which part uses figurative language? Write it in your books.
3. How were you able to tell the difference? Describe how to tell the two apart, using your own words.

The description above combines **figurative language** with **more literal descriptive language**.

The fog might have literally hidden the tops of buildings and covered paths. Therefore, this language is not figurative, even though it is imagery (because it is descriptive)

However, figurative language is used to describe the fog "laughing", having "Insidious clutches" and "mocking" people. Fog cannot literally creep around or laugh or mock, neither can it grab on to people in an evil way.

To summarise:

- Poets (and writers in general) are likely to use a range of figurative and literal language.
- Not all examples of imagery are examples of figurative language. Writers can use figurative language as one tool to help create imagery, but imagery does not have to use figurative language.
- Personification is one example of figurative language, but there are many more.

Task: 1 Decide whether the following sentences use literal or figurative language.

- A. She had steam coming out of her ears!
- B. She was furious.
- C. Don't be such a green-eyed monster.
- D. The leaves danced playfully in the wind.
- E. The wind blew gently across the playground.

Task 2: Decide whether the following examples of imagery use figurative language.

- A. The rain poured down from the heavy clouds above, drenching the crowd below.
- B. The heavens opened and the rain, which had been impatiently waiting to ruin the day, gleefully threw itself down on the crowd below, who scattered away like tiny ants.
- C. Her emerald eyes pierced his soul.
- D. She stared at him intensely with her bright green eyes.

Knowledge Review

1. What is the difference between literal and figurative language?
2. Do all examples of imagery use figurative language?
3. What type of figurative language is used here: “the tired staircase groaned as we walked up it”?

Poets (and writers in general) often use figurative language to evoke feelings or ideas. But figurative language also features in every day speech and writing.

Complete the table below to check your understanding of the literal and figurative meanings of these frequently used figures of speech. Can you think of two of your own examples?

Literal	Figurative
	He cried buckets of tears
She was very strong	She was as strong as an ox
	The exam was a piece of cake
He was very quiet	He was as quiet as a _____
	The teacher was a dragon
They're very similar	They're two _____ in a pod
	My heart is broken
	The table groaned under the weight of all the food it carried
	I haven't had lunch yet—I'm absolutely starving!

We know that personification is an example of figurative language. For example: “the leaves danced playfully in the breeze”. The leaves didn't literally dance and they can't be playing—the writer has used a form of figurative language (personification) to emphasise the way in which they moved or atmosphere they evoked e.g. they looked graceful or they created a cheerful atmosphere.

There are many other types of figurative language: Read the table below to learn the definitions of SOME of them.

Example	Type of Figurative Language	Definition
The exam was a piece of cake	Idiom	An idiom is a phrase that, through general usage within a particular group or society, has gained a meaning that is different from the literal meaning of the words.
The teacher was a dragon	Metaphor	A figure of speech that makes a comparison between two unrelated things by stating that one thing is another thing, even though this isn't literally true.
He was as quiet as a mouse	Simile	A simile, like a metaphor, makes a comparison between two unrelated things. However, instead of stating that one thing is another thing (as in metaphor), a simile states that one thing is like another thing.
The table groaned under the weight of all the food it carried	Personification	In personification, non-human things are described as having human attributes
I haven't had lunch yet—I'm absolutely starving!	Hyperbole	Hyperbole is an intentional exaggeration of the truth, used to emphasise the importance of something or to create a comic effect.

Figurative language is only useful to a writer if the reader can understand what the writer is trying to communicate through it. In the third column, have a go at explaining what you think the writer might be trying to communicate.

Some of these figures of speech are common— we simply KNOW what they mean, but with others we might have to work out what atmosphere the writer is trying to create through their use of figurative language.

Use the table below to identify the type of figurative language used.

Example	Type of Figurative Language	Explanation
Lockdown has gone on forever.		
It's raining cats and dogs out there.		
Her hair was as dark as night.		
The sea-breeze whispered its secrets in our ears.		
His eyes were emeralds.		
The old man's face was a brown paper bag, through which two jet-black eyes peered out.		

Shakespeare uses lots of figurative language in his writing, including in his sonnets. Before we read and analyse a sonnet, let's look at some metaphors that Shakespeare used in his plays.

Remember, a metaphor is a figure of speech that makes a comparison between two unrelated things by stating that one thing is another thing, even though this isn't literally true.

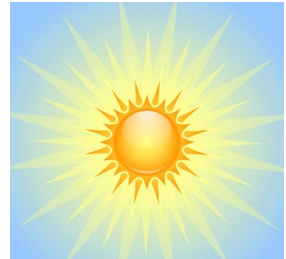
E.g the old man's face isn't literally brown paper bag and his eyes aren't literally made of jet (a black gemstone)

How does Shakespeare use metaphor?

In the play 'Romeo and Juliet', Romeo falls in love with Juliet and uses lots of metaphors to convey his thoughts and feelings about her. Here are some of them. Read them and answer the questions below to explore their meaning

"Juliet is the sun"

1. Why would someone compare the person they love to the sun? What does the sun do? How does the sun make us feel etc.?



"a snowy dove trooping with crows"

2. Why would Romeo describe Juliet as a "dove" amongst crows?



"this holy shrine"

3. When Romeo first takes Juliet's hand, he refers to it as a "shrine". What does this metaphor suggest about how he views Juliet?



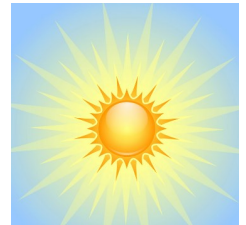
Metaphors only work if we know what the original thing you are trying to describe (**the tenor**) is being compared to (**the vehicle**). If we didn't know what a dove or a shrine was, we would find it hard to understand the importance of Juliet being like a dove, or the significance of Romeo treating Juliet's hand as a shrine. . Similarly the comparison has to have some kind of meaning. If Romeo had seen Juliet and said that she was "a pigeon amongst crows" the metaphor wouldn't be very effective. Keep this in mind when you are using metaphors in your own writing!

In order to grasp the significance of a metaphor, we need to understand the two parts of it. The two parts of a metaphor have proper names that we can use.

PART ONE: The thing you want to try and describe to your audience. This is called the **TENOR**.

PART TWO: The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit. This is called the **VEHICLE**.

E.g. In the metaphor: "Juliet is the sun", Juliet is the tenor (the thing Romeo is trying to describe). The sun is the vehicle (the idea Romeo is comparing Juliet to so that the audience understands that she lights up his world etc.)



When Romeo hears Juliet speaking on her balcony he says: "**O, speak again, bright angel!**"

1. What is the tenor in this metaphor?
2. What is the vehicle?
3. Why might Shakespeare use this vehicle? What does it emphasise about how Romeo views Juliet?



Remember, the story of Macbeth from last half term? Macbeth killed King Duncan and his best friend Banquo in order to become King. He then felt very guilty about his actions. He said to his wife: '**O, full of scorpions is my mind, dear wife!**'



1. What is the tenor in this metaphor? (Hint: what is Macbeth trying to describe to his wife?)
2. What is the vehicle in this metaphor? (Hint: what is Macbeth comparing his mind to?)
3. Why might Shakespeare have used this metaphor? How is the vehicle effective? What does it tell us about the tenor (Macbeth's mind)?

Task: Imagine you want to convey the peacefulness and beauty of a setting. Complete these metaphors with an appropriate vehicle. The lake, flowers and breeze are all tenors remember because they are the things that you are trying to describe.

1. The lake was a _____
2. The flowers were _____
3. The breeze was a gentle _____

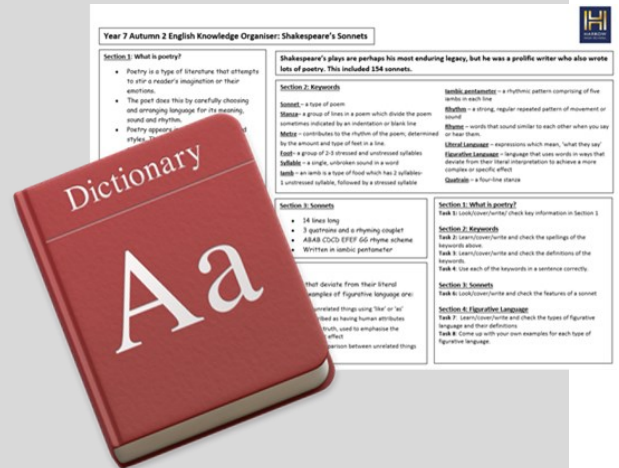
Shakespeare's Sonnets

LE: How does Shakespeare use language and structure ?

Knowledge Review

Key Words: Define the key terms below. Use your Knowledge Organiser or a dictionary if you need help.

1. Sonnet:
2. Stanza:
3. Metre:
4. Foot:
5. Syllable:
6. Metaphor:
7. Simile:
8. Personification:



Figurative Language:

1. List 5 types of figurative language .
2. Identify the tenor and the vehicle in the following metaphor: "Juliet is the sun"
3. Write a sentence using personification.

Fill in the blanks:

We have learnt a lot about the structure of poems. We know that they are organised into 1 and 2 . We know some poems have 3 schemes and some do not. We know that some poems use certain amounts of 4 per line and that these syllables can be grouped into something called a 5 . We know that the type and amount of 6 determines the 7 of the poem and contributes to its 8 .

Task: Watch the following video, which discusses for to identify the form of a poem.

Remember, when we discuss form we are talking about the structure or pattern of the poem. Listen carefully at the section about **sonnets**, and see if you can make any notes.

<https://www.bbc.co.uk/bitesize/topics/zmbj382/articles/zn3skmn>

What is a sonnet?

Shakespeare is mainly known for his plays but he wrote many poems too. The most famous poems are a particular kind of verse called 'sonnets' and he wrote 154 of them.

Shakespeare's sonnets are often breath-taking, sometimes disturbing and sometimes puzzling and elusive in their meanings. As sonnets, their main concern is 'love', but they also reflect upon other themes such as time, change, aging, absence and the problematic gap between ideal and reality when it comes to the person you love.

Shakespeare's sonnets are composed of 14 lines, and most are divided into three quatrains (4 lines stanzas) and a concluding **rhyming couplet**, rhyming **abab cdcd efef gg**. This sonnet form and rhyme scheme is known as the '**English**' sonnet.

1. **How many lines do sonnets have?**
2. **What themes do sonnets explore?**
3. **What rhyme scheme do English sonnets (the type Shakespeare wrote) follow?**

We are going to be studying Sonnet 73. This sonnet explores the theme of old age. In this sonnet, the speaker uses a series of metaphors to describe his old age, by comparing his age to different things such as autumn trees, twilight and the ashes left in a fire.

Let's read the sonnet together. **What are your first impressions?**

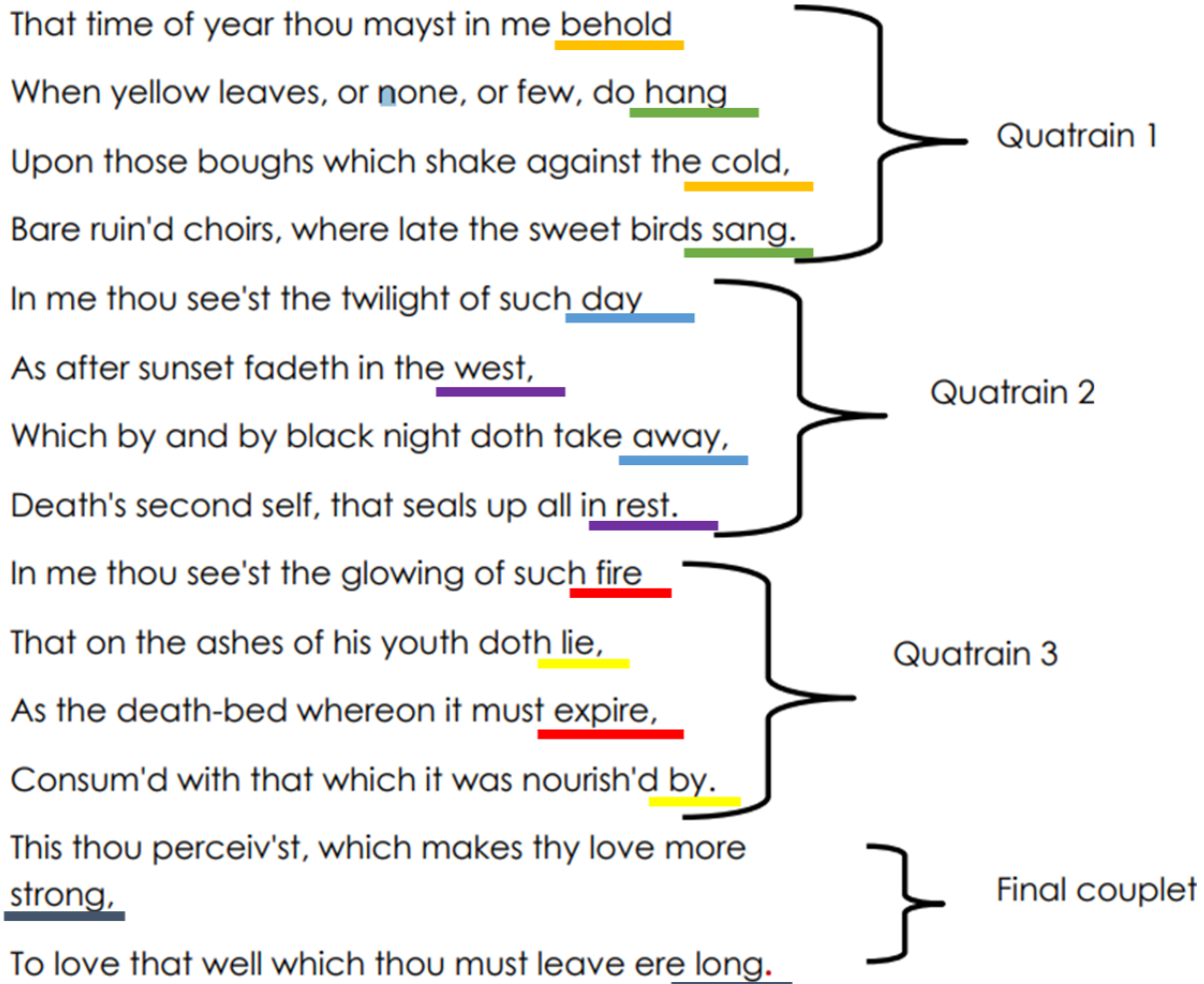
Sonnet 73

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.
In me thou see'st the twilight of such day
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest.
In me thou see'st the glowing of such fire
That on the ashes of his youth doth lie,
As the death-bed whereon it must expire,
Consum'd with that which it was nourish'd by.
This thou perceiv'st, which makes thy love more strong,
To love that well which thou must leave ere long.

Task: Understanding the structure of a sonnet

1. What rhyme scheme is used in the poem? Remember to look at the last word of each sentence. Let's fill in the pattern below, starting with the letter A and following through the alphabet.

Sonnet 73



2. How many syllables can you count in the first 3 lines of the sonnet? What do you notice?

Line 1:

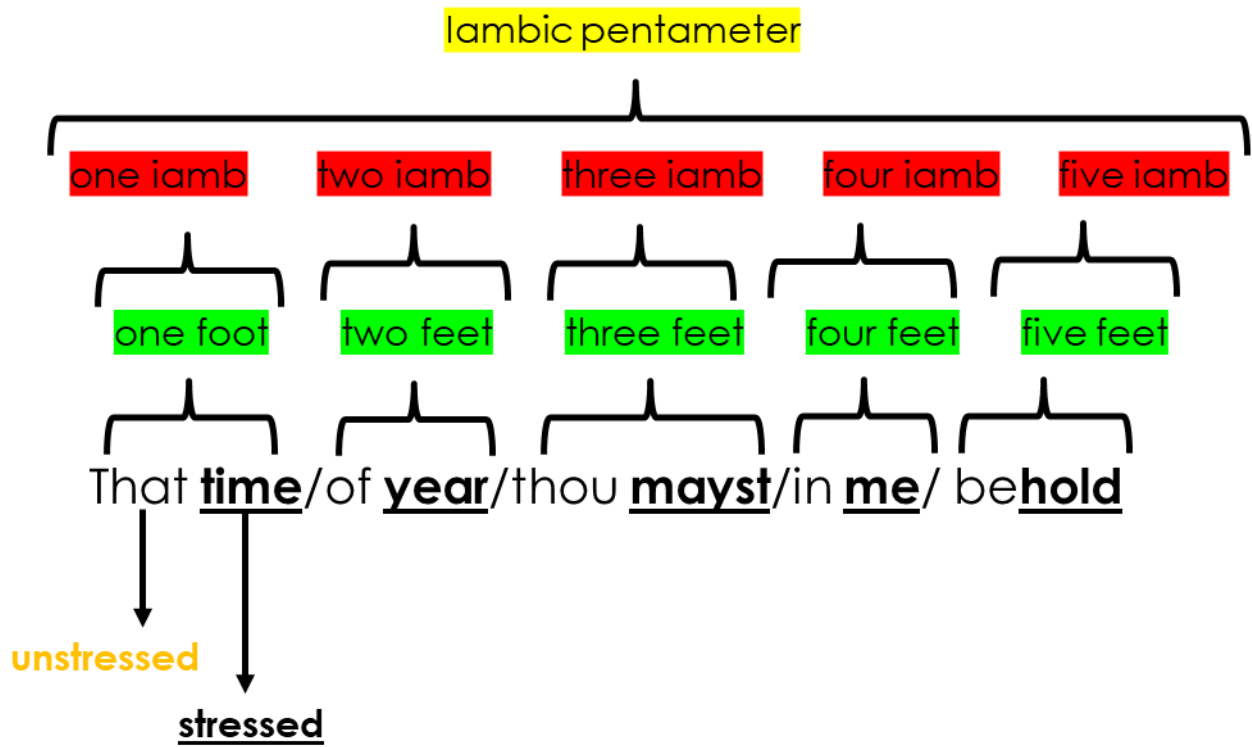
Line 2:

Line 3:

3. Like we did with the Crocodile poem, how can we group the syllables in each line?

Remember, each foot is 2 syllables, one unstressed and one **stressed**. Let's group these 3 lines into five 2 syllable feet.

That time/ of year/ thou mayst/ in me/ be hold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.



First we figured out that there are 10 syllables per line. These 10 syllables can be grouped into five 2 syllable feet.

Each 2 syllable foot is called an iamb. An iamb is a type of foot which has 2 syllables—1 **unstressed** syllable, followed by a **stressed** syllable.

Each line has five of these iambs.

Pent is another word for five.

There are five iambs per line. Therefore we call the meter of this sonnet, **iambic pentameter**.

To summarise:

- Each line has 10 syllables which are grouped into metrical feet.
- Each foot has 1 unstressed syllable followed by 1 stressed syllable.
- We call this type of metrical foot an iamb.
- There are 5 iambs per line.
- We call this rhythmic pattern, iambic pentameter

This pattern of unstressed and stressed syllables mimics the natural rhythm of the heart-beat, with one soft beat and one strong beat repeated five times. iambic pentameter was popular meter used in poetry in the Elizabethan times.

Task: Watch the video below to recap what we have discussed about iambic pentameter.

<https://ed.ted.com/lessons/why-shakespeare-loved-iambic-pentameter-david-t-freeman-and-gregory-taylor>

Quick Comprehension:

1. How many syllables are there in an iamb?
2. Are the syllables in an iamb “stressed followed by unstressed” or “unstressed followed by stressed”?
3. How many iambs are there in iambic pentameter?
4. What does the rhythm created by iambic pentameter sound like?

Sonnet 73: Quatrain 1

Now that we have explored the structure of Sonnet 73, let's look at the language and how Shakespeare uses metaphor to describe how a speaker views his own old age. We will look at each quatrain of the sonnet.

In the first **quatrain**, the speaker addresses an unknown lover who seems to be younger than him. He says to his lover: when you look at me, you will see a tree with few leaves left on it, its branches shaking in the cold and empty of birds which in summer sing sweetly in the trees.



*That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.*

In this **quatrain**, Shakespeare uses a **metaphor** comparing himself as an old man to a tree in late autumn. The speaker and his age are the **tenor** and the **vehicle** is a tree in late autumn, with very few leaves left on it, shaking in the cold.

1. Why would Shakespeare compare old age to a tree in late autumn?
2. What kind of word is “yellow”? Why might Shakespeare describe the few remaining leaves using this word? What does this emphasise about the speaker’s age?
3. Within this metaphor, Shakespeare describes the boughs (branches) of the tree. He writes that they, “shake against the cold”. What type of figurative device is this? What does this suggest?
4. What kind of word is “shaking”? Why might shaking tree branches be an effective way to describe old age?

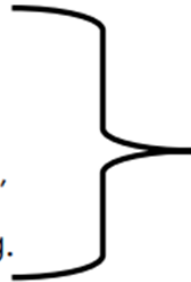
Sonnet 73

After we go through each quatrain, let's summarise what each section is telling the reader. Think about the overall message and metaphor for each quatrain.

Let's fill in quatrain 1 together, and as we unpack each quatrain refer back to this page and add your summary sentence below.

Sonnet 73

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.



In me thou see'st the twilight of such day
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest.



In me thou see'st the glowing of such fire
That on the ashes of his youth doth lie,
As the death-bed whereon it must expire,
Consum'd with that which it was nourish'd by.



This thou perceiv'st, which makes thy love more
strong,
To love that well which thou must leave ere long.



Sonnet 73: Quatrain 2

In the second quatrain, the speaker continues to address his unknown lover. He says to his lover: when you look at me, you will see twilight after the sun has set (the end of the day) which will be replaced by night-time. The speaker right to death, but in death rest (sleep) is eternal.

*In me thou see'st the twilight of such day
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest*



In this **quatrain**, Shakespeare uses a **metaphor** comparing the speaker and old age to the end of the day as the sun has set. Again, the speaker and his age are the **tenor**, but this time the **vehicle** is the time of day (twilight).

1. Why would Shakespeare compare old age to the end of a day?
2. What does the image of the sun setting imply about old age?
3. How is death similar to the night?
4. "As after sunset fadeth in the west" What verb is used in this line? What could it suggest?
5. What might this metaphor imply about how the speaker feels about old age and death?

Sonnet 73: Quatrain 3



In the third **quatrain**, the speaker continues to address his unknown lover. He says to his lover: in me you see the last remains of a fire glowing on top of a bed of ashes (representing the speaker's past youth) and on which the last embers of the fire will die.

*In me thou see'st the glowing of such fire
That on the ashes of his youth doth lie,
As the death-bed whereon it must expire,
Consum'd with that which it was nourish'd by*

In this quatrain, Shakespeare uses a **metaphor** comparing the speaker and his old age to a fire that has nearly gone out. Again, the speaker and his age are the **tenor**, but this time the **vehicle** is the last embers (small pieces of burning or glowing coal or wood in a dying fire) of a fire that is almost out.

1. Why might Shakespeare compare an old man to the “glowing of a fire” lying on “the ashes of his youth”?
2. What do “ashes” represent? What do we associate them with?
3. Why might the speaker be “consumed” (eaten up) by the ashes of his youth? What kind of word is this?
4. Why might Shakespeare be comparing old age and dying to the last embers in a fire?

Sonnet 73: Quatrain 4

In each **quatrain**, the speaker compares himself as an old man to a different thing. First he compares himself to a tree with only a few leaves left on it, then he compares himself to twilight as the sun goes down and night approaches and finally he compares himself to the dying embers of a fire lying on the ashes of its youth.

In the final **rhyming couplet**, the speaker says to his lover: you see that I am old and it makes your love for me even stronger because if you know that you are going to be parted from someone soon (because they are old and will die soon), you love them even more.

***This thou perceiv'st, which makes thy love more strong,
To love that well which thou must leave ere long.***



The **rhyming couplet** at the end of an English sonnet usually emphasises the theme of the sonnet. It might sum up the message of the lines which have gone before it, or offer a new twist on the ideas of the poem. In Sonnet 73 the speaker, after reflecting on their old age and the fact that they will die soon, offers a positive view on old age—that their advanced years should encourage their beloved to love them more rather than less because they will have less time together.

1. What has changed in the speaker's tone?
2. What do they want to encourage their beloved to do?
3. How does the speaker feel at the end of the sonnet?

Task: Extended Response

You are going to write an short paragraph analysing the structure and language of Sonnet 73. Let's answer some questions together first, these will help you build your paragraph after, Answer each question in full sentences. Some sentence starters have been provided to help you get started.

1. **What type of sonnet is Sonnet 73?**
2. **What themes does it explore?**
3. **Who does the speaker address?** The speaker in the poem addresses...
4. **What figurative device is used throughout?** Throughout the poem, Shakespeare uses... to describe the speaker's...
5. **What message is communicated in the concluding rhyming couplet?** In the final stanza, the speaker encourages his beloved to...
6. **What figurative device is used throughout the sonnet?**
7. **Choose one of the metaphors and explain what the comparison shows about aging and dying.**

In the ... quatrain, the speaker compares himself to...

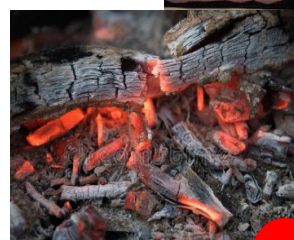
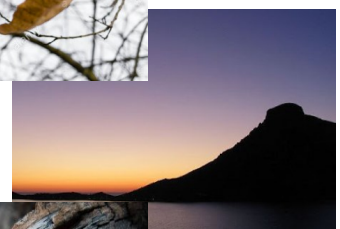
This is portrayed in the line: "_____"

This comparison might suggest that the speaker feels ...

Shakespeare might be comparing old age and dying to... to emphasise...

Sonnet 73

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.
In me thou see'st the twilight of such day
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest.
In me thou see'st the glowing of such fire
That on the ashes of his youth doth lie,
As the death-bed whereon it must expire,
Consum'd with that which it was nourish'd by.
This thou perceiv'st, which makes thy love more strong,
To love that well which thou must leave ere long.



Knowledge Review

1. What type of Sonnet is sonnet 73?
2. What meter is Sonnet 73 written in?
3. What does this rhythm mimic?
4. What themes does Sonnet 73 explore?
5. Who is Sonnet 73 addressed to?
6. How many quatrains are there in Sonnet 73?
7. In the first quatrain, what does the speaker compare himself in his old age to?
8. In the second quatrain, what does the speaker compare himself in his old age to?
9. In the third quatrain, what does the speaker compare himself in his old age to?
10. What do we call the last two lines of an English sonnet?
11. In the last two lines of the sonnet, what is the speaker's message for the person he loves?
12. In the first quatrain, what the speaker uses personification to describe the bare branches of the trees in the cold. Identify the quote and explain what it might suggest about the speaker in his old age.
13. In the second quatrain, what does the speaker compare death to?
14. In the third quatrain, what does the speaker compare his past youth to?
15. Why might Shakespeare choose to use metaphors to do with the seasons, time of day and fire to portray the nature of old age?
16. How do you think that the speaker views his old age? Does this change at all?

When you finish the knowledge review above, complete the word search! As a challenge can you define any of these key words?

Couplet
 Feet
 Figurative language
 Free verse
 Hyperbole
 Iambic pentameter
 Idiom
 Line
 Literal language
 Metaphor
 Personification
 Quatrain
 Shakespeare
 Simile
 Sonnet
 Stanza
 Syllable
 Tenor
 Vehicle

U	C	J	Q	F	I	G	U	R	A	T	I	V	E	L	A	N	G	U	A	G	E	D
M	J	R	I	A	M	B	I	C	P	E	N	T	A	M	E	T	E	R	N	L	F	X
J	M	G	N	F	O	Z	X	M	I	V	G	G	W	E	K	T	R	X	O	O	C	C
C	C	V	B	B	X	P	O	I	Y	X	R	U	H	S	S	V	E	O	I	M	H	N
L	I	T	E	R	A	L	L	A	N	G	U	A	G	E	H	V	T	E	T	Q	Y	I
K	F	R	E	E	V	E	R	S	E	R	S	N	N	F	A	H	E	I	A	J	P	A
O	W	L	N	C	H	S	S	Y	R	T	V	J	M	A	K	M	M	X	C	J	E	R
H	N	A	M	B	O	W	T	T	F	Z	C	D	D	B	E	G	E	U	I	V	R	T
V	B	Y	E	E	C	U	N	G	A	P	C	H	L	N	S	G	X	V	F	G	B	A
A	C	S	T	L	I	T	P	L	G	N	R	N	I	X	P	O	V	E	I	R	O	U
D	S	O	A	B	A	E	C	L	E	R	Z	W	N	V	E	P	T	H	N	D	L	Q
J	A	N	P	A	C	N	F	T	E	V	B	A	E	J	A	I	P	I	O	M	E	F
D	H	N	H	L	H	O	E	O	I	T	I	K	V	Y	R	U	A	C	S	G	J	Y
W	R	E	O	L	Z	R	E	M	Q	V	Y	T	C	H	E	Z	W	L	R	C	L	P
Q	T	T	R	Y	E	K	T	N	M	O	I	D	I	H	Q	X	L	E	E	Q	B	N
B	M	Y	S	S	Y	L	N	T	E	L	I	M	I	S	Q	E	N	X	P	N	C	W

Sonnet 18

We will now read one of Shakespeare's most famous sonnets. We will follow similar steps to unpack the meaning of the sonnet, and to see how Shakespeare uses language. In Sonnet 18, Shakespeare wonders whether he should compare his love to a summer's day. This is a wrong comparison because the person he loves is better. There are many problems associated with summer; strong winds can destroy flowers, the season ends too quickly, and the sun can get too hot or it can be covered by clouds. Also, everything that is beautiful does eventually die. Summer will end but the beauty of the person will never fade. Even death will never be able to destroy the person Shakespeare loves because they will exist in poetry.

Before we read, let's write down some of your own personal opinions. **Imagine the perfect summer day. It is early summer with the perfect mixture of comfortable temperature and weather. List all the details about this perfect day in the chart below. Copy and complete in your books.**

See	
Hear	
Touch	
Taste	
Smell	

Challenge: Think about a person you care about. How are this perfect summer day and this person alike? How are they different?

Before we start to unpack the meaning of each quatrain let's read Sonnet 18 and see what we notice about structure. See if you can find the same structural patterns and rules as Sonnet 73. Let's read the sonnet together. **What are your first impressions?**

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 dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wand'rest in his shade,
When in eternal lines to Time thou grow'st.
So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.

1. What rhyme scheme is used in the poem? Go through each line and assign it a letter.
2. How many syllables can you count in the first 3 lines of the sonnet? What do you notice?

Line 1:

Line 2:

Line 3:

3. Group the syllables into feet in the lines below. The first line has been done for you.

Remember, each foot is 2 syllables, one unstressed and one **stressed**. Let's group these 3 lines into five 2 syllable feet.

Stress: x - x - x - x - x -

Syllable: Thou art/ more love/ ly and/ more temp/ er ate.

Thou **art**/ more **love**/ ly **and**/ more **temp**/ er **ate**.

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,

Sonnet 18: Quatrain 1

Now that we have gone over the structure of Sonnet 73, let's look at the language and how Shakespeare uses metaphors to describe how a speaker views beauty.

In the first **quatrain**, the speaker praises his beloved who is more lovely than a summer's day. Even early summer is marked by strong winds which can ruin the buds of flowers.

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.



In this **quatrain**, Shakespeare sets the sonnet's **subject** and **tone**. In this case the poet compares the lover to a summer day. But the poet also suggests that this comparison is unfair because summer is not always gentle and does not last very long.

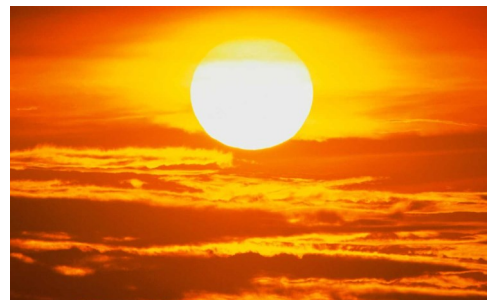
The first line announces the comparison, but the second line follows on to say that the lover is more perfect than a summer's day. In Shakespeare's time May was considered a summer month, which is why it is referenced in the third line. The season seems too short and people tend to complain that it is either too hot or when it is overcast. The speaker suggests that for most people, summer will pass too quickly.

1. In this quatrain, what is the poet comparing? Why is this comparison effective?
2. What language technique is being used in the first line of the poem? (Hint: Look at the punctuation being used) Why is this an effective opening line?
3. What kind of word is "temperate"? What does this mean and suggest in this context? How is this an appropriate word to describe both a day in summer and a person?
4. In this sonnet, Shakespeare compares his love to a summer's day. What references to the summer are there in this quatrain? Highlight these words in the extract above.
5. The fourth line contains a metaphor. Can you explain it in your own words?

Sonnet 18: Quatrain 2

This quatrain details how the summer can be imperfect, having traits that the speaker's lover does not possess. This section further expands on the theme of the lover's beauty. It also makes the reader think about the fact that beauty fades, and nothing can change that. Shakespeare continues to use an **extended metaphor** to compare his love to a summer's day.

**Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed;**



The poet describes that summer can be too hot, or too cloudy and that beauty will fade, just as nature will change and people will grow old.

1. What kind of figurative language is being used in the line, "the eye of heaven"? What effect does this have?
2. How is the sun further personified in line 6? What words or phrases does Shakespeare use?
3. Explain how something that is fair might "decline"? What does this mean?
4. What aspect of a summer's day is the poet using as a comparison in this quatrain?

Sonnet 18: Quatrain 3

In the third **quatrain**, the speaker says that his lover will not change but will actually become an eternal summer after being compared to a summer that changes in quatrain 1 and 2. Now the speaker thinks that his lover will not lose their beauty and will never die. They will forever stay fair and even cheat death and time, by becoming eternal.

**But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wand'rest in his shade,
When in eternal lines to Time thou grow'st.**



This quatrain explains that the lover will possess eternal beauty and perfection. In line 10 "ow'st" is short for ownest, meaning possess. In other words, the youth "shall not lose any of your beauty." In line 12 "eternal lines" refers to the undying lines of the sonnet. Shakespeare realised that the sonnet is able to achieve an eternal status, and that it will make his lover immortal.

1. What word in this quatrain signals a shift in the poem?
2. The speaker states that "thy eternal summer shall not fade." Explain this metaphor in your own words.
3. How is death personified in line 11? What effect does this have?

Sonnet 18: Quatrain 4

In each **quatrain**, the speaker compares their lover to a summer's day, taking this comparison further each time and suggesting that even this comparison is unfair as summer is not perfect. Summer can be story, brief lived, hot, cloudy and is subject to the changes of nature.

The final two lines reinforce the idea that this poem guarantees that the lover remains young and eternal. Life is not an easy passage through time for most people, as random events can radically alter who we are. In this poem, the vagaries of the English summer are called up again and again as the speaker attempts to put everything into perspective. Finally, the lover's beauty, metaphorically an eternal summer, will at least be preserved forever in the poet's immortal lines.

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



This couplet discusses that for as long as humans live and breathe on earth with eyes that can see, this is for how long these verses will live. These lines will celebrate the poet's lover and will continually renew their life. The poet now summarises their main idea: now immortalised in this poem, the lover will live as long as there is life on earth.

1. **What does the final couplet reveal about the power of literary work?**
2. **How is this connected to the overall message of this sonnet?**

Main Ideas and Themes

- One person's love for another person (this is a romantic poem)
- Nature is not perfect. Shakespeare reveals that the natural world is brief and imperfect. The sun's "gold complexion" is often dimmed. The season of summer, like life will eventually end.
- Art, poetry and literature are all permanent. Shakespeare's love is timeless because it is preserved in his poetry.

Task: Extended Response

Now you have successfully read and understood two different sonnets! Let's see if you can answer some questions below and turn your ideas into a paragraph.

1. **What themes does Sonnet 18 explore?**
2. **Who does the speaker address?** The speaker in the poem addresses...
3. **What figurative device is used in this poem?** In this poem, Shakespeare uses... to describe the speaker's...
4. **What message is communicated in the concluding rhyming couplet?** In the final stanza, the speaker encourages his beloved to...
5. **Use the following line to discuss what the speaker is trying to say about the beauty of his beloved: "But thy eternal summer shall not fade"**

In the third quatrain, there is a change in tone and the speaker...

This is portrayed in the line: "_____"

This metaphor might suggest that the speaker feels ...

The reader might be left feeling... because...

Year 7 Autumn 2 English Knowledge Organiser: Shakespeare's Sonnets

Section 1: What is poetry?

- Poetry is a type of literature that attempts to stir a reader's imagination or their emotions.
- The poet does this by carefully choosing and arranging language for its meaning, sound and rhythm.
- Poetry appears in great many forms and styles. This makes it difficult to define exactly.
- One thing that makes poems different to other types of writing is their structure. The words of a poem are arranged in lines and groups of lines are called stanzas.
- Some poems use patterns of syllables in a certain way to create the rhythm of the poem. These are rhyme schemes.
- Poems use figurative language to communicate feelings or ideas or to evoke a specific atmosphere.

Shakespeare's plays are perhaps his most enduring legacy, but he was a prolific writer who also wrote lots of poetry. This included 154 sonnets.

Section 2: Keywords

Sonnet – a type of poem

Stanza – a group of lines in a poem which divide the poem sometimes indicated by an indentation or blank line

Metre – contributes to the rhythm of the poem; determined by the amount and type of feet in a line.

Foot – a group of 2-3 stressed and unstressed syllables

Syllable – a single, unbroken sound in a word

Iamb – an iamb is a type of foot which has 2 syllables- 1 unstressed syllable, followed by a stressed syllable

Iambic pentameter – a rhythmic pattern comprising of five iambs in each line

Rhyme – a strong, regular repeated pattern of movement or sound

Rhyme – words that sound similar to each other when you say or hear them.

Literal Language – expressions which mean, 'what they say'

Figurative Language – language that uses words in ways that deviate from their literal interpretation to achieve a more complex or specific effect

Quatrain – a four-line stanza

Section 3: Sonnets

- 14 lines long
- 3 quatrains and a rhyming couplet
- ABAB CDCD EFEF GG rhyme scheme
- Written in iambic pentameter

Section 1: What is poetry?

Task 1: Look/cover/write/ check key information in Section 1

Section 2: Keywords

Task 2: Learn/cover/write and check the spellings of the keywords above.

Task 3: Learn/cover/write and check the definitions of the keywords.

Task 4: Use each of the keywords in a sentence correctly.

Section 3: Sonnets

Task 6: Look/cover/write and check the features of a sonnet

Section 4: Figurative Language

Task 7: Learn/cover/write and check the types of figurative language and their definitions

Task 8: Come up with your own examples for each type of figurative language.

Section 4: Figurative Language

Figurative language refers to the language that uses words in ways that deviate from their literal interpretation to achieve a more complex or specific effect. Some examples of figurative language are:

- Metaphor**- a figure of speech that makes a comparison between unrelated things by stating one thing is the other
- Simile** - makes a comparison between two unrelated things using 'like' or 'as'
- Personification**- non-human things are described as having human attributes
- Hyperbole**- an intentional exaggeration of the truth, used to emphasise the importance of something or to create a comedic effect
- Idiom**- a phrase that has gained a meaning that is different from the literal meaning of the words.