**Sonnet 18** by William Shakespeare

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| 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. |

**Comprehension**

* Divide the sonnet up into quatrains and couplets. Then, write the main message/purpose of each quatrain or couplet alongside of it.

**Rhyme Scheme**

* Write out the rhyme scheme by each line of the sonnet. Then, write how the couplet’s rhyme scheme influences the reader.

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**Meter**

* Write out the iambic pentameter of one line in the sonnet (10 syllables, five iambic feet, each foot containing a stressed and an unstressed syllable). Then, determine which line seems to break from iambic pentameter most and consider why Shakespeare would do this.

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**Theme**

* Write this sonnet’s theme about love in one complete sentence.

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**Sonnet 130** by William Shakespeare

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.

**Comprehension**

* Divide the sonnet up into quatrains and couplets. Then, write the main message/purpose of each quatrain or couplet alongside of it.

**Rhyme Scheme**

* Write out the rhyme scheme by each line of the sonnet. Then, write how the couplet’s rhyme scheme influences the reader.

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**Meter**

* Write out the iambic pentameter of one line in the sonnet (10 syllables, five iambic feet, each foot containing a stressed and an unstressed syllable). Then, determine which line seems to break from iambic pentameter most and consider why Shakespeare would do this.

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**Theme**

* Write this sonnet’s theme about love in one complete sentence.

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