

What is true love?

Use the cards and finish the sentence using metaphors or similes: True love is (like)....

Walk around in the classroom and discuss your ideas with different partners.

Get together in small groups (max. 4) and put your ideas on a poster or create a Mahara-Page (in the page you could also include pictures of „true“ love- -situations).

Also think of films you have watched – how do they „explain“ true love – what’s your favourite? Share your ideas/ findings on the poster/page.

Sonnet 113

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds
Or bends with the remover to remove.
O, no, it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wand’ring bark,
Whose worth’s unknown, although his height be taken.
Love’s not Time’s fool, though rosy lips and cheeks
Within his bending sickle’s compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error, and upon me proved,
I never writ, nor no man ever loved.

true here: faithful
marriage here: union
to admit here: to allow to enter
impediment s.th. that stops a development
to bend ... to remove to change when the other person's love changes
mark here: signal for ships
tempest (old) storm
bark sailing ship with three masts
to take a height here: to measure a position
sickle Sense
compass here: reach
to bear s.th. out to be patient and loyal despite difficulties
edge of doom end of the world; death
to prove here: to demonstrate
writ (old) wrote

Working with the sonnet:

1. In small groups discuss what you need to do to UNDERSTAND the sonnet.
Try not to simply research the explanation or use AI – this can be done later.
Agree on steps to take to get into the text and the language. Use Post-Its for your steps and arrange them on the progress-poster.

Maybe helpful: What does Shakespeare mean with „impediments“? How does the SPEAKER (lyrisches ICH, not author!) feel about them?

2. Find and explain the positive metaphors for love in the sonnet.
3. Which lines in the sonnet appeal to you most? Which ones are particularly difficult?

So what does Shakespeare say about true love?

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.

temperate mild, calm
darling buds young,
lovely flowers
lease (legal) the right to
use s.th. for a certain time
date here: duration
eye of heaven (fig.) sun
complexion here:
appearance
nature's changing course
untrimmed the changing
state of nature which is not
controlled by anything
to owe (archaic) to own,
to possess
to brag to speak proudly
of s.th. which may not be
true
eternal lines immortal
verses
to time thou grow'st you
and time become one, i.e.
eternal

→ Possibilities of working with this sonnet – choose what you think is helpful or use all - up to you:

1. Follow the speaker's line of thought by answering these three questions:
 - How is the speaker's initial question answered?
 - What characteristics of summer are referred to in the images used?
 - What problem does the speaker face and what solution does he offer?
2. What is the speaker referring to when he speaks of „thy eternal summer“ and „his shade“?
3. Find examples of the characteristics of a Shakespearean sonnet (also see box)

Shakespearean sonnet

A sonnet is a fourteen-line poem written in iambic pentameter, i.e. an unstressed syllable is followed by a stressed syllable five times. A Shakespearean sonnet is usually made up of three quatrains (four lines of verse) and a concluding couplet of two lines, sometimes written 4 + 4 + 4 + 2, which form clear units in a line of argument and rhyme abab cdcd efef gg.

4. Try to translate the concluding couplet into poetic German. Keep as close to the original as possible, the lines do not have to rhyme.
5. Listen to the recording by David Gilmour. Try reciting the poem on your own/ in groups. Vary tone/ expression – you might want to record it...

This is probably the most famous sonnet...can you relate to it?

Compare the attitudes to love expressed in the two sonnets.