

## Verse + Prose

### - Verse

- Mostly 10 syllabus
- Formal / Public
- Religious / Ritual / "God"
- Declarative: love / Promises
- Upper class ( $f_{\text{verse}} > f_{\text{prose}}$ )

Exception:

[Aside]. I.3.40

"Breaking the fourth wall."

### - Prose

- Private / Informal situation / Introspection.
- Lower classes ( $f_{\text{prose}} > f_{\text{verse}}$ )

⇒ A liminal space.

↓  
Someone in between

## Pronouns & Social Class

- Superior to inferior  
thou: objective (客)  
thou: subjective (主)  
thy / thine:  
• Inferior to superior / Equal.  
you / your / yours.

Ex. Portia & Nerissa.

Ex. I.3.126 changing to "thee".

## Rhythm

Iambic

˘ /

Trochaic

/ ˘

Spondee

Anapestic

Dactylic

Pyrrhic

"In sooth, I know not why I am so sad."

"Bring me the fairest creature northwest born."

Breaking the rhythm is a signal for the actors  
By disrupting, attract the readers' attention.

Ex II.7.3-9.

⇒ difference influence on different performers.

## Punctuation

"." full stop

":" Not as long stop;  
often to  $\Delta$  the next sentence.

";" Some ideas related to the first sentence.  
Some "side thought".

"," Slight pause. Separation within complete idea.

→ A clue for the actors.

## Contractions

Save paper. / colloquial / rhythm.

'd = ed ; ne'er = never ; o'er = over

i'th = in the ; o'th (of the).

"ed" [zed] pronounced vowels

## (Rhyme)

= Emphasis. what's being expressed

- life and education

- Shakespeare

  - incantation.

  - heroic couplet.

  - \* often punctuation / summation. (in the end).

## Syntactical Structure

- End stopped line.
- Enjambment
- Spite line (following straight from the precedent line)
- Short line
- Inversion. mixing v. n. a. etc. order to emphasize.

Ex. 265

Eager to break in.