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**Developing contemporary English: historical view of
the lexicon**

Karolína Sedláková

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the lexicon**

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Prohlašuji, že jsem práci zpracoval(a) samostatně a použil(a) jen uvedených pramenů a literatury.

Plzeň, duben 2017

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1 INTRODUCTION

The Bachelor's thesis deals with the history of the English language with great attention to the contemporary language of teenagers.

Its objective is to summarize the history of the English language, started from the Old English period; continue with the Middle English period, than the Early Modern English period and the Late Modern English. The aim of the practical part of this thesis is to present the language of teenagers as re-stylization of a classic drama and also to provide and describe the process of such a transformation.

The intention of this thesis is not to show the grammar view but to present the development of the English language in general and to take into consideration all the factors that somehow influence contemporary English. Therefore, the thesis does not include any chapters dealing with grammar itself.

The thesis is structured into six parts. The first two parts are theoretical and the practical parts will follow. The very first part, titled The History of the English language, consists of five chapters. First, the beginning of the English is summarized. Next, the Old English period is described. In the following chapter, the Middle English period is presented. The next chapter deals with the Early Modern English period and the influence of Shakespeare, the "man of words". The last chapter of the first part focuses on the Late Modern English.

The second theoretical part is specialized in the part of the Late Modern English which represents the English of the teenagers so-called the Generation Z. This part constitutes the description of the Generation Z as well.

The practical part consists of particular text translation and transformation. For this practical task, Shakespeare's piece of work was selected and the aim of the thesis is to translate particular chosen part into modern English and then re-stylized into the language of the teenagers in order to show the most used words by Generation Z and the manner of communication among teenagers. Chosen translated excerpts are followed by the commentary and the glossary.

The most of our sources were electronic articles, which are all mentioned in the endnotes. The significant part of the theoretical part is based on the printed monographs, namely, A history of the English language written by Albert C. Baugh and Thomas Cable and The history of the English language by Brigit Viney.

As an appendix of this thesis is enclosed particular chosen pictures which illustrated the usage of certain new words and the source text.

2 THE HISTORY OF THE ENGLISH LANGUAGE

2.1 THE BEGINNING OF ENGLISH

The English language is in these days known as a “world language” of “lingua franca” due to its usage in many parts of the world. It is spoken as a first language by 320-370 million people. It is also used as a second language by about the same number of people, and as a foreign language by millions more. [1]

The beginning of the English language is dated from the end of the eighteenth century when the British judge, Sir William Jones, began to study Sanskrit. This is the ancient language of India at that time used in Indian law. [2] During his studies Sir William Jones noticed how similar Sanskrit, Latin, Greek and other European languages were.

It was widely believed that Latin, Greek and all European languages had come from Sanskrit, but Jones had another opinion. He was convinced that Sanskrit, Greek and Latin all came from the same source that might have disappeared.

Centuries later, after many researches and studies were founded that all the languages mentioned above belong to the enormous family of languages, called the Indo-European language family.

Historical resources tell us that there were the groups of Indo-European speakers who had been moving across Europe, the Celts. As they began to spread out from their native country, different dialects of their language began to appear. Celtic language was probably the first Indo-European tongue spoken in England. [3] The group that populated Southern England and Wales spoke a kind of Celtic called the Brythonic branch, those who settled in Scotland and Ireland spoke the Goidelic branch (Gaelic). [4]

After the Celts, there was an incident that had a great impact on the development of the English language, the Roman invasion in AD 43. They remained on the invaded territory for almost four hundred years. Moreover the Britain was conquered again in the middle of the third century AD by the Germanic tribes.

The Germanic tribes – the Saxon, the Angles and the Jutes – almost all of these invaders spoke dialects of a language they called Englisc. [5] Due to the influence of these new inhabitants, the English language began to develop and change.

2.2 OLD ENGLISH period 450 – 1100 AD

The dialects spoken by the first Anglo-Saxon are known as the Old English. According to our sources, this language was spoken in England from the settlement of the Anglo-Saxon until the Norman Conquest in 1066.

We distinguished four main dialects of the Old English: West Saxon (in the south and west Kingdom of Wessex), Kentish known as Kent (in southeast England), Mercian (in the Kingdom of Mercia – modern Midlands) and Northumbrian (in Northumbria, north of the Humber). These dialects differed from each other in grammar, vocabulary and pronunciation.

Old English remained only about twenty Celtic words, otherwise was almost purely Germanic. [6]

As a result of the arrival of St. Augustine and a group of monks in Kent whose mission here was to spread Christianity Old English was enriched by a number of Latin words from the Roman Christians. According to the book *The history of the English language* written by Brigit Viney, “about 450 new Latin words appeared in Old English literature, for instance: munuc (monk), scól (school), fenester (window), cest (chest), spendan (to spend), sealtian (to dance), tyrnan (to turn)”. [7]

By the eighth century, England became a centre of culture and learning in Western Europe. With Christianity, writing was introduced – monks started to write not only in Latin but in Old English as well.

“The piece of literature which is connected with the Old English period is a long poem called *Beowulf*”. [8]

The Vikings or “Danes” as they were called mentioned another great influence on the English language. Beside other things, they brought the language called Old Norse. After many attacks from Vikings’ part and the battles between the Anglo-Saxons and the Vikings, King Alfred, the winner of one important battle, made an agreement with the Vikings – to divide England into two parts. King Alfred’s decision made English the language of education and literature instead of Latin. [9]

In the 1066, William of Normandy defeated the English army and dated from this bloody incident, the history of the English language would change. Norman French promptly became the language of the governing classes and remained so for the next two hundred years. [10]

French and Latin became the languages of government, the Church, the law and literature. Nevertheless, the French was not limited only to inhabitants of Norman or French blood, English people who wanted to have an important position in contemporary society learnt French as well.

However, Normans started to use English more and more and the mingling of these two nations caused that the position of the two languages in England changed.

Slowly, the upper classes began to feel prouder of their English than of their French in comparison with the speakers of the Parisian French in France. The representatives of lower classes could not speak French at all and continued to speak only English.

The continuing competition between England and France led to the Hundred Years' War (1337-1453). [11]

As one of the results of this conflict, English was used more and more in the government, and in the fifteenth century, English utterly replaced French, and Latin as the language of written communication.

The Norman Conquest can be considered as the transition point between the Old English and the Middle English. [12]

2.2.1 The Vocabulary of the Old English

As stated in the book by Albert C. Baugh and Thomas Cable, "the differences between Old and Modern English concern spelling and pronunciation, the lexicon, and the grammar." [13] However, still the hundred most common words in Modern English have Old English roots.

These Old English words are for very basic things and ideas: "mann (person), wif (wife), cild (child), hús (house), mete (meat, food), drincan (drink), etan (eat), slæpan (sleep), æfter (after), libban (live), feohtan (fight), weal (wall), fugol (fowl, bird), gód (good), strang (strong) and, we, on, is" [14] and many more.

The order of words in a sentence was different from those in Modern English. The vocabulary of Old English is almost completely Germanic that creates another difference between Old English and Modern English – the absence of the words derived from Latin and French which are natural part of today's vocabulary.

To enrich the vocabulary, Old English used mainly its own resources, not borrowings from other languages. For the creation of new words prefixes and suffixes were widely used. [15]

2.3 MIDDLE ENGLISH period 1150 – 1500 AD

During this period, the English language had been changing enormously – English lost many of Old English words but thousands of French and Latin expressions came into the language.

These changes did not refer only to the vocabulary but to the grammar as well. As a result of these grammar changes, English became an extremely analytic language. In addition it can be said that during this period English became simpler.

Nevertheless, the grammar became simpler; the spoken language was much richer. As stated in the book written by B. Viney: “Between 1100 and 1500, about 10.000 French words were taken into English, three-quarters of which are still in use.” [16]

2.3.1 The French influence on the vocabulary

Occasionally, Old English words were replaced by the French words, for instance: leód (Old English) was replaced by people (from the French *peuple*), but from time to time both the French and Old English words survived with small differences in meaning: ask (Old English), demand (French), wedding (Old English), marriage (French), king (Old English), sovereign (French). [17]

The borrowings from French were mainly connected to government, administration and law, for instance:” government, govern, administer, crown, state, empire, realm, reign, royal, prerogative, authority, sovereign, majesty, scepter, tyrant, usurp, oppress, court, council, parliament, assembly, statute, treaty, alliance, record, repeal, adjourn, tax, subsidy, revenue, tally, exchequer, subject, allegiance, rebel, traitor, treason, exile, public, liberty”, etc. [18]

The titles of many office workers also came from French, such as “chancellor, treasurer, chamberlain, marshal, governor, councilor, minister, viscount, warden, castellan, mayor, constable, and coroner”.

The most of the designation of ranks are French: “noble, nobility, peer, prince, princess, duke, duchess, count, countess, marquis, baron, squire, page as well as the titles of respect: sir, madam, mistress”.

The spread of new words were also connected to church and Christianity, for instance “religion, theology, sermon, homily, sacrament, baptism, communion, confession, penance, prayer, lesson, passion, psalm, clergy, clerk, prelate, cardinal, legate, dean, chaplain, parson, pastor, vicar, sexton, abbess, novice, friar, hermit, crucifix, crosier, miter, surplice, censer, incense, lectern, image, chancel, chantry, chapter, abbey, convent, priory, hermitage, cloister, sanctuary, creator, savior, trinity, virgin, saint, miracle, mystery, faith, heresy, schism, reverence, devotion, sacrilege,

simony, temptation, damnation, penitence, contrition, remission, absolution, redemption, salvation, immortality, piety, sanctity, charity, mercy, pity, obedience, adore, convert, sacrifice” etc. [19]

Loan words from the field of army and navy were for example “peace, enemy, arms, battle, combat, skirmish, siege, defense, ambush, stratagem, retreat, soldier, garrison, guard, spy, captain, lieutenant, sergeant, dart, lance, banner, mail, buckler, hauberk, archer, chieftain, portcullis, to arm, defend, brandish” etc. [20]

From the department of social life which was determined by upper classes speakers came from French into English words such as “fashion, dress, apparel, habit, robe, attire, collar, coat, veil, train, chemise, lace, embroidery, pleat, gusset, buckle, button, boots, galoshes, satin, taffeta, fur, sable, beaver, ermine, vermilion, blue, brown, scarlet, saffron, russet, jewel, ornament, ivory, enamel, pearl, diamond, crystal, coral” etc. [21]

English underclass cooked for Norman upper class that is why the words for domestic animals are English (“ox, cow, calf, sheep, swine, deer”), while the words for meats derived from them are French (“beef, veal, mutton, pork, bacon, venison”). [22]

A variety of new words were connected to the innovations made by French in domestic social life and economy, for instance “chair, cushion, screen, lamp, quilt, towel, basin, wardrobe, recreation, leisure, dance, carol, fool, lute, melody, music, chess” etc. [23]

From the section of art, learning and the medicine following words came into English for instance “art, painting, sculpture, color, figure, image, poet, rime, prose, romance, paper, pen, study, logic, geometry, grammar, noun, gender, medicine, physician, surgeon, malady, apothecary, pain, plague, anatomy, stomach, pulse, balm, arsenic, poison” etc. [24]

Beside French, Latin became a great source of new words. These words entered mainly from the books about law, medicine, science, literature, Christianity due to there were no equivalents in English yet.

According to our sources, French words were mainly used by the upper classes, on the contrary, the Old English words by the lower classes. [25]

These changes mentioned above did not happened at the same time everywhere. The dialects always slightly differ from each other and understanding among locals made difficulty.

The great change for the English language came at the beginning of thirteenth century – English was used more and more in official papers and literature.

In 1476, certain William Caxton brought to London the printing machine, the invention that had an enormous effect on the development of the language. [26]

As the official language, in which the books were printed, was chosen the East Midlands dialect, but the variations in spelling continued into the eighteenth century.

2.4 EARLY MODERN ENGLISH PERIOD 1500 – 1800 AD

The Early modern English period, also called as The Golden Age of English writing was closely connected to the introduction of printing.

From the beginning of the sixteenth century, English replaced the Celtic language of Britain: Welsh in Wales, Gaelic in Scotland and Ireland and Cornish in Cornwall. [27]

During the sixteenth and seventeenth centuries, the writers needed to describe new things and ideas. Therefore, they borrowed approximately 30.000 words from about fifty languages. Many of these borrowings are still used nowadays. Among the languages that enriched the English vocabulary at this time belong French, Latin, Greek, Italian, Spanish, and Portuguese. [28]

Other new words came into the English from the explored lands, such as from the Americas, Africa, and Asia.

Another source of the new words were experiments with the language – verbs were used as nouns or nouns as verbs, adjectives were generated from nouns or two separate words were combined. The suffixes and prefixes were used for the creation of new words as well. [29]

2.4.1 William Shakespeare

The most important character, who is being presented as the greatest writer and the inventor of new words and expressions which change English vocabulary forever, is William Shakespeare.

His plays are so interesting and widely read due to their themes which are timeless and still relevant in these days. It is considered almost unbelievable that almost 400 years after he wrote his plays, people are still reading and watching them.

Over the years, he wrote 37 plays, some long poems and 154 fabled love sonnets. [30]

From the available sources we know that Shakespeare enriched the English language with approximately 3.000 words that he used in his plays and poems. It can be said that a lot of these words became such commonplaces that helped set

standards for Modern English and many of Shakespeare's expressions are still widely used in today's English.

A list of the selected words and phrases invented by Shakespeare:

"Gloomy" - Titus Andronicus

"Laughable" - The Merchant of Venice

"Majestic"- The Tempest

"Lonely" -Coriolanus

"Radiance"- King Lear

"Hurry"- Henry VI Part 1

"Generous"- Hamlet

"Frugal"- Much Ado about Nothing

"Critical"- Othello

"Courtship"- The Merchant of Venice

"Undress"- The Taming of the Shrew

[31]

"Addiction"- Othello

"Assassination" – Macbeth

"Cold-blooded" - King John

"Half-blooded"/"hot-blooded" - King Lear

"Uncomfortable" - Romeo and Juliet

[32]

"For goodness sake" - Henry VIII

"All's well that ends well" - All's Well That Ends Well

"With bated breath" - The Merchant of Venice

"Too much of a good thing" - As You Like It

"A heart of gold" - Henry V

"Naked truth" - Love's Labour's Lost

"Vanish into thin air" – Othello

"Truth will out" - The Merchant of Venice

"Give the devil his due" - Henry IV, Part I

"Wear your heart on your sleeve" – Othello

[33]

"Love is blind" — The Merchant of Venice

"Kill with kindness" — The Taming of the Shrew

"In my mind's eye" — Hamlet

"Jealousy is the green-eyed monster" — Othello

"Forever and a day" — As You Like It

"Break the ice" — The Taming of the Shrew

[34]

2.4.2 The Seventeenth century

The translation of the Bible meant great influence on the language. Even though the translators did not invent new words, they used the old ones in order to make the language sound more poetic and musical when it was read out loud.

The seventeenth century mentioned for English language the creation of an official organization to take control over the English. One of the representatives was Jonathan Swift who wanted to make grammar and spelling rules to replace some words by the correct ones.

Owing to the fact that the idea of Jonathan Swift was not accepted by the majority, different spelling guides, dictionaries and grammar books began to be written and printed.

There is another evidence of the development of the English language – the first English-English dictionary was printed in 1604 which consisted of about "three thousand hard English wordes". [35]

In 1755, A Dictionary of the English language written by Samuel Johnson was published. This piece of work included 43.000 entries was considered as the most important English dictionary in Britain for more than a century. [36]

The book concentrated only on grammar first appeared in the seventeenth century and many of them were produced in the following century. These grammar books provided the reader the correct way how to write and speak.

It was widely believed that English grammar should be the same as that of Latin. Owing to this fact, the grammars of the ordinary spoken language and the regional dialects were considered as wrong.

The next wave of innovation came with the Renaissance – many of classical Latin and Greek words were transferred into English. [37]

2.5 LATE MODERN ENGLISH PERIOD 1800 AD – Present

This period is defined by the amount of the discoveries and inventions. Owing to this fact there was a huge increase in the vocabulary – the new words for machines, materials, plants, animals, stars, diseases, medicines, scientific ideas etc.[38]

As stated in the book by B. Viney: “about 100.000 new words have entered the language in the last hundred years.” [39]

The new words were mainly formed by combining two old words, were borrowed from foreign languages or new meanings were given to some of the old words. There are some examples with the dates when each word first appeared in writing – “fingerprint (1859), airport (1919), streetwise (1965), online (1950), user-friendly (1977), download (1980)”. [40]

A few words were derived from the names of items we buy – “coke from Coca Cola, walkman from Sony Walkman” [41] also “Kleenex for paper tissue, Xerox for photocopier and Kodak (to refer to cameras of any brand)”. [42]

Some words were shortened such as “photo (photograph), plane (aeroplane), telly or TV (television)”. [43]

The Word Wars left significant marks on the language and enriched the vocabulary with some new military terms, for instance “air raid, anti-aircraft gun, tank, blimp, gas mask” [44] etc.

A considerable part of the new vocabulary was formed by borrowings – from French came words such as “aperitif, chauffeur, chiffon, garage, from Italian ciao, vendetta

and from Spanish canyon, rodeo or cantina". [45] German gave English words such as "festschrift, gestalt, schadenfreude, Russian enriched English of troika, vodka, glasnost and perestroika and Czech Republic gave English the word robot". [46]

"Yin and yang are Chinese words, geisha, sake, samurai, sushi came from Japan". [47]

Another great source of the new words are compounds such as "know-how, lipstick, life-style, greenhouse effect, acid rain, junk food" [48] etc. or the use of prefixes and suffixes as a method of enlarging English language. Common Latin prefixes were used such as "trans- for transoceanic, transcontinental, transformer, post- for postimpressionists, postclassical, postgraduate or pre- for prenatal, preschool, prehistoric and preview". [49]

Suffixes were widely used, such as "-dom for freedom, fandom, filmndom or others such as -some, -ful and -less". [50]

Some of the new words known as acronyms were created by "combining the initial or first few letters of two or more words". [51] For instance "radar (radio detecting and ranging), scuba (self-contained underwater breathing apparatus)" [52] etc.

The English vocabulary was enriched as well by using as common words which were derived from the proper names of persons and places such as "Tabasco (Tabasco river in Mexico), camembert (village in France), limousine (province in France), boycott (captain Charles Boycott), lynch (captain William Lynch of Virginia)" [53] etc.

2.5.1 The Oxford English Dictionary

The description of the stage of Late Modern English period would be incomplete without a statement about the role of the Oxford English Dictionary (OED) which includes all English words since 1150. This dictionary shows the progress of the particular word – when each word was first used in written form and how its meaning has changed over the centuries.

James Murray was assigned to work on this dictionary in 1879 and his goal was to finish the work in ten years. In reality this work lasted for another forty-four years. [54]

As stated in the book written by B. Viney: "The first OED was completed in 1928 and had in total of 414.800 words [...], the second OED, produced in 1989 explains the meaning of 615.100 words". [55] Although OED includes words from North America, Australia, New Zealand, South Africa, the Caribbean, India and Pakistan, it does not cover many spoken and slang words or words from non-British kinds of English. [56]

“The third edition of OED is expected to be completed in 2037.” [57]

A considerable number of the old words were given new meaning and the vocabulary itself, especially youth’s vocabulary, is nowadays influenced by mass media, social media, fashion and technology trends, popular music and film stars as stated in the next chapter.

3 THE GENERATION Z

3.1 The Description of Generation Z

This chapter deals with the description of Generation Z and their vocabulary.

The Generation Z are today’s teenagers; humans born ranging from 1995 to 2012, although precise years vary according to our sources. [58]

The term Generation Z is commonly abbreviated to Gen Z also known as iGeneration. “The word iGeneration is derived from the Apple lineup of popular products.” [59]

Other titles for Generation Z:

“Generation Z

Gen Z Post-Millennials

iGeneration

Gen Tech

Net Gen

Digital Natives

Gen Next

@generation

Screeners

Selfie Generation

Facebook Generation”

[60]

A considerable aspect of the members of Generation Z is its usage of the internet from very young age and its ability of being comfortable with all of the available technology. Another significant feature of Gen Z is its activity on social media websites.

Across generations, teenagers have always used their own teen vocabulary. Using a language particular to the tribe you belong is part of developing self-esteem, confidence and a sense of identity. Teenagers are trying to find their way in the adult world. Having their own language helps them bond with other teenagers and build confidence.

The vocabulary and the means of communication of Gen Z are widely influenced by the technology. Thus texting is the members of iGeneration preferred means of communication, followed by social media interaction. According to researches, the cause of this phenomenon is the fact that most of members of the Gen Z do not remember a time before social media. As a result, they have a tendency to live via the virtual reality. Not surprisingly for cohorts of Gen Z meet and have a fun with their friends mean talking to them via smartphones and social media, but that does not mean that they have a lack of communication skills. On the contrary, they are not poor communicators; they simply use their own manner of communication. Abbreviations and acronyms are widely used to speed up the conversation and formalities, such as correct spelling, grammar rules are mostly ignored. Words are very often replaced by series of letters or numbers. Commas, apostrophes and basically all punctuation are become optional. Another widespread phenomenon is using of emoticons. A considerable number of young people use emoticons to express their state of mind.

The interaction of 24/7 connectors can be summarized in these: make it short and interesting.

3.2 The Impact of social media on the language

The words that surround teenagers have a great influence on the words they use. The majority of their vocabulary is formed by words they see on the screens of their computers, tablets and smartphones.

An important element of social media syntax is the “hashtag – a clickable keyword used to categorize”. [61]

Beside the language that teens share on social websites, they also share more and more personal information. They are also able to communicate with larger audience.

Facebook has a great influence on the language as well in providing new meanings for common used words, such as “friend, like, status, wall, page, profile”. [62]

3.3 Other influences

As other influences on the vocabulary of the iGeneration, we can mention mass media, precisely the internet and television. Especially, the so-called youtubers: “A frequent user of the video-sharing website YouTube, especially someone who produces and appears in videos on the site” [63] who has a large devoted fan-base among teenagers. Current trends in fashion or technology has an impact on teen’s vocabulary and popular film or music stars such as “Disney Channel actresses and singers Selena Gomez and Demi Lovato” [64] or popular “pop-singer Justin Bieber, country-pop musician Taylor Swift and boy-band called One Direction or 5 Seconds of Summer and girl-band Fifth Harmony”. [65]

Every generation of teenagers have a tendency to create a language all to themselves based on what is going on in their youths’ culture at that time. Youth slang is constantly changing, especially since so many young people are always connecting and being online.

To many people, the usage of slang might seem inappropriate or even “ghetto”, but it is the way how teens could express themselves and it is a part of their culture as always have been.

3.4 The Comparison of Generation Z with Generation Y

The aim of this chapter is to show the main differences between Generation Y and Generation Z to provide some further information about the Generation Z.

Generation Y, so called Millennials is a term used for humans born ranging from 1977 to 1994. [66]

As one of the main differences, can be mentioned the fact that Generation Z is far more globally minded than Generation Y even though “millennials were considered the first “global” generation with the development of the internet.” [67]

According to our sources, the most used devices among Generation Y are desktop, smartphone and TV nevertheless for Generation Z it is smartphone which is being used on average 15,4 hours per week on the first place following by TV and laptop. Facebook is considered as the top one social media used daily for both Generations.

Other difference between these two Generations is the fact that Millennials are looking for great experiences; on the other hand, Generation Z prefers great products to experiences.

Generations Z is more entrepreneurial than the Generations before. They are also capable of learning themselves and they are more independent. [68] Generation Z is equipped highly technological skills and innovation thinking.

Interesting can be the comparison of the working motto of these two Generations. For Generation Y it is: "Never confuse your career with your life." [69] and the device of Generation Z is: " We are "always on" generation." [70]

The aim of the following chapters is to put the lexicon of the Generation Z into practice. Their language and the manner of communication are presented in a form of text messages. Three excerpts from the book *Romeo and Juliet* were chosen in order to meet this topic. These three excerpts are firstly translated into the Modern English and then re-stylized into the English of the Generation Z.

4 Translation into the Modern English

The first dialog

ACT II SCENE II. Capulet's Orchard.

[enter Romeo]

ROMEO

Somebody who has never been cut mock at scars.

[JULIET appears above at a window]

Oh God! What's that light in the window over there?

It is the east, and Juliet is the sun.

Rise up, gorgeous sun, and kill the jealous moon,

Who is already sick and pale with grief,

That you her maid art far more beautiful than she:

Do not be her maid as she is envious;

she is sick and green because of her virginity.

Only fools insist of their virginity; get rid of it.

There is my lady, Oh, there is my love!

Oh, too bad she doesn't know about it.!

She talks but she does not say anything, so what?

Her eyes are expressive; I will answer them.

I am too bold, she is not talking to me:

Two of the most beautiful stars in the whole sky,

were hidden somewhere, and her eyes

were asked to twinkle in their places till they return.

What if her eyes were in the sky and the stars in her head?

The charm of her cheek would shame those stars,

As sun shadows a lamp; her eyes in the night sky
would shine so brightly,
that birds would sing as they think that is already day.

Look, how she takes her head in her hands!

Oh, I wish I was a glove on that hand,
so I could stroke her cheek!

JULIET

Oh, my!

ROMEO

[to himself] She speaks:

Oh, speak again, bright angel!

You shine while he rising above me as a messenger from
the heaven,
you are as beautiful as he is,

when he saddles up a small cloud

and silently is sailing on the air

to make people look up at the sky

to see that precious miracle.

JULIET

O Romeo, Romeo! Why do you have to be Romeo?

Renounce your father and refuse his name;

Or, if you will not refuse, only swear you love me,

And I'll stop being a Capulet.

ROMEO

[to himself] Should I keep on listening,
or should I speak now?

JULIET

That is only your name which is my enemy;
You wouldn't stop being yourself without that name.
What's Montague? it is nor hand, nor foot,
It is not an arm, a face or any other part
Of a man. Oh, get rid of the name!

JULIET

What does a name mean anyway?
So called rose would smell
as sweet if we call it by any other name.
And so Romeo would be as perfect
as he is now with any other name.
Romeo, get rid of the name,
And for that name which is no part of you
Take me instead.

ROMEO

I'll take your word for it.
Call me your love, and I'll take a new name;
and I never will be Romeo again.

ROMEO

I do not know how to tell you who I am:
My name, my dear, I hate so much,
Because it is an enemy for you;
If I had it written on a paper, I would tear it up.

JULIET

My ears haven't heard hundred words yet,
but I recognize your voice.
Aren't you Romeo and a Montague?

ROMEO

I am neither of those, my dear, if you dislike the [...]

The second dialog

ACT II SCENE II. Capulet's Orchard.

[...]

ROMEO

Lady, I swear by the blessed moon
That glazes with silver all these fruit-tree tops—

JULIET

Oh, don't swear by the moon, by the changing moon,
Because your love could change as easily as the moon does.

ROMEO

What should I swear by?

JULIET

Do not swear at all;
Or, if you want to, swear by your nice self,

JULIET

Which is the god I revere,
And I'll believe you.

ROMEO

If my heart's dear love—

JULIET

Well, do not swear: although you bring me joy,
I can't take it tonight:
It is too rash, too unwise, too sudden;
Too like a bolt from the blue which disappeared
before one can say 'It lightening.' Sweet, good night!
Hopefully this bud of love in the summer air,
will come into a flower by the next time we meet.
Good night, good night! I hope you will feel
the same peace and rest that I have in my heart.

ROMEO

Oh, will you leave me so unsatisfied?

JULIET

What satisfaction have you expected tonight?

ROMEO

The exchange of ours declarations of love.

JULIET

I've already gave you mine before you asked for.
And yet I would rather take it back.

ROMEO

Would you like to take it back? But why, my love?

JULIET

Only to give it to you once more.
And now I wish for the things I already have:
My generosity is as boundless as the sea,
My love as deep; the more I give to you,
The more I have, for both are infinite.

[Nurse calls inside]

I hear some noise inside; dear love, goodbye!
In a moment, good nurse! Sweet Montague,
don't betray me..
Stay here for a while, I will come again.

ROMEO

O blessed, blessed night! I am afraid.
It was all just a dream because of the night,
too sweet to be real.

[Re-enter JULIET, above]

JULIET

Three words, dear Romeo, and I must go.
If your intentions are honorable,
And you want to marry me,
send me a message tomorrow,
by the messenger I will send to you ,
about the time and place we'll married;
And all I have I'll lay at your feet
And follow you my lord all over the world.
[...]

The third dialog

SCENE IV. A street.

Enter ROMEO, MERCUTIO, BENVOLIO, with five or six Maskers, Torch-bearers, and others

ROMEO

What, should we say for our excuse?
Or should we entre without an apology?

BENVOLIO

It is out of fashion such manners:
when Cupid took the lead,
Bearing a Tartar's painted bow of lath,
Scaring the ladies like a crow-keeper;
Not without-book prologue, faintly spoke
After the prompter, for our entrance:
But let them measure us by how they will;
We'll measure them a measure, and be gone.

ROMEO

Give me a torch: I am not going to dance;
I feel miserable, so I will carry the light.

MERCUTIO

No, gentle Romeo, you must dance.

ROMEO

Not me, believe me: you have dancing shoes
With nimble soles: I have a stone inside my soul
that stuck me at the ground so I can't move.

MERCUTIO

You are a lover; borrow Cupid's wings,
And fly with them above as an arrow.

ROMEO

Cupid's arrow pierced my wings so I can't fly
It keeps me down,

I can't fly higher if I fall deeper and deeper:
Under love's heavy weight.

MERCUTIO

If you sink, you should get rid of this love;
so your love carries the burden.

ROMEO

Is love a tender thing? it is too rough,
Too rude, too wild, and it pricks like thorn.

MERCUTIO

If love be rough to you, be rough to love;
Prick love for pricking, and you beat love down.
Give me a mask to cover my face:
A mask put at my mask! what do I care
What curious eye see my faults?
This mask with dark eyebrows will blush for me.

BENVOLIO

Come, knock and enter; till we get in,
all of you will start dancing.

ROMEO

Give me the torch and you go dancing,
It can't be helped, I worry,
and from the corner I'll better see you ;
I'll hold the light, and watching you.
The game wasn't fair, and I am done.

MERCUTIO

There is one proverb saying:
The darkest place is under the candlestick.
And in the darkness always sits who is looking for a lover
Come on. We are wasting our day!

ROMEO

No, that's not it.

MERCUTIO

I mean, sir,
we are wasting our torch like sunshine during the day.

Use your good wits to figure out what that means
instead to searching for allegory or trusting your five senses.

ROMEO

And we are going to this masquerade ball with the best intention;
But it is not wise to go.

MERCUTIO

Why, may I ask?

ROMEO

I had a dream last night.

MERCUTIO

And so did I.

ROMEO

Well, what was yours about?

MERCUTIO

About dreamers who often lie.

ROMEO

In bed asleep, while they dream about the truth.

[...]

5 Re-stylization into the English of the Generation Z

Conversation via text messages

BigR – Romeo

Jewel – Juliet

The first dialog

BigR: oh my!

BigR: i'am type cranky

BigR: Jul? R U there?

BigR: i'am totes into you

BigR: <3

Jewel: Gooosh!

Jewel: =^_^=

BigR: :-*

BigR: real talk i'am all about you

Jewel: mum see my prof!

Jewel: she's v salty!...can't see you

Jewel: :(

BigR: ???

Jewel: can't even stand your name...

BigR: gonna change it...LQL

BigR: :-D

Jewel: I'm not the one!

BigR: easy...just playing

Conversation via text messages

BigR – Romeo

Jewel – Juliet

The second dialog

BigR: U R totes my girl, swear

Jewel: stop draking ;-)

BigR: :-S

Jewel: Don't swear!

Jewel: need 2 go

Jewel: g'nite, defs write you 2m

Jewel: XOXO

BigR: don't go...

BigR: hey Jul love you bae

BigR: you totes dubbed me...pls answer

Jewel: already told you...

BigR: don't be tight and answer

Jewel: love ya lots

Jewel: mum's home

BigR: kgo

Jewel: il TTYL mwa

Conversation via text messages

BigR – Romeo

MCzio – Mercuzio

Beny – Benvolio

The third dialog

Benny: party tn?

BigR: but don't have any invite

Beny: AYOO! don't need any

Beny: bro, this party gonna be lit

BigR: don't wanna dance

MCzio: U mad B?

MCzio: YOLO!

BigR: cwot

MCzio: ur so cuffed bro

BigR: lbh im down with her

MCzio: don't be so thirsty

BigR: simply upsad

MCzio: get rid of it

MCzio: 4get about her

Benny: hey bromance let's go party

6 Macroanalysis of the Translation

The original text, an excerpt belongs to the play *Romeo and Juliet* written by “William Shakespeare about 1594 to 1596” [71] and “first published in 1597” [72] was chosen in order to meet the translation and the re-stylization topic of this thesis. This tragedy was written as a theatre performance in a form of sequences of dialogs. It is addressed especially to discerning readers.

Let us shortly introduce the author and the play. William Shakespeare one of the greatest authors of all time was born in Stratford upon Avon in England. The precise date of his birth is uncertain but is widely believed that it was in April 1564. [73] During his life he wrote approximately “38 plays, 154 sonnets, two long narrative poems, and a few other verses”. [74]

The classic drama *Romeo and Juliet* is a tragedy deals with miserable love of a very young couple. This play was chosen owing to the fact that it contains a lot of dialogs between young teenagers be it between Romeo and his friend Benvolio and Mercuzio or between young lovers.

By the chosen excerpt is a famous “balcony stage” which deals with the first declaration of love between young lovers. This stage was chosen for the reason that the intention of re-stylization into language of Generation Z was to transform this dialog between Romeo and Juliet into text messages.

Next the dialog from the first act between three friends, Romeo, Benvolio and Mercuzio, was chosen in order to be re-stylized such as the first one.

The work on the translation was divided into two parts. Firstly the excerpts from the origin text were translated into the Modern English as an intermediate stage of the whole translation and the re-stylization process.

In principle only old-fashioned words or grammar and the word order were changed in order to better understand the source text.

As main sources were used the online dictionary “Lingea”, then printed dictionaries and a bilingual book “*Romeo a Julie*” in order to check and conserve main thoughts and a sense of particular dialog.

Secondly the translation in the Modern English was transformed into current language of teenagers. As is mentioned above the aim was to present well known dialog in a form of text messages. Required inspiration was founded among web pages containing essential information about the slang, the lexicon of the Generation Z then use of symbols, abbreviation, acronyms and so called “emoticons” which is “a

sequence of printable characters such as :) or ^_^, that is intended to represent a human facial expression and

convey an emotion” [75] among teenagers.

In these days exist a significant number of these teenagers’ expressions and it was difficult for the author of this thesis to choose particular words but the objective was to try to describe online conversation among the Generation Z as accurately as possible and to put chosen words logically into the re-stylized dialog between Romeo and Juliet.

The entire dialog was transformed into text messages sent via internet in order to demonstrate popularity of communication via modern technologies among especially teenagers. Another objective was to show the attributes of this communication which can be for instance reduced vocabulary, use of neologism or mentioned emoticons.

The re-stylization is followed by the commentary and the glossary to explain every used word, abbreviation or acronym and symbol properly.

The inspiration for that transformation of the text was founded on various web pages deals with the vocabulary of teenagers which are all mentioned in bibliography. For the reason that chosen topic is very contemporary and developing none of relevant printed sources were founded.

7 Microanalysis of the Translation

In this chapter we would like to focus on the re-stylization itself and particular chosen translation solutions. All attention will be focused on the transformation from the Modern English into the English of the Generation Z.

First of all it was necessary to choose the nicknames which are widely used among internet users. It is believed that the usage of fake name provides users some kind of anonymity. The nickname "BigR" is chosen for Romeo in order to demonstrate his bravery, determination and masculine strength. On contrary for Juliet is chosen the nickname "Jewel" in order to emphasize her female fragility and beauty but, on the other hand the strength that is hidden deep inside.

As nicknames for Romeo's friends are selected for Mercuzio M.C.zio and Benvolio's name was shortened into Beny. In Rap and Hip Hop the M.C. is the main rapper in a song and hip hop or rap usually forms inseparable part of the teenager's life. Owing to this fact the nickname was created. Beny as mentioned above is a shortened version of Benvolio. Chosen nickname sounds more contemporary than the Italian origin Benvolio.

Commentary on the first dialog

The conversation via non specified social net is opened by Romeo as BigR. He is being nervous because his love Juliet as Jewel does not answer. For that reason it is used the word "cranky" which means upset or unhappy but in a non offensive manner. The expression "i'am type..." is often used to express someone's feelings. In order to make the communication faster there are no capitals. The name Juliet is shortened into "Jul". This phenomenon is called familiarity marker and is used in order to emphasize Romeo's feelings towards Juliet. Than quite known acronym "R U" stands for are you is used to make the text message shorter. Capital letters are used to emphasize Romeo's restiveness. Romeo then continuous with a declaration of his love expressed by the statement "i'am totes into you" in which case "totes" is reduced version of totally.

Thereafter, Romeo's love is expressed by an emoticon. Used symbol <3 stands for a heart and a heart is the main symbol of love.

Jewel's reaction is an exclamation "Gooosh!" meaning Oh, God! with three "o" in order to highlight the intensity of such exclamation. Another emoticon "=_^_^=" that means blushing is attached to express Juliet's emotions caused by Romeo's declaration.

Romeo's reaction is expressed by another emoticon which means a kiss. In the next message the phrase "real talk" is used. In the vocabulary of the Generation Z it serves to emphasize that the person who uses such phrase is telling the truth. Mentioned phrase is followed by another love declaration "i'm all about you" meaning "I love you" which has the same function as the previous one.

By the next message Juliet express her concerns about her attitude to her lover Romeo. Used word "prof" is a shortened version of a profile. The profile usually belongs to a nickname and is created for online environment to present real or false basic information about the user of social network.

The whole sentence "mum see my prof!" is riddled of correct grammar; a verb see should be in past or in a form of the third person of present tense. Nevertheless, the research indicated that use of correct grammar in such text messages is not essential.

The letter "v" in the next message is an abbreviation stands for very and the adjective "salty" in the language of the Generation Z is used to describe someone as irritated or upset.

For better expressing Juliet's sadness another emoticon is used; that one which means crying.

The intention of the next message from Romeo to Juliet is to express Romeo's confusion. Therefore, a line of question marks is used and it should be interpret as an expressive statement to emphasize dimension of Romeo's astonishment.

The next sentence "can't even stand your name" is again free from capital letter at the beginng of a sentence and a personal pronoun.

The reaction to this message contains the verb "gonna" which is an abbreviation for the verb going to. It is well known slang word which adopts the Generation Z as well as some other verbs. In the same message an acronym "LQL" means Laughing Quite Loudly was used in order to express how much is Romeo amused by his own suggestion. This is even more highlighted by use of another emoticon ":-D" which expresses a grin.

Juliet's exclamation in the following message "I am not the one!" means in the language of the Generation Z that it is not a good idea to irritate someone.

As an answer was chosen another neologism invented by the Generation Z "Just playing" which means the same as just kidding or just messing around. The ellipsis points are used in order to emphasize that there is something unspoken.

Commentary on the second dialog

At the beginning of the second dialog an acronym “U R” was chosen then the word “totes” stands for totally as mentioned in the commentary on the first dialog. The whole sentence “U R totes my girl, swear” means “You are totally my girl, I swear” which can be construed as another love declaration. The sentence is again free from a personal pronoun.

In the following message the word “draking” among the Generation Z is used to describe someone who behaves very emotional. In order to moderate an impact of the usage of this word it is followed by an emoticon expressing “wink” which can be interpreted as I didn’t mean to insult you.

As a reaction to the previous message another emoticon is used; that one which denotes confusion.

In the next message the number (“2”) is used instead of the proper word “to”. Use of numbers is quite common for the online communication again to make the conversation shorter. The whole sentence is without a capital letter at the beginning and a personal pronoun.

For wishing somebody good night was chosen an abbreviated form “g’nite”. In the same sentence is used the word “defs” which is a shortened version of the word definitely. Furthermore, in the same sentence is used online shorthand “2m” stands for tomorrow.

The meaning of an acronym XOXO which is used in the following message is hug for “O” which evokes the arms of persons hugging each other and kisses for “X” which represents two people kissing each other.

The next sentence “hey Jul love you bae” contains again the familiarity marker. The word “bae” stand for before anything else and according to our research is widely used among the teenagers. Then there is the word “hey” a slang term used by the teenagers instead of hello in order to get someone’s attention.

The word “totes” a short form of totally was already mentioned but the verb “dubbed” should be explained. It means to not respond to someone’s message in the context but it can mean to not show up or to break up with someone.

The ellipsis points are used in order to emphasize Romeo’s sorrow and are followed by a statement “pls answer”. An abbreviation “pls” means please.

The following sentence is again rid of typical sentence structure and there are again the ellipsis points in order to emphasize that there is something unspoken.

Next message contains the word “tight” which is one of the news words using by the Generation Z which means “mad/angry”.

Then another love declaration follows expressed by the sentence “love ya lots”. The personal pronoun “you” is shortened into “ya”. The word “lots” here expresses the quantity thus the whole sentence means “I love you so much”.

Next sentence “mum’s home” is a shortened version of “My mother is home/came home”.

The abbreviation “kgo” which is used in the following sentence simply means “ok go” and was chosen in order to express Romeo’s resigned approval.

In the last sentence an “il” is used which is short version of “I will” then the sentence “talk to you later” is expressed by an acronym “TTYL”. In the end of this message the word “mwa” is used which is an expressive version of kisses.

Commentary on the third dialog

The third chosen conversation is going on between three male friends, Romeo, Mercuzio and Benvolio.

The first message contains one abbreviation “tn” which stands for “tonight”. The whole sentence means “Are we going to go to the party tonight?” but as it is typical for the online conversation is shortened into two words.

In the second sentence the word “invite” is a short version of “invitation” or “invitation card”. The whole sentence is again rid of a capital letter at the beginning of the sentence and of a personal pronoun “we”.

The exclamation “AYOO” is usually used by the members of the Generation Z when they want to express their great excitement about something. The whole sentence as previous one is free of a capital letter and a personal pronoun “we”.

In the following sentence the abbreviation “bro” is used which means “brother”; a typical address for very close friend. Then the expression “lit” is used in order to emphasize that the party is going to be amazing. The word “lit” is used to describe a place where people are having a good time.

This sentence contains well known short version of “going to” which is “gonna”.

In the next message the verb “want to” is shortened into slangy “wanna”.

The following sentence contains two abbreviations. Firstly, a personal pronoun “you” is shortened into one letter “U” and secondly the word “brother” is shortened into “B”. The “B” has the same meaning as previously used “bro”. The whole sentence says “Are you alright, brother?”.

In the next message an acronym “YOLO” is used which stands for “You live only once”. This acronym was chosen in order to express that Romeo shouldn’t be miserable and should enjoy forthcoming event (party).

Romeo’s answer is another acronym “cwot” which means “complete waste of time”. This acronym is used in order to emphasize Romeo’s sadness.

Then the word “ur” which is short version of “you are” is used, followed by another abbreviation “bro” which has already been explained above. Then the verb “cuffed” is used which means “to be in a serious relationship with someone” and is chosen in order to express ironically dimension of Romeo’s love. Owing to this fact the whole sentence means “Stop thinking only about her and don’t lose your heart.”.

The next Romeo’s confession is preceded by an acronym “lbh” stands for “let be honest” which is usually used in the text messages in order to emphasize that the subsequent statement is meant truly.

Then a declaration of love follows which is expressed by a sentence “im down with her”. The word “im” is shortened “I am”.

The answer contains the word “thirsty” which is by the Generation Z used to express a behaviour of someone who desperately yearn for someone’s (usually opposite sex) attention; as a synonym can be mentioned the word “desperate”.

Romeo’s response consists of the word “upsad” which is a compound of upset and sad. This word was chosen in order to express that he is confused and his feelings are mixed.

In the two followings sentences Mercutio advised Romeo to forget about her. The verb “forget” is expressed by number 4 means “for” and the rest of the word “get”. Expressions which are composed of numbers are widely used in the text messages.

In the last message is used the word “hey” which is the most informal form of greeting means “hello”. The word “bromance” is an address which refers to a non-sexual relationship between two men who are close friends.

Mini-conclusion

The aim of this mini-conclusion is to summarize the practical research in brief. The lexicon of Generation can be characterized as simple, reduced or primitive. Teenager's language breaks the official grammar and stylistic rules, on the other hand, language is developing without ceasing and this development can't be stopped under any circumstances.

As it is mentioned in the chapter three, every generation of teenagers have a tendency to create their own language in order to express themselves and to become different from the adults. Many people might perceive the usage of slang as inappropriate or even "ghetto", but it is the way how teenagers could express themselves and it forms a part of their own culture as always have formed.

This new language is usually based on what is fashionable and modern in their youths' contemporary culture. Some examples which influence the lexicon of the Generation Z are mentioned in the chapter three.

To conclude, the tendency is constantly the same – to make the conversation short and interesting by using the abbreviations or acronyms and emoticons or pictures.

8 Glossary

The first dialog

cranky – upset, unhappy

R U – are you

totes – totally

Goosh! – Oh, my God!

real talk – to tell the truth

prof – profile

v- very

salty – upset, irritated

gonna – going to

LQL – laughing quite loudly

be not the one – not to mess with

just playing – just kidding, just messing around

The second dialog

U R – you are

totes – totally

draking – someone is behaving very emotional

2 – to

g'nite – good night

defs – definitely

2m – tomorrow

XOXO – kisses and hugs

bae – before anything else

dubbed – to not respond to someone

pls – please

tight – displeased

ya – you

kgo – ok, go

il – I will

TTYL – talk to you later

mwa – kiss

The third dialog

tn – tonight

invite – invitation (card)

AYOO! – something that is said when someone is really excited

bro – friend

lit - used to describe a place where people are having a good time

wanna – want to

U – you

B – friend

YOLO – you only live once

cwot – complete waste of time

ur – you are

cuffed – being in serious relationship

lbh – let be honest

im – I am

thirsty - desperate in order to get someone's attention

upsad – combination of upset and sad

4get – forget

bromance – male friends, male friendship

9 Conclusion

The aim of the theoretical part of this thesis is to summarize the history of the English language and the objective of the practical part is to translate and then re-stylized particular selected excerpts from Shakespeare's piece of work, namely Romeo and Juliet, provided with the commentaries and a glossary. The thesis contains the theory of the history of the English language with great attention to the lexicon, three translated and re-stylized texts, and detailed commentary on the process of the re-stylization and the glossary.

The intention of translating was the restatement of the origin text without changing its message and maintaining its form on contrary the aim of re-stylization into language of teenagers was to present the contemporary lexicon and the manner of communication. The goal was to introduce the vocabulary and the manner of communication via text messages among teenagers as credibly as possible.

The re-stylization is considered as the most difficult part. This task required thorough research on the online pages deal with the lexicon of the Generation Z. The author of this thesis must admit that it was fairly difficult for non-native English speaker to create the contemporary English conversation via text messages as much authentic as possible.

The whole re-stylization is based on the online research performed among the web pages discusses the lexicon of the Generation Z. During this research dealing with the Generation Z a considerable number of interesting facts was founded; some of them are mentioned in the chapter 3 which focuses on the description of the Generation Z.

Owing to the fact that the lexicon is constantly developing and enlarging only some of new words were selected and present for the purpose of this thesis.

To conclude it must be note how fascinating language can be, how easily new words can enter into the vocabulary and how inventive human are regarding creating new words.

Particular chosen pictures are enclosed as an appendix of this thesis to illustrate the usage of certain new words. The second appendix is the source text.

10 Endnotes

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12 Abstract

The aim of this thesis is to summarize the history of the English language with great attention on the lexicon and to present the Generation Z and their vocabulary.

The theoretical part contains basic information about developing of the English language.

The objective of the practical part of this thesis is to present the language of teenagers and their manner of communication in a form of the re-stylization of a classic drama Romeo and Juliet into text messages. The practical part includes the translation into the Modern English from which the text is re-stylized into the English of the Generation Z. The re-stylized text itself follows, accompanied by the chapter of Macroanalysis as well as Microanalysis on the transformation.

The origin text and the pictures showing usage of certain words, acronyms and abbreviations used among the Generation Z can be found as an appendix of this thesis.

13 Resumé

Cílem této bakalářské práce je shrnutí historie anglického jazyka, zejména pak vývoje slovní zásoby, dále představení Generace Z a jejich mluvy.

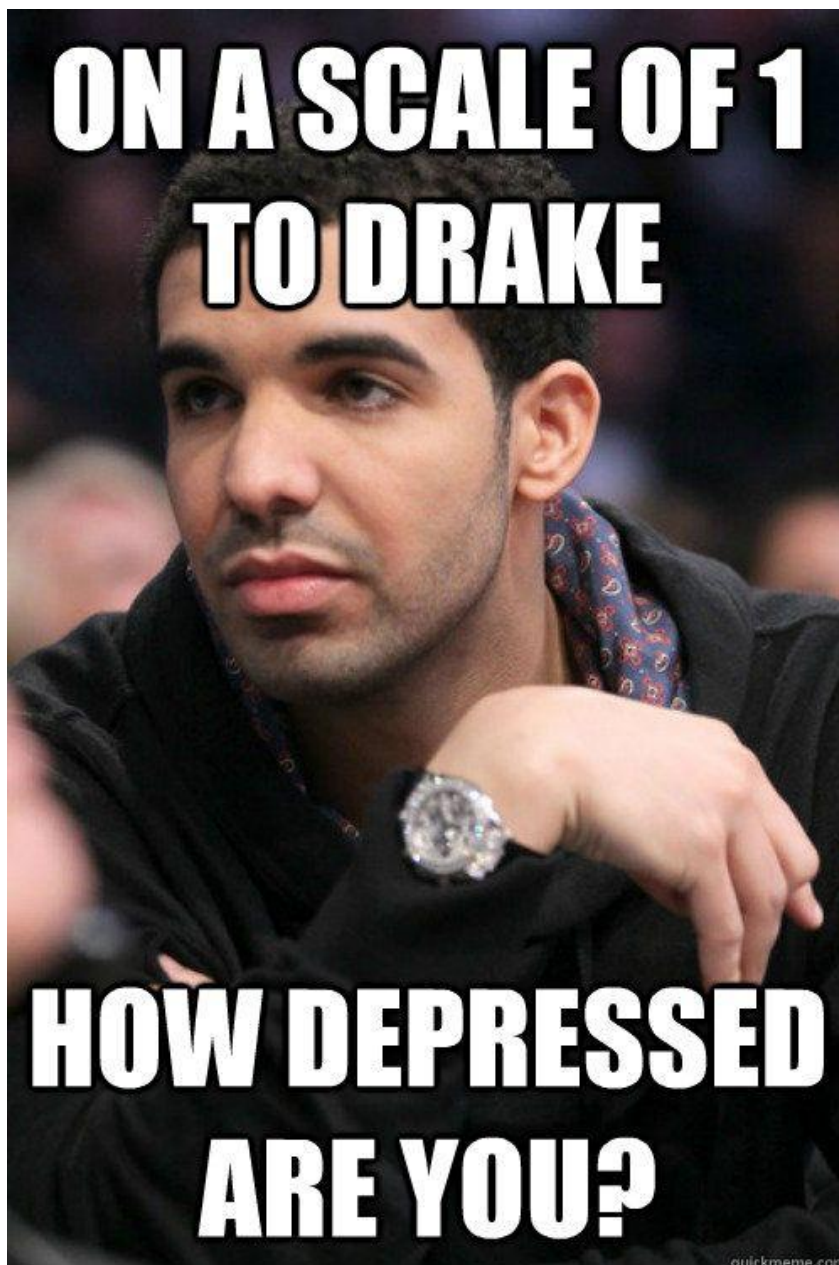
Teoretická část obsahuje základní informace o vývoji anglického jazyka.

Cílem praktické části je seznámení s jazykem teenagerů a způsobem jejich dorozumívání. To vše je představeno ve formě re-stylizace klasického díla, *Romeo a Julie*, do podoby textových zpráv. Praktická část obsahuje překlad do moderní angličtiny, který posloužil, jako jakýsi mezistupeň pro následnou transformaci do jazyka Generace Z. Dále následuje samotný re-stylizovaný text, doplněný makroanalýzou a mikroanalýzou postupu překladu.

K práci je přiložen originální text, dále pak obrázky zobrazující vybraná slova, zkratky či akronyma, které Generace Z používá.

14 Appendices

14.1 Appendix n. 1: Pictures showing usage of certain words, acronyms and abbreviations



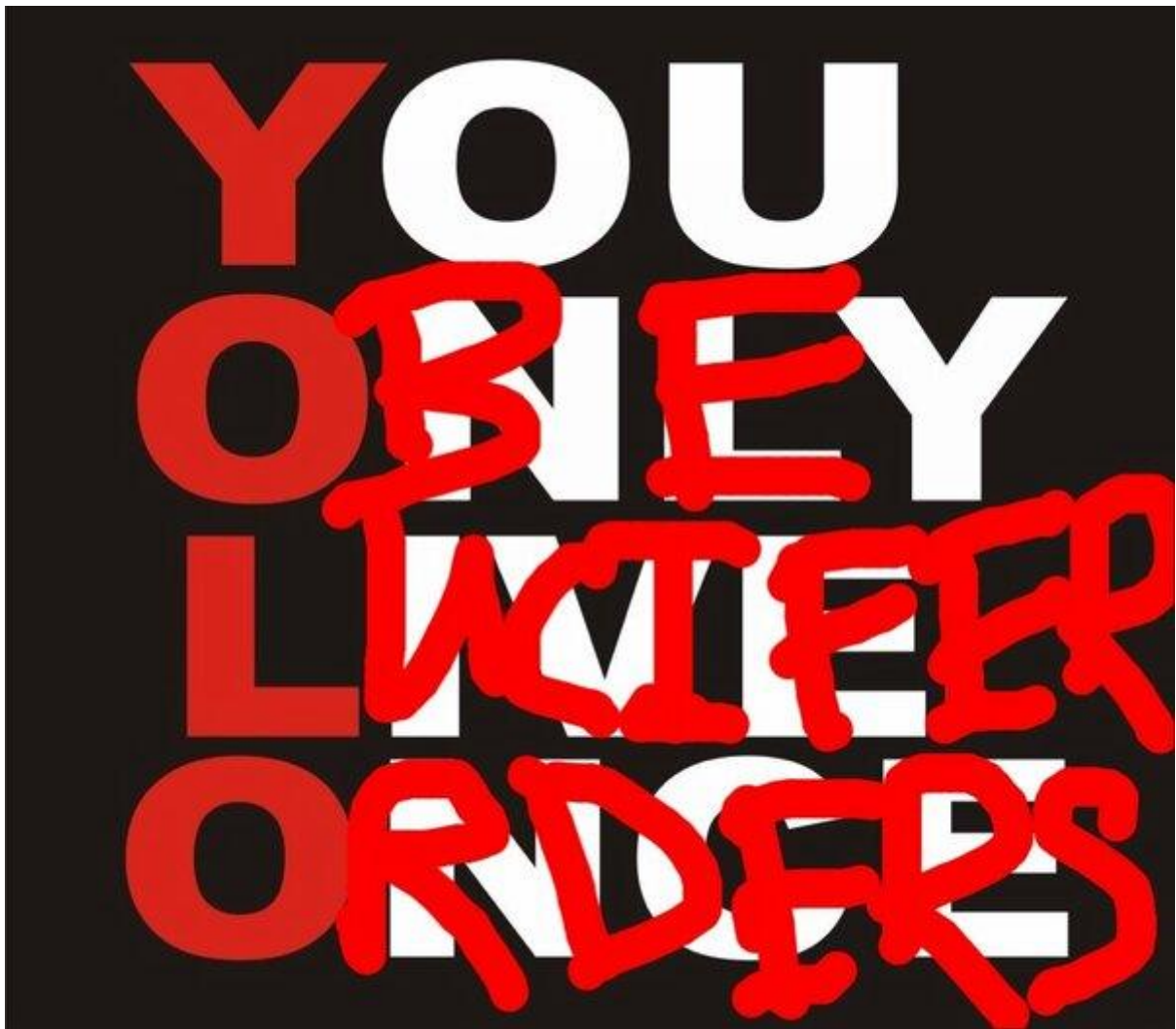
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"I'm fairly certain
YOLO is just Carpe
Diem for stupid
people"

- Jack Black



Available from: <http://joyreactor.com/post/414415> [online]. [retrieved in 2017]



Available from: https://twitter.com/illuminati_stop/status/300110361393258497
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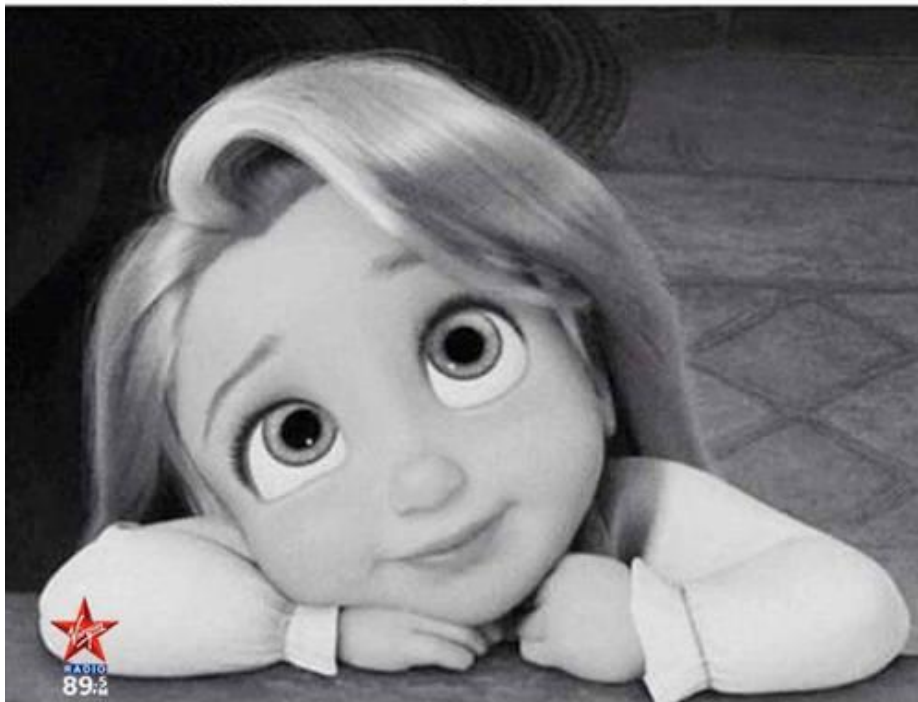
[retrieved in 2017]

when bae tries to be cute with you after he made you mad, and you're like



Available from: <https://cz.pinterest.com/pin/272678952416986881/> [online]. [retrieved in 2017]

When bae sends you a goodnight text



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14.2 Appendix n. 2: The English source text

Available from: <http://shakespeare.mit.edu> [online]. [Retrieved 2 March 2017]

The first dialog

SCENE II. Capulet's orchard.

Enter ROMEO

ROMEO

He jests at scars that never felt a wound.

JULIET appears above at a window

But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun.
Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief,
That thou her maid art far more fair than she:
Be not her maid, since she is envious;
Her vestal livery is but sick and green
And none but fools do wear it; cast it off.
It is my lady, O, it is my love!
O, that she knew she were!
She speaks yet she says nothing: what of that?
Her eye discourses; I will answer it.
I am too bold, 'tis not to me she speaks:
Two of the fairest stars in all the heaven,
Having some business, do entreat her eyes
To twinkle in their spheres till they return.
What if her eyes were there, they in her head?
The brightness of her cheek would shame those stars,
As daylight doth a lamp; her eyes in heaven
Would through the airy region stream so bright
That birds would sing and think it were not night.
See, how she leans her cheek upon her hand!
O, that I were a glove upon that hand,
That I might touch that cheek!

JULIET

Ay me!

ROMEO

She speaks:
O, speak again, bright angel! for thou art
As glorious to this night, being o'er my head
As is a winged messenger of heaven
Unto the white-upturned wondering eyes
Of mortals that fall back to gaze on him

When he bestrides the lazy-pacing clouds
And sails upon the bosom of the air.

JULIET

O Romeo, Romeo! wherefore art thou Romeo?
Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

ROMEO

[Aside] Shall I hear more, or shall I speak at this?

JULIET

'Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? it is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? that which we call a rose
By any other name would smell as sweet;
So Romeo would, were he not Romeo call'd,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for that name which is no part of thee
Take all myself.

ROMEO

I take thee at thy word:
Call me but love, and I'll be new baptized;
Henceforth I never will be Romeo.

JULIET

What man art thou that thus bescreen'd in night
So stumblest on my counsel?

ROMEO

By a name
I know not how to tell thee who I am:
My name, dear saint, is hateful to myself,
Because it is an enemy to thee;
Had I it written, I would tear the word.

JULIET

My ears have not yet drunk a hundred words
Of that tongue's utterance, yet I know the sound:
Art thou not Romeo and a Montague?

ROMEO

Neither, fair saint, if either thee dislike.

[...]

Available from: http://shakespeare.mit.edu/romeo_juliet/romeo_juliet.2.2.html [online].
[Retrieved 2 March 2017]

The second dialog

SCENE II. Capulet's orchard.

[...]

ROMEO

Lady, by yonder blessed moon I swear
That tips with silver all these fruit-tree tops--

JULIET

O, swear not by the moon, the inconstant moon,
That monthly changes in her circled orb,
Lest that thy love prove likewise variable.

ROMEO

What shall I swear by?

JULIET

Do not swear at all;
Or, if thou wilt, swear by thy gracious self,
Which is the god of my idolatry,
And I'll believe thee.

ROMEO

If my heart's dear love--

JULIET

Well, do not swear: although I joy in thee,
I have no joy of this contract to-night:
It is too rash, too unadvised, too sudden;
Too like the lightning, which doth cease to be
Ere one can say 'It lightens.' Sweet, good night!
This bud of love, by summer's ripening breath,
May prove a beauteous flower when next we meet.
Good night, good night! as sweet repose and rest
Come to thy heart as that within my breast!

ROMEO

O, wilt thou leave me so unsatisfied?

JULIET

What satisfaction canst thou have to-night?

ROMEO

The exchange of thy love's faithful vow for mine.

JULIET

I gave thee mine before thou didst request it:
And yet I would it were to give again.

ROMEO

Wouldst thou withdraw it? for what purpose, love?

JULIET

But to be frank, and give it thee again.
And yet I wish but for the thing I have:
My bounty is as boundless as the sea,

My love as deep; the more I give to thee,
The more I have, for both are infinite.

Nurse calls within

I hear some noise within; dear love, adieu!
Anon, good nurse! Sweet Montague, be true.
Stay but a little, I will come again.

Exit, above

ROMEO

O blessed, blessed night! I am afeard.
Being in night, all this is but a dream,
Too flattering-sweet to be substantial.

Re-enter JULIET, above

JULIET

Three words, dear Romeo, and good night indeed.
If that thy bent of love be honourable,
Thy purpose marriage, send me word to-morrow,
By one that I'll procure to come to thee,
Where and what time thou wilt perform the rite;
And all my fortunes at thy foot I'll lay
And follow thee my lord throughout the world.

[...]

Available from: http://shakespeare.mit.edu/romeo_juliet/romeo_juliet.2.2.html [online].
[Retrieved 2 March 2017]

The third dialog

SCENE IV. A street.

Enter ROMEO, MERCUTIO, BENVOLIO, with five or six Maskers, Torch-bearers, and others

ROMEO

What, shall this speech be spoke for our excuse?
Or shall we on without a apology?

BENVOLIO

The date is out of such prolixity:
We'll have no Cupid hoodwink'd with a scarf,
Bearing a Tartar's painted bow of lath,
Scaring the ladies like a crow-keeper;
Nor no without-book prologue, faintly spoke
After the prompter, for our entrance:
But let them measure us by what they will;
We'll measure them a measure, and be gone.

ROMEO

Give me a torch: I am not for this ambling;
Being but heavy, I will bear the light.

MERCUTIO

Nay, gentle Romeo, we must have you dance.

ROMEO

Not I, believe me: you have dancing shoes
With nimble soles: I have a soul of lead
So stakes me to the ground I cannot move.

MERCUTIO

You are a lover; borrow Cupid's wings,
And soar with them above a common bound.

ROMEO

I am too sore enpierced with his shaft
To soar with his light feathers, and so bound,
I cannot bound a pitch above dull woe:
Under love's heavy burden do I sink.

MERCUTIO

And, to sink in it, should you burden love;
Too great oppression for a tender thing.

ROMEO

Is love a tender thing? it is too rough,
Too rude, too boisterous, and it pricks like thorn.

MERCUTIO

If love be rough with you, be rough with love;
Prick love for pricking, and you beat love down.
Give me a case to put my visage in:
A visor for a visor! what care I
What curious eye doth quote deformities?
Here are the beetle brows shall blush for me.

BENVOLIO

Come, knock and enter; and no sooner in,
But every man betake him to his legs.

ROMEO

A torch for me: let wantons light of heart
Tickle the senseless rushes with their heels,
For I am proverb'd with a grandsire phrase;
I'll be a candle-holder, and look on.
The game was ne'er so fair, and I am done.

MERCUTIO

Tut, dun's the mouse, the constable's own word:
If thou art dun, we'll draw thee from the mire
Of this sir-reverence love, wherein thou stick'st
Up to the ears. Come, we burn daylight, ho!

ROMEO

Nay, that's not so.

MERCUTIO

I mean, sir, in delay
We waste our lights in vain, like lamps by day.
Take our good meaning, for our judgment sits
Five times in that ere once in our five wits.

ROMEO

And we mean well in going to this mask;
But 'tis no wit to go.

MERCUTIO

Why, may one ask?

ROMEO

I dream'd a dream to-night.

MERCUTIO

And so did I.

ROMEO

Well, what was yours?

MERCUTIO

That dreamers often lie.

ROMEO

In bed asleep, while they do dream things true.

[...]

Available from: http://shakespeare.mit.edu/romeo_juliet/index.html [online].
[Retrieved 2 March 2017]