

## Rhyme "القافية"

- Rhyme definition: It is the agreement of vowels or consonants in two neighbouring words. It is concerned with sounds rather than letters.

- Types of rhyme:

1. full rhyme: The two words have the same vowel sound but it is preceded by different consonants.

e.g. night - delight

2. rich rhyme: The two words have the same vowel sound which is preceded by the same consonant.

e.g. lap - clap

3. identical rhyme: the two words have the same pronunciation and spelling but different meanings.

e.g. bear (v.) يحمل - bear (n.) دب

4. alliteration: It is the repetition of the same consonant sound at the beginning of two neighbouring words. This type of rhyme is very important.

e.g. fast food

- In poetry, rhyming words by the end of lines create the rhyme scheme أبجد أبجد.

e.g. \_\_\_\_\_ stick a

\_\_\_\_\_ sick a

\_\_\_\_\_ fly b

\_\_\_\_\_ eye b





To create the rhyme scheme, we give similar letters to similar sounds. For the preceding lines, the rhyme scheme is: aabb. If the rhyming words come inside the line, they create internal rhyme (أدخِلْ، أدخِلْ).  
e.g. —brink— drink—.

- Importance of rhyme: Rhyme creates music that can be sweet or threatening according to the theme of the poem. Rhyme also can be regular or irregular. Each type has an effect.

- For further information on rhyme, check the book pages 27:29.



## Lecture 1 "Form"

- The line (البيت) is the building unit of the poem. Some lines are called end-stopped lines. They end with a full stop or a comma to give a sense of closure to ideas. Sometimes a comma, a semi-colon or a full stop is used within the line. This technique is called "caesura". It creates a pause inside the line. Other lines have no punctuation by their end, so the reader stops by their end while reading the poem but the idea extends to the following line. This technique is called enjambment: the line ends but the idea continues to the following line. [For further information on the line read pages 80-81 in the book]

- Forms of English poetry:

1. Stanza form:

• Definition: a group of lines in a poem separated from other lines by a space.

[For further information on stanza form read pages 98-99]

• Types of stanzas: There are six types:

1. Blank verse: non-rhyming iambic pentameter  
بيس الشعر المرسل

2. Couplet: page 31, first 3 lines





3- Tercet: page 32, first 2 lines.

4- Terza rima: page 32, 3 lines.

5- The quatrain: page 32, 4 lines

6- The ballad stanza: lines of iambic tetrameter alternate with iambic trimeter.

[There are many other types of stanzas for further readings look pages 32-33.]

2. Sonnet form [pages 93-95]

• Definition: a fourteen-line poem in iambic pentameter.

• Types of Sonnets: four types:

1. Petrarchan sonnet: page 93, paragraph (4).

2. Shakespearean Sonnet: It is divided into three quatrains and a final couplet. Its rhyme scheme is: abab cdcd efef gg.

3. Spenserian Sonnet

4. Miltonic Sonnet

3. Free verse: page 76, paragraph 1

- Free verse depends on internal music within lines by all types of rhyme.

[For further reading, check pages 76, 77]



## Lecture 2

### Figures of Speech

المحسنات اللفظية

- A detailed discussion of the topic is available in page 251.

- Exercises on figures of speech are available in the book from page 253 to 260 and pages 262 to 266.

- Other types of figures of speech include:

- Synecdoche: المجاز المرسل

The poet uses the part to refer to the whole.

e.g. All eyes watched the queen.

The word "eyes" is used to refer to the whole person.

- Concretization التخييب

The poet gives concrete description to abstract ideas or feelings.

e.g. Friendship is a treasure.

Friendship, an abstract idea, is likened to a treasure, a concrete object.

- Paradox التناقض

e.g. Black versus white

- After analyzing the figures of speech, the language of the poem should be discussed. For example,





the use of long words slow down the rhythm. Short words give a swift movement from one idea to the other. Words can be gloomy or cheerful according to the theme of the poem. The use of verbs gives action and vitality to the lines. The comment on language differs from one poem to the other.



## Lecture 3

- To analyze a poem, you should include the following points:

1- Introduction: It is a short paragraph in which some biographical information on the poet is included.

2- Theme(s) and paraphrase: The theme is main subject of the poem. It can be one or more. The paraphrase is an explanation of the theme in the form of prose.

3- Form, rhythm and rhyme scheme: Discuss the form, the type of rhythm and the rhyme scheme of the poem.

4- Figures of speech and language: All figures are explained in detail. Then a comment on the language use is added.

5- Conclusion: It is a short paragraph in which a summary of the poem is written.

- The critical analysis should be written in the essay form. Care to spelling, grammar and punctuation is very important.

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## Lecture 4 Sample Poem

- "In the Garden" by Emily Dickinson
  - Read the poem page 196-197 carefully. Translate all difficult words. Re-read the poem and try to understand it.
  - A complete critical analysis is provided from page 202 to 204. Study it well.
  - For the test, study stanzas 1, 2 and 3 only from the critical analysis. Then write your own conclusion.
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