

### Introduction

**Rhythm** is the orderly recurrence or regular alteration of strong and weak elements in the flow of sound and silence in speech. It is characterized by cadence and other features of harmonious utterances in flow of speech sounds.

Stresses and unstressed forms of words, and syllables of words play a very important part in the rhythm of speech. For example, the sentence, **She was the one**, would not be spoken as isolated words: **She/was/the/one**, but rather as a word of four syllables, thus: **She/was the one/**.

### CHALLENGER

A. Watch the rhythm in the following phrases. Do not stress the articles **a** and **an**.

**a tall** hat rack



**an army** action



**a calm** answer



**an art** student



**a tall** candle



**an ardent** actor



**a small** project



**an organizing** moment



**a starry** night



**an early** riser



B. In the following phrases, the article **the** merges with the words which precede and follow it. Note the sound of the final **e** in the word **the** when it is followed by a vowel; then by a consonant.

has the ticket



thi the officer



close the door



thi the artistic painting



tha the market place



thi the archery tournament



tha the brown market



seize the opportunity



C. Observe proper rhythm and correct sounds in reading the following sentences.

1. The welcome aroma of supper cooking made the athletes hungry.
2. The second tenant was given the apartment by the riverside.
3. Has the adopted child adapted herself to her new family?
4. The amount was negligible so he closed the account.
5. They chose a quiet spot to lie and rest after the exercise.
6. He chided the five pilots for flying so low.
7. The child cried when the mother left.
8. The angry young man banged the door.
9. We have found the ideal site for a picnic.
10. The priest told the parishioners to pray.

**CHALLENGER**

A. Read the following phrases smoothly. Distinguish between the final **e** in the word **the** when followed by a vowel; by a consonant.

- |                   |                 |
|-------------------|-----------------|
| clean the outlet  | follow the star |
| check the list    | drive the car   |
| catch the outlaw  | tell the people |
| turn on the power | fry the shrimp  |
| stop the noise    | peel the apple  |

B. Using slanted bars, divide the following sentences into phrasal groups.

1. Do you mind moving your table a little to the right please?
2. I am sorry to have kept you waiting.
3. Given the same opportunity would you have succeeded?
4. I am sorry to be late. I got caught in a traffic jam.
5. Would you know if the guests would be leaving soon?

6. Life in the entertainment world seems to be a bed of roses but it really isn't as exciting as it looks.
7. Is the ambassador coming today or tomorrow?
8. Look here we will be arrested if we drive without a license.
9. How in heaven's name do you manage to do that?
10. Very well show me what skills you know so I can recommend you for the job.

C. Put the slashes for rhyme and rhythm in the following passages.

1. Sweet and low sweet and low  
Wind of the western sea  
Low low breathe and blow  
Wind of the western sea  
Under the silver moon  
Sleep my little one sleep my pretty one sleep.
2. Half a league half a league  
Half a league onward  
Unto the valley of death  
Rode the six hundred
3. My name is Ozymandias King of Kings  
Look on my works ye mighty and despair
4. Presently my soul grew stronger  
Hesitating then no longer  
“Sir,” said I, “Madam truly your forgiveness I implore  
But the fact is I was napping  
And so gently you came rapping  
And so faintly you came tapping  
Tapping at my chamber door.

5. ‘Tis a story told by an idiot

Full of sound and fury

Signifying nothing.

D. Read aloud the following paragraphs with correct phrasing and intonation.

1. Who would have believed, for example, that nurses are so much more important to sick people than doctors are? Doctors may not know that at all. As a doctor, he has always thought of a nurse as a sort of executive secretary. If she keeps an orderly desk, knows what is going on with the patients, takes orders efficiently and gives the right pill to the right patient at the right time, she is a good nurse.

But now that he is a patient, he can see that nurses are.....angels!

2. What is literature? In the simplest terms it is good writing which has a truth to tell about people and their world, and tells that truth in a way which compels the sensitive reader to re-live the writer’s experience with his own mind and emotions. It grows out of experience and response, and it conveys both. It does so through native talent and acquired skill, working with content, form, and style to create tone.

3. Content is meaning derived from a writer’s experience and observation and the thoughts and feelings he has about them. One person contemplates the midnight sky and says, “It’s real spooky. Give me the bright lights.” A second does the same and murmurs, “There sure are a lot of stars out there.” And a third says, “I saw eternity the other night.” Here are three radically different responses to the same experience, three interpretations, meanings, contents. The first reflects a mind that gravitates to the commonplace. The second gropes to express a sense of awe at the immensity of the universe. And the third conveys this emotion and a profound religious experience as well.