



Teaching various rhymes in English poetry to the bachelor level students

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Abstract

This article presents a concise glimpse into definitions of rhyme, consonant and vowel sounds of English, types of rhyme with examples, functions of rhyme and conclusion. A number of poetic lines or pairs of words that rhyme with each other have been presented as examples to achieve the objective of this article. Presentation and illustration of the poetic lines and words provide the reader with a sheer insight into the major types of rhyme in English poems. The major objective of this article is to familiarize the reader with various types of rhymes exploited in English poems since rhymes provide a musical quality, create deep meanings and form a strong structure of a poem. Teaching rhymes is considered to be worthy because it helps the students / readers to examine poetry from the perspectives rhymes for uniting sounds and senses. Teaching rhymes will energize the students to compose poems with ample rhymes. It is concluded that that better understanding of rhymes of poetry leads the students to the better understanding of poetry which retains both musical and linguistic facets.

Keywords: consonant, teaching, poetry, rhyme, vowel

1. Introduction

Language is perceived as a complex, unique and modifiable entity of human being, so naturally teaching a language is a complicated task. Teaching is both an art and science which involve assisting and facilitating students to learn the subject matter. Teaching literary language is both interesting and tough. Poetry is a genre of literature in which sounds and meanings of language are combined to create ideas and feelings. Poetry is a special word game which includes a blending of musical and linguistic dimensions. Rhyme plays a significant role to produce pleasing sounds in poetry. Rhyme is concerned with the repetition of certain sounds to create musical quality in verse lines. Rhyme is one of the striking sound devices of poetry.

Rhyme, in general, is the recurrence of the identical vowel sound(s) followed by the same consonant sound(s) in the words that begin with different consonant sounds. Look at a pair of rhymed words "pen/ men". These words begin with different consonants /p/ and /m/, but they have the same vowel sound /e/ followed by the same consonant sound /n/. This is an example of perfect rhyme. Let us consider another pair of rhymed words "band /sand". These words begin with different consonant sounds /b/ and /s/, but they have the same vowel sound /æ/ followed by the same consonant sounds /nd/.

Bachelor students in the faculties of Education and Humanities at Tribhuvan University, Nepal, have to study rhymes in English poetry in their course books. They find rhymes difficult because rhymes are concerned with repetitions of consonant and vowel sounds. To study English sounds for them is an uphill task. I assume that this article will be useful not only to those who have to study rhymes in their course books, but also to those who are interested in studying poetry for pleasure.

I have culled a number of poetic stanzas, poetic lines and pairs

of words from miscellaneous poems composed by various poets to present as a sample to discern the diverse rhymes of English poetry. Presentation, illustration and explanation of stanzas, poetic lines and pairs of words that hint at the rhyme of poetry of English are executed as a method for teaching rhymes to the students. I adopt the group discussion teaching method which involves some sort of discussion for exchanging ideas between students and the teacher or among a group of students resulting in some learning for the realization of the predetermined teaching learning objectives.

2. Literature Review

Literature review maintains definition of rhyme, sounds of English and types of rhymes.

2.1 Rhyme

Rhyme is an organizational device – a formal, external determiner of organization. It is a fundamental memory device in poetry. It helps to give poetry a special aural quality that distinguishes it from prose. Cuddon (1999) ^[12] opines that rhyme has remained "a feature of much elite poetry and continues to dominate popular verse" (p.751). Wales (2001) ^[34] states that rhyme is a kind of phonetic echo found in verse, more precisely, "a phonemic matching" (p.346). Herbert (2006) ^[20] views rhyme as "a link marker" (p.224). Harmon (2009) ^[19] assumes the rhyme as the identity of "terminal sound between accented syllables" (p.449). Lennard (2010) ^[23] considers rhymes to have been used since long" (p. 189). He asserts that rhyme has prehistoric origins in ritual, celebration, and memory training.

2.2 Sounds of English

Rhyme involves the recurrence of the consonant and vowel sounds. We must be familiar with the sounds of English in

order to identify and deal with different types of rhymes exploited in poems. There are, in general, 44 sounds of English Language.

2.2.1 Consonant Sounds of English

There are 24 consonant sounds of English language. They are given in the following table.

Table 1: Consonant sounds of English

| S. No | Sound | Spellings | Initial Position | Medial Position | Final Position |
|-------|-------|----------------------------|---|-----------------------------------|--|
| 1. | /P/ | p, pp | pat, pun | apple, apes | cap, up |
| 2. | /b/ | b, bb | bat, but | cabbage, rubs | rob, rub |
| 3. | /t/ | t, tt, th, ed | tune, Thomas | cattle, cats, | but, hoped |
| 4. | /d/ | d, dd | do, deed | lads, bladder | lad, glad |
| 5. | /k/ | k, c, ck, ch, q, cc, | kid, can, chorus, quit | looks, locks, soccer | lake, luck, music, monarch |
| 6. | /g/ | g, gg, gh | go, get, ghost | leg, baggage | leg, mug |
| 7. | /tʃ/ | ch, tch, tu, | child, chop | benches, butcher, future | beach, match |
| 8. | /dʒ/ | j, dge, g, ge, di, de | jug, gin, gentle | ages, soldier, grandeur | edge, large, |
| 9. | /m/ | m, mm | man, meet | summon, comes | sum, some |
| 10. | /n/ | n, nn, gn | now, gnat | hand, manner | can, ban |
| 11. | /ŋ/ | n, ng | does not occur at the beginning of then words | rank, tank, kings | sing, ring, king, spring |
| 12. | /f/ | f, ff, ph, gh | fan, phone, | suffer, lift | leaf, staff, rough, off |
| 13. | /v/ | v, f | van, vote | leaves, lives | love, live, of |
| 14. | /θ/ | Th | thin, thank | months, method | cloth, path, bath |
| 15. | /ð/ | Th | that, this, there | mother, father | bathe, clothe |
| 16. | /s/ | s, ss, sc, c | sun, scene, centre | fast, bosses, | bus, glass, place |
| 17. | /z/ | z, zz, s, x | zebra, zero, xylophone | puzzle, nuzzle | buzz, girls, topaz |
| 18. | /ʃ/ | sh, s, ssio, tio, tia,, ch | she, sure, chef | worship, mission, initial, motion | wash, bush |
| 19. | /ʒ/ | Sio, sure, g | genre, jabot | division, measure | garage, beige, rouge |
| 20. | /h/ | h, wh | home, how, who | behind, behave | does not occur at the end of the words |
| 21. | /r/ | r, rr, wr | rat, write | spring, carry | does not occur at the end of the words |
| 22. | /j/ | y, u, ew, ue | yes, yak | fuse, value, new | does not occur at the end of the words |
| 23. | /w/ | w, wh, qu | was, what | swim, queen | does not occur at the end of the words |
| 24. | /l/ | l, ll | love, like | girls, falls, pulse | tall, hall, real |

2.2.2 Vowel sounds of English

There are, in general, 20 vowel sounds in English: 12 Monophthongs & 8 diphthongs. Monophthongs are pure / single vowels, whereas diphthongs are double / glide vowels.

Table 2: Monophthongs

| S. No | Sounds | Spellings | Words |
|-------|--------|-----------------|-----------------------------|
| 1. | / i / | i, y, ui | big, pity, build |
| 2. | / i: / | ee, ea, ie, ei | bee, sea, field, receive |
| 3. | / e / | e, ea | pen, head, deaf |
| 4. | / æ / | a | at, land, sad, pan |
| 5. | / ʌ / | u, ou, | cup, country |
| 6. | / ɒ / | a, er, or, our, | ago, father, doctor, color, |
| 7. | / ɜ: / | ir, ur, wor | bird, burn, word |
| 8. | / a: / | a, al, as | after, calf, last |
| 9. | / ɔ / | o, ou | hot, cough |
| 10. | / ɔ: / | or, au, aw, | for, cause, draw |
| 11. | / U / | u, ould | put, could, would |
| 12. | / u: / | oo, ue, ew | moon, blue, chew |

Table 3: Diphthongs

| S. No | Sounds | Spellings | Words |
|-------|--------|----------------|------------------------|
| 1. | / ei / | ai, ay, a-e | pain, day, make, pane |
| 2. | / ai / | ie, y, uy, igh | die, by, buy, high |
| 3. | / i / | Oi, oy, awi | soil, toy, drawing |
| 4. | / ɒv / | O, oa, ow, ou | old, boat, blow, soul |
| 5. | / av / | ou, ow | Out, about, cow, how |
| 6. | / iɒ / | ear, eer, ier | hear, deer, fierce |
| 7. | / eɒ / | air, are | air, fair, care, share |
| 8. | / vɒ / | oor, our, ure | moor, tour, cure, sure |

2.3 Types of rhymes

English poems are really rich in rhymes. There are different sorts of rhymes exploited in English poems. Rhymes can be defined or realized from different perspectives.

2.3.1 Rhymes defined by nature of similarity

2.3.1.1 Full / Exact / Perfect / True Rhyme

This rhyme occurs when there is an exact correspondence between vowel sound(s) and the following consonant sound(s), but not the consonant sounds preceding the vowel(s):

A gown made of the finest wool
Which from our pretty lambs we pull;
Fair lined slippers for the cold,
With buckles of the purest gold. (13-16)
(Marlowe: The Passionate Shepherd to His Love)

Here, the words “wool” and “pull” begin with different consonant sounds /w / and /p/, but they have the same vowel sound / ʊ / followed by the same consonant sound / l/. Similarly, the words “ cold” and “gold” begin with the different consonant sounds / k / and / g /, but they have the same vowel sound / ɒv / followed by the same consonant sounds /ld/.

These pairs of words have true rhyme: bat/ mat, send / lend/, pin / sin, kind/ find etc.

2.3.1.2 Imperfect / Slant / Half / Near / Off / oblique / Approximate Rhyme

This rhyme occurs when different vowel sounds are followed by the same consonant sound(s):

"Hope" is the thing with feathers-

That perches in the soul-

And sings the tune without the words-

And never stops-at all-

(Dickinson: The Thing With Feathers)

The words "soul" and "all" which have different vowel sounds /*oʊ* / and /*ɔː* / followed by the same consonant sound /*l* /.

These pairs of words have half rhyme: need / bed, land / bend, hide/ read etc.

2.3.1.3 Eye /Sight / Graphic / Printer's Rhyme

This refers to the rhyme based on the similarity of the vowel letters followed by the same consonant letter(s) rather than sound(s). It has non-rhyming homographic ending:

But since he died, and poets better prove,

Theirs for their style I'll read, his for his love.

(Shakespeare: Sonnet 32)

The words "prove" and "love" which begin with different consonant sounds /*pr* / and /*l* / have the same vowel letter "o". But the pronunciation of "o" is different in two different words which have the sound patterns /*uː* / and /*ʌ* / respectively. These pairs of words have eye rhyme: go/do, put / but, sew / mew, how / know etc.

2.3.1.4 Rich Rhyme (Fr. Rime riche) / Identical Rhyme

A word rhymes with its homophones. This is the rhyme which is pronounced the same as another word, but the words have different spellings and meanings:

How can I cite her secret sight?

It shines me even in the night.

(Sharma: Her Sight)

The words "cite" and "sight" begin with the same consonant sound /*s* / followed by different spellings "ite" and "ight" But the pronunciation of two words is the same /*sait* /.

These pairs of words have rich rhyme: wood / would, blue / blew, site / sight /, write / right etc.

2.3.1.5 Assonant / Vowel Rhyme

This rhyme involves rhyming with the same vowel sound but different consonant sounds:

Stem end and blossom end, And every fleck of russet showing clear.

(Frost: After Apple- Picking)

The words "stem", "end", "every" and "fleck" are four different words which retain the same vowel sound /*eː* /, but consonant sounds between them are different.

These pairs of words have vowel rhyme: Green /leave, set /bend, man / pat etc.

2.3.1.6 Consonant Rhyme

Consonant rhyme refers to the repetition of both initial and final consonants with variation in the medial vowel sounds in the words:

The buzz-saw snarled and rattled in the yard
And made dust and dropped stove-length sticks of wood,
Sweet-scented stuff when the breeze drew across it.
And from there those that lifted eyes could count.

(Frost: Out-Out)

The /*d* / sound is repeated in "and", "made", "dust" and "wood" with different vowel sounds. Consonance often has an effect on the rhythm and meter of a poem.

These pairs of words have consonant rhyme: pen/pin, beat / boot, read / red, slide / blade etc.

2.3.1.7 Macaronic Rhyme

The macaronic rhyme is such a rhyme which involves the words of two languages to be rhymed. It is bilingual:

King Louis, when passing through Bruges

Met a lady, whose *** * was so huge

That he said, as he came

In that fabulous dame,

'Atta girl! *Apres moi le deluge*'

(Morgan: Malum Opus)

Here, "huge" and "deluge" which belong to different languages rhyme with each other.

These pairs of words have macaronic rhyme: Richard Cory (English) / pro parta mori (Italian); Gori (Nepali)/ glory (English), Sath (Hindi) / bath (English) etc.

2.3.1.8 Embedded Rhyme

The embedded rhyme occurs between a word and a part of another word:

Having eaten a pit made him wend to hospital.

(Sharma: A Pit Eating Child)

The word "pit" works as a part of the word "hospitality".

These pairs of words have macaronic rhyme: ran/ brand, eat/ heat, ant / antenna etc.

2.3.1.9 Mosaic / Heteromorous Rhyme

This rhyme occurs between a word and a phrase or between two phrases:

Why can't you be a bold intellectual?

Very nutty ! shame on hen-pecked you all !

(Sharma: Shame on You)

Underlined part of a word and other words retain mosaic rhyme.

These pairs of words have macaronic rhyme: lot o' news / hypotenuse, light brigade / sight they made etc.

2.3.1.10 Spelling Rhyme

This rhyme occurs between words deliberately miss-spelt or abbreviated to create the rhyme:

‘Stay away from me!’ she hisses.
How unkind is this cute Mrs?
(Sharma: Unkindness in Cuteness)

The word “hisses” rhymes with the spelling Mrs.
These pairs of words have spelling rhyme: devilry / S.O.B.,
BBC / see etc.

2.3.1.11 Wrenched Rhyme

The wrenched rhyme involves the rhyming of a stressed syllable with an unstressed syllable. This often occurs in ballads and folk poetry:

I heard a lass sing in the morning
(Sharma: A morning Song)

The unstressed syllable “ning” of the word “morning” rhymes with the stressed syllable “sing” that is also a word.
These pairs of words have wrenched rhyme: king / singing,
full / harmful etc.

2.3.1.12 Semi-rhyme

The rhyme with an extra syllable on one word and the rhyme occurs in first syllable:

All who like to bend do prefer mending,
All who do not reap do not like heaping.
(Sharma: Human Instinct)

Here, the word “bend” rhymes with “mend” of the word “mending” and the word “reap” rhymes with “heap” of the word “heaping”.
These pairs of words have semi-rhyme: lend/ sending, hand/ landing, end/ bending etc.

2.3.1.13 Alliteration / Head Rhyme

The head rhyme occurs when the words begin with the same consonant sound(s):

Full fathom five thy father lies. (1)
(Shakespeare: The Tempest)

In the above poetic line, the consonant sound / f / is repeated at the beginning of the words “full”, “fathom”, “five”, and “father”. Alliteration does not only link related words, but it also provides musical effects. It reinforces the meaning and makes the expression emphatic and emotive.
These pairs of words have head rhyme: Peter/ pipes, / haunted/ house, black / bird, buy / book etc.

2.3.1.14 Syllabic Rhyme

The syllabic rhyme refers to the rhyming with the final syllable of the words:

She did fiddle with the bottle on her desk;
And did tear a cotton bag all of sudden.
(Sharma: Wrath of a Woman)

In the words “fiddle” and “bottle”, the final syllable is /l/. Similarly, /n/ is the final syllable in the words “cotton” and “sudden”.

These pairs of words have syllabic rhyme: cattle/ huddle,
little/ battle, nettle / button/ mutton etc.

2.3.1.15 Mind Rhyme

Mind rhyme is a kind of substitution rhyme similar to rhyming slang, but it is less generally codified and is heard only when generated by a specific verse context:

This sugar is neat; it tastes much sour.
(Sharma: Perception of the Mind)

In the above lines, if a listener thinks of the word “sweet” instead of “sour”, a mind rhyme has occurred.

2.3.1.16 Holorhyme (GK. Whole rhyme)

Holorhyme refers to an ingenious form of versification in which a whole line has the same sounds with the other whole line(s) in verse:

For I scream
For ice cream.
(Sharma: Screaming for an ice-cream)

The above two lines have the same sounds in spite of the different words. The sound pattern is / fðaiskri:m/.
These pairs of words have syllabic rhyme: a name / an aim,

2.3.1.17 Pararhyme

The term ‘pararhyme’ is very controversial. Lennard (2010) [23] views that the pararhyme occurs between two words whose last stressed vowels differ but following sounds are identical” (p.191). Cuddon (2009) [12] defines pararhyme as the repetition in accented syllables of the final consonant sound but without “the correspondence of the vowel sound” (p.751). Wales (2001) [34] says that pararhyme appears to be synonymous with half-rhyme and consonance in that it refers to “the repetition of final consonants with variation in the preceding vowels” (p.347). On the other hand, Leech (1969) [22] uses the term for what others call apophony: the repetition of both initial and final consonants with variation in the medial vowels. Harmon (2009) [19] maintains that in pararhyme, the “words have different nuclei but share an onset and coda” (p.378). Their views show that pararhyme is synonymous with the consonant rhyme:

What do you sell, o tall mean man,
Sitting on a cot in the heat?
(Sharma: A Mean Tall Man)

The word “sell” and “tall”, ‘mean” and “man” and “cot” and “heat” retain pararhyme.

These pairs of words have syllabic rhyme: bell / tall, pest / last, cot / heat, sip / lap, sand / lend etc.

2.3.1.18 Autorhyme / Null rhyme

In the autorhyme a word rhymes with itself in verse lines:
We paused before a house that seemed

A swelling of the Ground-
The roof was scarcely visible-
The cornice in the Ground.
(Dickinson: Because I could Not Stop for Death)

In the above poetic lines, the same word “Ground” occurs in the second and fourth lines. The word rhymes with itself.

2.4 Rhymes Defined by the Relation to the Number of the Rhymed Syllables

2.4.1 Masculine / Single Rhyme

In the masculine rhyme, a single syllable is rhymed in the words:

I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore
Long after it was heard no more.
(Wordsworth: The Solitary Reaper)

Here, “still” and “hill”, and similarly, “bore” and “more” are monosyllabic words which rhyme with each other in pairs.

These pairs of words have masculine rhyme: beat / heat, die / lie, book/ took, kill/ fill etc.

2.4.2 Feminine / Double Rhyme

In the feminine rhyme the sounds are identical in two consecutive syllables:

Can you borrow my sorrow?
my fellow, so mellow!
(Sharma: My Mellow Fellow)

In the lines, “sorrow” and “borrow” are disyllabic words which rhyme with each other. Similarly, “fellow” and “mellow” rhyme with each other.

These pairs of words have feminine rhyme: follow / hollow, naughty / haughty, mountain / fountain etc.

2.4.3 Triple Rhyme

In the triple rhyme the sounds are identical in three consecutive syllables in the words:

Feelings my heart generate;
You to love and venerate.
(Sharma: I Like to Worship You)

The “generate” and “venerate” are trisyllabic words which rhyme with each other. The first syllable of a word rhymes with the first syllable of another word; the second syllable with the second syllable and the third syllable with the third syllable.

These pairs of words have feminine rhyme: scornfully / mournfully, pollution / solution etc.

2.5 Rhymes Defined by Semantic Aspects

2.5.1 Semantic Rhyme

The semantic rhyme occurs between the words with related or cognate meanings:

Do not jeer and sneer;

My love is to give.
(Sharma: Listen to Me)

The words “jeer” and “sneer” have a related meaning “laugh in a rude way”. Similarly, “love” and “give” have the same final consonant sound /v/. It is a half rhyme. They have a cognate meaning “to love is to give”. They create the feeling of sacrifice in the lovers.

2.5.2 Counter –semantic Rhyme

The counter-semantic rhyme occurs between words with opposite meaning:

Tall and small, all bear frailty; you sneer!
I don't like fear you and you to leer.
(Sharma: Do not Sneer)

The words “tall” and “small” which rhyme with each other create opposite meanings. Similarly, “fear” and “leer” which rhyme each other have opposite meanings. Fear means “to be afraid of s.th. /sb.”, while leer suggests “to frighten s.th/sb. with an unpleasant look”.

2.6 Rhymes Defined by Position

2.6.1 End / Terminal / Tail /Rime Couee / Interline Rhyme

This rhyme occurs at the end of verse lines. For example:

Tyger ! Tyger ! burning bright
In the forest of the night.
(Blake: The Tyger)

The words “bright” and “night” that occur at the end of verse lines create the end rhyme.

2.6.2 Initial / Beginning Rhyme

It occurs at the beginning of the verse lines. For example:

Mad from life's history
Glad to death's mystery.
(Hood: Bridge of Sighs)

The words “mad” and “glad” that occur at the beginning of the verse lines produce initial rhyme.

2.6.3 Leonine Rhyme

This rhyme occurs between the word preceding the caesura and the end word of the same verse line:

I bring fresh showers for the thirsting flowers.
(Shelley: The Cloud)

The word “showers” which occurs before the caesura (pause) rhymes with the word “flowers” which lies at the end of a verse line.

2.6.4 Internal / Intraline Rhyme

It occurs when two or more words rhyme within a single line of verse:

Might gives right in the world

And birth gives mirth in life.
(Sharma: Strife in Life)

Here the words “might” and “right” which occur within a single line of verse rhyme with each other. Similarly, “birth” and “mirth” rhyme with each other.

2.6.5 Internal and End Rhyme

Such a rhyme occurs within a verse line and at the end of that line:

All told him to be bold,
'Feel smart before you dart'.
(Sharma: Be Bold)

The word “told” which occurs within a verse line rhymes with the word “bold” that is at the end of the verse line. Similarly, “smart” rhymes with “dart”.

2.6.6 Caesural Rhyme

The rhyme that occurs at the caesura and line end within a pair of lines:

I can't give you shine to make you high,
I can't give you wine to make you die.
(Sharma: I Can't)

The words “shine” and “wine” occur at the caesura in two lines which are as a pair of lines ending in the words “high” and “die”.

2.6.7 Initial and End Rhyme

This type of rhyme occurs when the initial word and the final word rhyme in a verse line:

Mad she looked sad;
Cold she looked old
Shy she was to die.
(Sharma: Fate of an Old Lady)

The words “mad”, “cold” and “shy” which occur at the beginning of verse lines rhyme with the words “sad”, “old” and “die” that are the final words respectively.

2.7 Rhymes Defined by the Position in the Stanza or verse Paragraph

2.7.1 Crossed / Alternating / Interlocking Rhyme

The crossed rhyme refers to the rhyming in an abab pattern: To me, fair Friend, you can never be old, For as you were when first your eye I eyed, Such seems your beauty still. Three winterscold Have from the forests shook three summers' pride.
(Shakespeare: To Me, Fair Friend)

Here, the word “old” which occurs at the end of the first verse line rhymes with the word “cold” that is at the end of the third verse line. Similarly, the word “eyed” which occurs at the end of the second verse line rhymes with the word “pride” that is at the end of the fourth verse line.

2.7.2 Intermittent Rhyme

The intermittent rhyme refers to rhyming every other line in an xaxa pattern:

As they were walking up the street,
Most beautiful for to behold,
He cast a glamour o'er her face
And it shone like brightest gold.
(Anonymous: The Demon Lover)

Here, the word “behold” that is at the end of the second verse line rhymes with the word “gold” that is at the end of the fourth verse line. The first and third lines are not rhymed.

2.7.3 Envelope / Inserted / Enclosed / Arch- Rhyme

Such a rhyme involves rhyming in an abba pattern:

if thou knew' st how thou thyself dost harm,
And dost prejudice thy bliss, and spoil my rest;
Then thou would' st melt the ice out of thy breast
And thy relenting heart would kindly warm.
(Shakespeare: To Aurora)

Here, the word “harm” which occurs at the end of the first verse line rhymes with the word “warm” that is at the end of the fourth line. The word “rest” which occurs at the end of the second line rhymes with the word “breast” that is at the end of the third verse line.

2.7.4 Couplet Rhyme

The couplet rhyme occurs in an aabb pattern:

Thy hue, dear pledge, is pure and bright
As in that well-remembered night
When first thy mystic braid was wove,
And first my Agnes whisper'd love.
(Scott: To a Lock of Hair)

The word “bright” of the first verse line rhymes with the word “night” of the second verse line. Similarly, the word “wove” of the third verse line rhymes with the word “love” of the fourth verse line.

2.7.5 Single Rhyme

The single rhyme takes place in an abac or abcb pattern:

All thoughts, all passions, all delights,
Whatever stirs this mortal frame
All are but ministers of Love,
And feed his sacred flame.
(Coleridge: Love)

Here, the word “frame” of the second verse line rhymes with the word “flame” of the fourth verse line.

2.7.6 Monorhyme

Monorhyme is such a rhyme which is in an aaaa pattern:

Make many a fiery fan,
Amass as much as you can,

Feign to a solemn man,
Loot and loot; no one will ban.
(Sharma: Loot, Leaders Loot)

All the words “fan”, “can”, “man” and “ban” rhyme with one another in the above verse lines.

2.7.7 Chain Rhyme

A rhyme scheme in which a rhyme in a line of one stanza is used as a link to a rhyme in the next stanza:

Ye tradeful merchants, that with weary toil,
Do seek most precious things to make your gain,
And both the Indias of their treasure spoil;
What needeth you seek so far in vain?

For lo, my love doth in herself contain
All this world's riches that may be far found:
If sapphires, lo, her eyes be sapphires plain;
If rubies, lo, her lips be rubies sound.
-Spenser

Here, the last word “vain” of the first stanza rhymes with the word “contain” which occurs at the end of the first line of the second stanza.

2.8 Rhymes Across Word Boundaries

2.8.1 Broken Rhyme

The broken rhyme involves the breaking of a word at the end of a line for the sake of a rhyme:

Neath this blow
Worse than stab o' dagger
Though we mo—
Mentarily stagger.
(Gilbert: Iolanthe)

Here, the word “mentarily” is broken into “mo-“ and “mentarily” so the “mo” rhymes with “blow”.

2.8.2 Apocopated Rhyme

This rhyme involves the rhyming a line end with a penultimate (before the last one) syllable:

Sad! lonely! hapless ! and homeless!
How and where so far do you roam?
(Sharma: A Wanderer)

Here, the word “home” which is before the last syllable rhymes with the word “roam”

2.8.3 Linked/ Fused Rhyme

A rhyme in which the end of one line together with the first sound of the next line forms a rhyme with the end of another line:

Where had he been so long? He
Came and looked so terrific.
(Sharma: Fear of a Hasty Wanderer)

Here, the last word “He” of the first verse line is pronounced together with the first sound of the second verse line /k/ so that it may rhyme with the last word “electric” of the second verse line.

3. Functions of Rhyme

A rhyme is a repetition of similar sounds in two or more words, most often at the end of lines in poems and songs. The word “rhyme” may also be used as a short poem, such as a rhyming couplet or other brief rhyming poem such as nursery rhymes

Rhyme is an important device that creates a repeating pattern. Such a pattern is pleasing to hear. It adds a musical element to the poem and creates a feeling of “rightness” of pieces fitting together. Rhyme also serves as a mnemonic device facilitating memorization since the rhyme echoes in the reader's mind afterward like a melody. Rhyme deepens the meanings of poems. Rhyming two or more words draws the reader's attention towards them and makes the reader muse /meditate how such words are connected and they suggest in the poems. Rhyme functions to strengthen the form of poems or songs. In many traditional forms, a regular pattern of rhymes are at the ends of the lines. This means that if the poem is being read aloud, the listener can easily hear where the lines end and can hear the shape of the poem. The regular use of tail rhyme helps mark off the end of lines and clarifies the metrical structure for the listener. William Shakespeare often used a rhyming couplet to mark off the end of a scene in a play. Rhyme hints at a signal of verbal intelligence of the poet.

4. Conclusion

Rhyme is one of the powerful verbal devices of music created through the recurrence of consonant and vowel sounds in poems. Music is one of the most striking features which differentiate poems from other genres of literature. Poetry is much richer than other forms of literature in the employment of rhymes; therefore it is more pleasing than others to listen. If the readers retain sound knowledge of rhymes, I think that they will enjoy the poems while reciting or listening to them. Rhymes are not only important for the melodious aspect, but they are also important for semantic and structural aspects of poems. Teaching rhymes is an important aspect because it familiarizes the students with musical, linguistic and structural features of English language. It is one of the significant subject matters of teaching English language education.

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