



新世纪师范英语系列教材 总主编 程晓堂

英语语音 实用教程

Practical English Phonetics:
A Course for
Teacher Education

主编 张维友



W 上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.slep.com

英语语音 实用教程

Practical English Phonetics:
A Course for
Teacher Education

主 编 张维友

编 者 (以姓氏笔画为序)

向宗平 张伶俐

周睿丰 黄广芳

图书在版编目 (CIP) 数据

英语语音实用教程 / 张维友主编; 向宗平等编. —上海: 上海外语教育出版社, 2013
新世纪师范英语系列教材 / 程晓堂主编
ISBN 978-7-5446-3389-5

I. ①英… II. ①张… ②向… III. ①英语—语音—师范大学—教材 IV. ①H311

中国版本图书馆CIP数据核字 (2013) 第128186号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 邬安安

印 刷: 上海信老印刷厂

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张 14.75 字数 470千字

版 次: 2013 年 10 月第 1 版 2013 年 10 月第 1 次印刷

印 数: 3 000 册

书 号: ISBN 978-7-5446-3389-5 / H · 1769

定 价: 31.00 元

本版图书如有印装质量问题, 可向本社调换

总序

2009年7月,在上海召开了一次“师范院校英语专业教学和发展圆桌会议”。参加本次会议的有来自全国18所师范院校的22位外语学院院长、系主任和出版界的代表。本次会议全面、深入地讨论了当前形势下师范院校英语专业的学科定位、人才培养目标、课程设置、教学内容与方法、教材建设、师资队伍、学生就业等方面的问题,并且在很多重要方面达成了共识,为今后师范院校英语专业的建设与发展提供了重要的参考意见。

师范教育关系到国家未来的人才培养,具有深远意义。与其他专业的师范教育相比,英语专业的师范教育责任更大,负担更重。英语专业的师范生不仅需要学好英语,还需要学习如何教英语。所以,师范英语专业应该是英语学科+教学能力的培养,既不能局限于语言的学习,也不应局限于教学技能的培养。

在中国语境下,各级各类的教育都非常重视教材的作用,师范教育也不例外。可以说,教材的编写质量和水平直接关系到教师的教学和学生的学习,直接关系到人才培养的质量和规格。

由于师范教育的特殊性,供师范生使用的教材也应该具有特殊性。但是,目前大多数师范院校仍使用综合性大学的教材,突出不了其师范教育的专业性。所谓师范特色,主要是指教材在培养学生语言能力的同时,还应合理渗透教师教育的相关内容。说得具体一点,师范生的英语教材不仅要使学生学好英语,还要使他们直接或间接地从教材中体会、感受到教英语和学英语的过程与方法。比如,语法教材以及综合教材中的语法部分,可以适当地渗透“如何教语法”或“如何学语法”的内容。当然,师范专业的教材本身也应体现新的教学理念。同时,师范教育的教材还应加强人文教育,提高师范生基本人文素养。

根据2009年圆桌会议的建议,上海外语教育出版社决定邀请国内部分师范大学的专家编写一套符合新时期师范院校英语专业教学需要的系列教材。此决定得到了北京师范大学、南京师范大学、华南师范大学等师范院校的积极响应。该套教材除了包括基础阶段主要课程的教材(如综合教程、读写教程和视听说教程)以外,还包括一些专业课程教材。

我们希望更多的师范院校加入本套教材的编写、试用、研究和推广,并以此为契机,结合课堂教学实际情况,共同探讨师范院校的人才培养目的、教育教学的内容与方法以及师范院校英语专业的建设与发展。

程晓堂

2013年3月

于北京师范大学

前言

语音是外语学习的第一道难关。语音学得好坏不仅直接关系到听说能力能否快速提高,而且会影响终身语言学习效率。影响语音学习效果的原因很多,如学习观念、学习动机、学习态度、学习方法、学习材料、努力程度等。《英语语音实用教程》基于对这些因素的理解,立足实用与实践,力图探索适合不同学习者的语音学习途径,提高学习效果,攻克语音难关。本教材具有以下特点:

基于学习者中心理念:从材料的选择到活动的设计都充分考虑中国英语学习者个体差异和通常面对的困难。选材上尽量考虑到以学生为中心的具体教学情景,学习活动与材料都提供多种可选方案,保证灵活性。

基于任务学习路径:对于大多数外语学习者来说,语音学习的目的不在于掌握语音的相关知识,而在于提高听力理解与口语表达能力。因此本教材以学习者活动为主线组织教学内容,任务设计突出实践,学习者通过完成任务活动,在做中学,从感知模仿逐步过渡到用标准的语音进行有效交流。

基于学习策略设计:选用适当的学习策略不仅可以增进学习乐趣,而且能提高学习成效。因此,任务设计突出元认知策略,强调学习过程计划、管理与评价,同时兼顾社会策略和情感策略的使用。任务活动力求做到自主学习与合作学习相结合,营造自我激励和相互支持的学习氛围。

基于真实有趣素材:选材力求题材及体裁的多样性、形式的趣味性、内容的真实性。因此,教材中包含了电影对白、英文歌曲、绕口令、对话、小故事、演讲、小诗等。学习者通过完成任务去体验和欣赏,不经意中达到学习目的。

基于教学问题与难点:教材讨论了中国师生语音教学的主要问题,有针对性地指出我国学生学习语音的具体困难,总结各方言区学生发音难点,分析造成发音问题的主要原因,并提出了相应对策,既利于学,又助于教。

全书由18个单元组成。第1单元为语音学习总体介绍,包括国际音标(phonetic alphabet)、发音器官、音位分类等,为后续单元学习奠定基础;第2至10单元以音位为主要内容,集中解决元音和辅音问题;第11至18单元着力解决超音段(super-segmental)相关问题。每单元设导入(lead-in),主体部分包括:理解(understanding)、发音(pronouncing)、听辨活动(identifying and practicing)、交流表达(production in communication)。此外,各单元还设有特色栏目,如开心时刻(fun time)、课后作业(home assignment)、自我评价(self-assessment)等。此外,创设的教学指点(tips for teaching ...)阐述我国师生在教与学中出现的主要问题,分析

原因并提供解决办法,是本教材的一大特色。鉴于音位教学涉及很多专业术语,为了帮助学生掌握发音器官、理解英语发音说明,相关部分还增加了汉语提示,便于教学。书后提供英汉术语对照表与参考书目,作为辅助学习资源,为进一步做研究提供参考。

《英语语音实用教程》编写历时两年有余,编者虽均具有多年高校英语语音和口语教学经验及教材编写的经历,仍深感编写教材极富挑战。因水平所限,书中错误与不当之处在所难免,恳请广大读者在使用中批评指正!

2013年9月

张维友

Contents

Unit 1	Phonetic Alphabet	1
Unit 2	Front Vowels	10
Unit 3	Central Vowels	21
Unit 4	Back Vowels	29
Unit 5	Diphthongs	41
Unit 6	The Plosives	56
Unit 7	Fricatives	69
Unit 8	Affricates	80
Unit 9	Nasal Consonants	94
Unit 10	Approximants	103
Unit 11	Word Stress	113
Unit 12	Sentence Stress	124
Unit 13	Weak Forms	134
Unit 14	Rhythm	145
Unit 15	Intonation	153
Unit 16	Pause	167
Unit 17	Incomplete Plosion	177
Unit 18	Sound Linking	185
Appendix 1	Keys	196
Appendix 2	Technical Terms and Their Chinese Equivalents	220
Appendix 3	References	224

Phonetic Alphabet

LEAD-IN

Task 1 Read the following *pinyin* and figure out the meaning of each sentence.

1. wǒ shì yì míng dà xué shēng.
2. mǎ dà mǎ hěn máng.
3. yǒu yì tóu dà xiàng.
4. tā zài hē shuǐ.
5. xiǎo māo ài chī yú.
6. tā bú zài.
7. nǐ hái hǎo ma?
8. nǐ qù guò běijīng ma?
9. xīn nián hǎo.
10. tā bú jiàn le.

Pinyin is a kind of phonetic alphabet that helps you to learn a character's pronunciation. It is used only in Chinese so it is not international.

Task 2 Read the following letters and words of English and decide if the letters can tell the pronunciation of the words.

Letters	Words
a c t	act
h e n	hen
s i t	sit
f o o t	foot
y e s	yes
l a w	law
h o t	hot
r i d	rid
h a t	hat
h e y	hey

The English letters do not signal the pronunciation of a word. What the English learners use when learning a word's pronunciation is the **International Phonetic Alphabet** of English.

UNDERSTANDING

1. International Phonetic Alphabet (IPA)

IPA is a phonetic system meant for the notation of sounds all over the world. The International Phonetic Alphabet of English is designed to represent each phoneme with a different symbol. As it is known, there are many varieties of English in the world. So the phonetic alphabets that were used in the past to stand for the sounds of the same words are sometimes different. For example, *last* is notated down as /lɑːst/ in British English (BrE) but /ləst/ in American English (AmE) because it is pronounced differently in the two varieties. Moreover, people adopt different systems to describe the sounds in different varieties. For instance, **Jones** is the kind of IPA that is for the representation of sounds in British English and **K.K.** is for American English. As a result, the two systems differ in the notation of some of the same sounds based on different conventions. For instance, the vowel in *meat* is /i:/ but /i/ respectively in Jones and K.K. It is sometimes confusing when students come across some of the same symbols representing different sounds in the two systems. (See Table 1 for Jones and its K.K. equivalents.)

Table 1 Comparison between Jones and K.K.

CONSONANTS							
Jones	K.K.	Examples		Jones	K.K.	Examples	
p	p	pen	/pen pɛn/	z	z	zoo	/zu: zu/
b	b	bad	/bæd bæd/	ʃ	ʃ	shoe	/ʃu: ʃu/
t	t	tea	/ti: ti/	ʒ	ʒ	vision	/ˈvɪʒn ˈvɪʒən/
d	d	did	/dɪd dɪd/	h	h	hat	/hæt hæʔ/
k	k	cat	/kæt kæt/	m	m	man	/mæn mæn/
g	g	get	/get gɛt/	n	n	now	/naʊ nau/
tʃ	tʃ	chain	/tʃeɪn tʃɛn/		ŋ	sudden	/ˈsʌdn ˈsʌdn/
dʒ	dʒ	jam	/dʒæm dʒæm/	ŋ	ŋ	sing	/sɪŋ sɪŋ/
f	f	fall	/fɔ:l fɔl/	l	l	leg	/leg lɛg/
v	v	van	/væn væn/		ɫ	middle	/ˈmɪdl ˈmɪdl/
θ	θ	thin	/θɪn θɪn/	r	r	red	/red rɛd/
ð	ð	this	/ðɪs ðɪs/	j	j	yes	/jes jɛs/
s	s	see	/si: si/	w	w	wet	/wet wɛt/

(Continued)

VOWELS							
Jones	K.K.	Examples		Jones	K.K.	Examples	
i:	i	see	/si: si/	ɜ:	ɜ	fur	/fɜ:(r) fɜ/
ɪ	ɪ	happy	/ˈhæpi ˈhæpi/	ə	ə	about	/əˈbaʊt ɔˈbaʊt/
ɪ	ɪ	sit	/sɪt sɪt/		ɔ	never	/ˈnevə(r) ˈnevə/
e	ɛ	ten	/ten tɛn/	eɪ	e	say	/seɪ se/
æ	æ	cat	/kæt kæt/	əʊ	o	go	/gəʊ go/
ɑ:	ɑ	father	/ˈfɑ:ðə(r) ˈfɑðə/	oʊ	o	go	/goʊ go/
ɒ	ɑ	got	/gɒt gət/	aɪ	aɪ	my	/maɪ mai/
ɔ:	ɔ	saw	/sɔ: sɔ/	aʊ	au	now	/naʊ nau/
u	u	put	/put put/	ɔɪ	ɔɪ	boy	/bɔɪ bɔɪ/
u	u	actual	/ˈæktʃuəl ˈæktʃuəl/	ɪə	ɪr	near	/nɪə(r) nɪr/
u:	u	too	/tu: tu/	eə	ɛr	hair	/heə(r) hɛr/
ʌ	ʌ	cup	/kʌp kʌp/	ʊə	ur	pure	/pjʊə(r) pjur/

(Taken from *Oxford Advanced Learner's English-Chinese Dictionary* 2004, P2106)

From the table, we can see that major differences lie mainly in the notation of vowels. Actually different dictionaries adopt slightly different symbols to transcribe pronunciation of words, particularly American pronunciation. The usual practice is that if a word has both British and American pronunciations, the British pronunciation is presented first followed by the American pronunciation with a double vertical line in between as shown in Table 1. Comparatively, Longman dictionaries have a more user-friendly way of phonetic transcription (see Table 2, 3, 4 based on Longman dictionaries). Therefore, this book adopts the Longman system. The blank spaces under AmE pronunciation in the tables indicate that the American pronunciation is the same as the British.

Table 2 Long vowels

	Examples (BrE)	AmE pronunciation
i:	<u>see</u> , <u>me</u> , <u>receive</u> , <u>thief</u>	
ɑ:	<u>class</u> , <u>advance</u> , <u>laugh</u>	æ
	<u>farm</u> , <u>star</u> , <u>heart</u>	ɑ:r
	<u>calm</u> , <u>father</u>	
ɔ:	<u>horse</u> , <u>door</u> , <u>store</u>	ɔ:r
	<u>saw</u> , <u>thought</u> , <u>talk</u> , <u>water</u>	ɒ:
u:	<u>moon</u> , <u>food</u> , <u>through</u>	
ɜ:	<u>bird</u> , <u>hurt</u> , <u>insert</u>	ɜ:r

Table 3 Short vowels

	Examples (BrE)	AmE pronunciation
ɪ	sit, happy, ship	
æ	cat, bag	
ʊ	foot, pull	
ɒ	hot, across, what	ɑ:
ʌ	cup, rough	
e	head, bed	
ə	above, alcohol	
	mother, creature	ər

Table 4 Diphthongs

	Examples (BrE)	AmE pronunciation
eɪ	day, name	
aɪ	high, my	
ɔɪ	boy, join	
aʊ	how, about	
əʊ	home, tone	oʊ
ɪə	hear, sphere	ɪr
eə	where, hair	er
ʊə	poor, tour	ʊr

2. Classification of sounds

There are altogether 44 sounds known as phonemes in British English. Among them 20 are vowels and 24 are consonants. Vowels are produced without any obstruction in its production but consonants must have obstruction in the mouth or the nose. The lack or presence of obstruction is the factor in determining a vowel or a consonant.

- (1) Vowels are further divided into pure vowels and diphthongs. In Jones, pure vowels are represented with a single sign but diphthongs with double symbols. Pure vowels experience no change in the tongue or the mouth but diphthongs do. The following is a table of vowels and consonants:

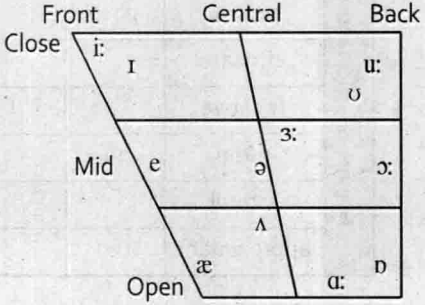
Table 5 Vowels and consonants

Vowels	Pure vowels	i:	ɪ	e	æ	ɜ:	ə	ʌ	ɑ:	ɒ	ɔ:	ʊ	u:
	Diphthongs	eɪ	aɪ	ɔɪ	ɪə	eə	ʊə	əʊ	aʊ				
Consonants		p	b	t	d	k	g	f	v	s	z	ʃ	ʒ
		θ	ð	h	j	w	tʃ	dʒ	m	n	ŋ	l	r

Pure vowels can be put into different categories according to sound length and manner and place of articulation.

Table 6 Vowels according to length and place of articulation

Long vowels	i:	ɜ:	ɑ:	ɔ:	u:	
Short vowels	ɪ	e	æ	ʌ	ʊ	ə
Close vowels	i:	ɪ	u:	ʊ		
Middle vowels	e	ə	ɜ:	ɔ:		
Open vowels	æ	ʌ	ɒ	ɑ:		
Front vowels	i:	ɪ	e	æ		
Central vowels	ə	ɜ:	ʌ			
Back vowels	ɑ:	ɒ	ɔ:	ʊ	u:	



Diphthongs can also be divided according to the second sound of each: /ɪ/, /ə/ and /ʊ/. Since /ɪ/ and /ʊ/ are both close vowels, each diphthong starts with a more open mouth and glides to a more close shape, thus the diphthongs ending with these two sounds are known as close diphthongs. /ə/ is a central vowel, and since all the diphthongs ending with /ə/ end with the central position of the tongue, they are also called central diphthongs, for each sound starts with a higher position of the tongue and ends with a lower position.

Table 7 Diphthongs according to place of articulation

Close diphthongs	eɪ	aɪ	ɔɪ	əʊ	aʊ
Central diphthongs	ɪə	eə	ʊə		

- (2) The consonants are classified into different categories according to voice, place and manner of articulation. Voice is determined by the vibration of the vocal cords and aspiration. Consonants with aspiration but without vibration are voiceless ones: /p/, /t/, /k/, /f/, /h/, /θ/, /s/, /ʃ/, /tʃ/, whereas those with vibration but without aspiration are voiced ones: /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/. According to manner of articulation, i.e. how air is obstructed in the mouth and how it comes out, the consonants can be grouped as plosives: /p/, /t/, /k/, /b/, /d/, /g/; nasals: /m/, /n/, /ŋ/; fricatives: /f/, /θ/, /s/, /ʃ/, /v/, /ð/, /z/, /ʒ/, /h/; affricates: /tʃ/, /dʒ/ (/tr/, /dr/, /ts/, /dz/ traditionally treated as affricates) and approximants: /w/, /j/, /r/, /l/. According to place of articulation, i.e. what speech organs are involved and how they operate in the course of production, consonants are classified into bilabials: /p/, /b/, /m/, /w/; labiodentals: /f/, /v/; dentals: /θ/, /ð/; alveolars: /t/, /d/, /s/, /z/, /n/, /l/; palato-alveolars: /ʃ/, /ʒ/, /r/, /tʃ/, /dʒ/; palatal: /j/; velars: /k/, /g/, /ŋ/, /w/ and glottal: /h/. There is a lot of overlapping because the consonants are classified from different perspectives.

Table 8 Consonant phonemes

		Place of articulation							
		Front							Back
		bilabial	labiodental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approximant	(w)				r	j	w	

3. Speech organs

Vowels and consonants named in such a way depend on the operation of different speech organs.



IDENTIFYING AND PRACTICING

Task 1 Listen to the pure vowels and mark the right phonetic symbols you hear. Then read the sounds in pairs.

1. a. /i:/	b. /ɪ/	6. a. /ɪ/	b. /e/
2. a. /æ/	b. /ʌ/	7. a. /e/	b. /æ/
3. a. /ɜ:/	b. /ə/	8. a. /ʌ/	b. /ɑ:/
4. a. /ʊ/	b. /u:/	9. a. /æ/	b. /ə/
5. a. /ɔ:/	b. /u:/	10. a. /ɒ/	b. /ɔ:/

Task 2 Listen to the recording of pure vowels and diphthongs and mark the right phonetic symbols you hear.

1. a. /eɪ/ b. /ɪ/	6. a. /ɔɪ/ b. /ɜ:/
2. a. /e/ b. /eɪ/	7. a. /əʊ/ b. /aʊ/
3. a. /eɪ/ b. /aɪ/	8. a. /ɪə/ b. /eə/
4. a. /æ/ b. /aɪ/	9. a. /eə/ b. /ʊə/
5. a. /aɪ/ b. /ɔɪ/	10. a. /aɪ/ b. /aʊ/

Task 3 Work in pairs and try to say as many words which contain diphthongs as possible.

Task 4 Listen and repeat the following consonants in pairs.

1. a. /p/ b. /b/	7. a. /ʃ/ b. /ʒ/
2. a. /t/ b. /d/	8. a. /tʃ/ b. /dʒ/
3. a. /k/ b. /g/	9. a. /w/ b. /j/
4. a. /f/ b. /v/	10. a. /m/ b. /n/
5. a. /θ/ b. /ð/	11. a. /h/ b. /ŋ/
6. a. /s/ b. /z/	12. a. /l/ b. /r/

Task 5 Work in pairs. Say one consonant in each pair in task 4 and the other circles the symbol as heard. Then switch roles and repeat the exercise.

Task 6 The following words have different vowels in British and American English. Listen and repeat.

	British English	American English	More examples		
ask	/ɑ:sk/	/æsk/	dance	answer	laugh
watch	/wɒtʃ/	/wɑ:tʃ/	box	shot	hot
long	/lɒŋ/	/lɑ:ŋ/	strong	wrong	
sport	/spɔ:t/	/spɔ:rt/	short	fork	port
bird	/bɜ:d/	/bɜ:rd/	work	nurse	shirt
for	/fə/	/fər/	her	are	were
go	/gəʊ/	/goʊ/	show	so	snow
near	/nɪə/	/nɪr/	fear	tear	hear
hair	/heə/	/her/	rare	where	there
tour	/tuə/	/tʊr/	tourism	tourist	lure

FUN TIME

Listen and repeat the following tongue twisters. Pay attention to the vowels and consonants in them.

1. I scream, you scream, we all scream for ice-cream!
2. Six sick hicks nick six slick bricks with picks and sticks.
3. Can you can a can as a canner can can a can?
4. How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
5. Betty beat a bit of butter to make a better butter.
6. The driver was drunk and drove the doctor's car directly into the deep ditch.
7. Whether the weather be fine or whether the weather be not. Whether the weather be cold or whether the weather be hot. We'll weather the weather whether we like it or not.
8. Few free fruit flies fly from flames.
9. There is no need to light a night light on a light night like tonight, for a bright night light is just like a slight light.

HOME ASSIGNMENT

Task 1 Try to remember all the vowels and consonants in the International Phonetic Alphabet and make sure you can also write them in the correct form.

Task 2 Go over the table in Task 6 (page 7) that shows similarities and differences in British and American English, think of ten words, look them up in your dictionary and compare the different notations in K.K. and Jones before you read them aloud.

SELF-ASSESSMENT

How well have you learned the sounds in this unit?

Date of assessment: _____

	Very well		Just so-so		Not very well	
	Recognition	Production	Recognition	Production	Recognition	Production
vowels						
consonants						
differences between BrE and AmE						

TIPS FOR TEACHING IPA

1. Importance of IPA

It would be very helpful for students to know IPA. As we all know, there is a big difference between the spelling and the pronunciation of the English words. In most dictionaries, words have phonetic transcriptions with symbols of IPA. Without the knowledge of IPA, we are quite unlikely to learn to pronounce the words by ourselves. For teachers, it is extremely important to have a good command of IPA. Teachers have two roles, a life-long learner and an instructor. In learning, they have to consult dictionaries and the knowledge of IPA would help them use phonetic transcriptions. In teaching, they have the responsibility to introduce and teach IPA. When students have difficulty in using IPA, teachers should be capable of solving the problems. Therefore, the importance of IPA can never be overestimated for a teacher.

2. Presenting speech organs

To learn how to pronounce words using phonetic alphabet, students should learn how to make use of their speech organs, which is often neglected in teaching. A knowledge of speech organs on the part of students can surely raise the efficiency of learning. So teachers can use a graph to present different speech organs. While teaching individual sounds, they can show how to make use of the organs through illustration. In this way, students can learn pronunciation more efficiently.

3. Comparing symbols of different systems of IPA

British and American dictionaries use different systems of symbols. Most Chinese learners are taught Received Pronunciation (RP), i.e. standard British pronunciation, with its system of symbols (which is also used in this book). Even British dictionaries may use different varieties. There are two varieties, Jones and K.K. Teachers may introduce the two systems and make a comparison (refer back to Table 1 on page 2). Generally, Chinese learners of English do not have much difficulty in recognizing and using Jones but may have some problems with K.K. So comparison can be employed to show the difference. Oxford dictionaries employ K.K. system to transcribe American pronunciation whereas Longman dictionaries use a more convenient system. It is advisable to let students know this.

2

Front Vowels /i:/ /ɪ/ /e/ /æ/

LEAD-IN

Listen and enjoy a song from the movie *The Sound of Music*. Pay attention to the front vowels.

Do Re Mi

let's start at the very beginning
a very good place to start
when you read you begin with a-b-c
when you sing you begin with do-re-mi
do-re-mi, do-re-mi
the first three notes just happen to be
do-re-mi, do-re-mi
do-re-mi-fa-so-la-ti
let's see if I can make it easier
doe, a deer, a female deer
ray, a drop of golden sun
me, a name I call myself
far, a long, long way to run
sew, a needle pulling thread
la, a note to follow sew
tea, a drink with jam and bread
that will bring us back to do
when you know the notes to sing
you can sing most anything
when you know the notes to sing
you can sing most anything