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MLADI RAZISKOVALCI ZA RAZVOJ ŠALEŠKE DOLINE

RAZISKOVALNA NALOGA

**‘ANGLEŠKI LOMILCI JEZIKA’  
(ENGLISH TONGUE TWISTERS)**

Tematsko področje: ANGLEŠČINA

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- ŠD Osnovna šola Vransko – Tabor, 2007/08
- KG angleški lomilci jezika, aliteracija, slovenski lomilci jezika, lomilci jezika v slovenskih osnovnih šolah, izgovorjava angleščine
- AV Lebeničnik, Mojca in Felicijan, Blažka
- SA Kocijan, Natalija
- KZ 3320 Velenje, SLO, Koroška 58
- ZA ERICo Velenje, Inštitut za ekološke raziskave
- LI 2008
- IN 'ANGLEŠKI LOMILCI JEZIKA' (ENGLISH TONGUE TWISTERS)
- TD raziskovalna naloga
- OP IV, 21 s., 3 priloge – Anketa, Avdio CD, CD s kratkim filmom
- IJ en
- JI en
- AI Naloga bo predstavila angleške lomilce jezika ali 'English Tongue Twisters'. To so težko izgovorljive besede ali besedne zveze, ki jih skušamo povedati kakor hitro je le mogoče, ne da bi se pri tem zmotili oz. si zlomili jezik. Namen naloge je narediti mini zbirko angleških lomilcev jezika, tako na papirju kot v avdio obliki. Naloga opredeli kako lomilci jezika delujejo in poda tudi primere slovenskih lomilcev jezika. Namen raziskovalne naloge ni prevod zbranih angleških lomilcev jezika. S pomočjo ankete naloga tudi ugotavlja ali se profesorji angleščine v slovenskih osnovnih šolah poslužujejo angleških lomilcev jezika kot sredstva za urjenje angleške izgovorjave.

## KEY WORDS DOCUMENTATION

- ND Osnovna šola Vransko – Tabor, 2007/08
- CX English Tongue Twisters, alliteration, Tongue twisters in Slovene primary schools, English pronunciation
- AU Lebeničnik, Mojca and Felicijan, Blažka
- AA Kocijan, Natalija
- PP 3320 Velenje, SLO, Koroška 58
- PB ERICo Velenje, Inštitut za ekološke raziskave
- PY 2008
- TI ENGLISH TONGUE TWISTERS
- DT RESEARCH WORK
- NO IV, 21 p., 3 Appendices – Questionnaire, Audio CD, CD with short clips
- LA en
- AL en
- AB The aim of this research work is to examine English tongue twisters and to make a small collection of English tongue twisters in paper and in audio form. However, the paper does not aim to provide equivalent Slovene translations of the given English tongue twisters. The paper shall provide some examples of Slovene tongues twisters as well. Further on, the paper will try to establish, with the help of the conducted questionnaire, whether professors of English in Slovene primary schools use English tongue twisters in order to help their students with their English pronunciation.

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## INTRODUCTION

*'Peter Piper picked a peck of pickled peppers,  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
How many pickled peppers did Peter Piper pick?'*

Try to articulate the one above. Isn't it fun?

English tongue twisters are great fun and that is the reason why we decided to examine English tongue twisters. The aim of the paper is to show how tongue twisters work and to make a modest collection of English tongue twisters. However, the provided list of English tongue twisters will not be translated into Slovene language. Some examples of Slovene tongue twisters will also be given. The questionnaire will be conducted in order to establish if professors of English in Slovene primary schools use English tongue twisters with an aim of practicing English pronunciation and what their opinion on the tongue twisters' usefulness is.

Our hypothesis, based on our personal experience, is that professors of English language in Slovene primary schools do not use English tongue twisters to a large extent but our second hypothesis says that they would reach for the tongue twisters if only they had an appropriate material, something like this one.

We are students of the Primary School Vransko - Tabor and we love English. Since English is a global language and it is gaining even more importance in this world, we decided to give some contribution. This paper could eventually help students in Slovene schools improve their English pronunciation and could help professors of English language in Slovene schools teach English pronunciation. The paper aims to bring closer English tongue twisters to all those who have forgotten how fun tongue twisters are.

## HOW TONGUE TWISTERS WORK

Tongue twisters are tricky phrases, sentences or verses that are constructed in such a way that they are difficult to articulate quickly and properly, especially if you want to articulate them fast with little or no pausing. However, at certain point you twist your tongue.

Some tongue twisters are very simple in its construction – just a few words put together, yet some tell the entire story. The former tongue twisters have to be said quickly and have to be repeated for a few times, e.g. *Good blood, bad blood*. The latter tongue twisters, like *Betty Botter* ....., are meant just to be recited very fast. In both cases you should not

Tongue twisters are based on a sequence of very similar sounds or s.c. **alliteration** and rhyme. Alliteration is a very old device, common in poetry, but also in tongue twisters, jingles and language of advertising. It is defined as follows:

'Alliteration is the repetition of the same consonant sound, usually at the beginning of words in a series which appear near each other, in the same line or group of lines in poetry or prose. Alliteration may also occur with the repetition of a consonant sound used in the middle of polysyllabic words, or at the ends of words.'<sup>1</sup> See some examples:

*Peter Piper picked a peck of pickled pepper, ..*

*Betty Botter had some butter,  
"But," she said, "this butter's bitter.  
If I bake this bitter butter,  
It would make my batter bitter.  
But a bit of better butter,  
That would make my batter better."  
So she bought a bit of butter,  
Better than her bitter butter,  
And she baked it in her batter;  
And the batter was not bitter.  
So 'twas better Betty Botter  
Bought a bit of better butter*

Each language has tongue twisters. They are a part of certain folklore. You can tell a lot about certain culture from its language and thus tongue twisters.

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<sup>1</sup> F. Stillman. *The Poet's Manual and Rhyming Dictionary*. 1996 : 84

English language has a very rich collection of tongue twisters. There are for example Easter tongue twisters<sup>2</sup> - *Busy bunnies bring blue baskets.* or *Each Easter, Eddie eats eighty eggs.*, Christmas tongue twisters<sup>3</sup> - *Santa's sleigh slides on slick snow.* or *Eleven elves licked eleven little licorice lollipops*, Valentine's tongue twisters<sup>4</sup> - *Tina loved Tim, the thin, twin tinsmith.* Or Thanksgiving tongue twisters<sup>5</sup> - *Peter Pilgrim picked pretty plump pumpkins!* or *Greedy gobblers grabbed the gravy.*

According to the Guinness Book of Records is the hardest tongue twister is *The sixth sick shiek's sixth sheep's sick.*<sup>6</sup>

Besides being amusing English tongue twisters help EFL students improve their English pronunciation; they also help practise pronunciation of only certain sounds. That is the reason why actors, singers and speech therapists use tongue twisters and as well. Some people even articulate them to release their nervousness, for example young agent Cody Banks used *Peter Piper* ...in one of the scenes. Some are even used during powerful political speeches, e.g. George W. Bush said: "We must all hear the universal call to like your neighbor just like you like to be liked yourself," (At a South Carolina oyster roast. Quoted in Financial Times, Jan. 14, 2000)

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<sup>2</sup> <http://www.bethanyroberts.com/EasterTongueTwisters.htm>

<sup>3</sup> <http://xmasfun.com/Fun/TongueTwisters.asp>

<sup>4</sup> <http://www.bethanyroberts.com/ValentineTongueTwisters.htm>

<sup>5</sup> <http://www.bethanyroberts.com/Thanksgivingfunp3.htm>

<sup>6</sup> <http://en.wikipedia.org/wiki/Tongue-twister>



## A COLLECTION OF ENGLISH TONGUE TWISTERS<sup>7</sup>

*A big black bug bit a big black bear,  
made the big black bear bleed blood.*

*A box of biscuits, a batch of mixed biscuits*

*A flea and a fly flew up in a flue.  
Said the flea, "Let us fly!"  
Said the fly, "Let us flee!"  
So they flew through a flaw in the flue.*

*A noisy noise annoys an oyster.*

*Ann and Andy's anniversary is in April.*

*Betty and Bob brought back blue balloons from the big bazaar.*

*Betty Botter had some butter,  
"But," she said, "this butter's bitter.  
If I bake this bitter butter,  
it would make my batter bitter.  
But a bit of better butter--  
that would make my batter better."  
So she bought a bit of butter,  
better than her bitter butter,  
and she baked it in her batter,  
and the batter was not bitter.  
So 'twas better Betty Botter  
bought a bit of better butter.*

*A big bug bit the little beetle but the little beetle bit the big bug back.*

*Black background, brown background.*

*Black bug's blood.*

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<sup>7</sup> <http://www.lessonplanspage.com/LAOTongueTwistersCollectionK6.htm>  
<http://www.geocities.com/Athens/8136/tonguetwisters.html>  
<http://www.uebersetzung.at/twister/en.htm>  
<http://members.aol.com/SdShowBob7/twisters.html>  
<http://www.starfall.com/n/level-b/twisters/play.htm?f>  
[http://www.fun-with-words.com/tong\\_poems.html](http://www.fun-with-words.com/tong_poems.html)  
[http://www.indianchild.com/tongue\\_twister\\_poems.htm](http://www.indianchild.com/tongue_twister_poems.htm)  
<http://www.download-esl.com/tonguetwisters/easy/easytongue.html>  
<http://www.esl4kids.net/tongue.html>

*Buckets of bug blood, buckets of bug blood, buckets of bug blood*

*Can you can a can as a canner can can a can?*

*Captain Kangaroo's carefully crunching crunchy candy corn.*

*Cheap ship trip.*

*Chicken in the car and the car can go, that is the way you spell Chicago.*

*Chop shops stock chops.*

*Double bubble gum, bubbles double.  
Ed had edited it.*

*Elizabeth has eleven elves in her elm tree.*

*Elizabeth's birthday is on the third Thursday of this month.*

*Fat frogs flying past fast.*

*Four furious friends fought for the phone.*

*Fred fed Ted bread, and Ted fed Fred bread.*

*Fresh French fried fly fritters.*

*Fresh fried fish,  
Fish fresh fried,  
Fried fish fresh,  
Fish fried fresh.*

*Freshly fried fresh flesh.  
Freshly-fried flying fish.*

*Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he*

*Give papa a cup of proper coffee in a copper coffee cup.*

*Good blood, bad blood, good blood, bad blood, good blood, bad blood.*

*Good blood, bad blood.*

*Green glass globes glow greenly.*

*How can a clam cram in a clean cream can?*

*How many berries could a bare berry carry,  
if a bare berry could carry berries?  
Well they can't carry berries  
(which could make you very wary)  
but a bare berry carried is more scary!*

*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.*

*How many cans can a cannibal nibble, if a cannibal can nibble cans? As many cans as a  
cannibal can nibble if a cannibal can nibble cans.*

*How much pot, could a pot roast roast, if a pot roast could roast pot.*

*How much wood would a woodchuck chuck  
if a woodchuck could chuck wood?  
He would chuck, he would, as much as he could,  
and chuck as much wood as a woodchuck would  
if a woodchuck could chuck wood.*

*I bought a bit of baking powder and baked a batch of biscuits. I brought a big basket of  
biscuits back to the bakery and baked a basket of big biscuits. Then I took the big basket of  
biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits  
that was next to the big basket and put a bunch of biscuits from the basket into a biscuit  
mixer and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer  
to the bakery and opened a tin of sardines.*

*I cannot bear to see a bear  
Bear down upon a hare.  
When bare of hair he strips the hare,  
Right there I cry, "Forbear!"*

*I eat eel while you peel eel.*

*I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.*

*I saw Susie sitting in a shoe shine shop.  
Where she sits she shines, and where she shines she sits.*

*I scream, you scream, we all scream for icecream!*

*I slit the sheet, the sheet I slit, and on the slitted sheet I sit.*

*I thought a thought  
But the thought I thought wasn't the thought  
I thought I thought.*

*I thought, I thought of thinking of thanking you.*

*I wish I were what I was when I wished I were what I am.*

*I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.*

*If Stu chews shoes, should Stu  
choose the shoes he chews?*

*If you can't can any candy can,  
how many candy cans can a candy canner can if he can can candy cans ?*

*If you understand, say "understand".  
If you don't understand, say "don't understand".  
But if you understand and say "don't understand".  
how do I understand that you understand. Understand!?*

*If two witches would watch two watches, which witch would watch which watch?*

*Irish wristwatch.*

*Knife and a fork, bottle and a cork, that is the way you spell New York.*

*Lesser leather never weathered wetter weather better.*

*Lovely lemon liniment.*

*Mary Mac's mother's making Mary Mac marry me. My mother's making me marry Mary  
Mac. Will I always be so Merry when Mary's taking care of me? Will I always be so merry  
when I marry Mary Mac?*

*Mix, Miss Mix!*

*Mommy made me eat my M&Ms.*

*Nine nice night nurses nursing nicely.*

*Old oily Ollie oils old oily autos.*

*One-One was a racehorse.  
Two-Two was one, too.  
When One-One won one race,  
Two-Two won one, too.*

*Out in the pasture the nature watcher watches the catcher. While the catcher watches the  
pitcher who pitches the balls. Whether the temperature's up or whether the temperature's  
down, the nature watcher, the catcher and the pitcher are always around. The pitcher  
pitches, the catcher catches and the watcher watches. So whether the temperature's rises*

*or whether the temperature falls the nature watcher just watches the catcher who's  
watching the pitcher who's watching the balls.*

*Peter Piper picked a peck of pickled peppers.*

*Did Peter Piper pick a peck of pickled peppers?*

*If Peter Piper picked a peck of pickled peppers,  
where's the peck of pickled peppers Peter Piper picked?*

*Please pay promptly.*

*Quick kiss. Quicker kiss.*

*Red lorry, yellow lorry, red lorry, yellow lorry.*

*Roberta ran rings around the Roman ruins.*

*I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't  
wish the wish you wish to wish.*

*Salty broccoli, salty broccoli, salty broccoli ....*

*Sarah sitting in her Chevrolet,*

*All she does is sits and shifts,*

*All she does is sits and shifts.*

*Say this sharply, say this sweetly,*

*Say this shortly, say this softly.*

*Say this sixteen times in succession.*

*Selfish shellfish.*

*Seven slick slimy snails, slowly sliding southward.*

*She sells sea shells by the sea shore.*

*The shells she sells are surely seashells.*

*So if she sells shells on the seashore,*

*I'm sure she sells seashore shells.*

*Shredded Swiss chesse.*

*Silly sheep weep and sleep.*

*Six sharp smart sharks.*

*Six shimmering sharks sharply striking shins.*

*Six shining cities, six shining cities, six shining cities.*

*Six slippery snails, slid slowly seaward.*

*Six sticky sucker sticks.  
Six thick thistle sticks. Six thick thistles stick.*

*Sly Sam slurps Sally's soup.*

*Sounding by sound is a sound method of sounding sounds.*

*Strange strategic statistics.*

*Sunshine city, sunshine city, sunshine city, ...*

*Susan shineth shoes and socks;  
socks and shoes shines Susan.  
She ceased shining shoes and socks,  
for shoes and socks shock Susan.*

*Swan swam over the sea,  
Swim, swan, swim!  
Swan swam back again  
Well swum, swan!*

*Thank the other three brothers of their father's mother's brother's side.*

*The boot black bought the black boot back.*

*The owner of the inside inn was inside his inside inn with his inside outside his inside inn.*

*The thirty-three thieves thought that they thrilled the throne throughout Thursday.*

*The two-twenty-two train tore through the tunnel.*

*There's a sandwich on the sand which was sent by a sane witch.*

*The thirty-three thieves thought that they thrilled the throne throughout Thursda.*

*Three gray geese in the green grass grazing.*

*Gray were the geese and green was the grass.*

*Three twigs twined tightly.  
Tie a knot, tie a knot.  
Tie a tight, tight knot.  
Tie a knot in the shape of a nought.  
Toy boat. Toy boat. Toy boat.*

*Tragedy strategy.*

*Twelve twins twirled twelve twigs.*

*Two toads, totally tired.*

*We surely shall see the sun shine soon.*

*What a terrible tongue twister,  
what a terrible tongue twister,  
what a terrible tongue twister...*

*When you write copy you have the right to copyright the copy you write.*

*When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor  
being doctored wants to be doctored or does the doctor doing the doctoring doctor as he  
wants to doctor?*

*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  
whatever the weather  
whether we like it or not.*

*Which witch wished which wicked wish?*

*Will you, William?  
Will you, William? Will you, William? Will you, William?  
Can't you, don't you, won't you, William?*

*World Wide Web*

*Zizzi's zippy zipper zips.*

## A COLLECTION OF SLOVENE TONGUE TWISTERS<sup>8</sup>

*Klopot pod klopjo.*

*Ščisti se pešec čez križišče.*

*Križišče čez mostišče.*

*Pikčasta ptička v pikčasti kletki.*

*Z Ježce čez cestišče v Stožce.*

*Klop pod klopjo.*

*Bezgov brizgec brizga bezgovo brozgo.*

*Kaplanov klobuk pod klopjo.*

*Na Kal pr Kral so kravo klal.*

*Tolpa natika kita na plot.*

*Če čebela ne bi če imela bi čebela bila bela.*

*Pazi se pazi, da te Pazi ne opazi, ker če te Pazi opazi, se pazi.*

*Perica reže raci rep.*

*Pešci ščistite se s cestišča.*

*Če bi čebula če ne imela bi čebula bila bula.*

*Plonk pod plotom.*

*Pešec pešachi čez peskasto cestišče.*

*Od Ježce čez cesto v Stožce po rožce.*

*Edo suče meč usode.*

*Kompot pod klopjo.*

*Iz Ježce čez cestišče v Stožce po rožce, je škof iz škafa skoču po bičišče iz čričkovih koščic, ker je imel vnetje ledvičnih čašic.*

*Peter pazi se, če si za pretep.*

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<sup>8</sup> (<http://www.lomilci-jezika.com/slovenski-lomilci-jezika.php>)



Some of you may still remember a TV commercial<sup>9</sup> from a few years ago, which relies on the repetition of /P/ sound.

*Peter Petrka pa Petra Petrovčič, prav prijeten par, pripeljeta pri Petrolu. Prodajalec pozdravi pa pravi: "Prosim, povejta po poljsko prašič." Peter pa Petra pa povesta: "Piškoti... Plenice... Praprot..." Prodajalec pa pravi po poljsko: "Pišuka, Poldi." Petra pa potem pove po poljsko: "Porkamotorka!" "Potem pa pejta piščanca pojest," pravi prodajalec. Peter pa Petra pozdravita pa pojedeta po polju pobirat piščance.*

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<sup>9</sup> <http://pdblagajana.blogspot.com/2007/10/planinski-tabor.html>

## **METHODOLOGY**

After we had decided to investigate English tongue twisters, we started to gather information about English tongue twisters. In order to find out as much information as possible we went through numerous websites. In this way, examples of English tongue twisters were collected. Our mentor helped us understand them and a list of English tongue twisters was made.

We conducted a questionnaire in order to find out if professors of English language use English tongue twisters as the tools for teaching English pronunciation in Slovene primary schools. For this purpose 100 questionnaires were sent to 100 primary schools across Slovenia but unfortunately we received only 22 questionnaires back. Then results of the questionnaires were analysed and evaluated.

## REZULTATI ANKETE

Ankete sva poslali na sto slovenskih osnovnih šol, vendar sva na najino veliko razočaranje nazaj prejeli le 22 izpolnjenih anket.

**I.** 9 anketiranih osnovnošolskih profesorjev angleškega jezika, kar je 40,9 % se ne poslužuje angleških lomilcev jezika kot sredstva za urjenje angleške izgovorjave. 59,1% ali 13 anketiranih osnovnošolskih profesorjev angleščine se poslužuje angleških lomilcev jezika, vendar vsi redko kdaj.

**II.** 9 anketiranih OŠ profesorjev angleškega jezika, kar je 40,9 % meni, da angleški lomilci jezika ne bi koristili njihovim učencem. 13 učiteljev, kar je 59,1 % pa je nasprotnega mnenja.

**III.** 6 anketiranih učiteljev angleščine, kar je 27,3 % ne pozna nobenega slovenskega lomilca jezika. 16 anketiranim osnovnošolskim profesorjem angleščine, kar je 72,7 % pa slovenski lomilci jezika niso tuji. Podali so sledeče primere:

- *Perica reže raci rep*
- *Plug pod klopjo*
- *Klop pod klopjo*
- *Iz Jež'ce čez cesto v Stož'ce*
- *V Stož'ce po rož'ce'*
- *Pešec gre čez cestišče*
- *Če čebula nebi imela če bi bila samo bula*

**IV.** 12 anketiranih profesorjev angleščine, kar je 54,5%, meni, da bi se skupaj z učenci večkrat 'lotili' angleških lomilcev jezika, če bi ti bili zbrani v nekakšni knjižici ali CD-ju. 9 anketiranih osnovnošolskih profesorjev angleščine, kar je 41%, pa je mnenja, da se te 'zadeve' kljub knjižici in CD-ju nebi lotili. Eden anketiranec, kar je 4,5 %, ni prepričan.

## IZSLEDKI IN RAZPRAVA

Na najino presenečenje je delež tistih osnovnošolskih profesorjev angleščine, ki se angleških lomilcev jezika poslužujejo, pa četudi bolj redko, večje. Zelo pa bi se veselili, če bi se ta delež profesorjev še povečal, saj bi se učenci ob tem sila zabavali. Če še niste prepričani, koliko smeha in zabave lahko prinesejo lomilci jezika, si pogledajte prispevek na U-Tube<sup>10</sup> ali prilogo 3. Upava, da bo najina naloga vsaj malce prispevala k temu. Pa ne samo, da lomilci jezika služijo zabavi; z njihovo pomočjo, učenci prepoznavajo aliteracijo, pesniško prvino. Z njihovo pomočjo učenci prepoznavajo iste zvoke, jih usvajajo in sprejemajo. Z lomilci jezika lahko popestrimo monotone učne ure jezika, sprostimo napetosti učencev, ..

Glede na to, da je več takih profesorjev angleščine, ki so mnenja, da bi angleški lomilci jezika koristili njihovim učencem pri urjenju izgovorjave, si želiva, da bi le ti profesorji svoje navdušenje nad lomilci jezika prenesli še na ostale profesorje angleščine, ki trenutno niso takšnega mnenja. Sprašujeva se, kako neki slednji profesorji pomagajo svojim učencem pri urjenju angleške izgovorjave. Učenci jezika bi se namreč morali bolj zavedati, da se jezik sestoji tudi iz tako majhnih enot kot so fonemi. In ravno s pomočjo lomilcev jezika, bi učitelji tujih jezikov lahko dvigovali tudi zavest o fonetični plati jezika.

Glede na nastalo nalogo, ki je zbrala peščico primerov angleških lomilcev jezika, tako na papirju kot v avdio obliki, upava, da bo število takšnih profesorjev angleščine, ki bodo večkrat posegli po lomilcih jezika naraslo. Navsezadnje, obstajajo tudi nekatere zabavne interaktivne oblike dela z lomilci jezika. Preverite npr. spletni strani <http://www.manythings.org/e/tt.html>, <http://www.mrsmcgowan.com/projects/allitalphabet/index.html>, <http://www.oup.com/elt/global/products/surprise/level5/songs/>

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<sup>10</sup> <http://www.youtube.com/watch?v=xz2OBPsV5dQ>  
<http://www.youtube.com/watch?v=ArSuLQ5sm0U&feature=related>  
[http://www.youtube.com/watch?v=Xc6uAphc\\_3M&feature=related](http://www.youtube.com/watch?v=Xc6uAphc_3M&feature=related)

## CONCLUSSION

English Tongue twisters are not only amusing, they are a unique part of almost every language. With their help may ESL students improve their English pronunciation in general, they get to know and to practice certain consonant sounds and they may learn about alliteration, which is a feature of poetry.

Tongue twisters are not limited to a certain stage of English learning; you can go for tongue twisters if you are a beginner or if you are on the advanced level of English learning.

Tongue twisters are not only pronunciation exercises, they make excellent workout for your lips, tongue and mind. Or you can simply recite a tongue twister to release yor negative emotions.

## Appendix 1

### ANKETA

Spoštovani, pred vami je anketni vprašalnik na temo 'English Tongue Twisters' ali kot jim rečemo lomilci jezika. Saj veste,

*Peter Piper picked a peck of pickled peppers.*

*Did Peter Piper pick a peck of pickled peppers?*

*If Peter Piper picked a peck of pickled peppers,*

*Where's the peck of pickled peppers Peter Piper picked?*

Vprašalnik je anonimen, zato ni potrebno pisati imena. Rezultati ankete bodo uporabljeni v raziskovalne namene dveh mladih, nadobudnih raziskovalk na OŠ Vransko-Tabor. Prosimo vas, da vprašalnik rešite v celoti in vas vljudno prosimo, da nam ga, kar se da hitro, posredujete nazaj (preko navadne, 'slow' pošte). Že vnaprej se vam zahvaljujemo za vaš trud.

1. Ali se pri pouku angleščine poslužujete angleških lomilcev jezika kot sredstva za razvijanje angleške izgovorjave.

DA      pogosto                      NE  
            redko  
            nikoli

2. Ali ste mnenja, da bi ponavljanje angleških lomilcev jezika koristilo vašim učencem?

DA                                      NE

3. Ali poznate kakšen slovenski lomilec jezika? Če je vaš odgovor DA, katerega. navedite primer.

DA                                      NE

4. Ali bi se pri pouku angleščine skupaj z učenci večkrat 'lotili' angleških lomilcev jezika, če bi bili zbrani v nekakšni knjižici in CD-ju?

DA                                      NE

## **Appendix 2 – Audio CD<sup>11</sup>**

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<sup>11</sup> <http://www.download-esl.com/tonguetwisters/easy/easytongue.html>

**Appendix 3 – CD – with three U Tube films**



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