

A POEM

BOYS WILL BE BOYS by Leon Rosselson

1. The following words appear, in that order, in the first stanza of the poem. Can you make sense of them? What is the poem talking about?

Look / little / Peter - Isn't / terror / shooting / neighbours / cowboy gun?

Screaming / jet plane - Always throwing something.

I / can't control - Trouble? - He / one.

Boys / boys - Fact / human nature - Girls / grow up / mothers.

Now listen to the [first stanza](#) of the poem. Were you right?

Think of the following questions:

- Which words did you need to make sense of the poem?

Listen again and complete the following verse:

Shooting all neighbours cowboy gun

- Which words did you hear that - most probably - did not change your idea of the content of the poem before you listened to it?

2. Listen to the [second stanza](#) of the poem, and fill in the blanks with the words you hear.

Look ____ little Janie, doesn't ____ look pretty

Playing with ____ dolly, proper little mum?

Never being dirty, never being noisy,

Don't touch ____ sister, Peter, now look what you ____ done!!

Ah, ____ boys will be boys,

It's ____ fact ____ human nature,

____ girls will grow up ____ mothers.

All the missing words are **weak forms**. Transcribe them as they are produced in the poem. Which vowels are used? Are there any consonants elided?

<a>	
<and>	
<at>	

<be>	
<but>	
<have>	

<he>	
<her>	
<him>	

<of>	
<the>	
<to>	

3. This is the next stanza. **Transcribe it**, paying special attention to **weak forms**.

Now what's come over Janie? Janie's turning nasty!

Left hook to the body, right hook to the eye!

Vicious little hussy! Now, Peter's started bawling!

What a bloody cissy! Who said you could cry?!

Listen to the [third stanza](#) and check.

- Why do you think <the> is pronounced differently in <to *the* body> and in <to *the* eye>? What is the rule?

4. Read the end of the poem, which has been transcribed by an online app, disregarding weak forms. Listen to the [fourth stanza](#) and mark the sounds or words which are different from the transcription.

naʊ ði: wɜ:lɪd hæz ɡɒn tɒpsi tɜ:vi / dʒeɪni wɒnts eɪ fʊtbɔ:l

ænd pi:tə dʒʌst si:mz hæpi rʊʃɪŋ præmz ələŋ /

ɪt meɪks ju: fi:l səʊ ɡɪlti / kɪdz ɑ: sʌtʃ eɪ wʌri /

dɒktə dɒktə tel mi / weə dɪd wi: ɡəʊ rəŋ /

bɪkɒz bɔɪz mʌst bi: bɔɪz / ɪt ɪz eɪ fækt ɒv hju:mən neɪtʃə /

ænd ɡɜ:lz mʌst ɡrəʊ ʌp tu: bi: mʌðəz /