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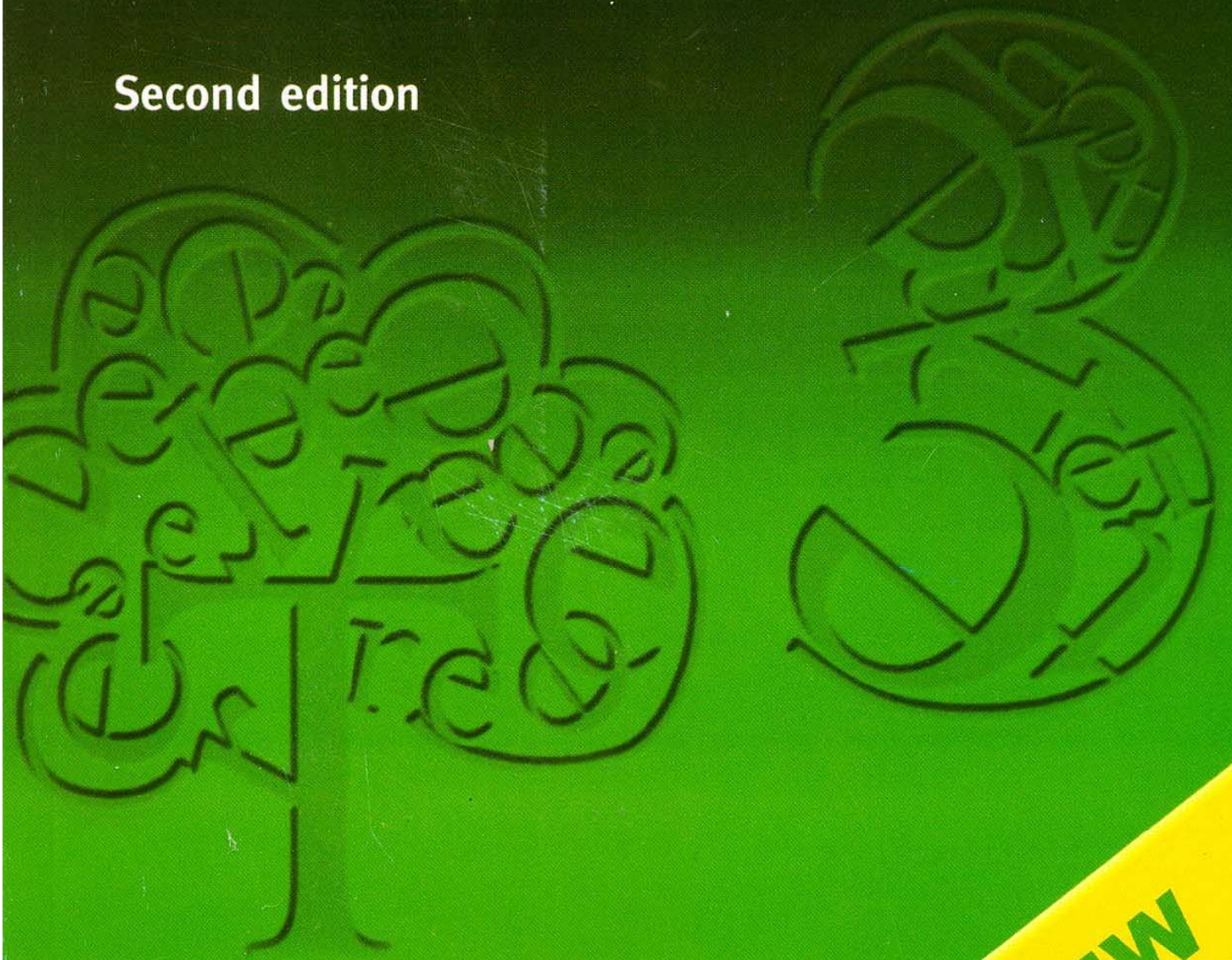
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Tree or Three?

An elementary
pronunciation course

Second edition



Ann Baker

NEW

**SECOND
EDITION**

Ann Baker

Tree **or** Three?

An elementary pronunciation course

Do you have trouble with your pronunciation? Are you sometimes misunderstood, even when you know the word is right? This book can help you!

This fully-revised edition of the classic title, now in full colour, will help you make the distinction between similar sounds and make sure that you are understood - first time.

The new edition has been re-written to make it suitable for either self-study or classroom use.

MORE AUDIO

Three audio CDs give lots of listening and pronunciation practice.

EASY TO USE

Stand-alone units allow you to focus on sounds that you find difficult.

- **SYSTEMATIC**

Each unit offers comprehensive practice of sounds, with additional work on stress and intonation.

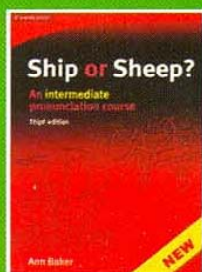
- **EXTRA WEB SUPPORT**

Visit www.cambridge.org/elt/treeorthree for extra practice and support.

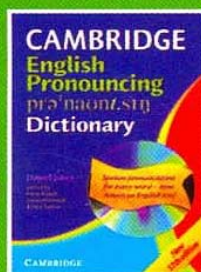
The book comes in a self-study pack with three audio CDs. The book is also available separately for classroom use.

If you enjoyed using this book, why not continue with the intermediate level *Ship or Sheep?*

We also recommend the following titles:



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ISBN-10: 0 521 60673 X



ISBN-13: 978 0 521 68087 5
ISBN-10: 0 521 68087 5

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ABOUT THIS BOOK

Who can use this book?

Tree or Three? is for beginner or elementary students who want to improve their English pronunciation. This book is for students working on their own, but teachers can also use many of the exercises in class. This symbol:  means that an exercise is suitable for pairs. This symbol  means that an exercise is suitable for a group of students..

What do I need?

You need a CD player. Every time you see this symbol:  you have to listen to the CD. You will also see a number. This tells you which track number to find on your CD player. Intonation is shown with arrows:  

It is also useful to have a small mirror. You can use the mirror to compare the shape of your mouth with the mouth pictures in each unit.

Do I need to know any special vocabulary before I start?

Here is a list of some important vocabulary that will help you use the book. Check the words in a dictionary now and write a translation

consonant	teeth
lips	throat
mirror	tongue
nose	voice
pronunciation	vowel
sentence	weak
sound	
strong	


What do I have to do?

Each unit contains different exercises. Here is a list of some things you have to do:

- listen** to words and sentences on the CD
- repeat** words or sentences that you hear on the CD
- tick** words or sentences that you hear on the CD
- underline** words or letters
- circle** words or letters
- match** words that have the same sound
- decide if information is **true** or **false**

Where can I check my answers to exercises?

For some exercises you will hear the answers on the CD after you speak.

For other exercises you will see this symbol:  This means you have to check your answers in the Key at the back of the book (see page 108–129).

Should I do all the units in the book?

You can look through the book and do any units that you feel are important for you.



If you want to check your pronunciation, it is a good idea to do all the units in the order that they appear in the book.

INTRODUCTION FOR TEACHERS

Level

This book is written for beginner–elementary students, but previous editions have also been used by students at other levels. *Ship or Sheep?* is written for intermediate level.

Class/Student working alone

The instructions are written for a student working alone, but can be used for classroom teaching as well. See the symbols in the section *About this book*, especially  and .

Minimal pairs

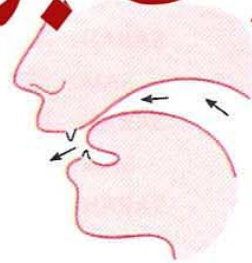
In this book, these are pairs of words/sentences which differ by only one sound, e.g. *Have you got a pen?/Have you got a pan?* These sometimes help students to hear – and then pronounce – sounds that are difficult for them. You may want to extend students' class practice of particular minimal pairs by inventing games or playing the following:

- 'Card games' Make cards for all the minimal pairs in units 1–6. Shuffle the cards and deal them face down all around the table. Turn over any two cards and read the words aloud. If they aren't minimal pairs turn them face down again and the next person plays. Collect as many pairs as you can in a time limit, e.g. ten minutes.
- 'Fingers' For each pair, say words rapidly at random, e.g. *tree tree three three tree three*. Students show with one or two fingers if they hear sound 1 or sound 2. Students practise in pairs and then back to back.

Website support

More information and support for this book can be found at:
http://www.Cambridge.org/elt/elt_projectpage.asp?id=2501157

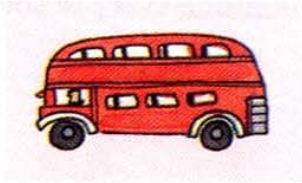
UNIT 1 /s/ sun



- 1** Listen to /s/.
Look at the mouth picture.
- Listen to /s/ and repeat.
You do not need your voice, just air.

- 2** Listen to the words and repeat:

1 bus



2 glass



3 horse



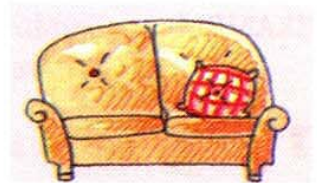
4 house



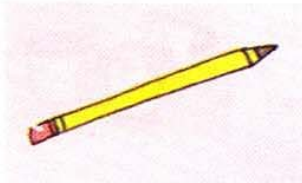
5 bicycle



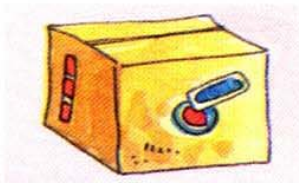
6 sofa



7 pencil



8 box



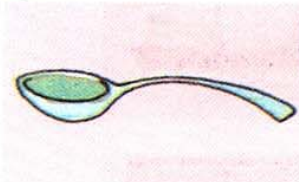
9 star



10 mouse



11 spoon



12 desk



- 3** Listen to the questions and say the answers.


EXAMPLE: What's number 1?
Answer: It's a bus.



Pairwork



Ask a partner: 'What's number 1?',
'What's number 2? ...'

2 UNIT 1 /s/ sun


4  Look at the picture and listen to the conversation.

SARAH: What's this, Sam?
 SAM: It's a bicycle.
 SARAH: And what's this?
 SAM: It's a house.
 SARAH: What's this? A bus?
 SAM: Yes.
 SARAH: And what's this? A horse?
 SAM: No, Sarah. It's a mouse!





5   Listen to the conversation again. Underline every /s/ sound.

EXAMPLE: Sarah: What's this, Sam?
 Sam: It's a bicycle.

6  Now listen to Sarah again. You are Sam. Practise the conversation.

EXAMPLE: Sarah: What's this, Sam?
 Answer: It's a bicycle.

 **Pairwork**
 Practise with a partner:
 You are Sarah. Your partner is Sam.

7  Look at the pictures and listen to the sentences. Say new sentences.

EXAMPLE: **It's a cup**



Answer: **They're cups.**



ship



shop



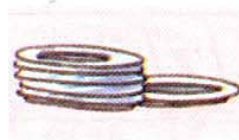
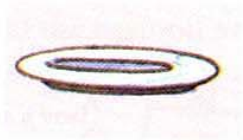
hat



cat



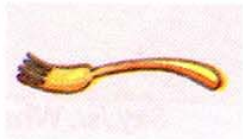
plate



book



fork



desk



Listen to the words. Put a tick ✓ if you can hear /s/ in the word.
Put a cross ✗ if you cannot hear /s/ in the word.

Example:

pencil ✓

picture ✗

bicycle

sofa

hat

answer

unit



listen

plate



conversation

UNIT 2 /z/ zoo











- 1  First say /s/ (see page 1).
Now listen to /z/.
Look at the mouth picture.
-  Listen to /s/ and /z/ and repeat.



-  Put your fingers on your **throat**.
-  You do not need your voice to say /s/.
You need your voice to say /z/.

Say /s/. What can you feel?
Say /z/. What can you feel?
/s/ is **unvoiced**.
/z/ is **voiced**.

- 2  Listen to the words and repeat:

	SOUND 1	SOUND 2	
	/s/ Sue	/z/ zoo	
	bus	buzz	
	sip	zip	
	price	prize	

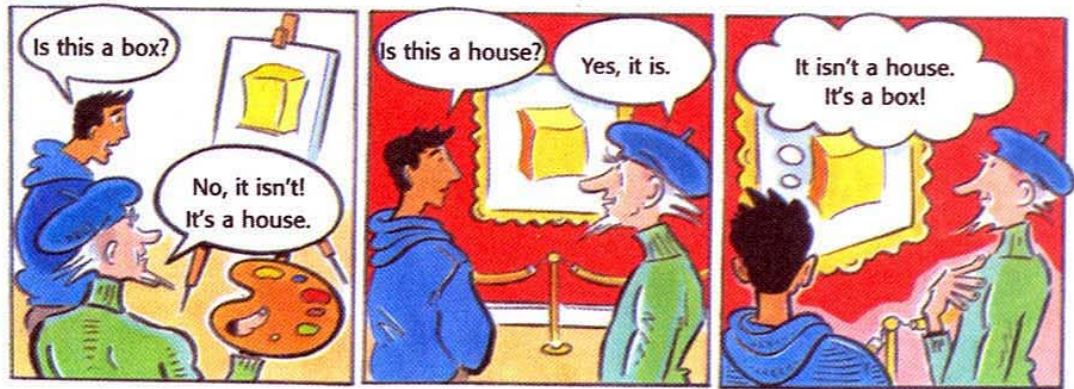
- 3  Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

- EXAMPLE: a) Look at that Sue! Look at that zoo!
- b) Listen to that bus. Listen to that buzz!
- c) Can I have a sip, please? Can I have a zip, please?
- d) It's a good price. It's a good prize.

4

A13

Look at the cartoon and listen to the conversation.



Pairwork
Practise the conversation with a partner.

Key

Which words have /z/? Underline them.

5

A14

Look at the pictures and listen to the questions.

Answer: Yes, it is. or No, it isn't. It's a .

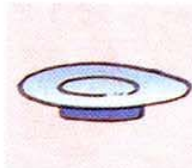
EXAMPLE: Picture 1: Is this a horse?
Answer: No, it isn't. It's a cat.

1 horse



cat

2 hat



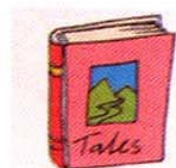
plate

3 star



the sun

4 book



book

5 cup



glass

6 spoon



spoon

7 box



house

Pairwork
Ask your partner about the pictures: 'Is this a ...?'