Tree or Three?

An elementary pronunciation course

Ann Baker

Three? Tree or Three? Tre e or Three? Tree or Three? Three? Tree or Three? Tre eeor Three? Treeor Three Three? Tree or Three? Tre e of Three? Tree or Three Three? Tree or Three? Tr eeorThree?TreeorThree!

Tree or Three?

An elementary pronunciation course

Ann Baker

with drawings by Leslie Marshall

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Contents

To the student

To the teacher

e (a camera)

m (mouth)

n (nose)

ΙI

I

I (letter/ball) I s (sun) z (200) r (rain) silent r e (a camera) r/silent r θ (thin) **ö** (feather) ıə (beer) ee (chair) i: (sheep) v (book) u: (boot) 1 (ship) f (fan) t (tin) 3 I d (door) v (van) au (house) w (window)

3 (television) n (ring) tJ (cherry) e (pen) dz (jam) æ (man) j (yellow) A (cup) 4 I er (tail) a: (heart) 4 I or (pod) h (hat) p (clock) ai (fine) p (pen) b (baby). o: (ball) k (key) g (girl) e (a camera) : (girl) s/z

Answers to recorded recognition exercises

3 I

ອບ (phone)

s/linking s

(shoe)

To the student

About this book

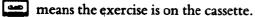
It is for beginner and elementary students of English as a Foreign Language.

What the book does

It teaches you to pronounce English correctly. This is important if you want to talk to people in English and be understood by them. It also helps you to understand people when they talk to you.

How to use the book

You will need to look at the book and listen carefully to the instructions on the cassettes. Sometimes you have to repeat what you hear; sometimes you have to ask or answer questions. Almost all the exercises are recorded on the cassettes and many of the activities you can do with a friend.



means the answer is on pages 120 and 121 of the book

To the teacher

This is a pronunciation course for beginners and elementary students in English as a Foreign Language. Structures and, with very few exceptions, vocabulary are those familiar to most students at this level. So that beginners can have the advantage of a structurally graded course and at the same time practice material relevant to their needs, the sounds taught at the beginning of the book include those that nearly all students have difficulty with. The accompanying teacher's book provides notes on linking up this material with general structure teaching and spelling, information on pronunciation difficulties of different national groups, and suggestions for lesson procedures and further practice.

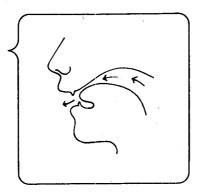
The course has been developed for use in the classroom as well as for students working alone. All exercises with this symbol are recorded on cassette together with additional practice material. The key symbol following an exercise indicates that the answers are given at the back of the book.

Unit 1

S

sun





Exercise 1



Listen and repeat:



1 a bus



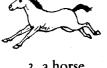
2 a glass



4 a house



5 a **bi**cycle



3 a horse



6 a po**lice**man



7 a **pen**cil



8 a box



9 a star



10 a stick



11 a spoon



12 a desk

Unit 1 s (sun)

Sentence practice

EXAMPLE: Picture 1

Student A: What's this?

Student B: It's a bus.

Exercise 2

Dialogue:

Miss Smith: What's this, Sam?

Sam: It's a bicycle.

Miss Smith: And what's this?

Sam: It's a house.

Miss Smith: What's this? A bus?

Sam: Yes.

Miss Smith: And what's this? A horse?

Sam: No, Miss Smith. It's a policeman!

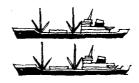
Exercise 3

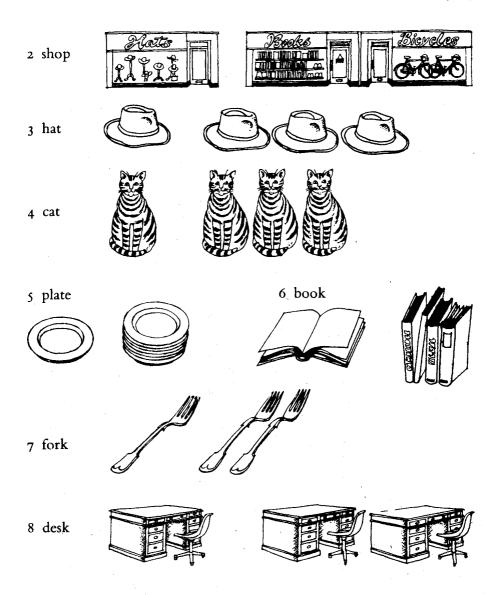
Sentence practice

EXAMPLE: cup

Answer: It's a cup. They're cups.

1 ship





Listen and repeat:

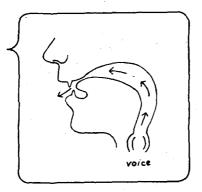
pencil picture answer unit listen student bicycle dialogue exercise po**lice**man ex**am**ple



Z



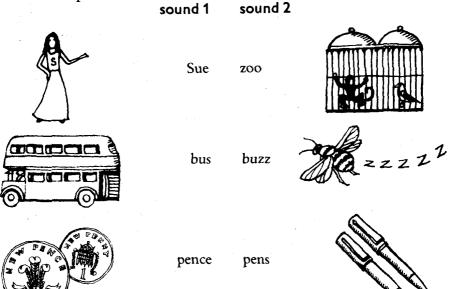




Exercise 1



Listen and repeat:



Look at the pairs of sentences below. Put a tick against the sentences you hear.

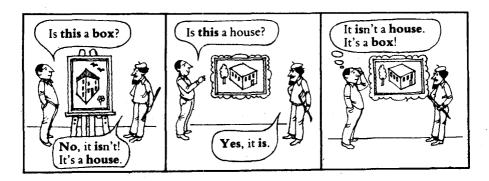
a) Look at that Sue!

Look at that zoo!

b) Listen to that bus!

Listen to that buzz!

Ten pens, please. c) Ten pence, please.



Listen and repeat:

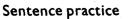
Is this a box?

No, it isn't.

It's a house.

1 horse

cat



2 hat

3 star

4 cup

glass

5 book 6 spoon

The state of the s

plate

345

the sun

box



EXAMPLE: Picture 1

Student A: Is this a horse?

Student B: No, it isn't. It's a cat.

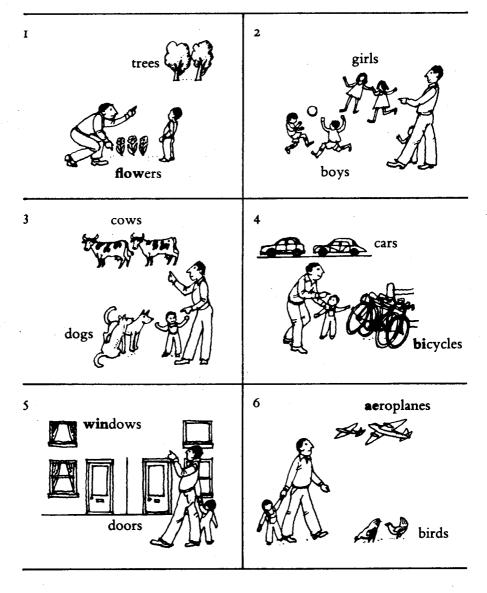
Unit 2 z (200)

Exercise 3

Sentence practice

EXAMPLE: Picture 1

These are flowers and those are trees.





Listen and repeat:

question answer

exercise

dialogue

window isn't

aeroplane **bi**cycle

flower

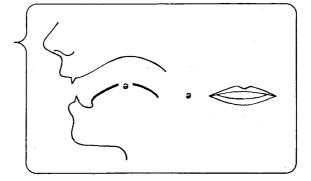
po**lice**man ex**am**ple

Unit 3

Э

a camera





e camere

In this unit the spelling shows the sound a.

Exercise 1



Listen and repeat:

question

exəcise

diəlogue

answə flowe

aerəplane

pə**lice**mən

Sentence practice



EXAMPLE: Picture 1

It's a paliceman.



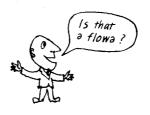




2 ə flowə



3 ən aerəplane



4 ə questiən



5 ən answə

EXAMPLE:



plates

Student A: a these plates?

Student B: No, they aren't.

2

I



doors





3



pencils

spoons

4



aereplanes



trees



bicycles

7



shops





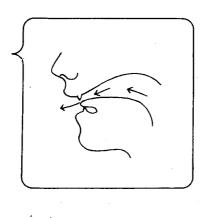
hats



θ

thin

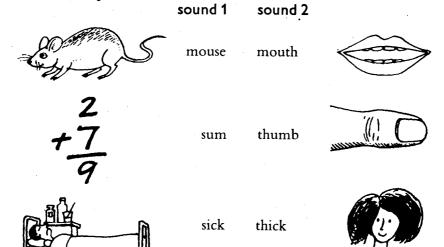




Exercise 1



Listen and repeat:



Look at the pairs of sentences below. Put a tick against the sentences you hear.

a) Is that a mouse?

Is that a mouth?

b) Look at this sum.

Look at this thumb.

c) It's sick.

It's thick.

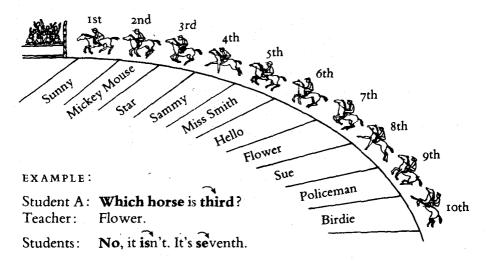


Listen and repeat:

Ist	first	6th	sixth
2nd	se cond	7th	se venth
3rd	third	8th	eighth
4th	fourth	9th	ninth
5th	fifth	10th	tenth

Sentence practice

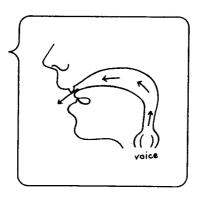
Look at the picture.



Unit 5

feather

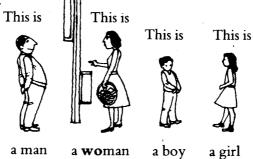




Exercise 1



Listen and repeat:



Now listen.

There are two boys here:





Which boy is in the first picture? The boy with the book or the boy with the bicycle?

The boy with the book.

Sentence practice



EXAMPLE:

Student A: Which boy is in the first picture?

Student B: The boy with the book.

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