ChanieEnglish
Học tiếng Anh dễ bước ra thế giới

2 Listen to the dialogue, paying attention to the target sound. Notice that it is sometimes louder or quieter. Then read the dialogue and fill the gaps (1–6) and (a–f) with the correct words from the boxes. Numbers 1 and a) have been done as examples.

Words 1–6 have a louder /p/ sound:

past	**pocket**	**passports**	**policeman**	**pepper**	**potato**

Words a–f have a quieter /p/ sound:

upstairs	**stop**	**envelope**	**cup**	**dropped**	**help**

Passports, please

(Mr and Mrs Tupman are at the airport. They have just got off the plane from Paris.)

OFFICIAL: Passports, please!

MR TUPMAN: Poppy! Poppy! I think I've lost the 1 *passports* !

MRS TUPMAN: How stupid of you, Peter! Didn't you put them in your 2_____ ?

MR TUPMAN: *(emptying his pockets)* Here's a pen … a pencil … my pipe … a postcard … an a) *envelope* with a stamp … a pin …

MRS TUPMAN: Oh, b)_____ taking things out of your pockets. Perhaps you put them in the plastic bag.

MR TUPMAN: *(emptying the plastic bag)* Here's a newspaper … an apple … a pear … a plastic c)_____ … a spoon … some paper plates … a piece of 3_____ pie … a 4_____ pot …

MRS TUPMAN: Oh, stop pulling things out of the plastic bag, Peter. These people are getting impatient.

MR TUPMAN: Well, d)_____ me, Poppy.

MRS TUPMAN: *(to official)* We've lost our passports. Perhaps we e)_____ them on the plane.

OFFICIAL: Then let the other passengers 5_____ , please.

MR TUPMAN: Poppy, why don't you help? You aren't being very helpful. Put the things in the plastic bag.

OFFICIAL: Your name, please?

MR TUPMAN: Tupman.

OFFICIAL: Please go f)_____ with this 6_____ , Mr Tupman.

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8 a First practise the target sound /b/ in words from the dialogue. Read the words aloud or visit the website to practise.

/b/ is **LOUD** before a vowel and fairly loud before 'l' and 'r'.

One-syllable words: big but been book birds blue black blouse

Two-syllable words: better busy cabbie Ruby brother buttons birthday (first syllable stressed)

Two-syllable words: about (second syllable stressed)

Three-syllable words: somebody beautiful Barbara butterflies terribly remember

/b/ is often quiet before a consonant or at the end of a word.

a cab Bob pub a proverb Bob's job.

Is it louder when the next word begins with a vowel?

the cab_over there the pub_on the corner the job_is interesting

B87 **b** Listen to the dialogue, paying attention to the target sound. Notice that it is sometimes louder or quieter.

Happy Birthday

BOB: Hi, Barbara!

BARBARA: Hi, Bob. It's my birthday today.

BOB: Oh, yes! ... Your birthday! ... er ... Happy birthday, Barbara!

BARBARA: Thanks, Bob. Somebody gave me this blouse for my birthday.

BOB: What a beautiful blouse! It's got ... mm ... er ... blue butterflies on it.

BARBARA: And big black buttons.

BOB: Did ... er ... mm ... Ruby buy it for you?

BARBARA: Yes. And my brother gave me a book about birds.

BOB: I didn't remember your birthday, Barbara. I'm terribly sorry. I've been so busy with my new job. I left my old job. The one in the pub. Guess what? I'm driving a cab.

BARBARA: A cabbie! Congratulations! Don't worry about the birthday present, Bob. But, remember that proverb: 'Better late than never'.

c Find five words in the dialogue where the sound /b/ is quieter.

Write 5 words here:

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3 Dialogue

a First practice the target sound /t/ in words from the dialogue. Read the words aloud or visit the website to practise.

/t/ is **LOUD** before a vowel.

One-syllable words: two to top ten tell tins Thai time

Two-syllable words: counter upstairs

Three-syllable words: customer telephone tomatoes

Four/five-syllable words: photographer cafeteria

Notice how two /t/ sounds join together.

I want_to take the lift_to the top. The telephone is next_to the cafeteria.

/t/ is often quiet at the end of a word.

hat coat skirt shirt first want what get got right
cricket bat opposite supermarket

What happens if the next word begins with a vowel?

I want_a hat_and a coat_and a skirt_and a ...

Practise a quiet /t/ here before a consonant.

hats coats skirts shirts eighth what's restaurants
cricket bats

Sometimes there will be loud and quiet /t/ in the same word. Decide if these are loud (L) or quiet (Q).

EXAMPLE assistant (L Q)

travel agent ( ) twenty-two ( ) tonight ( ) student ( )
important ( ) department store ( ) tomatoes ( ) toilet ( )

Now look at the words in the box below and decide whether the target sound is loud (L) or quiet (Q).

EXAMPLE to (L), skirts (Q)

to ( ) skirts ( ) basement ( ) telephone ( ) cricket bat ( ) exactly ( ) cafeteria ( ) tomatoes ( ) fruit ( ) tell ( ) top ( ) Thai ( ) time ( ) next ( )

Check your answers in the key before doing the next exercise.

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to ( ) skirts ( ) basement ( ) telephone ( ) cricket bat ( ) exactly ( ) cafeteria ( ) tomatoes ( ) fruit ( ) tell ( ) top ( ) Thai ( ) time ( ) next ( )

Check your answers in the key before doing the next exercise.

b Read the dialogue below and guess the missing words with the sound /t/. Number 1 and a) have been done as examples. 1–7 have a louder /t/; a–g have a quieter /t/. Check your answers by looking in the box of words on page 90, and then by listening to the dialogue.

a department store

CUSTOMER 1: I want 1 *to*_____ buy a skirt.

ASSISTANT: a) *Skirts*_____ are upstairs on the next floor.

CUSTOMER 2: Where can I get some 2_____ food?

ASSISTANT: The cafeteria is on the first floor.

CUSTOMER 3: Where's the b)_____ juice, please.

ASSISTANT: The c)_____ counter on your left.

CUSTOMER 4: Tins of 3_____.

ASSISTANT: Try the supermarket in the d)_____.

CUSTOMER 5: Could you 4_____ me where the ... erm ... travel agent's is?

ASSISTANT: Yes. It's right next to the e)_____ on the third floor.

CUSTOMER 6: I want to buy a f)_____. How do I get to the ... the ... um ... sports equipment?

ASSISTANT: Take the lift to the sports department. It's on the 5_____ floor.

CUSTOMER 7: Where's the 6_____, please?

ASSISTANT: It's on the next floor opposite the photographer's.

CUSTOMER 8: What's the 7_____, please?

ASSISTANT: It's g)_____ twenty-two minutes to ten.

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

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4 Intonation in questions: new information/old information

B94 **a** Read the information and listen to the examples on the recording.

In *Yes/No* questions, intonation usually begins to go up on the most important word for the speaker's meaning.

EXAMPLE Could you tell me the <u>time</u>, please?

In *WH* questions, intonation usually <u>begins</u> to go down on the most important word for the speaker's meaning.

EXAMPLES What's the <u>time</u>, please?
<u>How</u> do I get to the sports equipment?
<u>Where</u>'s the <u>toilet</u>, please?

Notice that intonation in *WH* questions can change when we are talking about old information. The first time we ask somebody's name, we ask: *<u>What's</u> your <u>name</u>*? This is new information. But if we then forget the name and ask again, we ask: *<u>What's</u> your <u>name</u>*? because we are asking about old information that has already been given. Intonation goes up to show that this is something we have already shared.

B95 **b** Listen to customers at the information desk in a department store. Some of them are asking for new information. Some of them want to check old information they have already received just now or in the past.

1 Where's the **<u>fruit</u>** juice? (asking for new information)
2 **<u>Where's</u>** the fruit juice? (checking old information)
3 What's on the **<u>next</u>** floor? (asking for new information)
4 How do I get to the **<u>restaurant</u>**? (asking for new information)
5 **<u>How</u>** do I get to the **<u>restaurant</u>**? (checking old information)
6 **<u>Which</u>** floor are **<u>computers</u>** on? (checking old information)

B96 **c** Listen to more customers at the information desk and decide if they are asking for new information or checking old information. Numbers 1 and 2 have been done as examples.

1 *new*	2 *old*	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____

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3 Dialogue

a First practise the target sound /d/ in some words from the dialogue. Read the words aloud or visit the website to practise.

/d/ is **LOUD** before a vowel.

DIANE Let's go **d**ancing, **d**arling.

DAISY Let's listen to the ra**d**io, Jordan.

DAVID You forgot our **d**ate yesterday, Daisy.

/d/ is often quiet at the end of a word or before a consonant.

stayed repaired It rained. bad cold They played cards.

What happens when /d/ at the end of a word is followed by a vowel?

They stayed_at home. They repaired_it today. It rained_all day.

I had_a bad cold. They played_a game of cards.

Practise these words with a louder /d/ at the beginning and a quieter /d/ at the end.

did decide decided damaged David Donald

Look at the words in the box below and decide whether the sound /d/ is loud (L) or quiet (Q).

EXAMPLE bad (Q) Daisy (L)

nobody ( )	darling ( )	bad ( )	cards ( )	Daisy ( )
date ( )	played ( )	dancing ( )	listened ( )	didn't ( )
phoned ( )	tried ( )	today ( )	rained ( )	

Check your answers in the key before doing the next exercise.

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b Read the dialogue below and guess the missing words with the sound /d/. 1–7 have a louder /d/. *a*–g have a quieter /d/. Number 1 and a) have been done as examples. Check your answers by looking in the box of words above, and then by listening to the dialogue.

a damaged telephone line

DAISY: Hello. This is 22882228.

DAVID: Hello, 1 ***Daisy*** . This is David.

DAISY: Oh, hi, **2**_____ .

DAVID: What did you do yesterday, Daisy? You forgot our **3**_____ , didn't you?

DAISY: Well, it **a)** ***rained*** all day, David … and … I had a **b)**_____ cold, so I … er … decided to stay at home.

DAVID: Did you? … I **c)**_____ twenty times and **4**_____ answered.

DAISY: Oh, the telephone line was damaged. They repaired it **5**_____ .

DAVID: Well … Daisy!!

DAISY: What, David?

DAVID: Oh! … **6**_____, worry about it! … What did … er … Donald do yesterday? Did he and Diane go **7**_____ ?

DAISY: No, they didn't yesterday. They just stayed at home and **d)**_____ **e)**_____ .

DAVID: And what did you do? Did you play cards too?

DAISY: No … Jordan and I **f)**_____ to the radio and … er … studied. What did you do yesterday, David?

DAVID: I've just told you, Daisy … I **g)**_____ to phone you twenty times!

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