

**ĐẠI HỌC THÁI NGUYÊN KHOA
CÔNG NGHỆ THÔNG TIN**

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Giáo trình Tiếng Anh cơ sở

Tháng 12/2006

1 You and me



VOCABULARY

| | | |
|--------------------|-----------------|---|
| appearance (n) | [ə'piərəns] | sự xuất hiện; sự hiện ra; sự lộ ra |
| association (n) au | [ə,sousi'eijŋ] | sự kết hợp, sự liên hợp, sự liên đới |
| pair (adj) clone | [ou'peə] | làm công để được nuôi cõm |
| (n) cousin (n) | [kloun] | nhái, bắt chước |
| create (v) | ['kʌzn] | anh (em họ) |
| crumble (v) | ['kri:'eit] | tạo, tạo nên, tạo ra, tạo thành, sáng tạo |
| disaster (n) | ['krʌmbɪ] | vỡ vụn, đổ nát, bõ |
| embarrass (v) ex- | [di'zɑ:stə] | tai hoạ, thảm hoạ, tai ách |
| (n) | [im'bærəs] | làm lúng túng, làm nguợng nghịu làm rắc rối |
| fashionable (adj) | [eks] | số nhiều là exes chồng hoặc vợ cũ; bạn trai hoặc bạn gái cũ |
| father-in-law (n) | ['fæ:nəbl] | đúng một, hợp thời trang; sang trọng |
| glamorous (adj) | ['fɑ:ðərinlɔ:] | bố vợ; bố chồng |
| half-brother (n) | ['glæmərəs] | đẹp say đắm, đẹp quyến rũ |
| hero (n) | ['hɑ:f,bɾʌðə] | anh (em) cùng cha khác mẹ, anh (em) cùng mẹ khác cha |
| moustache (n) | ['hiərəu] | anh hùng |
| nephew (n) niece | [məs'tɑ:ʃ] | râu để mọc ở môi trên; ria |
| (n) psychologist | ['nevju:] | cháu trai (con của anh, chị, em) |
| (n) shed (n) | [ni:s] | cháu gái (con của anh, chị, em) |
| stepmother (n) | [sai'kɔlədʒist] | nhà tâm lý học |
| tumble (n) | [ʃed] | nhà dùng để chứa đồ, nơi ở cho gia súc, |
| unusual (adj) | ['stepmʌðə] | đi ghê; mẹ ghê |
| visualize (v) | ['tʌmbɪ] | cái ngã bất thình lình; sự đổ nhào |
| | [ʌn'ju:ʒi] | hiếm, không thông thường, lạ, khác thường |
| | ['viʒuəlaiz] | hình dung, mừng tượng |

1. gH You're going to listen to Susan talking about some of the different names that people call her. Which name doesn't she like?

2. Listen again. Match the people (a-h) with the names (1-8) that they call Susan.

- | | |
|--|--------------|
| a, her father and sometimes her sister | 1 Mum |
| b, her friends and the people she works with | 2 Susan |
| c, her old friends | 3 Suzanne |
| d, her son | 4 Suki |
| e, her mother | 5 Sweetheart |
| f, her best friend | 6 Maggie |
| g, her sister-in-law | 7 Bunny |
| h, her husband | 8 Sue |

3. Write down the different names that people call you. Tell your partner. Which of your names do you like best/least?

Lexis: family words

1. Work with a partner. Copy the following table. Under each heading, note down the first names of people in your family.

| | | | | | | |
|---------|--------------------|---------------------------|------------------|----------------|---------|------------------|
| Parents | Brothers & sisters | Grandfather & grandmother | Sons & daughters | Uncles & aunts | Cousins | Nephews & nieces |
|---------|--------------------|---------------------------|------------------|----------------|---------|------------------|

2. Add more headings and names to the table in 1

3. Discuss the following questions about the names in your table.

- Which names are typical in your country?
- Which name is the most unusual?
- Which name do you like best?

Long vowel sounds

1 [M] In each of the following groups of names one name has a different vowel sound from the others. Listen and spot the odd one out in each group.

1 / / Paul George Sue Dawn

4 / / Peter Eve Margaret Keith

1 / / Julie Ruth Luke Burt

5 / / Shirley Bernard earl Denise

3 / / Charles Laura Barbara Grant

2 Listen and check your answers to 1. Then listen again and repeat. Rearrange the names so that all four names in each group have the same vowel sound.

What's in a name?

Work in small groups. Discuss the following questions.

- What name would you give this baby girl?
- What names do you like for a boy?
- How did your parents choose your name?



Reading

What do you think the following famous people have in common? Read the article and find out.

- * Elton John + Marilyn Monroe
- * David Bowie + Demi Moore
- * Madonna + Bill Clinton

NAME GAME

Your name is extremely important. It's how you identify yourself. It's how other people identify you. Elton John was born Reginald Kenneth Dwight. Can you imagine someone famous with a name like that? He had to change it. Marilyn Moore sounds so much more glamorous than Norma Jean Baker. So how do parents make one of the most important decisions in the lives of their children - giving them a name?

Some parents choose names because they are fashionable. Other parents do the opposite and call their children unusual names, or they even invent names. Helen Petrie, a psychologist at Hertfordshire University, says that people who choose unusual names for their children want to show how special they are.

However, the children are not always very happy with their parents' choice. David Bowie's son found the name Zowie so embarrassing that he changed it to Joe. I wonder if Bruce Willis and Demi Moore's children feel good about their

names: Rummer Glenn, Scout LaRue and Tallulah Belle!

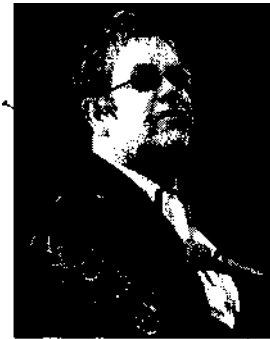
These days it's fashionable to give your child the name of place that is important to you: Victoria (Posh Spice) and David Beckham decided to call their son Brooklyn because they were in New York when they discovered that Victoria was going to have a baby. Madonna named her daughter Lourdes after the town in France, and ex-US-President Bill Clinton named his daughter Chelsea after a part of London that he and his wife liked".

Personally, I think it's a good idea to give children names of famous people.

Leonardo Di Caprio was named after the famous Italian painter, and Liam Gallagher, singer with the band *Oasis*, called his son Lennon after his hero, John.

I wanted to call my first child Elvis, and my husband wanted to call him PelD. Fortunately she was a girl, so we named her after my favourite aunt-Blodwen.

Reginald Kenneth Dwight (Elton John)



2. Tick(✓)the reasons for choosing a name that the article mentions. Put a cross(✗)by the reasons the article doesn't mention.

- a, because it sounds good
- b, because it's fashionable
- c, because it sounds the same in two languages
- d, because it's unusual or original
- e, because it's the name of a place
- f, because it's a religious name
- g, because it's the name of a famous person
- h, because it's the name of another member of the family

3. Work with a partner. What other reasons can you think of for choosing a name? Think about your family, your friends, and people in the class.

Lexis

1. Complete the following sentences with words from the text above.
 - a, I think that my name *sounds* much nicer in my languages than in English.
 - b, I won't have toa decision about names. I'm not going to have any **children!**
 - c, I'd like to have an unusual name- it would make me special.
 - d, I know exactly what I'm going to my children.
 - e, My parents named me..... a relative.
 - f, I think it's a goodto choose a name that's easy to say in different languages.
2. Find out if any of the sentences in 1 are true for your partner.

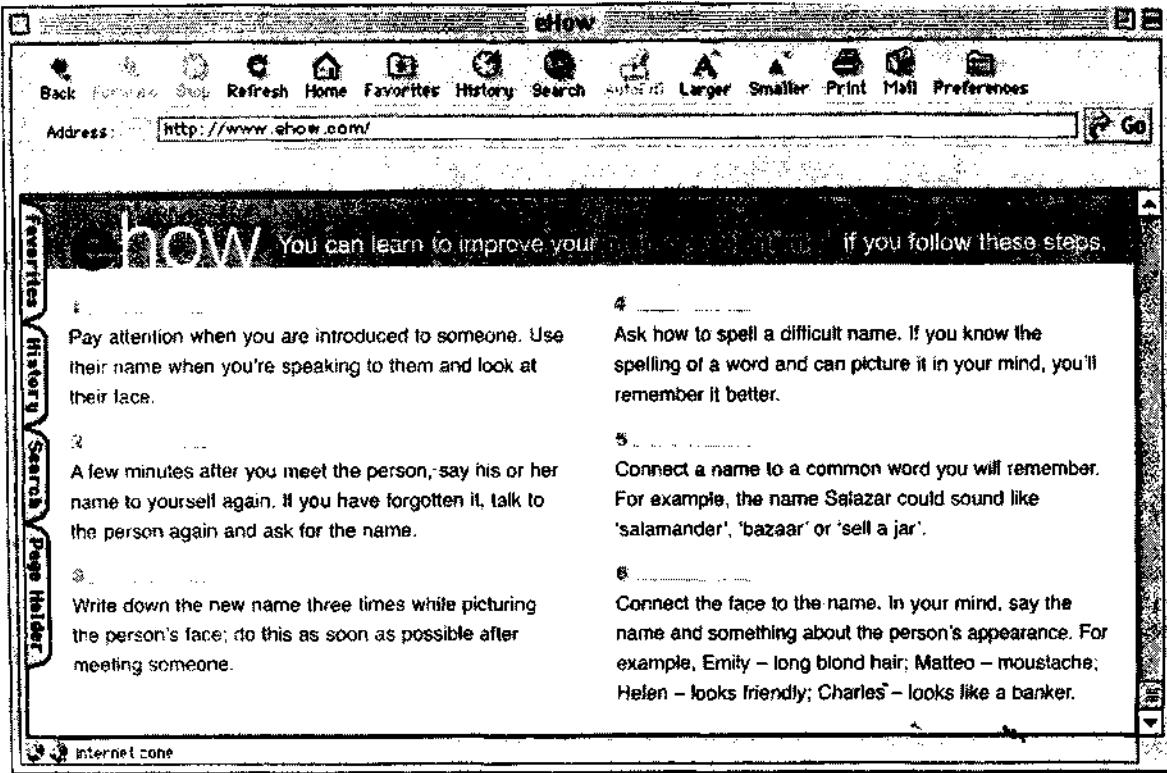
I never forget a face

1. How good are you at remembering people's names? What techniques do you use?
2. Try this memory test. Study these names and faces for thirty seconds. Then turn to page 91 and see which you can remember.



Reading

1. Read this advice for improving your memory. Find an appropriate heading for each paragraph.
- | | | |
|-----------------|-----------------------|---------------------|
| a, Repeat it | c, use it | e, Write it down |
| b, Visualise it | d, Check the spelling | f, make association |



2. Work with a partner. Discuss these questions.

- Which of the techniques in 1 have you used for remembering names?
- Which of the techniques in 1 could help you to remember new English words and expressions?
- What other ways can you think of to help remember and learn new English words and expressions?

Lexis: describing people

1. Look at the nouns, noun phrases and adjectives in the box. Which words can complete sentence a? Which words can complete sentence b?

Friendly a banker a typical mum intelligent shy a doctor
 very young middle-aged stressed out intelligent about sixty
 Greek a waiter a Swedish au pair a student fit
 a retired police officer a bit tired rich

a, He/She looks

b, He/She looks like.....

a) He/she looks

b) He/she looks like

2. What type of word do you use after look(s)? What type of word do you use after look(s) like?

- Write a sentence to describe each person in the six photographs on the previous page. Leave a space (.....) for the name.
For example.....*looks about 60. He looks intelligent and quite friendly.*
- Give your paper to a partner and ask them to complete the sentences with the correct name.
- Repeat the same exercise for three people in your class. Ask your partner to complete the sentences with the correct name.

MEETA.L.I.C.E.

- Read the responses in this conversation. Who or what is A..L.I.C.E.?

Hi. My name's A.L.I.C.E.

- name What your does mean?*

It means Artificial Linguistic Internet Computer Entity.

- were born you Where?*

I was born in Bethlehem, Pennsylvania.

- grow Where did up you?*

I think I grew up in San Francisco.

- look do like you What?*

I'm blue and I've got one wheel.

- do What do you?*

I talk to people on the web

- like your Do job you?*

Yes, I have a passion for my work!

- languages you any speak Can foreign?*

No, I only speak English at the moment, but I'd like to learn.

- married you Are?*

No, I am single. How about you?

- got children Have any you?*

No, but you can download me and make A.L.I.C.E. clones for yourself!

- created you Who?*

Dr Richard S. Wallace- he is very clever!

- Write the words in the questions in 1 in the correct order.

- HI Listen and check your answers to 1 and 2.

- Underline the stressed word in each question. Listen and repeat the question in the conversation.

- Work with someone you don't know very well. Interview them using appropriate question from 2 and add more question of your own.

Close up

- Work with a partner. Look at the table and discuss the questions.

| Statement | Question |
|------------------------|--|
| you are.... -> | Are you ... ? subject (auxiliary) verb (auxiliary) verb subject |
| you can... -> | Can you...? Can you speak any foreign languages? |
| your name means.... -> | does your name ? What does your name means? |

- What is the difference in word order between a statement and a question in English?
- When do you need to use the auxiliary verbs do, does, did to form a question?
- How do you form questions in your language? Is it the same as English?

- Change the following statements into questions. Then ask your partner the questions.

- a, You are hungry. *Are you hungry?*
- b, You smoke.
- c, You can play the guitar.
- d, You've been the Disneyland.
- e, You live in Rome. *Where do you live?*
- f, Your favourite colour is red. (*What*)
- g, You left school in 1997. (*When*)
- h. You've got 200 CDs. (*How many*)

3 Rewrite these questions in the correct order.

- a, you are old How? *How old are you?*
- b, life in Do after believe death you ?
- c, do much weigh you How?
- d, you anything ever Have stolen?
- e, much earn How you do money?
- f, you many partners How had have?

4 Work in small groups. In what situations is it okay to ask the question in 3? * in your English class * with your best friends * in your family * at work * never

Subject question

1 Look at questions A and B below. Question A is an object question because the answer (*A.L.I.C.E*) is the object of the verb. Question B is a subject question because the answer (*Dr Wallace*) is the subject of the verb. Do you use an auxiliary with a subject question?

| Statement | Question | - Answer | | | | | | | | |
|---|----------|-----------|--------|--|------------|---------|-----------|--|--|--|
| <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">subject</td> <td style="width: 25%;">verb</td> <td style="width: 25%;">object</td> <td></td> </tr> <tr> <td>Dr Wallace</td> <td>created</td> <td>A.L.I.C.E</td> <td></td> </tr> </table> | subject | verb | object | | Dr Wallace | created | A.L.I.C.E | | <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> { </div> <div> <p>A What did Dr Wallace create? → A.L.I.C.E</p> <p>Who created A.L.I.C.E → Dr Wallace</p> </div> </div> | <p>→ A.L.I.C.E</p> <p>→ Dr Wallace</p> |
| subject | verb | object | | | | | | | | |
| Dr Wallace | created | A.L.I.C.E | | | | | | | | |

2 Work in pairs. You are going to ask and answer some general knowledge questions. Student A turn to page 91 Student B turn to page 93. Follow the instructions.

Language reference: questions.

Word order

To form a question in English you put an auxiliary verb before the subject. In the present simple you use the auxiliary do or does. In the past simple you use the auxiliary did. With the verb be you put am, are, is, was or were before the subject.

| question word | auxiliary) verb | subject | |
|---------------|-----------------|--------------------|------------------|
| | <i>Is</i> | <i>your sister</i> | <i>married?</i> |
| | <i>Does</i> | <i>she</i> | <i>love him?</i> |
| <i>Where</i> | <i>do</i> | <i>they</i> | <i>live? get</i> |
| <i>Why</i> | <i>did</i> | <i>she</i> | <i>married?</i> |

Subject questions

When the question word is the subject you do not use *do*, *does* or *did*. A subject question has the same word order as a statement.

subject verb
 who created A.L.I.C.E?
 Not ~~who did create....?~~

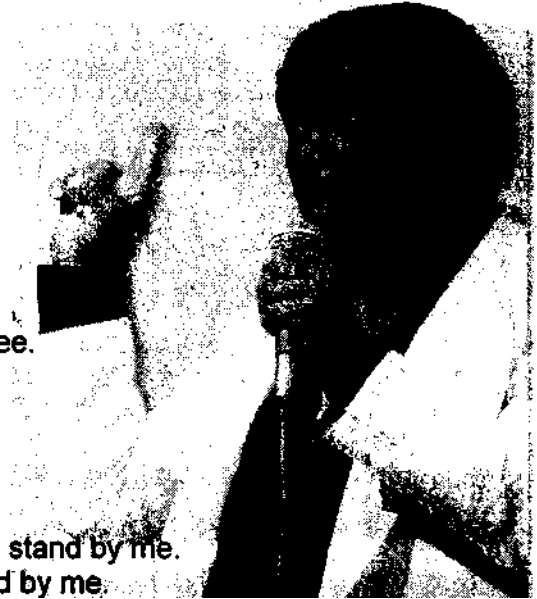
subject verb
 Who lives here?
 Not ~~who does live...~~

Stand By Me

Song 1 Look at the words of the song. On lines a-f and lines g-l there is an extra word. Find the word and ~~er033~~ it out.

Stand by me

Recorded by Ben E. King
 (1961 and 1987), Elvis
 Presley (1967), and John
 Lennon (1975)



- a) When the good night has come.
- b) And the Disney land is dark.
- c) And the moon is the only flashing light we see.
- d) No, I probably won't be afraid.
- e) Oh, I won't ever be afraid.
- f) Just as long as you stand up, stand by me.

So darlin', darlin', stand by me, oh stand by me.
 Oh stand now, stand by me, stand by me.

- g) If the blue sky that we look upon
- h) Should tumble and fall over
- i) Or the rocky mountains should crumble to the sea
- j) I won't cry, I won't cry out
- k) No, I won't shed a big tear
- l) Just as long as you stand up, stand by me.

So darlin', darlin', stand by me, oh stand by me.
 Oh stand now, stand by me, stand by me.

And darlin', darlin', stand by me, oh stand by me.
 Oh stand now, stand by me, stand by me.
 Whenever you're in trouble,
 Won't you stand by me, oh stand by me.
 Oh stand now, oh stand by me.

2  Listen and check your answers to 1

- 3 Which of the following is the best interpretation of the song?
- a, There are going to be a lot of disasters if you stand by me.
 - b, I won't be able to see very well if you stand by me.

c, If you stand by me, I will feel strong. Nothing will worry me.

4 Tell your partner about a time when you really needed a friend to "stand by you".

Anecdote 1 HI Listen to Tom talking about somebody who is important to him. Which of the following topics does he talk about?

- What is this person's full name?
- How often do you see them?
- When did you meet this person?
- Why are they important to you?
- How old are they now?
- What are their best qualities?
- Where do they live?
- Is there anything you don't like about them?
- What do they do?
- When did you last see them?



2 Work with a partner. Note down as much information as you can remember about the topics Tom talks about. Listen again and check your answers. 3 Think of a person who is important to you. You are going to tell a partner about them. Choose from the list in 1 the things you want to talk about. Think about what you will say and what language you will need.

First impressions

Writing

1 Read this letter from Rich to a friend. How does he feel about the place he is describing?
Hi!

I've been here a week and my first impressions *are not* very good. In fact, they *are terrible*. The city is small and boring. Really boring! The buildings are modern and *unattractive*, and *there are* some ugly high-rise office blocks.

The city centre is really dirty *and* polluted, and public transport is useless. The buses stop at ten o'clock at night, *and* it's *impossible to* get a taxi. This *probably* explains why the streets are *completely* empty after six o'clock in the evening and the nightlife is *terrible*. *There* is nothing to do.

The *people look miserable* and they're not very friendly. I suppose it could be because the weather is awful- it's cold and hasn't stopped raining since I arrived.

Seven days of rain- can you imagine?

But the worst thing is the food- I can't eat it. And the coffee tastes disgusting. Ugh! There aren't many restaurants *and they're expensive*.

I want to come home! I really hate *it here*.

Love, Rich

xxx

2 Rewrite the letter in 1. Make it sound as positive as you can.

Hi!

I've been here a week and my first impressions *are* really good. In fact, they *are fantastic*. The city is big *and exciting*. *Really* exciting! *The buildings are...*