

# INTRODUCTION

## English Listening and Speaking Patterns 3

by  
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*English Listening and Speaking Patterns* helps students develop aural and oral fluency through engaging content and practical exercises. The book takes a systematic, step-by-step approach, and the content and exercises put the tools of the language into students' hands as they learn the patterns used in daily life.

Units are thematically structured, including topics which frequently appear in daily conversations. There are topics related to our personal lives (ex: family, friends, feelings), our interests (ex: music, movies, shopping), common discussion topics (ex: weather, Internet, the future), and so on.


### Unit 1 Family

Part I Warm-up



**A. Warm-up Questions**

1. Look at the photo. What do you see?
2. Do you come from a large family?
3. How many children do most people want? How about you?

**Vocabulary Preview**  Track 2

afford	raise children / kids
breadwinner	responsibility
cost of living	sibling
move out	single parent
only child	stay-at-home mom / dad

**B. Vocabulary Warm-up**

Complete the sentences with the correct word or phrase. Remember to use the correct word form.

1. I have two \_\_\_\_\_ - an older sister and a younger brother.
2. The \_\_\_\_\_ is pretty high here, but if you're careful with money, you'll be fine.
3. My best friend is a(n) \_\_\_\_\_. When we were kids, she didn't have anyone to play with at home. But we spent a lot of time together.
4. My brother \_\_\_\_\_ of our house last year. He's renting an apartment close to his job.
5. People with a lot of money can \_\_\_\_\_ to buy expensive things.


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Each unit starts with three **Warm-up Questions**. One of them asks students to consider the photo on the page, which enables the use of visual cues to develop fluency. The other two are questions about the unit's topic.

Next on the page is a **Vocabulary Preview** box. These words and phrases, which are related to the unit's topic, are recorded on the audio CD, with the track number indicated next to the CD icon. Below the preview box is a **Vocabulary Warm-up** exercise which can be completed at home or in class.

The second page of each unit focuses on building listening skills. First, there is a **Dictation** exercise with four blanks. Students listen to the first part of a dialogue about the unit's topic. Their task is to fill in the blanks with the missing words.

**Part II Listening Patterns**

**A. Dictation**  Track 3

Yoshi is speaking with Jenny, his classmate. Listen to the first part of their conversation. Fill in the missing words.


Yoshi: Jenny, do you have any <sub>1</sub>( )?


Jenny: No, I'm an only child. How about yourself – any siblings?

Yoshi: Three, <sub>2</sub>( ) – two sisters and a brother.

Jenny: Wow, that's a pretty big family! Is that <sub>3</sub>( ) in Japan?

Yoshi: It <sub>4</sub>( ) be, but these days most people only have one or two children. Raising a family is expensive, especially in big cities.



**B. Comprehension Check**  Track 4

Now listen to the whole conversation and answer the questions.

- What does Jenny NOT say is expensive?  
A: Raising children  
B: Paying for rent  
C: Healthcare costs  
D: Education fees
- What does Yoshi say about single parents?  
A: There are few of them in the US.  
B: They can solve any problem.  
C: They are becoming more common.  
D: Their children have happy lives.
- How does Jenny feel about having children?  
A: She wants to have kids after getting married.  
B: She doesn't want to have children.  
C: She hasn't decided if she wants kids.  
D: She feels the cost of raising children is low.

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Next, there is a **Comprehension Check** for which students hear the entire dialogue. There are three comprehension questions which students should answer after listening to the conversation. The audio CD contains the recording for both of these exercises, with the track number indicated next to each CD icon.

On the third page of each unit, students begin building speaking skills. First, two **Usage Patterns** are presented. These patterns represent common conversation functions, such as expressing opinions, stating goals, and so on. For each pattern, students are given a set of material to consider. That is followed by one or two examples in which the target pattern is used.

**Part III Usage Patterns**

**Adding information and clarifying comments**

**A. Usage Patterns**

■ Here are ways to add information to a comment.

In addition, ...	What's more, ...
I also wanted to say...	On top of that, ...

Example A: Do you think both parents should work? Or should a family have only one breadwinner?  
B: I think just one parent should work. That way, someone can stay home and take care of the children. In addition, the house will be kept in better shape.

■ Here are ways to clarify a comment.

I was trying to say...	What I mean by that is...
I mean...	My main point is...

Example A: Do you mean the father should work and the mother should be a stay-at-home mom?  
B: Not at all. I was trying to say one of them (either the mother or the father) should be the breadwinner.

**B. Practice It**

Working in pairs, take turns asking the following questions. Answer using one of the above sentence patterns.

- A: Do you think both parents should work? Or should a family have just one breadwinner?  
B: \_\_\_\_\_
- A: What is the cost of living like these days?  
B: \_\_\_\_\_
- A: There are more single parents than there used to be. Why do you think that is?  
B: \_\_\_\_\_


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Once students have finished studying this material, they are ready to move on to the **Practice It** exercise. Here, three questions or statements are presented. Students should provide their own responses, using one of the patterns they have just studied. This exercise can be done in pairs or as a class, or students can complete the task by themselves.

The final page of each unit brings everything together, preparing students for discussions about the topic. First, a set of **Questions and Answers** is presented. These are common questions related to the topic. For each question, two possible answers are given in natural English, providing a variety of perspectives and potential responses to consider. All of the questions and answers are recorded on the audio CD, with the track number indicated next to the CD icon.

Finally, in the **Your Turn** exercise, students use the vocabulary and patterns which they have learned. In a “guided conversation” format, parts of the dialogue are given, and blanks are provided for the sections which students should complete by themselves. The exercise is structured this way to help students transition between questions, make verbal pauses, and become accustomed to using a variety of subtle yet common conversation patterns.

**Part IV Conversation Patterns**

**A. Questions and Answers**  Track 5

Listen to these questions and answers. Then, practice them yourself.

- A lot of kids don't have any siblings. What's good and bad about being an only child?**
  - On the plus side, you get everything for yourself. But it might get lonely sometimes.
  - If you're an only child, you might get your own room. On the other hand, learning social skills could be harder.
- In many families, children are raised by just one parent. What challenges do single parents face?**
  - Raising kids is expensive. You've got so many costs: clothes, food, education, and everything else.
  - Single moms and dads must be tired all the time. They have a lot of responsibilities, like working and raising the kids.
- Some children want to move away from their parents' home as soon as possible. Others never want to move out. How about you?**
  - I'm going to live with my parents as long as possible. The cost of living is so high that I can't afford my own apartment.
  - To be honest, I'm eager to move out. I want my freedom.

**B. Your Turn**

Now, pair up with a classmate. Practice the following conversation. Fill in the blanks with your own answers.

A: In your opinion, what's good and bad about being an only child?  
 B: On the positive side, \_\_\_\_\_. On the negative side, \_\_\_\_\_.

A: How about single parents? What challenges do they face?  
 B: \_\_\_\_\_. What do you think?

A: Well, \_\_\_\_\_. Some people are in a hurry to move out of their parents' house. How about you?  
 B: For me, \_\_\_\_\_.

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Working in pairs, students can take turns as speaker A or speaker B. Though students should feel free to consider the content in the above **Questions and Answers** section, they should also be encouraged to provide their own original responses to each question. Doing so will help them develop fluency and confidence when speaking English.


## About the Series

*English Listening and Speaking Patterns* is a three-level series. Vocabulary and grammar levels, as well as sentence lengths, are carefully controlled throughout each book. From Book 1 (Introductory) to Book 2 (High-Beginning) to Book 3 (Intermediate), the language level becomes incrementally higher.

In each book, the topics covered in all 20 units are the same. For example, “Family” is the Unit 1 topic in Books 1, 2, and 3. However, the target vocabulary, exercises, conversations, usage patterns, and discussion questions are different in every book. On top of that, from book to book, the exercises become more complex, challenging, and thought provoking

This series structure has a number of benefits. For a school with multiple classes at different levels, each class can use the book that's appropriate for its students. Week to week, all the classes will be covering the same types of topics and exercises, allowing for consistency and efficiency throughout the program. Since the books are leveled, a student completing one book can seamlessly move on to the next one. What's more, because the content is completely different in each book, students progressing through the series will explore the topics in increasingly sophisticated and engaging ways.

## Character Introductions



**Yoshi**  
 Yoshi is a university student from Japan. He is studying in California. Yoshi's interests including reading and playing board games.

**Jenny**  
 Jenny is an American student at the university. She has a good eye for fashion and is very sociable.

**Aya**  
 Aya is a Japanese student at the same university. Aya is interested in music and outdoor activities.

**Matt**  
 Matt, an American student, is friends and classmates with the rest of our characters. He enjoys playing sports and traveling.

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# Unit 1 Family

## Part I Warm-up



### A. Warm-up Questions

1. Look at the photo. What do you see?
2. Do you come from a large family?
3. How many children do most people want? How about you?

### Vocabulary Preview



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breadwinner	responsibility
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move out	single parent
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### B. Vocabulary Warm-up

Complete the sentences with the correct word or phrase. Remember to use the correct word form.

1. I have two \_\_\_\_\_ - an older sister and a younger brother.
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3. My best friend is a(n) \_\_\_\_\_. When we were kids, she didn't have anyone to play with at home. But we spent a lot of time together.
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**A. Dictation**



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Adding information and clarifying comments

**A. Usage Patterns**

Here are ways to add information to a comment.

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- Example A: Do you think both parents should work? Or should a family have only one breadwinner?  
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**A. Questions and Answers**



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- A lot of kids don't have any siblings. What's good and bad about being an only child?**
  - On the plus side, you get everything for yourself. But it might get lonely sometimes.
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 A: How about single parents? What challenges do they face?  
 B: \_\_\_\_\_. What do you think?  
 A: Well, \_\_\_\_\_. Some people are in a hurry to move out of their parents' house. How about you?  
 B: For me, \_\_\_\_\_.



**A. Warm-up Questions**

- Look at the photo. What do you see?
- Do any of your friends live in other cities?
- Have you ever borrowed money from (or lent money to) a friend?

**Vocabulary Preview**



blow (something) out of proportion	keep in touch
buddy	lend (somebody) money
come between people	neighborhood
come up with an idea	obvious
grow up	opposite sex

**B. Vocabulary Warm-up**

Complete the sentences with the correct word or phrase. Remember to use the correct word form.

- My oldest friend \_\_\_\_\_ in Aomori. She moved to Nagoya after college.
- Last night, I \_\_\_\_\_. Here it is. What if the three of us rent an apartment together after graduating?
- Can you \_\_\_\_\_ me some \_\_\_\_\_? I left my wallet at home, and I need to buy a few groceries.
- I love this \_\_\_\_\_. The trees lining the street make it feel like a long park.
- This is my good \_\_\_\_\_ Jack. We've known each other since junior high school.