

INTRODUCTION

English Listening and Speaking Patterns 1

by
Andrew E. Bennett

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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. What do you see in the photo?
2. Do you have any brothers or sisters?

Vocabulary Preview  Track 2

child (children)	miss
friendly	parent
future	visit

B. Vocabulary Warm-up

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

1. My sister lives in Nagoya. I will _____ her in June.
2. Sarah is so _____. She smiles at everyone.
3. My _____ work hard. My father fixes cars. My mother is a teacher.
4. Think about the world in 500 years. The _____ may be very exciting!
5. Emma _____ her brothers a lot. She doesn't see them often.

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Each unit starts with two **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 is a question 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.

Written and designed by: Andrew E. Bennett

Illustrations by: Yasuco Sudaka

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

Jenny and Yoshi are talking about their families. Listen to the first part of their conversation. Fill in the missing words.

Jenny: Yoshi, do you live with your ₁()?

Yoshi: No, I live ₂(). How about yourself?

Jenny: I still live with my ₃(). My sister lives with us, too.

Yoshi: You have a sister? I didn't know that. Is she older or younger than you?

Jenny: ₄(). Actually, she looks like our grandmother.

B. Comprehension Check

 Track 4

Now listen to the whole conversation and answer the questions.

- Who does Jenny's sister look like?
 - A: Jenny
 - B: Jenny's mom
 - C: Jenny's friend
 - D: Jenny's grandmother
- Who does Yoshi miss?
 - A: His brothers
 - B: His parents
 - C: His grandparents
 - D: His sisters
- How often does Yoshi see them?
 - A: Every month
 - B: Three times a year
 - C: Once a year
 - D: Almost every week

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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 two examples in which the target pattern is used.

Part III Usage Patterns

Talking about what we want

A. Usage Patterns

■ Use these patterns to ask what people want.

Do you want (to)...?

Would you like (to)...?

Example 1 A: What's your plan after school? Do you want to live with your parents?
B: Sure. I can save money that way.

Example 2 A: Would you like a big family in the future?
B: I would. That sounds nice.

■ Use these patterns to say what you want.

I want (to)...

I'd like (to)...

Example 1 A: Jeff's house is so big! He has five children, right?
B: I think so. He's really lucky. I want a big house someday.

Example 2 A: What will you do this weekend?
B: I'd like to visit my cousin.

B. Practice It

Working in pairs, take turns asking questions. Student A asks about the topic in parentheses. Then, Student B answers. The first question is done as a model.

- A: (Ask about living with parents.) Do you want to live with your parents?
B: _____
- A: (Ask about having a big family.)
B: _____
- A: (Ask about visiting a relative.)
B: _____


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Once students have finished studying this material, they are ready to move on to the **Practice It** exercise. Here, several 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.

- Do you come from a big family?**
 - I guess so. I have a sister and a brother. That’s pretty big in Japan.
 - No, but my house is full. My grandmother lives with us.
- Do you want children one day?**
 - Maybe. I’m not sure yet.
 - Yes, I’d like one boy and one girl.
- In the future, do you want a big house?**
 - Of course! Families need a lot of space.
 - I don’t know. Big houses are expensive.
- How often do you visit your grandparents?**
 - I visit them two or three times a year.
 - Not too often. They live in another city.

B. Your Turn

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

A: Do you have a big family?
 B: My family is _____. How about yours?
 A: Mine is _____. So, how do you see the future? Do you want children?
 B: Good question. I _____.
 A: Oh, OK. For me, _____. How about the place you live? Do you want a big house someday?
 B: Let me think... I _____.

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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

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Vocabulary Preview



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friendly

future

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2. Sarah is so _____. She smiles at everyone.
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4. Think about the world in 500 years. The _____ may be very exciting!
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A. Dictation



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Jenny: I still live with my ₃(). My sister lives with us, too.

Yoshi: You have a sister? I didn't know that. Is she older or younger than you?

Jenny: ₄(). Actually, she looks like our grandmother.



B. Comprehension Check



Now listen to the whole conversation and answer the questions.

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 - B: Jenny's mom
 - C: Jenny's friend
 - D: Jenny's grandmother
- Who does Yoshi miss?
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 - B: His parents
 - C: His grandparents
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- How often does Yoshi see them?
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Talking about what we want

A. Usage Patterns

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B: Sure. I can save money that way.

Example 2 A: Would you like a big family in the future?
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B: _____
- A: (Ask about visiting a relative.)
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A. Questions and Answers



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 - Yes, I’d like one boy and one girl.
3. **In the future, do you want a big house?**
 - Of course! Families need a lot of space.
 - I don’t know. Big houses are expensive.
4. **How often do you visit your grandparents?**
 - I visit them two or three times a year.
 - Not too often. They live in another city.

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

A: Do you have a big family?
 B: My family is _____. How about yours?
 A: Mine is _____. So, how do you see the future? Do you want children?
 B: Good question. I _____.
 A: Oh, OK. For me, _____. How about the place you live? Do you want a big house someday?
 B: Let me think... I _____.

A. Warm-up Questions



1. What do you see in the photo?
2. What do you and your friends do for fun?

Vocabulary Preview



- | | |
|---------------|----------|
| describe | outgoing |
| hang out | party |
| interested in | shy |

B. Vocabulary Warm-up

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

1. Sam is really _____. He spends most weekends in his room.
2. Are you still _____ boats? I have a great book to show you.
3. How would I _____ Janet? Well, she’s tall, and she loves to dance.
4. They want to go to the _____. But they need a ride.
5. _____ people love to talk.