

English Listening and Speaking Patterns 2

by

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INTRODUCTION

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. Who do you live with? (Parents? Friends? Alone?)

Vocabulary Preview

adopt	marry
divorce	relative
family reunion	retirement home
get engaged	wedding

B. Vocabulary Warm-up

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

1. Next week, some of my aunts, uncles, and cousins will have a(n) _____. I'm really looking forward to it.
2. At a(n) _____, old people live with people their own age. They also get 24-hour medical care.
3. I have many _____, including something like 12 cousins!
4. Michiko got _____ when she was 26. About 200 people attended the ceremony.
5. Many couples _____ babies if they can't have their own children.

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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.

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



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

Matt: Do you have a big family, Aya?

Aya: Not ₁(). I just have one ₂() brother. How about you?

Matt: Actually, my family is really big. I have three brothers and ₃() sisters. And I have lots of aunts, uncles, and cousins.

Aya: Wow! So, do you live with your ₄()?

Matt: Not anymore. These days I share an apartment with one of my brothers.



B. Comprehension Check



Now listen to the whole conversation and answer the questions.

1. How many brothers and sisters does Matt have?
A: One
B: Two
C: Three
D: Five
2. Who does Matt live with?
A: His parents
B: His sisters
C: His brother
D: His friend
3. Where does Aya's family usually hold reunions?
A: At a park
B: At a relative's house
C: At a big restaurant
D: At her uncle's hotel

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

Responding Positively and Negatively

A. Usage Patterns

■ Here are some ways to respond positively.

Sure. I sure do/am.	Definitely. Without a doubt.
------------------------	---------------------------------

Example 1 A: Would you ever consider adopting a child?
B: Sure.

Example 2 A: Are you planning to invite George to the wedding?
B: Definitely. He's one of my best friends.

■ Here are some ways to respond negatively.

Not really. I don't think so.	I can't say that I do/am. I wouldn't say so.
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Example 1 A: Do you think old people should live in retirement homes?
B: I don't think so.

Example 2 A: Is it best to move out of one's parents' house after college?
B: I wouldn't say so.

B. Practice It

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

1. A: Would you ever consider adopting a child? B: _____
2. A: Do you think old people should live in retirement homes? B: _____
3. A: If a husband and wife are unhappy, should they get divorced? 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.

1. **Do you have any brothers or sisters?**
 - I have one older brother and one younger sister.
 - No, it’s just me.
2. **Do any of your grandparents or other relatives live with you?**
 - Actually, yes. My grandmother lives with us.
 - No, it’s just my parents and me.
3. **When do you have family reunions?**
 - We have reunions on the big holidays, like New Year’s.
 - Fairly often, actually. We have a big dinner once a month.
4. **Do you get along with all your relatives?**
 - Sure, we all get along well.
 - Mostly, yes. But I have a cousin I don’t like very much.

B. Your Turn

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

- A: So, tell me about your family. Do you have any brothers or sisters?
B: Actually, I _____.
- A: In my case, I _____. Is it just you guys, or do any relatives live with you? You know, like grandparents?
B: Well, at this time, _____.
- A: I live with _____. So, do you get along with all your relatives?
B: To tell the truth, _____.

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.

The diagram features four illustrations of characters in a row. From left to right: Yoshi, a man with glasses and a blue shirt; Aya, a woman with long black hair and a pink shirt; Jenny, a woman with blonde hair and a white shirt with a red scarf; and Matt, a man with brown hair and a green shirt. Lines connect each character to their respective text box.

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Unit 1 Family

Part I Warm-up



A. Warm-up Questions

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(Parents? Friends? Alone?)

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2. At a(n) _____ , old people live with people their own age. They also get 24-hour medical care.
3. I have many _____ , including something like 12 cousins!
4. Michiko got _____ when she was 26. About 200 people attended the ceremony.
5. Many couples _____ babies if they can't have their own children.

Part II Listening Patterns

A. Dictation



Track 3

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

Matt: Do you have a big family, Aya?

Aya: Not ₁(). I just have one ₂() brother. How about you?

Matt: Actually, my family is really big. I have three brothers and ₃() sisters.

And I have lots of aunts, uncles, and cousins.

Aya: Wow! So, do you live with your ₄()?

Matt: Not anymore. These days I share an apartment with one of my brothers.



B. Comprehension Check



Track 4

Now listen to the whole conversation and answer the questions.

1. How many brothers and sisters does Matt have?
A: One
B: Two
C: Three
D: Five
2. Who does Matt live with?
A: His parents
B: His sisters
C: His brother
D: His friend
3. Where does Aya's family usually hold reunions?
A: At a park
B: At a relative's house
C: At a big restaurant
D: At her uncle's hotel

Responding Positively and Negatively

A. Usage Patterns

■ Here are some ways to respond positively.

Sure.

I sure do/am.

Definitely.

Without a doubt.

Example 1 A: Would you ever consider adopting a child?

B: Sure.

Example 2 A: Are you planning to invite George to the wedding?

B: Definitely. He's one of my best friends.

■ Here are some ways to respond negatively.

Not really.

I don't think so.

I can't say that I do/am.

I wouldn't say so.

Example 1 A: Do you think old people should live in retirement homes?

B: I don't think so.

Example 2 A: Is it best to move out of one's parents' house after college?

B: I wouldn't say so.

B. Practice It

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

1. A: Would you ever consider adopting a child?

B: _____

2. A: Do you think old people should live in retirement homes?

B: _____

3. A: If a husband and wife are unhappy, should they get divorced?

B: _____

Part IV Conversation Patterns

A. Questions and Answers



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

1. Do you have any brothers or sisters?

- I have one older brother and one younger sister.
- No, it's just me.

2. Do any of your grandparents or other relatives live with you?

- Actually, yes. My grandmother lives with us.
- No, it's just my parents and me.

3. When do you have family reunions?

- We have reunions on the big holidays, like New Year's.
- Fairly often, actually. We have a big dinner once a month.

4. Do you get along with all your relatives?

- Sure, we all get along well.
- Mostly, yes. But I have a cousin I don't like very much.

B. Your Turn

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

A: So, tell me about your family. Do you have any brothers or sisters?

B: Actually, I _____.

A: In my case, I _____. Is it just you guys, or do any relatives live with you? You know, like grandparents?

B: Well, at this time, _____.

A: I live with _____. So, do you get along with all your relatives?

B: To tell the truth, _____.