



Listening Cue is a three-level listening program for building listening comprehension skills through various topics. It is designed for intermediate young learners who want to improve their listening fluency and prepare for listening tests. Students can enrich their learning ability through the use of the Hybrid CD, which is a great tool for multimedia learning.

### Key Features

- Key words used in relation to the theme of each unit
- Useful dialogues and passages with key words and expressions
- Listening Activities to help students develop their listening skills
- Speak Out practice to check how well students understand topics for each unit
- Review Test included in each unit
- 4-page Mid-term Test and Final Test after every 6 units
- E-book, speaking, voice-recording, dictation functions embedded in Hybrid CDs to encourage multimedia learning

### Components (All included)

- Student Book
- Workbook
- Hybrid CD (MP3 + CD-ROM)

### Free Download Resources [www.lwbooks.co.kr](http://www.lwbooks.co.kr)

- Student Book & Workbook Answer Keys
- Student Book & Workbook Audio Scripts
- Word Lists

### Best Companion



Reading Cue Plus 1·2·3

**LANGUAGE  
WORLD**  
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Listening Cue 1

LANGUAGE  
WORLD







# Listening Cue 1



**LANGUAGE  
WORLD**









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# Listening

## Cue 1

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# introduction

**Listening Cue** is a three-level listening program for building listening comprehension skills through various topics. It is designed for intermediate young learners who want to improve their listening fluency and prepare for listening tests. Students can enrich their learning ability through the use of the Hybrid CD, which is a great tool for multimedia learning.

## [ Focus on Words ]

With a photo in the beginning, students will be able to visualize the topic that will be discussed in the unit.

Students will listen to the audio and cross out the key words used in the passage. It will help them recognize the key words effectively.

Students will listen to the audio and relate the images or sentences accordingly. They can understand the meaning of the sentences by using in context.

In this section, students will get tips on how to choose the statement that best describes the picture.

Students will practice how to determine the best response using only the information supplied in the question.

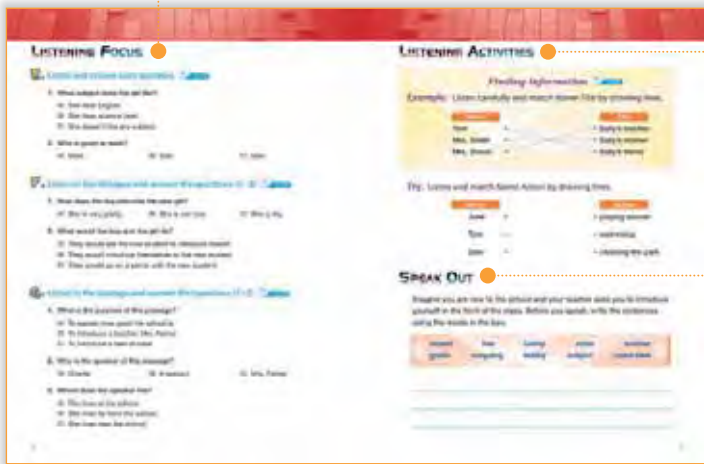
In this section, students will distinguish phonemes and train their listening skills. It will help them recognize small differences in sound.

## [ Listening Start ]

## [ Listen to It! ]

### [ Listening Focus ]

In this section, students will build listening comprehension skills. It will teach them focus on answering questions based on listening comprehension.



### [ Listening Activities ]

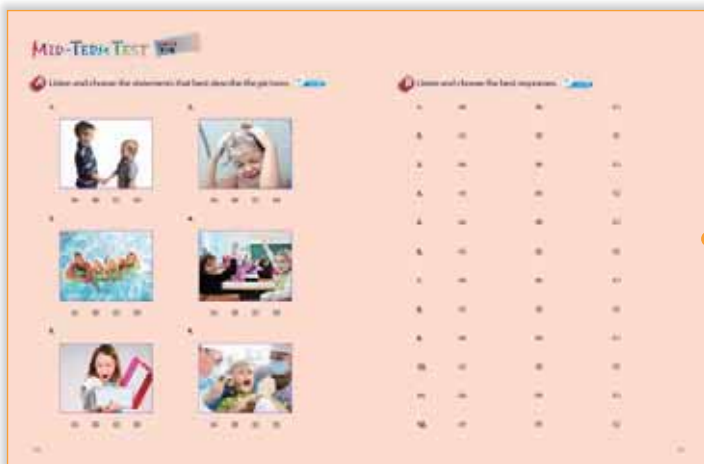
In this section, students will improve their listening skills through a variety of listening activities.

### [ Speak Out ]

In this section, students will practice speaking English. It will help them speak out their own opinions about the topic fluently.

### [ Review Test ]

In this 2-page Review Test, the types of questions are similar to the units. It will give students the chance to keep track of how well they have learned and improved their listening skills through the units.



### [ Mid-term & Final Test ]

After the first 6 units, students will take the Mid-term Test and after the second 6 units, they will take the Final Test. Having two sets of tests helps students examine the strengths and weaknesses of their listening comprehension.

# UNIT 1 My Name Is Sue








## FOCUS ON WORDS

**A.** Listen and cross out the words that you heard.  Track 02

<del>school</del>	shy	name	live	favorite
old	meet	introduce	class	grade

**B.** Listen and match the pictures with the sentences.  Track 03

- |  |   |  |
|--|---|--|
| 1.  | ● | ● Let me introduce myself.                       |
| 2.  | ● | ● I live in an apartment.                        |
| 3.  | ● | ● I'm too shy to sing a song in front of others. |
| 4.  | ● | ● This is a math class.                          |
| 5.  | ● | ● Write your name on your textbook.              |

# LISTENING START

**C.** Listen and choose the statements that best describe the pictures.  Track 04

1.



- (A)
- (B)
- (C)
- (D)

2.




- (A)
- (B)
- (C)
- (D)

**D.** Listen and choose the best responses.  Track 05

- 1. (A) (B) (C)
- 2. (A) (B) (C)
- 3. (A) (B) (C)
- 4. (A) (B) (C)
- 5. (A) (B) (C)

**Listen to It!**

[r] and [l]  Track 06

Listen and circle the first sound.

- ★ [r] or [l]
- ★ [r] or [l]
- ★ [r] or [l]
- ★ [r] or [l]
- ★ [r] or [l]

## LISTENING FOCUS

### E. Listen and answer each question. Track 07

1. What subject does the girl like?

- (A) She likes English.
- (B) She likes science best.
- (C) She doesn't like any subject.

2. Who is good at math?

- (A) Mark
- (B) Bob
- (C) Sam

### F. Listen to the dialogue and answer the questions. (1~2) Track 08

1. How does the boy describe the new girl?

- (A) She is very pretty.
- (B) She is not nice.
- (C) She is shy.

2. What would the boy and the girl do?

- (A) They would ask the new student to introduce herself.
- (B) They would introduce themselves to the new student.
- (C) They would go on a picnic with the new student.

### G. Listen to the passage and answer the questions. (1~3) Track 09

1. What is the purpose of this passage?

- (A) To explain how good the school is
- (B) To introduce a teacher, Mrs. Parker
- (C) To introduce a new student

2. Who is the speaker of this passage?

- (A) Charlie
- (B) A student
- (C) Mrs. Parker

3. Where does the speaker live?

- (A) She lives at the school.
- (B) She lives far from the school.
- (C) She lives near the school.



# LISTENING ACTIVITIES

## Finding information



**Example.** Listen carefully and match *Name-Title* by drawing lines.

Name		Title
Tom	•	Sally's teacher
Mrs. Smith	•	Sally's mother
Mrs. Simon	•	Sally's friend

*(Note: Lines connect Tom to Sally's mother, Mrs. Smith to Sally's friend, and Mrs. Simon to Sally's teacher.)*

**Try.** Listen and match *Name-Action* by drawing lines.

Name		Action
Jane	•	playing soccer
Tom	•	swimming
Sam	•	cleaning the park

# SPEAK OUT

Imagine you are new to the school and your teacher asks you to introduce yourself in the front of the class. Before you speak, write the sentences using the words in the box.

attend
live
family
sister
brother

grade
outgoing
hobby
subject
spare time

---



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# REVIEW TEST 1

**A** Listen and choose the statements that best describe the pictures.  Track 11

1.



(A) (B) (C) (D)

2.



(A) (B) (C) (D)

3.



(A) (B) (C) (D)

4.



(A) (B) (C) (D)

**B** Listen and choose the best responses.  Track 12

1. (A) (B) (C)

2. (A) (B) (C)

3. (A) (B) (C)

4. (A) (B) (C)







Listen and choose the best responses.



1. (A) (B) (C)

2. (A) (B) (C)

3. (A) (B) (C)

4. (A) (B) (C)

5. (A) (B) (C)

6. (A) (B) (C)

7. (A) (B) (C)

8. (A) (B) (C)

9. (A) (B) (C)

10. (A) (B) (C)

11. (A) (B) (C)

12. (A) (B) (C)







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# Listening Cue 1 Workbook













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UNIT  
1

# My Name Is Sue

 Listen and write the words from the box.  Track 166

introduce      name      grade      class      meet

- Nice to ..... you.
- What ..... are you in?
- Let me ..... myself.
- This is a math .....
- Write your ..... on your textbook.

 Listen and write the words.  Track 167

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



 Listen and fill in the blanks.  Track 168

- 1. **A** Mark, this math question is too ..... for me.
- B** Why don't you ask Bob to ..... you? He is very good at math.

- 2. **A** ..... do you think of the new student?
- B** She seems nice ....., but she's very shy!
- A** I think so, too. I would love to be her friend!
- B** Maybe we should introduce ..... first!

3. Hello, class! I'm your new ..... . Let me introduce myself to you. My ..... is Susan Parker. Please call me Mrs. Parker. I live ..... the school. I have three kids and a big dog named Charlie. I like ..... to music. I'm really happy to meet you all.

4. I would like to ..... my family. There are six ..... in my family. My father is a writer and my mother is a ..... . I have two older brothers, Alvin and Evan. I also have a baby sister ..... Anna.