Homework - Unit 3 - Lesson 6

Listening

SECTION 3—DISCUSSION

Choose an Answer from Multiple Choices

STRATEGY	Listen for details.
TIP	A speaker may correct himself or herself. Pay attention to the possible changes in opinions or facts.

To focus on the details, circle the key words in the question or statement and the key words in the multiple-choice options. Listen for these words (or similar words) in the discussion. Listen carefully because a speaker may alter what she or he says.

Examples
Speaker:
I left on June 23. No, it was the 24th. I arrived on the 23rd, but returned on the 24th.

Track 16 **PRACTICE 1** (answers on page 225) Audio

Circle the key words. Listen to the audio and answer the questions.

Conversation 1

1 What does the student say about the Introductory Spanish class?
- **A** He took it already.
- **B** It's too easy.
- **C** His schedule doesn't have room for it.

2 Why does the woman suggest Intermediate Spanish?
- **A** A foreign language class is required.
- **B** The schedule is convenient.
- **C** It's preparation for the student's trip to Mexico.

3 What class will the student take on Monday and Wednesday afternoons?
- **A** Intermediate Spanish
- **B** European History
- **C** Latin American History

Conversation 2

1 What has the woman not done yet?
- **A** chosen a research topic
- **B** made a resource list
- **C** spoken about her project with the professor

2 What does she have to include as part of her project?
- **A** interviews
- **B** photographs
- **C** charts and graphs

LIVEWORKSHEETS

3 When is the project due?
- **A** in two weeks
- **B** next month
- **C** the end of the semester

Conversation 3

1 People originally grew knotweed
- **A** as a screen for hiding structures.
- **B** for its attractive flowers.
- **C** to repel bees.

2 The best way to get rid of knotweed is to
- **A** cover the ground with plastic.
- **B** apply herbicides.
- **C** dig up the roots.

3 Knotweed can be used as
- **A** food.
- **B** medicine.
- **C** rat poison.

Conversation 4

1 Why is the professor meeting with the student?
- **A** To discuss her classwork
- **B** To give her the semester grade
- **C** To help her plan the next assignment

2 The professor wants the student to
- **A** improve her attendance.
- **B** turn her assignments in on time.
- **C** participate more in class discussions.

3 According to the professor, what aspect of the student's recent paper needs improvement?
- **A** the organization
- **B** the clarity
- **C** the conclusion

LIVEWORKSHEETS

Conversation 5

1 What kind of school did Martha work at?
- **A** elementary school
- **B** middle school
- **C** high school

2 What did Martha enjoy most about her student teaching?
- **A** working in small groups
- **B** planning lessons
- **C** taking field trips

3 What does Martha say about the school where she worked?
- **A** The staff was supportive.
- **B** The building was modern.
- **C** The textbooks were outdated.

LIVEWORKSHEETS

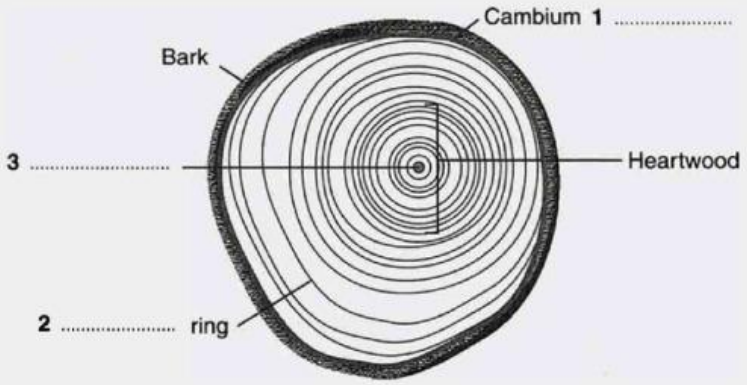
Label a Diagram

STRATEGY	Try to label the diagram without hearing the audio. This will focus your attention on what you need to listen for.
TIP	Pay attention to the directions. Do not write more words than required.

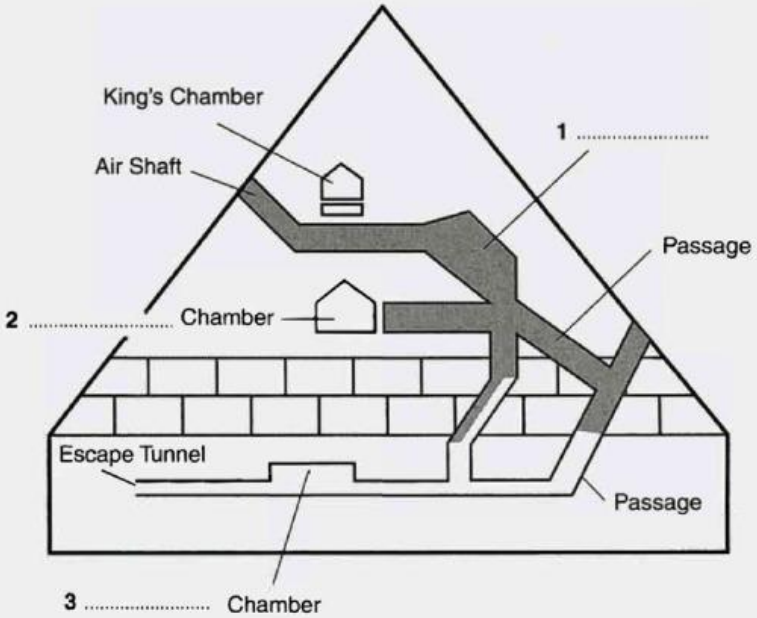
Track 17 **PRACTICE 2** (answers on page 226) Audio

Listen to the audio and label the missing parts of the diagram.
*Write **NO MORE THAN TWO WORDS** for each answer.*

Conversation 1

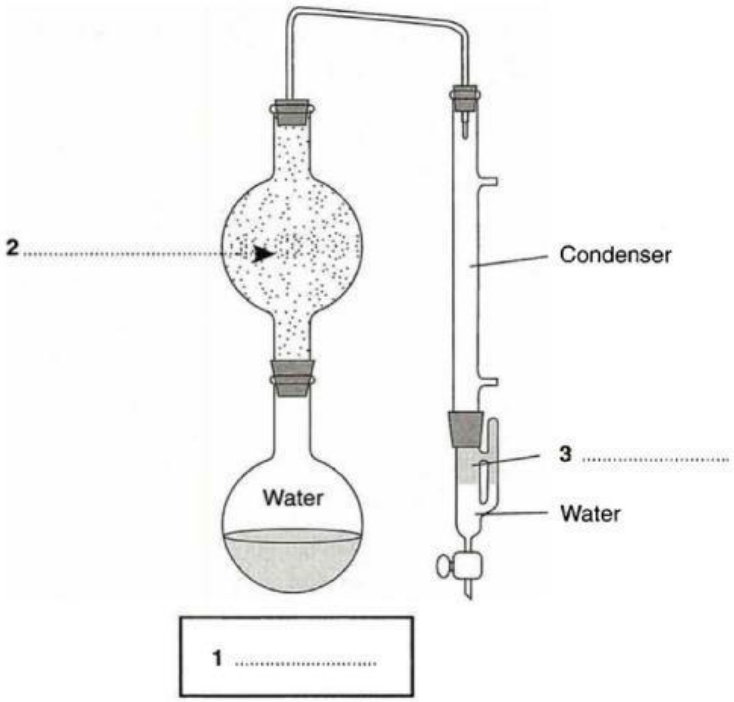


Conversation 2

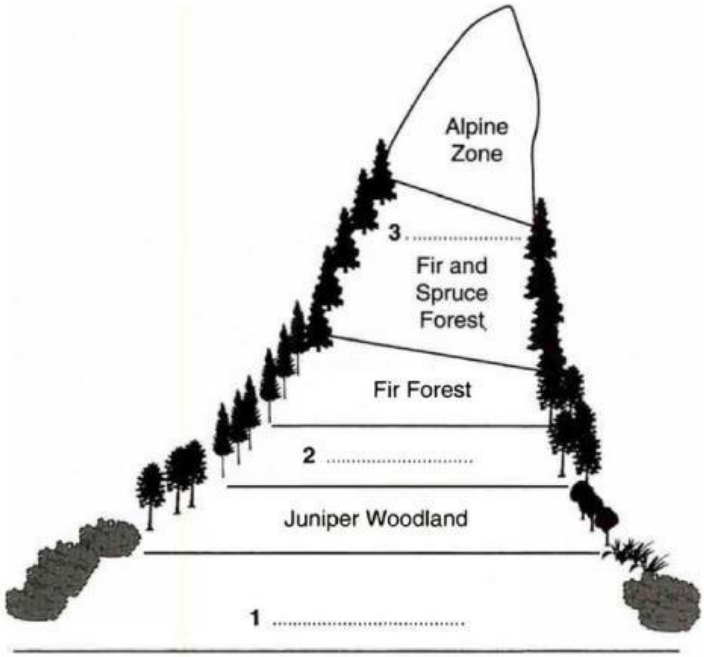


LIVEWORKSHEETS

Conversation 3



Conversation 4



LIVEWORKSHEETS