

Chapter 2

Integrated Speaking: Synthesizing Information

Necessary Skills

- Understanding information in reading and listening passages
- Taking notes on important information and using this information in your spoken response
- Synthesizing background information with more specific information
- Synthesizing the information given in the reading and listening; using the points in the listening to highlight principles or differences in the reading
- Recognizing a speaker's purpose and attitude
- Paraphrasing information

Strategies

An organizational process for responding to a prompt based on integrated material is detailed below. In each step, there are certain things that you need to keep in mind.

Process	Strategy
Read and listen.	Take notes on important information in both the reading and listening passages.
Read the prompt and understand the task.	Identify relationships between information in the listening passage and the reading passage. What aspects of each does the prompt want you to discuss?
Organize the ideas.	Arrange the ideas from the listening and reading passages. Think of a topic sentence that reflects the information.

Q3

Practice 1 – Reading and Conversation

► Step 1

Read the following announcement. Write five keywords or key phrases that would be useful in explaining the information to someone else. While reading, try to guess what the conversation will be about.

Important Announcement

As of the end of this month, the university will no longer be providing free printing paper in the student computer lab. If students wish to print from the lab printer, they will be required to bring their own paper with them to the lab. We have found that students too often waste the paper the university provides by printing unscholarly materials including Internet chat conversations and airline tickets. Furthermore, the money the university will save on paper will be set aside for purchasing additional computers. This will allow the lab to accommodate more students.

printer:
a machine that prints computer documents

unscholarly:
unconnected with school or learning

chat:
talking with someone

purchase:
to buy

accommodate:
to provide room for someone

Keywords/
Key Phrases

Cover the passage and look at the keywords and key phrases only. Restate the passage in your own words.

► Step 2

Now listen to a conversation related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. **Track 158**

Keywords/ Key Phrases	_____

distressing:
upsetting

draft:
something such as a research paper that requires changes before it is finished

Journal:
a document containing articles related to a specific profession or area of study

equipment:
tools or machines needed to perform a specific activity

hassle:
problem

Restate what you heard in the conversation using the notes or keywords you wrote above.

► Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the conversation. Write down the main points you need to speak about.

The woman expresses her opinion about the university's decision. State her opinion and explain the reasons she gives for holding that opinion.

Opinion: The woman _____

Reason 1: _____

Detail: _____

Reason 2: _____

Detail: _____

► Step 4

🎧 Listen to a sample response. Write down any useful expressions.

Track 159

Notes

Blank lined area for taking notes.

► Step 5

Now create your own response using words and expressions from Steps 3 and 4. Use the prompts below to help you.

The announcement says that students _____
_____. The woman _____. First, she thinks that the university
_____. Everyone she knows _____
_____. Secondly, she thinks using the money saved on printer paper _____
_____. She feels that _____
_____. Therefore, they _____

► Step 6

Read the response you wrote above out loud. Try to read slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q3

Practice 2 – Reading and Conversation

READING

LISTENING

SPEAKING

WRITING

PRACTICE TEST

Step 1

Read the following announcement. Write five keywords or key phrases that would be useful in explaining the information to someone else. While reading, try to guess what the conversation will be about.

Announcement from Campus Security

As of April 15, the price of parking tickets will be raised from \$35 to \$50 in part to deter students from parking illegally along the street. Parking along the street blocks traffic and prevents emergency vehicles, such as police cars and fire trucks, from easily accessing emergency fire lanes. We hope that a larger monetary penalty will help prevent students from blocking these lanes. We also hope that the larger fines will help raise money to build another student parking lot closer to the school so that students do not feel forced to park on the street.

deter:

to discourage

emergency:

an unexpected crisis or disaster

access:

to get into a place

monetary:

economic or financial

penalty:

a punishment or a fine

Keywords/
Key Phrases

Cover the passage and look at the keywords and key phrases only. Restate the passage in your own words.

► Step 2

👂 Now listen to a conversation related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. **Track 160**

Keywords/ Key Phrases	_____

substantial:
large or major

security:
the department or people in an organization that protect workers and buildings

current:
present or existing

waste:
to squander or use more of something than necessary

Restate what you heard in the conversation using the notes or keywords you wrote above.

► Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the conversation. Write down the main points you need to speak about.

The man expresses his opinion about the university's decision. State his opinion and explain the reasons he gives for holding that opinion.

Opinion: _____

Reason 1: _____

Detail: _____

Reason 2: _____

Detail: _____

Q3

Practice 3 – Reading and Conversation

► Step 1

Read the following announcement. Write five keywords or key phrases that would be useful in explaining the information to someone else. While reading, try to guess what the conversation will be about.

Announcement from the Registrar

The university has decided to switch from a paper-based course catalogue to an electronic course catalogue. Students will no longer have access to paper catalogues and will instead register for classes online using the online course catalogue posted on the university's website. This will save the university the high cost of paper and ink. Online registration will also be more convenient for students, who will be able to register for classes from their dorm computers. Students can register on their own time and will be saved a trip to the registrar's office.

registrar:

the place at a university where official records are kept

catalogue:

a list or directory

register:

to sign up

post:

to announce or advertise

dorm:

a student's living quarters at a college or university

**Keywords/
Key Phrases**

Cover the passage and look at the keywords and key phrases only. Restate the passage in your own words.

► Step 2

Now listen to a conversation related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. **Track 162**

Keywords/ Key Phrases	_____

log on:
to access a website or network

network:
a set of computers that are connected to each other so each computer can send and receive information from other computers

Inconvenient:
causing difficulties

flip:
turn over

navigate:
to find and follow a path or course

Restate what you heard in the conversation using the notes or keywords you wrote above.

► Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the conversation. Write down the main points you need to speak about.

The man expresses his opinion about the university's decision. State his opinion and explain the reasons he gives for holding that opinion.

Opinion: _____

Reason 1: _____

Detail: _____

Reason 2: _____

Detail: _____

▶ Step 4

🔊 Listen to a sample response. Write down any useful expressions. **Track 163**

Notes

▶ Step 5

Now create your own response using words and expressions from Steps 3 and 4. Use the prompts below to help you.

The announcement says that the university will _____
_____. The man thinks that this is _____.

He feels _____, like _____
_____. The man also thinks the online catalogues _____.

He mentions that _____. Many will _____
_____. He believes that _____
_____. He concludes by saying _____.

▶ Step 6

Read the response you wrote above out loud. Try to read slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q4

Practice 1 – Reading and Lecture

▶ Step 1

Read the following passage. Write five keywords or key phrases that would be useful in explaining the information to someone else. While reading, try to guess what the lecture will be about.

Color Perceptions

The symbolism of color may vary slightly from culture to culture, but psychologists have found that color affects emotions in a universal way. This means that different cultures tend to associate color with similar patterns of feelings and emotions. In fact, colors are divided into two groups depending on the kind of emotions they evoke. Colors on the red side of the color spectrum, known as warm colors, bring on feelings of warmth and comfort. Colors on the blue side of the color spectrum, known as cool colors, inspire feelings of calmness and confidence.

vary:
to differ

symbolism:
the use of symbols to represent something

universal:
occurring across the world

evoke:
suggest or call to mind

color spectrum:
the distribution of colors

Keywords/
Key Phrases

Cover the passage and look at the keywords and key phrases only. Restate the passage in your own words.

► Step 2

Now listen to a lecture related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. **Track 164**

Keywords/ Key Phrases	_____

Induce:
to bring on; to cause or create

opponent:
a person that is competing against you

authority:
power

menacing:
threatening or alarming

consultant:
one who gives professional advice

Restate what you heard in the lecture using the notes or keywords you wrote above.

► Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the lecture. Write down the main points you need to speak about.

The professor describes two types of color. Explain what these are and how they are used to affect mood.

Warm colors: _____

Example of how they are used: _____

Cool colors: _____

Example of how they are used: _____

Q4

Practice 2 – Reading and Lecture

► Step 1

Read the following passage. Write five keywords or key phrases that would be useful in explaining the information to someone else. While reading, try to guess what the lecture will be about.

Dominance Hierarchies

In the animal kingdom, members of the same species that live in close proximity to one another often establish dominance hierarchies. A dominance hierarchy is a type of social structure in which certain individuals control the allocation of resources like food or mates. Everyone else in the group follows the leadership of these dominant individuals. In this way, dominance hierarchies serve to maintain order among its various members. They also allow individuals in a group to resolve conflicts. The survival of many social animal species depends on dominance hierarchies to properly function.

proximity:

how near something is to another thing

social structure:

a system of social organization based on certain patterns of social interaction

dominant:

in control over others

allocation:

how something is distributed or shared

conflict:

a disagreement or an argument

**Keywords/
Key Phrases**

Cover the passage and look at the keywords and key phrases only. Restate the passage in your own words.

► Step 2

Now listen to a lecture related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. **Track 166**

Keywords/ Key Phrases	_____

baboon:
a large type of monkey
living in Africa or Asia

rank:
a level or position

scarce:
rare

savanna:
a large flat area of land
covered by grass

relaxed:
laid-back or casual

Restate what you heard in the lecture using the notes or keywords you wrote above.

► Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the lecture. Write down the main points you need to speak about.

The professor discusses dominance hierarchies in baboons. Explain how this behavior is used in baboon societies.

Species that uses dominance hierarchies: _____

Point 1: _____

Example: _____

Point 2: _____

Example: _____

▶ Step 4

🎧 Listen to a sample response. Write down any useful expressions. **Track 167**

Notes

Blank lined area for taking notes.

▶ Step 5

Now create your own response using words and expressions from Steps 3 and 4. Use the prompts below to help you.

The reading says that _____. The professor discusses _____.

_____ There is _____.

_____ The professor then says _____.

This is important _____. Therefore, _____.

_____ Conversely, _____.

▶ Step 6

Read the response you wrote above out loud. Try to read slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q4

Practice 3 – Reading and Lecture

READING

LISTENING

SPEAKING

WRITING

PRACTICE TEST

► Step 1

Read the following passage. Write five keywords or key phrases that would be useful in explaining the information to someone else. While reading, try to guess what the lecture will be about.

Plate Tectonics

According to the theory of plate tectonics, the Earth's crust is divided into huge plates that float atop the molten rock underneath. Geologists first recognized the existence of tectonic plates in 1915, when German geologist Alfred Wegener proposed the hypothesis of continental drift.

Wegener contended that all the continents were previously one large continent called Pangea. Over the course of history, Pangea broke apart, and the pieces drifted away to become the continents that exist today. Evidence that Pangea once existed can be found through fossils spread out across the different continents. Similar rock formations on different continents also lend credence to Wegener's hypothesis.

crust:
an outer layer of something

molten:
made liquid by heat

hypothesis:
an educated guess

continent:
one of the seven main
landmasses on the Earth

contend:
to argue or assert

credence:
credibility; weight

Keywords/
Key Phrases

Cover the passage and look at the keywords and key phrases only. Restate the passage in your own words.

► Step 2

🔊 Now listen to a lecture related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. **Track 168**

Keywords/ Key Phrases	_____

devise:
to plan or develop

jigsaw puzzle:
a game made up of differently shaped pieces that fit together to create a picture

fossil:
remains of an animal or plant in which the bones or tissue have been replaced by rock

deposit:
a concentration of mineral or rock

distinct:
clear or definite

Restate what you heard in the lecture using the notes or keywords you wrote above.

► Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the lecture. Write down the main points you need to speak about.

The professor discusses the theory of continental drift. Explain what it is and how it is supported.

Continental drift: _____

Evidence 1: _____

Example: _____

Evidence 2: _____

Example: _____

