

Chapter 5

Integrated Speaking: Test Questions 3 and 4

A response to the integrated speaking questions generally includes the following:

Question 3

- A statement of the problem or situation, as expressed in the reading
- A statement of the speaker's opinion, as introduced in the conversation
- His or her reasons + additional information, as taken from the conversation.

Question 4

- A statement of the main idea or topic of the reading and lecture
- Key points that are similar
- Key points that contrast

Before speaking:

- Identify the topic and supporting details.
- Organize the flow of your response in your mind.
- Make sure that you have adequate reasons and examples.

While speaking:

- Begin your response by clearly stating the opinion / main idea of the reading and the conversation/lecture.
- Give reasons or details from the conversation or lecture to support your opinion.
- Make sure statements are clearly connected so that the scorer will more easily understand your points.

Q3

Practice 1 – Reading and Conversation

▶ Step 1

Read the passage below and underline important information.

Attention Honors Students

The English Department is now making it mandatory for all honors students who are planning to attend graduate school to take pre-graduate classes offered by the English Department. For those of you who are planning on pursuing a master's or doctoral degree, these classes are designed specifically to prepare you for graduate courses. They will facilitate the transition from college to graduate education. These high-level courses will also allow your graduate school application to stand out from among a pool of applicants from other schools.

mandatory:
required; compulsory

doctoral:
relating to the highest academic degree

specifically:
particularly or expressly

facilitate:
to assist or to make easy

transition:
a change in state

pool:
a joint supply that is used by members of a group

Write down the main idea and any key points.

Notes

🎧 Now listen to a related conversation. Take notes on the woman's opinion. **Track: 198**

Opinion: _____

Reason 1: _____

Reason 2: _____

policy:
procedure

bet:
to think or expect

excel:
to do well

competitive:
relating to competition

applicant:
someone that applies for something

► Step 2

Read and think about the prompt below.

The woman expresses her opinion of the English Department's decision. State her opinion and explain the reasons she gives for holding that opinion.

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks of the sample response below.

The announcement says _____.

The woman _____ with this idea. She says that _____.

She supports this point _____.

She thinks _____. Also, _____.

_____. She says that _____.

After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

▶ **Step 3**

🎧 Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. **Track 199**

Notes

🎧 Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. **Track 200**

▶ **Step 4**

Now give your own spoken response to the prompt. Try to incorporate useful expressions from Steps 2 and 3, while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q3

Practice 2 – Reading and Conversation

READING

LISTENING

SPEAKING

WRITING

PRACTICE TEST

Step 1

Read the passage below and underline important information.

Announcement

All counselors at the Business School will now have open office hours at three specified times during the week to talk with students and answer questions. In the past, students have had to schedule counseling appointments weeks in advance and have consequently been unable to get their questions answered in a timely manner. Additionally, we often did not have enough counselors available during the whole week to handle student demand. We expect that by providing open office hours, students can get answers to questions quickly and there will be enough counselors available during these times to meet the demand.

In advance:
beforehand or prior to

counselor:
a person who provides advice and assistance to students at an institution

timely:
occurring at a suitable time

manner:
method or way

available:
at hand; able to be obtained

Write down the main idea and any key points.

Notes

Blank lined area for writing notes.

Now listen to a related conversation. Take notes on the man's opinion. **Track 20.1b**

Opinion: _____

Reason 1: He often has trouble _____

Example: _____

Reason 2: His questions _____

Example: _____

bulletin:
a brief report or announcement

news:
new information about recent events

exasperating:
annoying or irritating

issue:
a subject or topic

show up:
to come or attend

precisely:
exactly

► **Step 2**

Read and think about the prompt below.

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

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks of the sample response below.

The announcement says _____
_____. The man thinks _____
_____. He _____
He also _____
Most counselors _____. Therefore, _____
Now, according to the man, _____. Since

After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

► Step 3

🎧 Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. **Track 202**

Notes

🎧 Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. **Track 203**

► Step 4

Now give your own spoken response to the prompt. Try to incorporate useful expressions from Steps 2 and 3, while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q4

Practice 1 – Reading and Lecture

▶ Step 1

Read the passage below and underline important information.

Ways the Brain Can Recover from Damage

Neuroscientists have often observed that children who have suffered from severe brain damage can sometimes miraculously recover much of the brain's functions. Adults have a harder time recovering from similar brain damage because once the brain stops developing, it becomes hard-wired. Neuroscientists used to believe that brain damage was permanent in adults.

However, neuroscientists now think that adults who have severe brain damage can recover brain functions that were once thought to be lost. According to this theory, parts of the adult brain can sometimes create new brain cells. In addition, the brain can also partially recover by adapting to take on new functions.

neuroscientist:

an individual who studies the nervous system, including the brain

hard-wired:

fixed or unchangeable

permanent:

something that lasts forever

cell:

the smallest structural unit of an organism

adapt:

to change or alter

Write down the main idea and any key points.

Notes

🎧 Now listen to a related lecture. Fill in the missing information.

Track 204

Ways the Adult Brain _____

Way 1: _____

How this happens: _____

How this was discovered: _____

Way 2: _____

How this happens: _____

Example: _____

tissue:

a collection of similar cells working together to form specific functions within the body

regenerate:

to form or create new things

degree:

level or amount

task:

a job or a piece of work

stroke:

an injury to the brain that happens when inadequate blood flow causes the death of brain cells

motor:

related to movement

► Step 2

Read and think about the prompt below.

The professor discusses two ways the brain can recover from brain damage. Explain what they are and how they occur.

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks of the sample response below.

According to the reading, _____
_____. The professor explains _____
She says _____ She says _____
_____. She then explains _____
_____. The professor gives _____
_____. Sometimes _____
_____. They _____

After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

▶ **Step 3**

🎧 Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. **Track 205**

Notes

🎧 Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. **Track 206**

▶ **Step 4**

Now give your own spoken response to the prompt. Try to incorporate useful expressions from Steps 2 and 3, while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q4

Practice 2 – Reading and Lecture

READING

LISTENING

SPEAKING

WRITING

PRACTICE TEST

► Step 1

Read the passage below and underline important information.

Interactive Television

Interactive television has many negative effects on today's children. Interactive television involves a variety of systems that allow viewers to interact with television content as they view it. For children, interactive television systems are usually designed with an educational component in mind. Such systems come with a controller by which a child can manipulate the games and videos playing on a television screen. However, researchers are now theorizing that interactive television can negatively affect intelligence in children. Moreover, interactive television can also allow companies to target children for non-educational purposes.

content:
materials

component:
factor or feature

manipulate:
to influence or control

theorize:
to come up with a theory;
to guess

target:
to aim or pursue

Write down the main idea and any key points.

Notes

Now listen to a related lecture. Fill in the missing information.

Track 207

Negative Effects of _____

Effect 1: _____

Study 1: _____

Study 2: _____

Effect 2: _____

How this happens: _____

Why this is a problem: _____

cognitively:
relating to mental
awareness and perception

toddler:
a young child learning to
walk; a child under age two

beverage:
a liquid used for drinking

inherently:
an essential characteristic
or something that occurs
naturally

vulnerable:
weak or defenseless

gender:
identity based on sex

► Step 2

Read and think about the prompt below.

The professor discusses interactive television. Explain what this is and how it can have a negative effect on children.

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks of the sample response below.

According to the reading, _____
_____. The professor expands on this first point _____
_____. Tests _____
_____. Yet _____.

He also says _____
_____. They can _____.

Children _____.


After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

▶ Step 3

 Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. **Track 208**

Notes

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 Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. **Track 209**

▶ Step 4

Now give your own spoken response to the prompt. Try to incorporate useful expressions from Steps 2 and 3, while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

