

# 21<sup>ST</sup> Century Communication



How 21<sup>st</sup> Century Communication Supports  
Learners in Standardized Exams



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## INTRODUCTION

There are many language proficiency tests that measure students' ability to communicate in academic and professional settings, and two of the more well-known ones are IELTS and TOEFL.

The International English Language Testing System (IELTS) is a standardized test of English language proficiency for learners seeking global higher education and work opportunities. It is recognized by educational institutions, employers, governments, and professional bodies worldwide. The exam assesses listening, reading, writing, and speaking skills.

IELTS offers two different modules: the Academic module and the General Training module. The Academic module is for people who wish to study or to obtain professional registration. The General Training module is for applying for migration to an English-speaking country, including to study or train at below degree level.

The Test of English as a Foreign Language (TOEFL iBT) is a standardized test of English language proficiency for learners who wish to apply to English-speaking academic institutions. It measures a test taker's ability to combine listening, reading, speaking, and writing skills in the classroom. Test content is drawn from all areas of academic life to offer the most comprehensive picture of a student's ability to communicate in an academic setting.

The Second Edition of *21<sup>st</sup> Century Communication* helps prepare students for standardized exams like these by developing essential listening and speaking skills needed for academic success. It also equips students with the skills they need for each of the question types that they will encounter in the exams.

Student's Books	CEFR	IELTS Band	TOEFL Score
Level 4	B2–C1	6.5–7.5	79–102
Level 3	B2	5.5–6.5	46–79
Level 2	B1–B2	4.5–5.5	32–46
Level 1	A2–B1	3.5–4.5	20–32

For more information on the standardized exams, visit the following websites:

IELTS: <https://ielts.org/>

TOEFL: <https://www.ets.org/toefl.html>

# OVERVIEW OF LISTENING & SPEAKING IN IELTS

## IELTS LISTENING

The IELTS listening test takes approximately 30 minutes. The paper has four parts, with ten questions in each part. The questions are in the same order as the information in the recording, so the answer to the first question will be before the answer to the second question, and so on.

Parts 1 and 2 deal with **everyday, social situations**. In Part 1, there is a conversation between two speakers, e.g., a conversation about travel arrangements. Part 2 is a monologue, e.g., a speech about local facilities.

Parts 3 and 4 deal with **educational and training situations**. In Part 3 there is a conversation between two main speakers, e.g., two university students in discussion, perhaps guided by a tutor. There may be up to four speakers in Part 3. Part 4 is a monologue on an academic subject.

The recordings are played once only. Different speaker accents, including British, Australian, New Zealand, and North American, are used.

After listening, students will need to transfer their answers to an answer sheet. They will have 10 minutes at the end of the test to do this. They should be careful when writing their answers on the answer sheet because they will lose marks for incorrect spelling and grammar. Each correct answer receives 1 mark. The test score is given in whole or half bands from a maximum of 9, e.g., 6.0.


Below is a list of the six question types that students will encounter in the listening test.

## Question Type 1: Multiple choice


What's involved?	<p>This type of question may be a question with three possible answers or the first half of a sentence with three possible sentence endings. Students have to choose one correct answer (A, B, or C), then write the correct letter on the answer sheet.</p> <p>Sometimes they are given a longer list of possible answers and must choose more than one answer. They should read the question carefully to check how many answers are required.</p>
What skills are tested?	<p>This type of question tests many listening skills, e.g., a detailed understanding of specific points, or general understanding of the main points of the recording.</p>

In the example below, Exercise A shows Multiple Choice Single Answer, while Exercise B shows Multiple Choice Multiple Answer. Students should read the question carefully to check how many answers are required.

### LISTEN FOR INFORMATION

**A**  **LISTEN FOR MAIN IDEAS** Listen to the beginning of a talk about Italian food. What is the main idea of the talk? Circle the correct answer.

- a. how American culture has influenced Italian food
- b. how Italian food has influenced food in the United States
- c. how popular Italian food is around the world


**B**  **LISTEN FOR DETAILS** Listen to the entire talk. Check (✓) the points that the speaker makes.

- 1. ☐ Foods like garlic bread and pepperoni pizza are not from Italy.
- 2. ☐ When Italians moved to the United States, they adapted traditional recipes.
- 3. ☐ Traditional Italian cooking uses a lot of butter and cheese.
- 4. ☐ Olive oil and fresh vegetables were cheaper in the United States than in Italy.
- 5. ☐ American entertainment has influenced people from many countries.
- 6. ☐ Italian-American dishes seldom appear on TV shows and movies.
- 7. ☐ Visitors to Italy can order Italian-American dishes in some tourist places.
- 8. ☐ In the modern world, it is common for cultures to influence each other.

Example from Level 4, Unit 8 Lesson D, page 150

## Question Type 2: Matching

What's involved?	In this type of question, students have to match a list of items from the recording to a list of options on the question paper, then write the correct letter on the answer sheet.
What skills are tested?	<p>This type of question tests students' ability to:</p> <ul style="list-style-type: none"> <li>• listen for detailed information. For example, whether they can understand information about the type of hotel or guest house accommodation in an everyday conversation.</li> <li>• follow a conversation between two people.</li> <li>• recognize how facts in the recording are connected to one another.</li> </ul>


**C**  **MATCH SPEAKERS WITH IDEAS** Who matches the descriptions below? For each one, write **M** (Michael), **F** (Faye), or **C** (Carlos). Watch Segment 1 again to check your ideas.

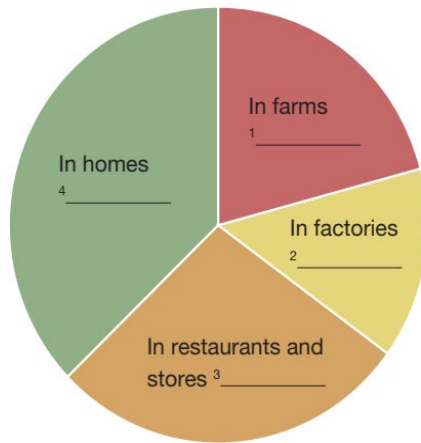
1. \_\_\_\_\_ faces a lot of pressure to do well at school
2. \_\_\_\_\_ concerned about money and housing
3. \_\_\_\_\_ struggling to pay off his college debt
4. \_\_\_\_\_ says his grandmother thinks young people are lazy

Example from Level 4, Unit 7 Lesson B, page 126

### Question Type 3: Plan/map/diagram labelling

<p>What's involved?</p>	<p>In this type of question, students have to complete labels on a visual which may be:</p> <ul style="list-style-type: none"> <li>• a diagram (e.g., a piece of equipment).</li> <li>• a set of pictures.</li> <li>• a plan (e.g., of a building).</li> <li>• a map (e.g., of part of a town).</li> </ul> <p>Students may have to:</p> <ul style="list-style-type: none"> <li>• select answers from a list on the question paper, then write the correct letter on the answer sheet.</li> <li>• select words from the recording that fit into gaps on the question paper. In this case, they will need to keep to the word limit given in the instructions. They do not have to change the words in the recording in any way.</li> </ul> <p>Students should read the instructions very carefully as the number of words or numbers they may use to fill the gaps can change. A word limit is given, for example, "NO MORE THAN TWO WORDS AND/OR A NUMBER." They will lose the mark for writing more than the word limit. Contracted words such as "they're" will not be tested. Hyphenated words such as "check-in" count as single words.</p> <p>In <i>21<sup>st</sup> Century Communication</i>, the number of words is not always specified. Highlight to students preparing for IELTS that they should check the number of words to use.</p>
<p>What skills are tested?</p>	<p>This type of question tests students' ability to understand, for example, a description of a place, and how this description relates to the visual. It may also test their ability to understand explanations of where things are and follow directions.</p>

**F**  **LISTEN FOR NUMBERS AND STATISTICS** Watch the video again. Where does food waste occur? Write the correct numbers. Compare your answers with a partner.



**Example from Level 1, Unit 2 Lesson B, page 27**



## Question Type 4: Form/note/table/flow chart/summary completion

What's  
involved?

In this type of question, students have to fill in gaps in an outline of part or all of the recording. The outline will focus on the main ideas/facts in the recording and may be:

- a form: often used for facts, such as names.
- a set of notes: used to summarize information and show how different points relate to one another.
- a table: used to summarize information that can be divided into clear categories, e.g., place/time/price.
- a flow chart: used to summarize the stages in a process, with the direction of the process shown by arrows.

Students may have to:

- select answers from a list on the question paper, then write the correct letter on the answer sheet.
- select words from the recording that fit into gaps on the question paper. In this case, they will need to keep to the word limit given in the instructions. They do not have to change the words in the recording in any way.

Students should read the instructions very carefully as the number of words or numbers they may use to fill the gaps can change. A word limit is given, for example, "NO MORE THAN TWO WORDS AND/OR A NUMBER." They will lose the mark for writing more than the word limit. Contracted words such as "they're" will not be tested. Hyphenated words such as "check-in" count as single words.

In *21<sup>st</sup> Century Communication*, the number of words is not always specified. Highlight to students preparing for IELTS that they should check the number of words to use.

What skills  
are tested?


This type of question focuses on the main points the person listening would naturally write down.

**D**  **LISTEN FOR DETAILS** Watch Hill's TED Talk again. Complete the notes on the advice he gives for living with less.

1. Get rid of things <sup>1</sup> \_\_\_\_\_, <sup>2</sup> \_\_\_\_\_ before you buy anything.
2. Make full use of the <sup>3</sup> \_\_\_\_\_ that you have.  
e.g., stack things, <sup>4</sup> \_\_\_\_\_ things like books and movies
3. Have <sup>5</sup> \_\_\_\_\_ spaces and items.  
e.g., a sink + <sup>6</sup> \_\_\_\_\_, a dining table + <sup>7</sup> \_\_\_\_\_


**Note completion: Level 2, Unit 7 Lesson F, page 136**

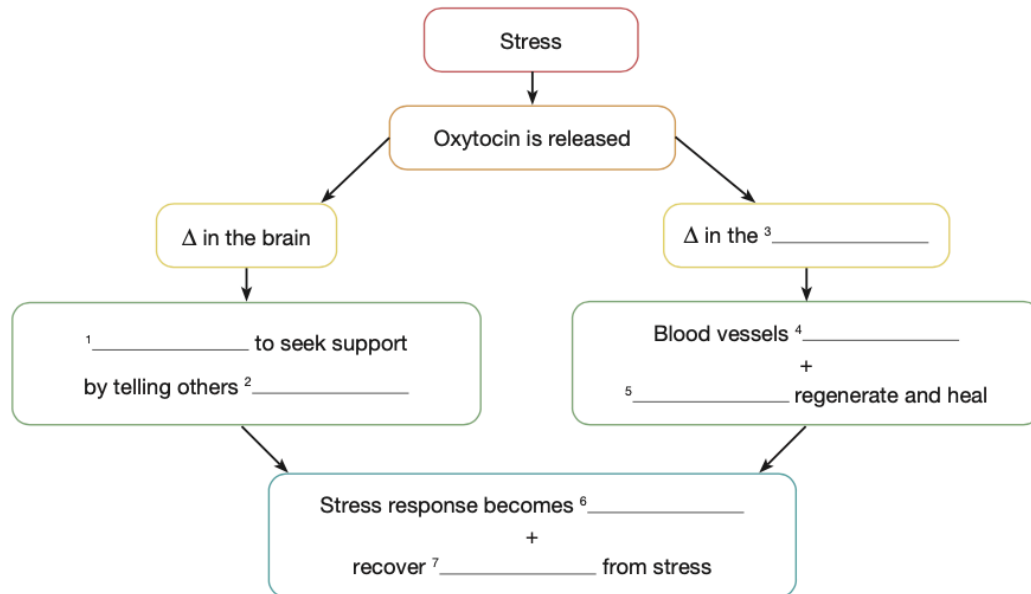
### WHILE VIEWING

**B**  **LISTEN FOR EVIDENCE** Watch Hadi Eldebek's TED Talk. Complete the chart with the evidence he gives to support each idea.

Idea	Evidence
It is difficult for artists to make a good living.	<ul style="list-style-type: none"> <li>Many of Eldebek's artist friends have to take on a(n) <sup>1</sup> _____.</li> <li>Only <sup>2</sup> _____ of arts school graduates become professional artists.</li> </ul>
Some governments do more than others in supporting the arts.	<ul style="list-style-type: none"> <li>Creative Europe (E.U.): <sup>3</sup> _____ billion in funding for over <sup>4</sup> _____ artists</li> <li>The NEA (U.S.): <sup>5</sup> _____ million in arts funding</li> </ul>
The arts industry contributes a lot to a country's economy.	<ul style="list-style-type: none"> <li>It generates <sup>6</sup> _____ billion for the U.S. economy.</li> <li>It supports <sup>7</sup> _____ million jobs.</li> <li>It pays <sup>8</sup> _____ billion in taxes.</li> </ul>

**Table: Level 2, Unit 3 Lesson F, page 56**

**C**  **LISTEN FOR DETAILS** Watch Segment 2 of McGonigal's TED Talk and complete the flow chart.




**Flow chart: Level 3, Unit 4 Lesson F, page 76**



## Question Type 5: Sentence completion

<p>What's involved?</p>	<p>In this type of question, students have to read sentences that summarize important information from either all of the listening text or from one part of it. They have to fill in a gap in each sentence using information from the recording.</p> <p>Students should read the instructions very carefully as the number of words or numbers they may use to fill the gaps can change. A word limit is given, for example, "NO MORE THAN TWO WORDS AND/OR A NUMBER." They will lose the mark for writing more than the word limit. Contracted words such as "they're" will not be tested. Hyphenated words such as "check-in" count as single words.</p> <p>In <i>21<sup>st</sup> Century Communication</i>, the number of words is not always specified. Highlight to students preparing for IELTS that they should check the number of words to use.</p>
<p>What skills are tested?</p>	<p>This type of question focuses on students' ability to identify the important information in a recording. They may also need to understand relationships between ideas/facts/events, such as cause and effect.</p>


**B**  Listen to a short presentation about solving a problem in big cities. Complete the passage.

One <sup>1</sup>\_\_\_\_\_ in big cities is the lack of space. High-rise buildings can <sup>2</sup>\_\_\_\_\_ this <sup>3</sup>\_\_\_\_\_. Tall buildings <sup>4</sup>\_\_\_\_\_ this <sup>5</sup>\_\_\_\_\_ by taking up vertical space, which is unlimited. Another <sup>6</sup>\_\_\_\_\_ is creating public spaces. Public spaces are a good <sup>7</sup>\_\_\_\_\_ because they provide people with places to meet outside of their homes.

Example from Level 1, Unit 7 Lesson C, page 128

## Question Type 6: Short-answer questions

What's involved?	<p>In this type of question, students have to read a question and write a short answer using information from the recording.</p> <p>Students should read the instructions very carefully as the number of words or numbers they may use to fill the gaps can change. A word limit is given, for example, "NO MORE THAN TWO WORDS AND/OR A NUMBER." They will lose the mark for writing more than the word limit. Contracted words such as "they're" will not be tested. Hyphenated words such as "check-in" count as single words. Students should write the short answer on the answer sheet. Sometimes they are given a question that asks them to write two or three different answers.</p> <p>In <i>21<sup>st</sup> Century Communication</i>, the number of words is not always specified. Highlight to students preparing for IELTS that they should check the number of words to use.</p>
What skills are tested?	This type of question focuses on students' ability to listen for facts in the recording, such as places, prices, or times.

**D**  **LISTEN FOR DETAILS** Watch Segment 2 of Vaz's talk. Complete the chart below. Remember to use key words and short phrases.

<b>What happened?</b>	<ul style="list-style-type: none"> <li>• Making a film about <sup>1</sup> _____</li> <li>• Malaka's job: <sup>2</sup> _____</li> <li>• Felt like <sup>3</sup> _____</li> <li>• Spoke to <sup>4</sup> _____</li> </ul>
<b>Lessons learned</b>	<ul style="list-style-type: none"> <li>• Important to <sup>5</sup> _____ and to keep <sup>6</sup> _____</li> <li>• Everyone needs to be able to <sup>7</sup> _____</li> </ul>

**Example from Level 1, Unit 1 Lesson F, page 16**

## IELTS SPEAKING

		Time (mins)	
		Preparation	Speaking
<b>Part 1</b>	Introduction and interview	-	4–5
<b>Part 2</b>	Individual long turn	1	2
<b>Part 3</b>	Discussion	-	4–5

The IELTS speaking exam tests candidates' ability to speak on a range of familiar and more abstract topics and to speak in different ways. The test is conducted by an examiner, either face-to-face or on a computer. Both are conducted in an approved test center. The context of the speaking questions are everyday topics and the whole exam lasts 11–14 minutes.

There are three parts, and the questions move from familiar topics in Part 1 to wider, more abstract questions in Part 3. The result is in the form of a whole or half band score, from 0 (lowest) to 9 (highest).

### Part 1: Introduction and interview

In this part, the examiner introduces themselves and checks the candidate's identity. Then the examiner asks general questions on some familiar topics, such as home, family, work, studies, or interests.

This part tests the candidate's ability to give opinions and information on everyday topics and common experiences or situations by answering a range of questions.

### Part 2: Individual long turn

The examiner gives the candidate a task card that asks them to talk about a particular topic. The card suggests some points they could include in their talk and instructs them to explain one aspect of the topic. Candidates have one minute to prepare their talk, and the examiner will give them a pencil and paper to make notes. They can keep these notes to refer to during the two minutes speaking time.

The examiner will then ask the candidate to begin talking and will stop them when the time is up. They may then ask a follow-up question on the same topic.

This part tests the candidate's ability to speak at length on a given topic, using appropriate language and organizing ideas logically.



## Final Assessment

20. **SPEAKING** Read the prompts and prepare to speak for two minutes about the topic. Record your response. Play to listen. Record again if needed.

Describe your goals in life. You should say:

- what you want to achieve in the next few years
- why you have chosen these goals
- what you are doing now to achieve your goals

and give an example of what else you could do to achieve your goals.

 Record

### Example from Level 3 Final Assessment test on the Spark platform

## Part 3: Discussion

The examiner and candidate discuss issues related to the topic in Part 2 in a more general and abstract way and, where appropriate, in greater depth.

This part tests the candidate's ability to explain their opinions and to analyze, discuss, and speculate about issues.

# OVERVIEW OF LISTENING & SPEAKING IN TOEFL

## TOEFL LISTENING

	No. of listening texts	Length of audio	No. of questions
<b>Academic</b>	3	3–6 mins each	6 questions each
<b>Dialogue</b>	2	3 mins each	5 questions each
<b>Total</b>	5	approx. 36 mins	28

Each listening passage runs as a video of still images and audio for the questions. The images are to help students imagine the situation and the roles of the people talking. Each listening will range from 3–6 minutes (the dialogues are generally about 3 minutes long, while an academic lecture is generally 3–6 minutes long). Students may take notes throughout the test.

There are 4 main categories – Social Sciences, Physical Sciences, Life Sciences, and the Arts – from which a wide range of topics are used in the academic talks. The topic could be anything from architecture to medical techniques to oceanography to modern history. The listening passages are meant to represent what would be heard in a lecture at university. In the listening, it might be only the professor speaking, in a range of accents, e.g., North American, British, Australian, New Zealand. It is possible that students will ask the professor questions, or the professor might ask one or two students to answer something.

The dialogues are meant to represent a real conversation that can happen somewhere on a university campus between a student and a professor, counsellor, or someone who works on campus. Some will be a student going to see a professor about an assignment or a course requirement. Others have a student interacting with someone who, for example, works in the library, a restaurant, the bookstore, or the admissions office.


Students must answer each question one after another. Students should be trained that if they don't know or are unsure about the answer, they should try to eliminate options that are clearly wrong and then choose one from the remaining options.

There are seven types of listening questions.

### 1. Gist-Content and Gist-Purpose

Gist-content questions ask students to identify the main topic or idea of the listening conversation or lecture, while gist-purpose questions ask about the main purpose of the listening. The question usually contains phrases like “mainly about”, “mainly discussing”, “why does the student”, or “what is the main purpose.”

This type of question will always be the first question that is asked after the listening passage is played. Sometimes, there can be two main ideas. In this case, students will be asked to choose two of the four answer options, instead of just one.


- D**  **LISTEN FOR MAIN IDEAS** Watch the discussion. Check (✓) the sentences that express the main ideas of Emily’s presentation.
- a. ☐ You should try not to make too many mistakes when learning.
  - b. ☐ You should switch between the learning zone and the performance zone in order to improve.
  - c. ☐ You should identify areas that need improvement and practice them.
  - d. ☐ You should focus on learning things that you are good at.

**Example from Level 1, Unit 6 Lesson B, page 106**

### 2. Detail

Detail questions ask students about specific facts from the conversation or lecture. The question usually includes phrases like “according to” and “what is.”

Detail questions will always ask about an important conceptual detail. Students will not be asked about trivial details, such as whether something happened in 2020 or 2021. The answer to a detail question will always be explicitly stated in the listening passage.


- D**  **LISTEN FOR MAIN IDEAS** Watch Segment 2 of the webinar. Why does being around trees benefit us? Check (✓) all the reasons that are mentioned.
- 1. ☐ Humans are genetically conditioned to want to live near trees.
  - 2. ☐ The color green is calming and has a relaxing effect on humans.
  - 3. ☐ Exposure to tiny organisms in forests strengthens our immune systems.
  - 4. ☐ Breathing in chemicals released in forests lowers our stress levels.
  - 5. ☐ We are more alert and focused when surrounded by trees and animals.
  - 6. ☐ Places like forests fill us with wonder and change our perspectives.

**Example from Level 3, Unit 7 Lesson B, page 127**



### 3. Function

Function questions ask students to identify the meaning of a statement in a given context. The question usually includes phrases like “What does the professor mean when he says...?” or “Why does the student say...?” To answer this type of question, students should think about the intention of the speaker. The speaker could be doing things like making a request, making a recommendation, agreeing/disagreeing, or clarifying something.

**E**  **LISTEN FOR PURPOSE** Watch Segment 2 of the video podcast. Then answer the questions.

1. Why does the speaker list so many different phone functions?
  - a. to explain why people use their phones so much
  - b. to show how addicted we are to our phones
2. Why does the speaker ask, “Does addiction really explain why we use our phones so much?”
  - a. to show how little we understand about phone addiction
  - b. to show that heavy phone usage is not the same as phone addiction
3. Why does the speaker bring up history and different technological advancements?
  - a. to warn us not to make the same mistakes we made in the past
  - b. to show that we used to feel the same way about other technologies
4. What is the speaker’s overall purpose?
  - a. to show how common phone addiction is
  - b. to challenge the idea of phone addiction

#### Listening Skill

##### Recognizing a Speaker’s Purpose


Speakers typically have a reason for giving a talk. This is their overall purpose. However, different parts of a talk can also have sub-purposes that serve to reinforce the overall purpose. While speakers sometimes state these purposes directly, you will often have to infer them. When listening, think about why the speaker brings up different points and how each point supports the overall purpose.

**Example from Level 4, Unit 6 Lesson B, page 107**

### 4. Attitude

Attitude questions ask students to recognize the speaker’s attitude or their feelings about something. The question often contains phrases like “What is the professor’s attitude...?”, “What does the student think about...?”, and “What can be inferred...?”

To answer this type of question, students should pay attention to expressions such as “I think” and “It seems to me that...”, because they are signposts that show the speaker’s thoughts and feelings. Students can also get clues from the speaker’s tone to help them determine the speaker’s attitude.

**C**  Listen to a conversation between Mr. Leong and his colleague Raul. Then work with a partner. Compare how Mateus and Mr. Leong felt about the meeting.

	Mateus	Mr. Leong
Duration:	_____	_____
Topics discussed:	_____	_____
Feelings about meeting:	_____	_____

**Example from Level 4, Unit 3 Lesson D, page 51**

## 5. Organization

Organization questions ask students to show understanding of how a lecture is structured. The question usually contains phrases such as “Why does the professor mention...?” or “Why does the professor discuss...?”

Organization questions often ask about the examples in a lecture, so it is useful to listen for examples, and think about why they are mentioned. It is also useful for students to listen for signposts or signal words such as “first,” “during,” “as a result,” “in conclusion,” etc. These can help students understand the structure of the listening passage, i.e., introduction, main ideas, supporting ideas, conclusion.

## 6. Connecting Content

Connecting content questions ask students to show understanding of the relationships among ideas in a lecture. The question may require them to complete a chart or table. It may also ask students to predict an outcome, e.g., “What is the likely outcome...?”

To answer this type of question, students will need to put together information from different parts of the conversation or lecture. They may be asked to identify steps in a process or cause-and-effect relationships. They may also be asked to classify items into categories or make a prediction.

*21<sup>st</sup> Century Communication* develops students’ listening skills through explicit focus on important sub-skills such as identifying cause and effect.

**D** **LISTEN FOR DETAILS** Watch Segment 1 of the lecture again and complete the flow charts to show the cause-and-effect relationships.

**ACUTE STRESS**

Brain releases stress  
 1 \_\_\_\_\_  
 = immediate  
 2 \_\_\_\_\_

3 \_\_\_\_\_ beats faster  
 Blood pressure + breathing rate ↑  
 = more oxygen to 4 \_\_\_\_\_  
 + muscles

Muscles tense up →  
 run 5 \_\_\_\_\_  
 and escape

**SAFE**

**CHRONIC STRESS**

Brain keeps  
 6 \_\_\_\_\_  
 stress hormones

Blood pressure + heart rate  
 stay 7 \_\_\_\_\_

Muscles don't relax

**NOT SAFE**

Example from Level 3, Unit 4, Lesson B, page 67

## 7. Inference

Inference questions ask students to recognize the meaning of something when it is not directly stated in the lecture or conversation. The question is often phrased as “What are the implications of...?”, “What does the professor imply...?” or “What can be inferred...?”

For this type of question, students will need to consider the context in which the statement is made – and how it is similar to or different from other ideas in the listening passage.

**C**  **INFER** Watch Segment 1 of Musallam’s TED Talk. Choose the best answer to each question.

1. Why do you think Maddie did the experiment at home?
  - a. It was part of the homework that was assigned to her.
  - b. She was curious whether a candle in a glass could have the same result.
  - c. She wanted to explain the theory to her family.
2. How did Musallam feel about Maddie’s experiment?
  - a. He was pleased she tried the experiment in a different way.
  - b. He thought it was an interesting experiment but a little dangerous.
  - c. He was surprised by the results of her experiment.
3. What fascinated Musallam?
  - a. Maddie understood his class.
  - b. Maddie was studying at home.
  - c. Maddie had asked a new question.

**Example from Level 1, Unit 6 Lesson F, page 116**

## TOEFL SPEAKING

		Time (secs)	
Question Type		Preparation	Speaking
<b>Independent Speaking</b>			
Part 1	Choice	15	45
<b>Integrated Speaking</b>			
Part 2	Campus situation	30	60
Part 3	Academic topic (general/specific)	30	60
Part 4	Academic topic (summary)	20	60

The TOEFL Speaking exam is designed to test candidates' ability to speak inside the academic classroom and on campus. It is conducted on a computer. Candidates read and listen to input and then answers are recorded and sent for evaluation.

The integrated speaking tasks (Parts 2–4) require the candidate to use a combination of skills: they must read and/or listen and speak. The test may include a variety of speaker accents from North America, the U.K., New Zealand, or Australia. Speaking tasks are scored on a scaled section score of 0–30.

### Part 1: Choice

The candidate will be presented with two situations or opinions. They will be asked which they prefer and to explain their choice.

### Part 2: Campus situation

Students will first read a passage that presents a campus-related issue. They will then listen to a conversation about that topic. The question will ask the test taker to summarize the speaker's opinion within the context of the reading passage.

### Part 3: Academic topic (general/specific)

Students will read a passage that broadly defines a term, process, or idea from an academic subject. They will then listen to an excerpt from a lecture on that same subject. The lecture will provide examples and specific information to illustrate the term, process, or idea from the reading passage.

The question will ask the candidate to explain how the information in the lecture supports the reading passage. To do this, they should combine and convey important information from the reading passage and the lecture excerpt.

### Part 4: Academic topic (summary)

Students will listen to an excerpt from a lecture that explains a term or concept and that gives concrete examples to illustrate that term or concept.

The question will ask the candidate to summarize the lecture and demonstrate an understanding of the relationship between the examples and the overall topic.


*21<sup>st</sup> Century Communication* provides opportunities for students to practice the skills needed for speaking. Below is an example of a discussion question that could be used as practice for Part 1.

**B** Work with a partner. Discuss the questions below.

1. What subjects do you find more interesting—STEM subjects or art subjects? What do you like about them?

**Example from Level 1, Unit 3 Lesson E, page 53**

Throughout the TOEFL Speaking test, students can take notes. To prepare for this, students can practice listening to academic topics and learn how to take notes on key terms or concepts. *21<sup>st</sup> Century Communication* helps students develop and build upon their note-taking skills using specific strategies, gradually reducing scaffolding as autonomy and competence increases.

**C**  **LISTEN FOR TECHNICAL TERMS** Watch the TED-Ed video again. Listen for the technical terms below and make notes on their meanings. Then check with a partner and discuss the following:

- What abbreviations could you use for them?
- What examples were used?

Loss aversion: \_\_\_\_\_

\_\_\_\_\_

Heuristics: \_\_\_\_\_

\_\_\_\_\_

Conjunction fallacy: \_\_\_\_\_

\_\_\_\_\_

Anchoring effect: \_\_\_\_\_

\_\_\_\_\_

#### Note-taking Skill

##### Noting Technical Terms

When noting down technical terms, there are a few strategies that can help. For instance, pay attention to visuals to help with their spelling, and note down definitions and brief examples that help explain them. Use simple abbreviations for the technical terms in later notes, to save time. At home, research the term more fully and use what you learn to review and improve your notes.

**Example from Level 4, Unit 4 Lesson B, page 66**

Students are also encouraged to speak in every lesson, supporting TOEFL Speaking requirements such as topic development and sustained coherent discourse. For example, the series guides students to develop their use of increasingly sophisticated discourse markers, helping students connect and convey the progression of their ideas.



## INDEX 1: LISTENING (by level)

We use a wide range of skills when listening, whether in everyday or academic contexts. The listening tasks in *21<sup>st</sup> Century Communication* are designed to develop this range, as well as provide practice of question types commonly found in popular exams. For more information about different listening skills, see the *Independent Student Handbook* on pages 163–167.

### Level 1

Key Listening Skills	IELTS	TOEFL	Page(s)
Listen for main ideas	x	x	7, 10, 26, 30, 36, 47, 50, 56, 59, 66, 69, 70, 76, 86, 87, 89, 90, 106, 110, 116, 126, 136, 146, 150, 156
Listen for details	x	x	7, 10, 16, 27, 29, 30, 36, 46, 47, 50, 56, 59, 66, 67, 69, 70, 76, 79, 86, 87, 89, 96, 99, 110, 116, 119, 126, 127, 130, 136, 139, 146, 147, 150, 156
Listen for reasons or examples	x	x	7, 8, 88, 89, 96
Listen for key words and phrases	x	x	86, 146, 148
Listen for functional expressions	x	x	28, 108, 128
Listen for numbers and statistics	x	x	26, 27, 36
Listen for attitude and opinion	x	x	48, 107
Listen for note-taking	x	x	6, 26, 29, 46, 66, 87, 106, 110
Listen for organization	x	x	56, 66, 68, 69, 90, 147

Common Listening Task Types	IELTS	TOEFL	Page(s)
Multiple choice single answer	x	x	7, 16, 26, 29, 36, 47, 76, 79, 86, 87, 90, 109, 116, 136, 137, 146, 156
Multiple choice multiple answer	x	x	10, 50, 56, 59, 66, 69, 70, 106, 126, 130, 150
Plan, diagram, map labeling	x		27, 87, 89, 96, 130
Matching	x		30, 48, 50, 126
Form, note, table, flow-chart, summary completion	x	x	7, 10, 16, 17, 26, 27, 36, 66, 67, 70, 99, 107, 110, 116, 127, 136, 146, 147, 150, 156
Sentence completion	x		8, 28, 48, 66, 68, 128, 148, 149
Inference	x	x	47, 56, 116, 137
True/False			8, 30, 37, 56, 76, 89, 96, 110, 119, 139, 148, 159
Sequencing			56, 90
50-50 choice			39, 59, 76, 96, 107

## Level 2

Key Listening Skills	IELTS	TOEFL	Page(s)
Listen for main ideas	x	x	6, 10, 16, 27, 30, 36, 47, 50, 67, 70, 76, 86, 90, 96, 106, 116, 127, 136, 146, 150, 156
Listen for details	x	x	6, 16, 27, 30, 36, 47, 50, 56, 67, 70, 76, 87, 89, 90, 96, 107, 116, 126, 127, 129, 136, 146, 147, 150, 156
Listen for reasons or examples	x	x	7, 10, 16, 50, 67, 108, 109
Listen for key words and phrases	x	x	106, 107, 116, 148
Listen for functional expressions	x	x	8, 48, 49, 68, 69
Listen for numbers and statistics	x	x	56, 86, 87
Listen for attitude and opinion	x	x	28, 29
Listen for note-taking	x	x	46, 66, 67, 90, 106, 126, 129, 146, 147
Listening for organization	x	x	86, 87, 96, 127, 128, 156
Listen for cause and effect	x	x	88, 89, 136

Common Listening Task Types	IELTS	TOEFL	Page(s)
Multiple choice single answer	x	x	16, 47, 50, 56, 76, 116, 127, 128, 136, 146, 148, 149, 156, 159
Multiple choice multiple answer	x	x	27, 36, 47, 70, 79, 86, 90, 106, 107, 136, 139
Plan, diagram, map labeling	x		26, 27, 86, 87, 89, 96
Matching	x		7, 30, 150
Form, note, table, flow-chart, summary completion	x	x	6, 7, 10, 16, 19, 30, 36, 39, 47, 50, 56, 59, 70, 107, 116, 127, 129, 136, 146, 147
Sentence completion	x		8, 28, 29, 48, 68, 69, 88, 108, 128, 148
Inference	x	x	16, 27, 37, 127, 147, 157
True/False			36, 56, 76, 96, 109, 119
Sequencing			76, 156
50-50 choice			8, 9, 87

## Level 3

Key Listening Skills	IELTS	TOEFL	Page(s)
Listen for main ideas	x	x	7, 9, 10, 16, 26, 30, 36, 47, 56, 66, 70, 76, 87, 90, 96, 106, 110, 127, 130, 136, 147, 150, 156
Listen for details	x	x	6, 7, 10, 16, 26, 30, 36, 47, 56, 66, 70, 76, 79, 86, 87, 90, 96, 97, 106, 107, 110, 126, 127, 130, 136, 147, 150
Listen for reasons or examples	x	x	7, 9, 16, 47, 67, 69, 96
Listen for key words and phrases	x	x	8, 9, 48, 68, 88, 107, 108, 109
Listen for functional expressions	x	x	28, 68
Listen for numbers and statistics	x	x	39
Listen for note-taking	x	x	6, 7, 26, 27, 46, 47, 66, 67, 106, 126, 146
Listen for organization	x	x	87, 128, 129, 148, 156
Listen for cause and effect	x	x	67, 68, 69, 86, 87, 96

Common Listening Task Types	IELTS	TOEFL	Page(s)
Multiple choice single answer	x	x	7, 10, 26, 36, 66, 76, 87, 90, 96, 106, 130, 136, 147, 150, 156
Multiple choice multiple answer	x	x	7, 27, 47, 70, 79, 96, 110, 127, 136, 147
Plan, diagram, map labeling	x		16, 36, 56, 96
Matching	x		16, 28, 116, 156
Form, note, table, flow-chart, summary completion	x	x	6, 8, 10, 26, 30, 67, 69, 70, 76, 87, 90, 106, 107, 110, 116, 126, 127, 130, 136, 146, 147, 150
Sentence completion	x		8, 28, 68, 86, 108, 109, 128, 148
Inference	x	x	27, 116
True/False			36, 97, 127, 159
Sequencing			47, 148, 156
50-50 choice			36

## Level 4

Key Listening Skills	IELTS	TOEFL	Page(s)
Listen for main ideas	x	x	7, 10, 16, 26, 30, 36, 46, 47, 56, 66, 70, 76, 87, 90, 96, 106, 116, 126, 130, 136, 146, 150, 156
Listen for details	x	x	6, 7, 10, 16, 17, 26, 27, 30, 36, 37, 46, 47, 56, 66, 67, 70, 76, 77, 88, 89, 90, 96, 106, 107, 116, 126, 130, 136, 146, 147, 150, 156
Listen for reasons or examples	x	x	27, 137
Listen for key words and phrases	x	x	8, 87, 88, 108, 148, 149
Listen for functional expressions	x	x	28, 48, 68, 128
Listen for numbers and statistics	x	x	6, 96, 110, 119
Listen for attitude and opinion	x	x	7, 51, 87, 126, 127, 146, 159
Listen for note-taking	x	x	6, 16, 26, 46, 66, 87, 106, 126, 146
Listen for purpose	x	x	107, 116
Listen for organization	x	x	56, 87, 147

Common Listening Task Types	IELTS	TOEFL	Page(s)
Multiple choice single answer	x	x	30, 66, 70, 87, 90, 107, 126, 130, 136, 139, 146, 150, 156
Multiple choice multiple answer	x	x	16, 26, 36, 56, 96, 106, 116, 137, 139, 150
Plan, diagram, map labeling	x		87, 110
Matching	x		7, 8, 47, 68, 116, 126, 147
Form, note, table, flow-chart, summary completion	x	x	6, 10, 16, 26, 27, 30, 36, 47, 56, 66, 70, 76, 87, 90, 96, 126, 136, 137, 146
Sentence completion	x		8, 28, 48, 68, 88, 108, 109, 128, 130, 148, 149
Inference	x	x	96, 106, 116, 136, 137
True/False			7, 17, 37, 39, 79
Sequencing			56, 147
50-50 choice			67



## INDEX 2: SPEAKING (by level)

### Level 1

Many of the activities in the *21<sup>st</sup> Century Communication* series help students to develop and practice key speaking exam skills. Popular standardized exams such as IELTS and TOEFL have speaking components, and it is advisable for students to develop and practice specific sub-skills which can improve their results. Speaking tasks are included throughout the series and are designed to build students' ability to communicate fully, fluently, and flexibly.

Key Exam Skills	IELTS	TOEFL	Page(s)
Give reasons	x	x	7, 8, 9, 11, 19, 20, 21, 39, 40, 41, 49, 51
Give suggestions	x	x	11, 28, 29, 30, 31, 41, 60, 61, 151
Express opinions	x	x	48, 49, 50, 51, 61
Use listing signals	x	x	68, 69, 71, 81, 147
Support ideas with examples	x	x	81, 88, 89, 91, 94, 100, 101
Show interest	x		108, 109, 111, 119
Talk about solutions	x	x	128, 129, 131, 140, 141
Rephrase key ideas	x	x	148, 149, 161
Give advice			51, 111
<b>Pronunciation Skills</b>			
Contractions	x	x	17
Thought groups and pausing	x	x	57
Linking	x	x	137
Use correct intonation	x	x	77, 117
Use correct stress	x	x	37, 97, 157

In the IELTS Speaking exam and in real life, students need to be able to talk about both familiar and unfamiliar topics. They are assessed on their ability to do both of these, with higher results being achieved for more abstract, less personal topics. Here is an index of where opportunities for speaking about these topic types can be found in Student's Book 1.

<b>Speaking about yourself and everyday, familiar topics</b>	3, 5, 7, 18, 25, 27, 29, 33, 34, 38, 43, 45, 46, 51, 53, 54, 57, 58, 63, 65, 67, 69, 73, 74, 78, 83, 84, 85, 89, 90, 93, 103, 105, 108, 109, 113, 114, 120, 123, 125, 133, 134, 139, 143, 145, 149, 150, 153, 155
<b>Speaking about abstract concepts</b>	17, 23, 31, 39, 41, 43, 47, 53, 59, 63, 71, 77, 79, 87, 88, 97, 99, 107, 114, 117, 126, 127, 131, 135, 137, 139, 143, 147, 158, 159

## Level 2

Key Exam Skills	IELTS	TOEFL	Page(s)
Agree and disagree	x		8, 9, 11
Ask follow-up questions			48, 49, 51, 74, 94, 154
Express opinions	x	x	28, 29, 30, 31
Use signal words to mark transitions	x	x	128, 129
Support ideas with examples	x	x	20, 60, 108, 109, 110, 111
Make recommendations	x		68, 69, 71, 101, 110, 111, 151
Express cause and effect	x	x	88, 89, 90, 91, 100
Rephrase and summarize key ideas	x	x	148, 149
Give advice			31, 39, 67
<b>Pronunciation Skills</b>			
Numbers	x	x	57
Schwa sounds	x	x	157
Thought groups and pausing	x	x	37, 161
Linking	x	x	17
Use correct intonation	x	x	97, 137
Use correct stress	x	x	77, 117

<b>Speaking about yourself and everyday, familiar topics</b>	3, 5, 7, 14, 19, 23, 25, 27, 33, 34, 37, 38, 39, 40, 43, 45, 53, 58, 63, 65, 69, 73, 74, 77, 78, 83, 85, 87, 93, 94, 98, 103, 105, 107, 113, 114, 117, 119, 121, 123, 125, 127, 129, 133, 134, 137, 139, 140, 143, 145, 146, 147, 150, 153, 154, 159
<b>Speaking about abstract concepts</b>	5, 13, 19, 23, 43, 47, 51, 54, 57, 58, 59, 63, 65, 80, 83, 87, 99, 103, 115, 123, 127, 131, 134, 135, 139, 143, 157, 159, 160

## Level 3

Key Exam Skills	IELTS	TOEFL	Page(s)
Use someone's story to make a point	x	x	8, 9, 10, 11
Seek and offer clarification			28, 29, 31
Explain unfamiliar terms	x	x	48, 49, 51, 60, 61
Use signal words to mark transitions	x	x	128, 129, 131, 141
Appeal to emotions	x	x	88, 89, 101
Discuss pros and cons	x	x	108, 109, 111, 121
Express cause and effect	x	x	68, 69, 90, 91
Describe a sequence of events	x	x	148, 149, 161
Give advice			71, 111, 131, 139
<b>Pronunciation Skills</b>			
Use correct intonation	x	x	17, 37, 117
Use correct stress	x	x	57, 88, 89, 90, 91
Thought groups and stress	x	x	77, 97
Word endings	x	x	137, 157
Vary pace and pausing	x	x	81, 121

<b>Speaking about yourself and everyday, familiar topics</b>	3, 4, 7, 9, 13, 14, 17, 18, 19, 20, 23, 25, 26, 27, 31, 34, 39, 43, 45, 53, 54, 55, 59, 61, 63, 65, 67, 70, 71, 73, 74, 79, 81, 83, 87, 94, 103, 105, 107, 108, 109, 111, 113, 118, 123, 127, 129, 131, 133, 134, 138, 139, 141, 143, 145, 149, 153, 154
<b>Speaking about abstract concepts</b>	3, 4, 9, 15, 17, 19, 23, 25, 27, 29, 30, 33, 37, 39, 43, 55, 59, 63, 65, 75, 83, 85, 87, 89, 93, 95, 97, 99, 103, 114, 115, 117, 119, 125, 127, 133, 134, 135, 137, 139, 143, 145, 147, 151, 153, 158, 159

## Level 4

Key Exam Skills	IELTS	TOEFL	Page(s)
Ask rhetorical questions	x	x	8, 9, 21
Discuss pros and cons	x	x	17
Use persuasive language	x	x	28, 29, 31, 41
Use contrast	x	x	48, 49, 51
Help listeners follow ideas	x	x	68, 69
Use qualifiers and intensifiers	x	x	88, 89, 91
Describe time, frequency, and duration	x	x	108, 109, 111
Respond to people's opinions	x	x	128, 129, 131
Choose the right voice	x	x	148, 149, 151
Give advice			39
Repetition as a rhetorical device	x	x	161
<b>Pronunciation Skills</b>			
Focus on specific sounds	x	x	37, 77, 117
Use correct stress	x	x	5, 7, 97, 137
Thought groups	x	x	17
Use emphasis	x	x	97, 157
Vary pace and pausing	x	x	3, 57

<b>Speaking about yourself and everyday, familiar topics</b>	3, 5, 7, 9, 11, 13, 18, 25, 26, 27, 34, 38, 43, 45, 49, 53, 54, 55, 58, 63, 64, 65, 73, 74, 78, 83, 85, 86, 87, 89, 93, 94, 103, 105, 106, 109, 111, 113, 114, 115, 117, 119, 123, 125, 126, 129, 130, 133, 134, 141, 143, 145, 149, 153, 154, 155, 161
<b>Speaking about abstract concepts</b>	3, 5, 7, 13, 15, 19, 21, 23, 33, 35, 37, 39, 43, 45, 47, 51, 53, 59, 61, 63, 67, 71, 75, 77, 79, 83, 85, 91, 95, 97, 99, 101, 105, 107, 121, 125, 127, 131, 135, 137, 139, 143, 145, 147, 151, 155, 157, 159