

## TOEIC® SPEAKING TEST QUESTIONS 1-2: READ A TEXT ALOUD

### SAMPLE QUESTION

**Directions:** In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

If you can't find the book you are looking for, come and see our wide selection of books. We are sure you'll find what you need. We cover a variety of topic areas, including economics, psychology and international law. If it's not in stock, however, we'll order it for you! We also carry all the major scientific and technical journals, which contain the newest information on important research. Keep abreast of what's happening in your field. Please visit us at [www.metrobooks.com](http://www.metrobooks.com) or e-mail us at [help@metrobooks.com](mailto:help@metrobooks.com).

### RESPONSE TIME

00:00:45

**PRONUNCIATION TIPS:** How to improve pronunciation by focusing on the stress-timed nature of spoken English

#### Rhythm and Sentence Stress

In speaking English naturally, some words are stressed and others are not stressed. The stress placed on words within sentences is called 'sentence stress'. Sentence stress is what gives English its 'rhythm'. Stressed syllables appear at regular intervals. And that is why English is called a stress-timed language. This means that there is an equal amount of time between stressed syllables and usually, the stressed syllables are pronounced longer and louder than the unstressed syllables, and the unstressed syllables between stressed syllables are shortened to accommodate this and pronounced very quickly. In other syllable-timed languages, on the other hand, approximately equal stress is given to every syllable.

The basic rules for sentence stress in English are:

1. content words (the key words of a sentence; carry meaning) are usually stressed.
  2. function words (carry little meaning but which show grammatical relationships) are usually not stressed.
  3. the time between stressed words is always the same.
- Content word examples: Nouns (car, music, Jane), Verbs (sell, give, walk), Adjectives (big, interesting, white), Adverbs (slowly, never, soon), Question Words (why, where, when), Negative Auxiliaries (don't, can't, aren't).
  - Function word examples: Articles (a, an, the), Prepositions (at, on, in), Conjunctions (and, but, that), Relatives (which, that, where), Pronouns (he, she, it), Auxiliaries (will, do, be).
  - Note that when "be" is used as a main verb, it is usually unstressed (even though in this case it is a content word).

A. Listen to your teacher reading the following sentence in two different ways and count how many seconds it takes. What will you do at the meeting tomorrow?

a. In a syllable-timed manner ..... seconds

b. In a stress-timed fashion ..... seconds.

B. Listen to your teacher reading the following sentence in two different ways and count how many seconds it takes. What are you going to do at the meeting tomorrow?

a. In a syllable-timed manner ..... seconds

b. In a stress-timed fashion ..... seconds.

The rhythm in which stressed words are pronounced should be kept constant. The time spent in pronouncing the four unstressed words (are you going to) is the same as the time spent in pronouncing the two unstressed words (will you).

c. Try tapping the desk rhythmically while saying the sentences below from top to bottom. Although the sentences get longer, it should take the same time to say them. The stressed content words are marked with a dot.



**What do meeting tomorrow?**

**What** will you **do meeting tomorrow?**

**What** are you going to **do meeting tomorrow?**

**What** are you going to **do at meeting tomorrow?**

**What** are you going to **do at the meeting tomorrow?**

C. Listen to your teacher reading the following sentence. Underline stressed words and write the name of the parts of speech.

We can hold a meeting on Tuesday at 10.

D. Listen to your teacher reading the following sentence. Underline stressed words and write the name of the parts of speech.

We can't hold a meeting on Tuesday at 10.

E. Read the following silently and underline stressed words.

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F. Read the following aloud in a stress-timed fashion.

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### DICTATION

1. All living .....have to adapt to changes in .....conditions.
2. The African Lions are classed as .....
3. Undoubtedly, continued economic growth ..... the environmental .....of the planet.
4. They are trying to raise money for.....
5. The theory has .....-..... for the future of the planet.

## TOEIC® SPEAKING TEST QUESTIONS 1-2: READ A TEXT ALOUD

### VOCAB REVIEW

#### 'Read a Text Aloud' Review

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### SAMPLE QUESTION

**Directions:** In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

They say that human life on Earth depends on the continued survival of many different kinds of plants, animals and other organisms. For this reason governments of the world make laws to protect the environment. One of the most important wildlife conservation laws is the Endangered Species Act. Such threats as the destruction of the surrounding environment, some kind of disease and illegal hunting or fishing will determine whether a species' survival is threatened, in which case it will be added to the list of the Endangered Species.

#### RESPONSE TIME

00:00:45

### PRONUNCIATION TIPS

missed/ loved/ walked/ blamed/ pitched/ tried/ fixed/ returned/ changed/ added/ confirmed/ threatened

#### ● How to pronounce the ed suffix

1. /id/ after unvoiced /t/ and after voiced /d/ : i.e. if the verb has a /t/ or a /d/ sound before 'ed' you need to pronounce /id/. E.g. wanted, decided
2. /t/ after unvoiced sounds except /t/ E.g. washed, looked, stopped, hoped, laughed, faxed, liked, watched
3. /d/ after voiced sounds except /d/ E.g. played, allowed, begged, advised, called

Exceptions: Some 'ed' words used as adjectives are pronounced with /id/.

E.g. a dogged determination /id/ vs. He has been dogged by injury all season. /d/

missed/ loved/ walked/ blamed/ pitched/ tried/ fixed/ returned/ changed/ added/ confirmed/ threatened

## ● Word Stress

The stress placed on syllables within words is called 'word stress'. The stress placed on words within sentences is called 'sentence stress'. Here are some rules (with some exceptions) that can help you understand where to put the stress within words. The numbers of syllables that you hear when you pronounce a word is the same as the number of vowel sounds heard. We can only stress vowels, not consonants. A vowel is a vocal sound made by letting your breath flow out without closing any part of your mouth or throat. Vowel sounds are not the same as vowel letters. The word European begins with the vowel letter 'E' but the first sound is actually a consonant sound /j/. So, when speaking the word European, it will be preceded by the article 'a' and not 'an'. The stressed syllable below is written in capital letters.

1. Most 2-syllable nouns and adjectives have stress on the first syllable. (happy)
2. Most 2-syllable verbs have stress on the last syllable. (begin)
3. Words ending in -tion, -sion, have stress on the penultimate (i.e. second from end) syllable. (tradition)
4. Words ending in -ical, -ity, -ety, -sive, -ify, have stress on the syllable immediately before these. (expensive)
5. Most nouns of three or more syllables have stress on the antepenultimate (i.e. third-to-last) syllable. (democrat)
6. Words ending in -ate have stress on the antepenultimate syllable. (ultimate)

telegraph, telegraphy, telegrapher, intend, intention, electricity, electrical, electrify, progress (n), progress (v), progressive, ameliorate, articulate, import (n), import (v), occur

### DICTION

1. The food team leader carries a ....., which can be alerted for serious food ..... warnings.
2. The course is of three years' .....
3. Anxiety can ..... children's performance at school.
4. In olden times, the main tools of ..... were a compass, a map and the stars.
5. Repetitive tasks can be done by robots and similar .....
6. About a quarter of the world's jet fuel is used by military .....
7. You should ..... the police of that crime.

## TOEIC® SPEAKING TEST QUESTIONS 1-2: READ A TEXT ALOUD

### VOCAB REVIEW

#### 'Read a Text Aloud' Review

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### SAMPLE QUESTION

**Directions:** In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

Ladies and gentlemen, we would like to request that all mobile phones, radios, and pagers be turned off for the full duration of the flight, as these items might interfere with the navigational, as well as communication equipment on this aircraft. We request that all other electronic devices be turned off until we fly above 10,000 feet. We will notify you when it is safe to use such devices. Thank you.

#### RESPONSE TIME

00:00:45

#### Features of spoken English

Speaking naturally, we do not pronounce a word, stop, then say the next word. in the sentence. To make speech flow smoothly, the way we pronounce the end and beginning of some words can change depending on the sounds at the beginning and end of those words.

#### ● Linking sounds

When a word ends with a consonant sound and the next word begins with a vowel sound, linking happens. (an apple)

#### ● Disappearing sounds

1. When a word ends in a consonant sound and the following word begins with the same consonant sound, both sounds are pronounced together as one. (corporate takeover)
2. When a word ends in consonant a sound such as /d/k/ and the next word begins with a consonant sound, the consonant sound of the first word disappears. (Good morning.)

#### ● Changing sounds -- Schwa

Schwa is the name for the most common sound in English. It is a weak, unstressed vowel sound and it occurs in many words. Getting the schwa sound correct is a good way of making your pronunciation more natural. Listen to these two words:

agree /ə/      aggravate /æ/

In the example above, the weak form schwa is denoted by the IPA symbol 'ə', which looks like an upside down 'e'.

### Exercise 1

Look at the words below and decide where in the word the schwa sound occurs. Underline the correct part of the word. The first one has been done for you.

banana, American, beautiful, evolution, corporate,

### Exercise 2

Read the following naturally.

1. Our bank serves mostly corporate clients in an effort to improve profitability.
2. We should deal with the problem more carefully.
3. The food poisoning was caused by drinking polluted water.
4. Let me know when you want to get back to work.
5. Did the number of corporate bankruptcies climb over a period of four weeks?

Ladies and gentlemen, we would like to request that all mobile phones, radios, and pagers be turned off for the full duration of the flight, as these items might interfere with the navigational, as well as communication equipment on this aircraft. We request that all other electronic devices be turned off until we fly above 10,000 feet. We will notify you when it is safe to use such devices. Thank you.

### DICTIONATION

1. Tonight's program ..... the way that homelessness affects the young.
2. Take two spoonfuls of cough .....
3. .... all the ..... in a mixing bowl, and gradually add water.
4. Various stolen ..... were found.
5. Can you ..... a hotel in San Francisco?
6. Her room was clean and .....

## TOEIC® SPEAKING TEST QUESTIONS 1-2: READ A TEXT ALOUD

### VOCAB REVIEW

#### 'Read a Text Aloud' Review

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### SAMPLE QUESTION

**Directions:** In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

My talk this morning focuses on how to pack for your next flight. First, select the clothes that you will take. Lay out everything that you need, including medicine, travel guides, and shoes. Then it's time to start packing. Place the heavier items, such as travel guides and shoes, at the bottom of the suitcase. Then, add such items as jeans and slacks followed by sweaters and shirts. Place the lightest items on top. I recommend putting smaller items in clear plastic bags, which will help airport security, who can easily see what you've packed. It also helps you to keep your suitcase tidy. Are there any questions?

#### RESPONSE TIME

00:00:45

### Pronunciation Tips

#### Intonation

Intonation, the rises and falls in tone, is an important aspect of the English pronunciation. It has the following features:

- Statements have falling intonation.
- 'Yes/No' questions have rising intonation.
- 'WH' questions have falling intonation.
- There is a specific intonation for stating lists. The first words have rising intonation to show that the list is not yet finished, and the last word has falling intonation to show the end of the list.
- After periods and commas, pause briefly.

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### Pronunciation exercise

A. /f/ as in fear    /v/ as in veer    /p/ as in pier

1. He feared that the vehicle would veer off the road to the pier.
2. Five pupils faced corporal punishment.
3. Seven foreign pressmen votes for the Republican nominee.

B. /θ/ as in mouth    /s/ as in mouse    /ð/ as in breathe

When you are out of breath, slow down and open your mouth to breathe deeply.

C. /l/ as in list    /r/ as in wrist

1. The doctor laid his patient on the bed and the problem was only discovered when her lungs were X-rayed.
2. The regional leader rallied around the royal rulers.
3. Could I borrow a wheelbarrow until tomorrow?
4. The writer read his light verse to his loyal readers.

this focuses pack for flight first select the clothes that will lay everything including  
travel then packing place heavier slacks followed lightest recommend smaller plastic  
clear easily there

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### DICTIONATION

1. His name was Hansen, a ..... name in Norway.
2. He was ..... some articles in the photocopy room.
3. He slowly ..... a small key into the lock.
4. Mowing lawns and taking out the .....are jobs for the tenant.
5. Many local businesses offered to ..... the school rebuilding fund.
6. What is the potential pollution from landfill .....



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### VOCAB REVIEW

### SAMPLE QUESTION

Directions: In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

The photocopier is now essential in today's office. But what did we do before the photocopier? The most common method of duplicating reports, letters, and memos was by using carbon copy paper inserted between white pages. This was an efficient way of getting an exact copy of the document, but only one copy. We are now used to making more copies than we really need. As a result, unused copies are thrown in the trash. So, while photocopiers have made our lives easier, they have contributed to problems of waste disposal.

### RESPONSE TIME

00:00:45

### Pronunciation Tips

#### Slash Reading

Texts are made up of key ideas, and these key ideas are contained in units of words called 'thought groups'. These are also called 'tone units' or 'sense groups'. A thought group is a group of words that go together to form a thought or an idea. When we read long sentences aloud, we cannot read in one breath. We need to pause and take a breath. We group words together into thought groups. If we pause naturally according to thought groups, there'll be a better flow to our speech. We need to recognize the natural pauses that occur between thought groups by means of 'slash reading'.

#### Exercise 1

Listen carefully.

So, while photocopiers have made our lives easier, they have contributed to problems of waste disposal.

#### How to identify thought groups

##### 1. Punctuation

After punctuation marks, such as periods, commas, colons, semi-colons, etc., pause briefly.

##### 2. Grammatical units

Sentences are made up of grammatical units. Identify those units, and you'll know where to pause.

2.1 Noun phrases E.g. an expensive book (article+adjective+noun)

2.2 Verb phrases E.g. walk slowly (verb+adverb); walked my dog (verb+object); have been walking

2.3 Prepositional phrases E.g. to the park (preposition+noun)

2.4 Adverbial phrases E.g. very recently; last year; (He went to London) to attend a meeting (purpose to-infinitive)

2.5. Clauses E.g. **when** I was a child (=Adverb Clause)

(the ring) **which** her fiancé gave her (=Adjective Clause=Relative Clause)

(it is not unreasonable to believe) **that** he may be elected President (=Noun Clause)

## Exercise 2

Identify thought groups in each statement and mark them with a single slash mark (/) and mark the sentence boundaries with double slashes (/ /).

- (A) The sentence is a set of words standing on their own as a sense unit.
- (B) Most modern course materials include cassettes of listening texts.
- (C) I ate spice-rubbed ham, mashed potatoes, and a Christmas pudding for Christmas dinner.
- (D) The bookstore on our campus sells cards. In fact, they have the best cards around.
- (E) Each module is composed of several separate units.

The photocopier is now essential in today's office. But what did we do before the photocopier? The most common method of duplicating reports, letters, and memos was by using carbon copy paper inserted between white pages. This was an efficient way of getting an exact copy of the document, but only one copy. We are now used to making more copies than we really need. As a result, unused copies are thrown in the trash. So, while photocopiers have made our lives easier, they have contributed to problems of waste disposal.

### DICTIONATION

- 1. A ..... ruined the crops.
- 2. He faces six months in jail and a heavy .....
- 3. The local ..... were angry at the lack of parking spaces.
- 4. The judge ..... the death penalty on both men.
- 5. Some factories were closed to ..... energy.
- 6. Millions of viewers ..... in to Radio Australia to learn the election results.

## TOEIC® SPEAKING TEST QUESTIONS 1-2: READ A TEXT ALOUD

### VOCAB REVIEW

### SLASH READING REVIEW

The following is a public service announcement, brought to you by Capital Radio. Because of the drought, government officials are asking all city residents to conserve water. Residents are asked not to wash their cars, fill their swimming pools, or water their gardens until further notice. Right now, the government is asking residents to do this on a voluntary basis. However, if the situation becomes severe, it is possible that fines will be imposed. Stay tuned to Capital Radio for all the latest updates.

The following is a public service announcement, brought to you by Capital Radio. Because of the drought, government officials are asking all city residents to conserve water. Residents are asked not to wash their cars, fill their swimming pools, or water their gardens until further notice. Right now, the government is asking residents to do this on a voluntary basis. However, if the situation becomes severe, it is possible that fines will be imposed. Stay tuned to Capital Radio for all the latest updates.

### RESPONSE TIME

00:00:45

### TEST TECHNIQUE

#### ● Do's

During the preparation time, do some slash reading aloud, paying attention to pronunciation, stress and intonation. Practice reading numbers, proper nouns, and other difficult words.

Restart reading the text where you made a mistake, NOT from the beginning of the text.

#### ● Don'ts

Don't start reading aloud before the beep.

Don't restart reading the text from the beginning, when you made a mistake.

Don't sigh while reading!

### Score Response Description

Scores are assigned based on the criteria in the chart below.

#### ● Pronunciation

3: When reading aloud, pronunciation can be easily understood, though the response may include minor lapses and/or other language influence.

2: When reading aloud, pronunciation can be generally understood, though it includes some lapses and/or other language influence.

1: When reading aloud, pronunciation can be understood at times, but significant other language influence interferes with appropriate delivery of the text.

0: When reading aloud, pronunciation is not easily understood.

● **Intonation & Stress**

3: When reading aloud, use of emphases, pauses, and rising and falling pitch is appropriate to the text.

2: When reading aloud, use of emphases, pauses, and rising and falling pitch is generally appropriate to the text, though the response includes some lapses and/or moderate other language influence.

1: When reading aloud, use of emphases, pauses, and rising and falling pitch is not appropriate, and the response includes significant other language influence.

0: When reading aloud, use of intonation and stress is not effective.

(Source: ETS TOEIC®)

**DICTATION**

1. He walked out on to the balcony where he rested his arms on the .....

2. .... are open shoes which are held on your foot by a V-shaped strap that goes between your big toe and the toe next to it.

3. Thirty-five thousand ..... watched the final game.

4. Our ..... use ..... technology to achieve superior illumination.

5. A ..... is the field upon which the game of baseball is played.

## TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

### VOCAB REVIEW

### SAMPLE QUESTION 1

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



*by Joseph Novak: Jeff, Doerr and I at Wrigley Field watching our Tigers beat up on the hapless Cubs*

### RESPONSE TIME

00:00:30

You will have 45 seconds to study the picture before you speak. During the preparation time, brainstorm vocabulary, i.e. quickly picking out all the nouns, verbs, adjectives and adverbs you can see in the picture.

### GENERAL STRATEGY FOR TOEIC® SPEAKING TEST QUESTION 3

First of all, make an introductory sentence, followed by more specific details. That means that you should start by talking about what you see in general and then providing more specific details. Make sure to emphasize key words that represent what is in the picture. Speak clearly and at a steady pace. Your response will be evaluated for pronunciation, intonation and stress, grammar, vocabulary, and cohesion (, which means your ability to bind each sentence together as a text).

### STRATEGY 1: START WITH AN INTRODUCTORY SENTENCE - WHERE

In this part of the test, you will need to speak clearly, but say as much as you can. In order to get a high score, you need to study the picture carefully and decide on how to structure your picture description.

## 1. INTRODUCTION: WHERE

Every picture will have a location, so it is important for you to say where the scene takes place.

“**This picture shows** a supermarket (a lot of people in a park/ the kitchen of a restaurant/ a sports shop/ passengers on a plane).” will be a good way of starting your picture description.

**Exercise A:** Listen to your teacher describing the locations of the pictures below. Write down what you hear, then match the sentences with the pictures.

1. \_\_\_\_\_ ( )
2. \_\_\_\_\_ ( )
3. \_\_\_\_\_ ( )
4. \_\_\_\_\_ ( )
5. \_\_\_\_\_ ( )
6. \_\_\_\_\_ ( )

a.



b.



c.



d.





e.



f.



※MODEL ANSWER: Please take note that all the model answers in this course book have been prepared as an example of a very good model answer. Each model response, however, is just one example of many possible ways to respond to each question.

## DICTION

Fill in the blanks.

1. I was a natural ..... as a kid.
2. She was employed on a ..... basis.
3. A ..... is a small pool of liquid, especially rain water.
4. The need for villagers to control their own destinies has ..... a new plan.
5. The storm caused ..... and flooding in the area.
6. Major ..... work will begin next month.

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## VOCAB REVIEW

## STRATEGY 2: USE SPECULATIVE LANGUAGE

## ☉ Learn useful phrases to indicate that you are speculating, when you express your opinion.

In describing a picture, if you aren't 100 % sure of where, who, or what, use uncertain and speculative language.

- Use adverbs such as 'probably', 'maybe', 'perhaps', 'most likely'
- Add 'I think', 'or something'..
- Add 'about', 'approximately' or 'around' before figures.
- Use such verbs as 'appear', 'look', 'seem'
- We can use modal auxiliary verbs such as 'could', 'may', or 'might'.
- Start with 'In my opinion', 'In my view'.
- We can use adjectives: it is likely that, it is possible that

I'm not sure, but ... / They seem to be taking part in ... / This picture seems to be a scene of ... = It can ( could or might) be a scene of ... / It's not very clear but probably ... / I can't quite make it out, but perhaps ...  
He is probably an athlete because she looks fit.

Use grammatically correct language.

×He looks like happy. → ☒He looks happy. 'look + adjective'

☒It looks (to me) like a toy house. (=be similar to)

☒The girl looks as if (or as though) she is in her late teens.

**Exercise**

Complete the following sentences with uncertain and speculative language.

- He is ..... a doctor.
- ..... the photo shows a mall.
- They are ..... in an audio classroom.
- They ..... be studying a foreign language.
- ..... they are playing a game, .....
- He ..... a doctor.
- He ..... sad.
- It ..... they are having a good time.
- He ..... to be writing a letter.

☉ **Expand your description** to talk about things that are possible in the present, past and future. Things that may be about to happen or have already happened, or things that are probably true, but aren't visible in the picture.

E.g. There is a woman standing in a flower shop. She must be buying a bouquet because she seems to be handing someone something that looks like money. She looks happy because she is smiling. I imagine that she will give the bunch of flowers to someone she likes.



## SAMPLE QUESTION 2

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



## RESPONSE TIME

00:00:30

## DICTATION

1. An ..... is a covered walk with stores along one or both sides.
2. A ..... is a very tall building, usually designed for office and commercial use.
3. He is ..... against the railing.
4. They had his coffin ..... with a union flag at his funeral.
5. A wall ..... is a light fixture affixed to the wall.
6. A ..... , commonly called a four-poster bed, features a tall post at each corner that supports a covering made of material or netting.

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# TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

## VOCAB REVIEW

## SAMPLE QUESTION 3

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



## RESPONSE TIME

00:00:30

## STRATEGY 3: ANALYZING THE PICTURES - WHAT / WHO AND WHERE

### 2 POSITIONS

2.1 Make sure you are familiar with the language used to describe where something/ someone is in a picture.

AT THE TOP LEFT  
(IN THE TOP LEFT-HAND CORNER)

AT THE TOP

AT THE TOP RIGHT  
(IN THE TOP RIGHT-HAND CORNER)

ON THE LEFT(-HAND) SIDE

IN THE MIDDLE

ON THE RIGHT(-HAND) SIDE

AT THE BOTTOM LEFT  
(IN THE BOTTOM LEFT-HAND CORNER)

AT THE BOTTOM

AT THE BOTTOM RIGHT  
(IN THE BOTTOM RIGHT-HAND CORNER)

+ OF THE PICTURE

**Exercise B:** Describe the picture below.



2.2 It is also important to know what types of things are in the background and foreground.

**Exercise C:** Describe the picture below.



## DICTATION

1. .... are women's plain shoes with no fasteners.
2. He has a rather ..... face with .....
3. Smoking ages the skin prematurely, causing deep .....
4. The town residents must wait for the flood waters to ..... before they can deal with the terrible mess left behind.
5. Are you in the ..... for tickets?
6. A ..... in American English is a piece of clothing like a coat without sleeves that reaches to the waist.

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## TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

### VOCAB REVIEW

### SAMPLE QUESTION 4

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.

---



### RESPONSE TIME

00:00:30

---



### Exercise 1

Choose which person (A – F) is described by the following questions.



A

B

C

D

E

F

1. Who is carrying a green bag?
2. Who is walking beside the streetcar?
3. Who is wearing a blue skirt?
4. Who is not looking at train?
5. Who is wearing an orange pants?
6. Who is wearing a belt?
7. Who is taking a picture?
8. Who is wearing white sleeveless blouse?
9. Who is being carried by someone?

## STRATEGY 4: Who (1)

### 4. PEOPLE

If there are people in the pictures, describe how many there are, their gender, their age, where they are in the scene, their clothes, their feelings, how they look, their relationship with the others, what their occupations might be, and what they are doing.

#### 4.1 Age and Physical Description

Baby (0 – 12 months) → toddler (12 – 24 months) → preschooler (2 – 4 years) → primary-school-age child (4 – 12 years)

→ teenager → adult → senior citizen

He must be in his late (mid/ early) thirties. I think they are in their teens (between 13 and 19 years old).

● Useful adjectives: young/ middle-aged/ elderly/ tall/ average height/ short/ heavy-set/ average weight/ thin (slim)/ pregnant

#### 4.2 Appearance

● Describing Clothes: suit/ dress/ jeans/ slacks (pants)/ blouse/ shirt/ skirt/ shorts/ sweatshirt and sweatpants/ vest/ split skirt/ jumpsuit/ tunic/ leggings/ cardigan sweater/ pullover sweater/ overcoat/ jacket/ gloves

● Patterns: solid; striped; polka dotted; plaid (/plæd/); print; checked; floral; paisley.

He is elegantly dressed in a grey suit, blue shirt and paisley tie.

● Describing Hair: short/ shoulder-length/ long/ straight/ wavy/ curly/ bald/ mustache/ beard/ sideburns

Her hair is long, curly, and blond. He has short, straight, brown hair.

● You use 'wear' with things you put on and take off.

She is wearing a ring/ earrings/ glasses/ make-up/ a bracelet/ high-heeled shoes.

He is wearing a protective hard hat/ a dinner jacket (=tuxedo) / pointed black shoes/ sun-glasses/ blue jeans and a plaid shirt.

● You use 'have/ has (or have got/ has got)' with items you don't put on or take off.

She has blonde hair. He has a beard. He's got a thick mustache. He has a tattoo of a snake on his left arm.

● What does he/she look like?

He is shortish, bald and slightly overweight. He has a potbelly. He has a mustache. He is wearing a hat.

She is tall and slim. She is round-faced (or she's got a round face). She has long red hair and blue eyes. She has nice shapely legs. She is wearing a ring.

He's got a beard and moustache and has a rather chubby face. He has freckles and a few wrinkles. He is of average build.

She's got curly hair and is dark-skinned (or she's got dark skin). She has almond eyes. She is wearing contact lenses. She is of medium height. She is wearing casual clothes.

### ◎ TIP

The suffix -ish is useful for describing people. She's tallish. He has brownish hair. He must be thirtyish.

### Exercise 2

1. Describe B in the picture.
2. Do the same with the others in the picture as long as time allows.

### DICTATION

1. A ..... is a telephone which you need to put coins or a card in before you can make a call.
2. Broadband ..... is another key factor, expected to reach 75 % across Western Europe by next year.
3. .... species are most at risk of extinction.
4. He took a key from his pocket and ..... it into the lock.
5. He tried to ..... his shirt inside his trousers.
6. The study of the bones in a human is an example of .....study.

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## TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

### VOCAB REVIEW

### SAMPLE QUESTION 5

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.

---



### RESPONSE TIME

00:00:30

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## STRATEGY 5: Analyzing the pictures - WHO (2)

### 5.1 Describe people's actions and feelings

When describing people's actions taking place in the scenes now, we use the present progressive tense (not the present simple tense).

☑ She is talking on the phone.                      × She talks on the phone.

When describing people's feelings, we use speculative language, because we are just guessing.

☑ She looks happy.                                      × She is happy.

Expand your description to talk about things that are possible in the present, past and future. Things that may be about to happen or have already happened, or things that are probably true, but aren't visible in the picture. Pay attention to the tenses in describing the past and future.

### 5.2 Describe people's roles and relationship with the others.

Use speculative language.

☑ He could be a scientist.                              × He is a scientist.

☑ I think the woman is the girl's mother.              × The woman is the girl's mother.

## SAMPLE QUESTION 6

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



## RESPONSE TIME

00:00:30

## DICTATION

1. A ..... is a wild plant with a bright yellow flower which later becomes a white ball of ..... that are blown away in the wind.
2. Academic ability is not the sole ..... for admission to the college.
3. An unhappy family life may ..... children's learning.
4. What experience do you have that is ..... to this position?
5. The song was dull and .....

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## TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

### VOCAB REVIEW

### SAMPLE QUESTION 7

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.

---



### RESPONSE TIME

00:00:30

---

## STRATEGY 6: Language

6.1 Try to include at least one complex sentence.

What is a complex sentence?

There are three kinds of sentences:

1. The simple sentence=the smallest sentence-unit with one subject-verb structure; e.g. The man is very rich.
2. The compound sentence=two (or more) main clauses linked by coordinating conjunctions such as and (addition) / or (alternative)/ but (contrast)/ nor (negative addition) ; e.g. The man is very rich, but he is not happy.
3. The complex sentence=a sentence consisting of one main clause and one or more subordinate clause(s), joined by subordinating conjunctions such as if (condition), when (time), because (cause), although (concession), or relative pronouns such as who, which, that (or relative adverbs such as when, where ).

### Complex Sentence Examples

Although the man is rich, he is not happy.

(Adv. Clause)

(Main Clause)

The man who is rich is not always happy.

(Relative Clause)

(Main Clause)

This is the house where he was born.

(Main Clause)

(Relative Clause)

### Exercise

Combine the two sentences, using either a relative pronoun or a relative adverb.

1. The dress is new. She is wearing it.
2. The picture is beautiful. He is looking at it.
3. There is a boy. He is wearing a striped T-shirt and shorts.
4. The picture shows a grocery store. We can see a woman there. She is holding a shopping basket.

6.2 Use **adjectives** to modify nouns (a **beautiful shiny new Italian** car) and adverbs to modify verbs ( is eating **happily**) to describe the picture in greater detail.

### ☉ TEST TECHNIQUE

#### ● Do's

During the preparation time, try to make not only fact statements but also opinion statements.

Try to describe the overall picture first and then the details.

#### ● Don'ts

Don't spend the preparation time without mapping out your strategy.

Don't repeat the same simple sentence.

Don't finish your answer with a lot of time to spare.

## Score Response Description

Scores are assigned based on the criteria in the chart below.

- 3: The description is perfectly relevant to the picture and appropriate in every detail. The description is fluent and smooth, and the listener has little trouble understanding. Speaker's vocabulary is accurate and relevant to the picture. The choice of sentence constructions is appropriate, and the opinion is coherently expressed.
- 2: The description is relevant to the picture, but some main points are missing as the examinee focuses on unnecessary details. The description is mostly fluent, with only occasional pronunciation difficulties. The use of vocabulary and grammar may sometimes be inappropriate, which may limit the general description. Speaker's use of sentence structures may be limited.
- 1: The description is still relevant to the picture, but it conveys a limited amount of information. Strong influences from the speaker's native language and/ or long pauses and frequent hesitation inhibit the speaker's fluency. The use of vocabulary and/ or grammar is often inappropriate, which limits the general description. Speaker's word choice may be highly repetitive.
- 0: No response OR no English in the response is given, OR the response is irrelevant to the task.

## DICTION

1. Employees get together and ..... ideas.
2. A ..... is a very large upright wheel with seats on it for people to ride on in an amusement park.
3. He was only ten when he ..... on a guitar for the first time.
4. Check and ..... the brakes regularly.
5. The rain isn't too bad — it's only .....
6. A ..... is a specially marked place for people to walk across a street.
7. He began to read in a calm, ..... voice.

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## TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

### VOCAB REVIEW

### TEST TECHNIQUES

#### ● During the preparation time

You have only 45 seconds to prepare your response.

During the rather short preparation time, start by brainstorming vocabulary, i.e. by quickly picking out all the nouns, verbs, adjectives, and adverbs that you might use to describe the picture.

Plan what you will say by answering the questions below.

Where is the scene? What is in the scene and where is it located? Who is in the scene and where?

What are the people doing? Why are they doing it? What can you say about the past or future?

#### ● During the 30 second response time

1. Start with an introductory sentence by describing the general situation.
2. Describe objects and people one at a time, going from general to specific.
3. Finish one aspect of your description before going on to the following ones.
4. Include at least one complex sentence.
5. Use uncertain and speculative language.
6. Try to be accurate in the grammar you use.

Ⓢ One way of introducing new information is to use the ‘**There + be**’ structure.

There is a man holding a ball. There is a Ferris wheel in the background. There are trees along the walking path.

New information

New information

New information

### SAMPLE QUESTION 8

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



### RESPONSE TIME

00:00:30

## SAMPLE QUESTION 9

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



## RESPONSE TIME

00:00:30

## DICTATION

1. .... are usually cone-shaped markers that are placed on roads to temporarily redirect traffic in a safe manner.
2. The spacesuits were made of very ..... material, in order to reduce solar heating.
3. A ..... is a place with a specific design for children to be able to play there.
4. A ..... is a light truck with an open-top and low sides and a tailboard for cargo access.
5. We are seeking a ..... modern home in a quiet yet convenient locations.
6. They had ..... a new phone line in the apartment.

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## TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

### VOCAB REVIEW

### MORE PRACTICE

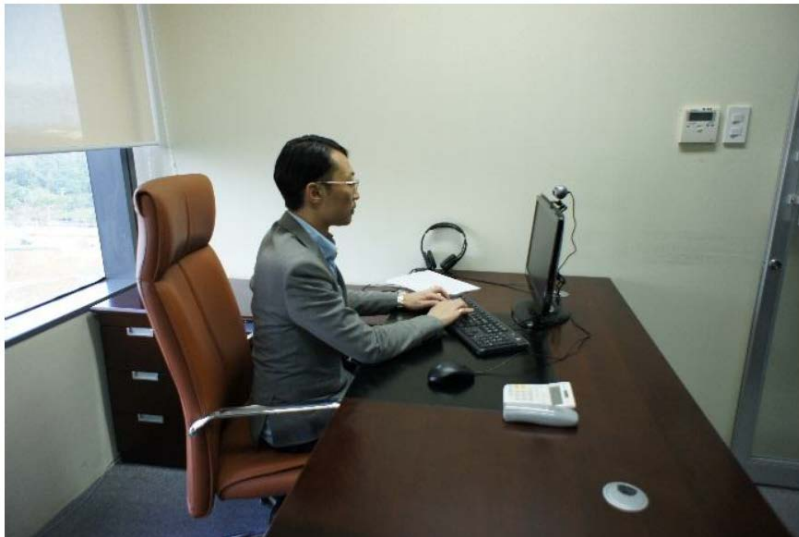
- **During the preparation time**

Put all of the components together.

- Where is the scene? → Who is in the scene? → Actions → What else can you see?
- Finish one aspect of your description before going on to the next ones. Don't jump back and forth.
- Descriptive Language/ Language of Uncertainty/ Complex sentences

### SAMPLE QUESTION 10

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



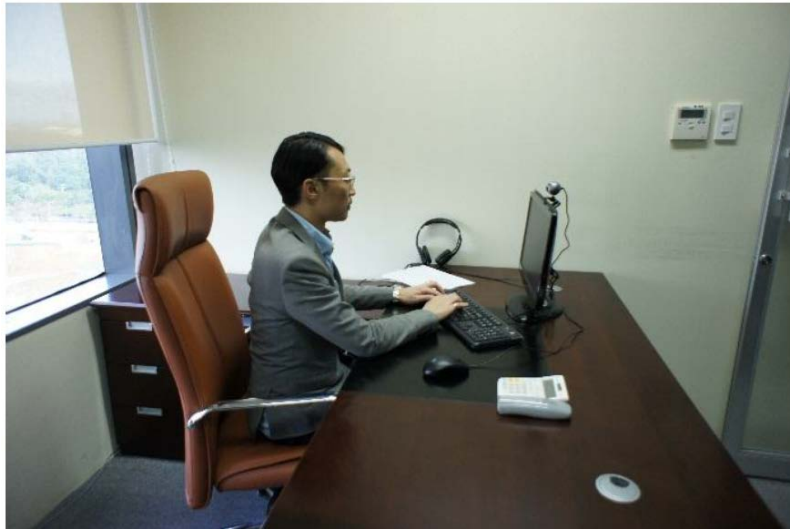
### RESPONSE TIME

00:00:30

### SAMPLE QUESTION 10

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.

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RESPONSE TIME

00:00:30

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### SAMPLE QUESTION 11

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



RESPONSE TIME

00:00:30

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## SAMPLE QUESTION 12

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



### RESPONSE TIME

00:00:30

## DICTION

1. Please wait here with our bags while I ..... a taxi.
2. Students used a set of ..... on-line tools for grammar learning.
3. Her gray hair was tied back in a .....
4. A ..... is a person who is walking, especially in a town, rather than traveling in a vehicle.
5. In a seaside town, the ..... is the road by the sea where people go for a walk.
6. The car blocked the ..... of the pedestrian.

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## TOEIC® SPEAKING TEST QUESTIONS 3-4: DESCRIBE A PICTURE

### VOCAB REVIEW

### MORE PRACTICE

Put all of the components together.

- Where is the scene? → Who is in the scene? → Actions → What else can you see?
- Descriptive Language/ Language of Uncertainty/ Complex sentences

### SAMPLE QUESTION 13

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



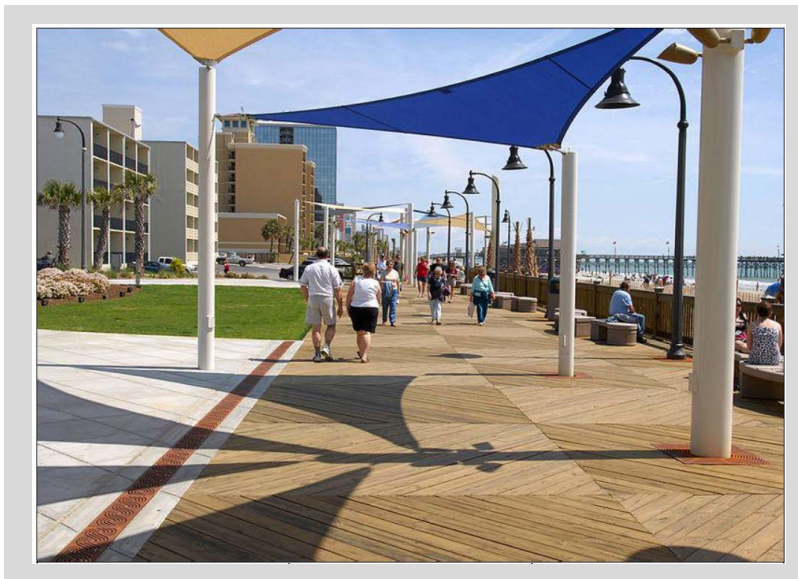
### RESPONSE TIME

00:00:30

### SAMPLE QUESTION 14

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.

---



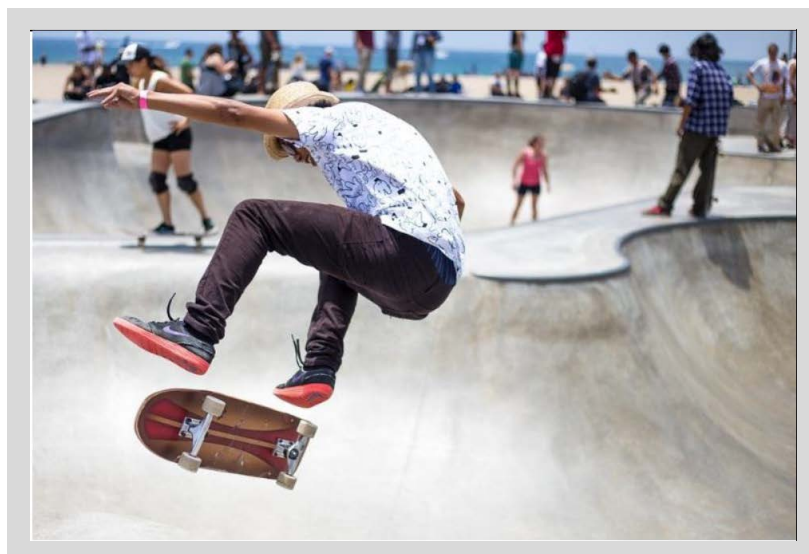
RESPONSE TIME

00:00:30

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### SAMPLE QUESTION 15

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 45 seconds to prepare your response. Then you will have 30 seconds to speak about the picture.



RESPONSE TIME

00:00:30

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## DICTATION

1. .... are conditions defined by abnormal eating habits.
2. .... is a disorder characterized by eating in an uncontrolled way and ..... (=vomiting).
3. .... is an illness in which a person does not eat, or eats too little, because they fear becoming fat.
4. .... is a derisive slang term for food that is of little nutritional value and often high in fat, sugar, salt and calories.
5. If someone is ....., they are extremely fat
6. If someone is on ....., they are in the part of a prison which contains the cells for criminals who have been sentenced to death.

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