

강력추천!!

시작하는 사람들을 위한  
토익 스피킹 **파트별 집중 공략!**

# TOEIC SPEAKING

도전!  
Level 5

For Starters

# About the TOEIC Speaking Test

## 1 What is TOEIC Speaking Test?

The Test of English for International Communication™ (TOEIC) program offers English-language proficiency tests for people whose native language is not English. The TOEIC Speaking test, which is delivered through the computer, is valid assessment of a person’s ability to speak in English in the workplace.

## 2 TOEIC Speaking Test Format

The TOEIC Speaking Test is designed to measure a person’s ability to communicate in spoken English in the context of daily life and the global workplace. The test is composed of 11 tasks and takes approximately **20 minutes** to complete. The range of ability among English learners who will take the TOEIC Speaking Test is expected to be broad; that is, both very capable speakers and speakers of limited ability can take the test. The test is designed to provide information about language ability to speakers across a range of language proficiency levels.

The table below shows how tasks are organized.

Part	Task	Question	Preparation time	Response Time
Part 1	Read a Text Aloud	1	45 s	45 s
		2		
Part 2	Describe a Picture	3	30 s	45 s
Part 3	Respond to Questions	4	0 s	15 s
		5		15 s
		6		30 s
Part 4	Respond to Questions Using Information Provided	7	0 s (30 s to read the information)	15 s
		8		15 s
		9		30 s
Part 5	Propose a Solution	10	30 s	60 s
Part 6	Express an Opinion	11	15 s	60 s

# About the TOEIC Speaking Test

## 3 Level Description

### Level 8 Scale Score 190-200

Typically, test takers at level 8 can create connected, sustained discourse appropriate to the typical workplace. When they express opinions or respond to complicated requests, their speech is highly intelligible.

Their use of basic and complex grammar is good and their use of vocabulary is accurate and precise.

Test takers at level 8 can also use spoken language to answer questions and give basic information.

Their pronunciation and intonation and stress are at all times highly intelligible.

### Level 7 Scale Score 160-180

Typically, test takers at level 7 can create connected, sustained discourse appropriate to the typical workplace. They can express opinions or respond to complicated requests effectively.

In extended responses, some of the following weaknesses may sometimes occur, but they do not interfere with the message:

- minor difficulties with pronunciation, intonation, or hesitation when creating language
- some errors when using complex grammatical structures
- some imprecise vocabulary

Test takers at level 7 can also use spoken language to answer questions and give basic information.

When reading aloud, test takers at level 7 are highly intelligible.

### Level 6 Scale Score 130-150

Typically, test takers at level 6 are able to create a relevant response when asked to express an opinion or respond to a complicated request.

However, at least part of the time, the reasons for, or explanations of, the opinion are unclear to a listener.

This may be because of the following:

- unclear pronunciation or inappropriate intonation or stress when the speaker must create language
- mistakes in grammar
- a limited range of vocabulary

Most of the time, test takers at level 6 can answer questions and give basic information.

However, sometimes their responses are difficult to understand or interpret.

When reading aloud, test takers at level 6 are intelligible.

# About the TOEIC Speaking Test

## 3 Level Description

### Level 5 Scale Score 110-120

Typically, test takers at level 5 have limited success at expressing an opinion or responding to a complicated request.

Responses include problems such as:

- language that is inaccurate, vague, or repetitive
- minimal or no awareness of audience
- long pauses and frequent hesitations
- limited expression of ideas and connections between ideas
- limited vocabulary

Most of the time, test takers at level 5 can answer questions and give basic information.

However, sometimes their responses are difficult to understand or interpret.

When reading aloud, test takers at level 5 are generally intelligible.

However, when creating language, their pronunciation, intonation, and stress may be inconsistent.

### Level 4 Scale Score 80-100

Typically, test takers at level 4 are unsuccessful when attempting to explain an opinion or respond to a complicated request.

The response may be limited to a single sentence or part of a sentence. Other problems may include:

- severely limited language use
- minimal or no audience awareness
- consistent pronunciation, stress, and intonation difficulties
- long pauses and frequent hesitations
- severely limited vocabulary

Most of the time, test takers at level 4 cannot answer questions or give basic information.

When reading aloud, test takers at level 4 vary in intelligibility.

However, when they are creating language, speakers at level 4 usually have problems with pronunciation and intonation and stress.

# About the TOEIC Speaking Test

## 3 Level Description

### Level 3 Scale Score 60-70

Typically, test takers at level 3 can, with some difficulty, state an opinion, but they cannot support the opinion. Any response to a complicated request is severely limited. Most of the time, test takers at level 3 cannot answer questions and give basic information.

Typically, test takers at level 3 have insufficient vocabulary or grammar to create simple descriptions.

When reading aloud, speakers at level 3 may be difficult to understand.

### Level 2 Scale Score 40-50

Typically, test takers at level 2 cannot state an opinion or support it.

They either do not respond to complicated requests or the response is not at all relevant.

In routine social and occupational interactions such as answering questions and giving basic information, test takers at level 2 are difficult to understand.

When reading aloud, speakers at level 2 may be difficult to understand.

### Level 1 Scale Score 0-30

Test takers at level 1 left a significant part of the TOEIC Speaking Test unanswered.

Test takers at level 1 may not have the listening or reading skills in English necessary to understand the test directions or the content of the test questions.

## 1

## Part 1. Read a Text Aloud

## Learning Objectives

After this lesson, you will be able to read a text using  
✓ **the correct pronunciation, intonation, and stress.**

## 1 Understanding the Basics

Direction - Read a Text Aloud

45 Seconds to Prepare

45 Seconds to Read

## 2 Evaluation Criteria

2 skills (pronunciation /intonation and stress) will be evaluated. Points to keep in mind when practicing.

- Pronunciation : Are the basic rules of consonants and vowel pronunciation being followed?
- Stress : Is each word and parts of speech properly and accurately stressed?
- Intonation : Is the intonation for the different sentence types correctly used?
- Pausing : How effectively is the speaker communicating information through pausing?

## 3 Remembering the Response Formula

Read the following words carefully focusing on pronunciation, intonation, and stress.

## Location Names

Massachusetts Brazil Miami **T**okyo **S**eoul  
**T**ehran Angola **C**hile **M**exico **P**rague  
**S**ingapore Atlantic

## Personal Names

Jane Mc**D**onald Paul **L**eonard  
Phillip **T**homas Angela **C**onner

## Units

54%      1°C      40°F      \$4.99      98.6 FM

## 4 Actual Practice 1-1

Read the following text carefully. Then, practice again following the corrections given by your instructor on pronunciation, intonation, and stress.

Our proposal to the Communications Worker's Union includes an achievement bonus, providing employees an opportunity to earn an average 20% or more on top of their guaranteed current base pay. The voluntary plan would be offered to about 6,300 existing employees. Despite the fact that most customers support pay-for-performance, the union has rejected this approach. But the way we see it, when someone goes above and beyond the call of duty to deliver great customer service, we should recognize them for it. That's what we're proposing to do.

### ❖ Notes for Success

1. For noun phrases such as “**our proposal**” [*prəpóʊzəl*], the noun is stressed.
2. In “**20% or more**” the stress is on second syllable % [*pərsént*]. It is pronounced as one word.
3. “**6,300 existing ...**” can be read as six thousand three hundred or sixty three hundred.
4. Remember to link “**... goes above**”
5. The verb is stressed in “**should recognize**”. The auxiliary verb **should** is pronounced relatively weak.
6. Be careful pronouncing the following: **worker, achievement, average, rejected, approach**

## 5 Actual Practice 2-1

Read the following text carefully. Then, practice again following the corrections given by your instructor on pronunciation, intonation, and stress.

Trimming nose and ear hair has never been easier! The Turbo-Blade is the best way to neatly trim away unsightly hair from your nose and ears. Surgical-steel blades inside a protective guide whirl faster than 5,000 revolutions per minute to safely cut hair to a close sixteen one-hundredths of a centimeter without ever touching sensitive skin. A bright little “headlamp” ensures that no hair is missed. Measures only fourteen centimeters long and runs on one double-A battery. The perfect gift for Father’s Day. Sold exclusively at Clarks Department Store. Pick one up today.

### ❖ Notes for Success

1. A product promotion text should be read in a confident tone. Words like ***best way, faster, perfect, exclusively*** should be stressed for emphasis.
2. When reading “***double-A battery***”, ‘A’ should NOT be pronounced the same as the indefinite article ‘***a [ə]***’.
3. Be sure to link “***inside a ... / runs on ...***”
4. Understand and read “***sixteen one hundredths of a centimeter (0.16 cm)***” as one unit.
5. Be aware of the differences between ‘***r***’ and ‘***l***’ and accurately pronounce “***a bright little ...***”
6. Be careful pronouncing the following:  
***revolution, protective, ensure, measure, pick one up***

## Wrapping Up

Share two things you learned from this lesson and review.