

Préparation TOEIC

Grammaire | Vocabulaire | Conseils pratiques | Tips Toeic

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Grammaire essentielle

Chapter 1

Parts of Speech

1.1 Nouns

a. Definition

Nouns are the names of people, places, and things.

Common Suffixes :

Suffix	Meaning	Example
-ness	state, condition	happiness, kindness
-dom	state, domain	freedom, kingdom
-hood	state, group	adulthood, neighbourhood
-ship	relationship, state	friendship, internship

b. Singular & Plural Rules

Rule	Singular	Plural
Add -s	car	cars
Ends in s, ss, x, sh, ch → +es	watch	watches
Consonant + y → ies	baby	babies
Vowel + y → +s	boy	boys
Ends in o → +es	potato	potatoes
Ends in o → +s	radio	radios
Ends in f/fe → ves/s	shelf	shelves
Irregular	man	men
Irregular	child	children
Irregular	mouse	mice

c. Articles

Definition :

Articles are small words placed before nouns to show whether the noun is general or specific. They help indicate if we are talking about any member of a group (a, an) or a particular one that is already known to the listener (the)

Article	Use	Example
a	Before singular countable nouns starting with a consonant	a dog, a sandwich
an	Before singular countable nouns starting with a vowel	an orange, an apple
the	Specific noun (singular or plural, countable or uncountable)	the book, the books, the water

d. Demonstratives

Definition :

Demonstratives are words used to point to specific people, things, or places. They show whether something is near or far and whether it is singular or plural. The main demonstratives in English are: this, that, these, those.

Word	Use	Example
this	Singular, near the speaker	this book
that	Singular, far from the speaker	that car
these	Plural, near the speaker	these apples
those	Plural, far from the speaker	those houses

1.2 Countable & Uncountable Nouns

a. Countable nouns

Countable nouns are nouns that can be *counted* as individual units. They normally have both singular and plural forms, and can be used with numbers and the indefinite articles *a/an*.

Frequent TOEIC examples:

- job / jobs, report / reports, meeting / meetings
- customer / customers, product / products
- employee / employees, task / tasks, problem / problems

b. Uncountable nouns

Uncountable nouns are nouns that cannot be counted as separate individual units without a unit/measure word. They normally do not have a plural form and cannot directly take *a/an*.

Frequent TOEIC examples:

- information, advice, equipment , news
- money, luggage, research
- traffic, software, work
- furniture

c. Quantifiers

Definition :

Quantifiers are words that express quantity. Some quantifiers are used with *countable* nouns, some with *uncountable* nouns, and some with both.

Table of quantifiers :

Quantifier	Use	Example
many	Countable	<i>There are many customers waiting at reception.</i>
few	Countable	<i>Few applicants met the job requirements.</i>
a few	Countable	<i>I need a few minutes to finish the report.</i>
much	Uncountable	<i>We don't have much time before the deadline.</i>
little	Uncountable	<i>There is little evidence to support the claim.</i>
a little	Uncountable	<i>We have a little information about the client.</i>
a lot of	Countable & Uncountable	<i>A lot of traffic delayed the shipment.</i>
some	Countable & Uncountable	<i>Would you like some coffee?</i>
any	Countable & Uncountable	<i>We don't have any equipment available.</i>

Chapter 2

Tenses

2.1 Present simple

a. Formulation

$\left\{ \begin{array}{ll} \textbf{Affirmative:} & \text{Sujet + base verbale (+ s à la 3^e personne)} \\ \textbf{Negative:} & \text{Sujet + do/does + not + base verbale} \\ \textbf{Interrogative:} & \text{Do/Does + sujet + base verbale ?} \end{array} \right.$

Example : to work

Pronom	Affirmative	Négative	Interrogative
I	I work	I do not (don't) work	Do I work?
You	You work	You don't work	Do you work?
He/She/It	He works	He doesn't work	Does he work?
We	We work	We don't work	Do we work?
You	You work	You don't work	Do you work?
They	They work	They don't work	Do they work?

b. Uses Cases

Use Case	Explanation	Example
General facts and situations	Describes facts that are always true.	<i>The sun rises in the east.</i>
Regular actions and routines	Describes actions that happen regularly.	<i>I go to the gym on Mondays.</i>
With adverbs of frequency	Shows how often an action occurs.	<i>She always drinks tea in the morning.</i>
Universal or scientific truths	Expresses scientific or general truths.	<i>Water boils at 100°C.</i>
Timetables and scheduled events	Describes planned or scheduled events.	<i>The train leaves at 9 a.m.</i>

Remarque : Adverbs of Frequency

Use the **Present Simple** when these words appear in a sentence:

- always, usually, often, sometimes, rarely, never
- every day
- on Mondays, on Fridays, etc.

c. Common verbs

Verbe to be

Pronom	Affirmative	Négative	Interrogative
I	I am	I am not	Am I?
You	You are	You are not (aren't)	Are you?
He/She/It	He is	He is not (isn't)	Is he?
We	We are	We are not (aren't)	Are we?
You	You are	You are not (aren't)	Are you?
They	They are	They are not (aren't)	Are they?

Verbe to have

Pronom	Affirmative	Négative	Interrogative
I	I have	I do not have	Do I have?
You	You have	You do not have	Do you have?
He/She/It	He has	He does not have	Does he have?
We	We have	We do not have	Do we have?
You	You have	You do not have	Do you have?
They	They have	They do not have	Do they have?

2.2 Present Continuous (Progressive)

a. Formulation

Structure

Subject + to be (am / is / are) + verb + -ing

Examples:

- I am studying English.
- She is watching TV.
- They are working on a new project.

Negative form

Subject + am / is / are not + verb + -ing

Examples: He isn't listening. / We aren't playing football.

Interrogative form

Am / Is / Are + subject + verb + -ing ?

Examples: Are you coming? / Is she reading now?

b. Uses of the Present Continuous

- **Actions happening now:** Example: She is talking on the phone right now.
- **Ongoing projects or activities:** Example: We are building a new website this month.
- **Temporary situations:** Example: I am living with my parents for a few weeks.
- **Changing or developing situations (trends, evolution):** Example: The climate is getting warmer.
- **Future plans or arrangements (near future):** Example: I'm meeting her soon.

c. TOEIC Tips

- With time adverbs

The Present Continuous is almost always used with time adverbs.

Common time adverbs: currently, at the moment, this year, this week, today, still, these days, now, meanwhile, right now.

Examples:

- She is studying for her exams at the moment.
- We are planning a trip to Japan this year.
- He is still working on the project right now.

- With *always* to express criticism

Normally, *always* is used with the Present Simple. However, when expressing irritation, annoyance, or a negative emotion, we use the Present Continuous.

Examples:

- He always loses his keys. (Present Simple — it's habitual)
- He is always losing his keys! (Present Continuous — it's annoying!)

2.3 Present Perfect Simple

a. Définition

Le **Present Perfect** relie le passé au présent. Il s'utilise pour :

- Une action passée avec un lien sur le présent : *I have lost my keys.*
- Une expérience de vie (moment non précisé) : *She has visited London.*
- Une action commencée dans le passé et qui continue : *I have lived here for 5 years.*
- Une action récente avec résultat visible : *He has just finished his report.*

b. Formation

Structure : Sujet + have/has + participe passé (V-ed ou 3e colonne irrégulière)

- Affirmative : *I have worked. / She has finished.*
- Négative : *I haven't seen that movie. / He hasn't called me yet.*
- Interrogative : *Have you ever been to New York? / Has he finished the project?*

c. Mots-clés

- **ever** : déjà, **never** : jamais
- **just** : venir de, **already** : déjà
- **yet** : encore / pas encore
- **for / since** : depuis
- **recently / lately** : récemment

d. Différence avec le Past Simple

Critère	Past Simple	Present Perfect
Moment précis	Oui	Non
Lien avec le présent	Non	Oui
Mots-clés	yesterday, last week	ever, never, just, already, yet, for, since

Exemples :

- Past Simple : *I saw that movie yesterday.*
- Present Perfect : *I have seen that movie.*

e. Astuces TOEIC

- Souvent avec *ever, never, just, yet.*
- Différence Present Perfect / Past Simple est souvent testée.
- Toujours utiliser Present Perfect avec *since / for.*

f. Exemples TOEIC

1. I have already completed the report.
2. Have you ever attended a business meeting in English?
3. The manager hasn't replied to my email yet.
4. We have been working on this project for three months.
5. He has just received the contract.

2.4 Present Perfect Continuous

a. Définition

Le **Present Perfect Continuous** exprime :

- Une action commencée dans le passé et qui continue : *I have been working here for 5 years.*
- Une action récente avec résultat visible : *She has been running, that's why she is tired.*
- La durée ou répétition d'une action : *We have been studying English all morning.*

b. Formation

Structure : Sujet + have/has + been + verbe-ing

- Affirmative : *I have been reading for two hours. / She has been working since Monday.*
- Négative : *I haven't been sleeping well lately. / He hasn't been feeling well.*
- Interrogative : *Have you been waiting long? / Has she been studying English?*

c. Mots-clés

- **for / since** : depuis
- **lately / recently** : récemment
- **all day / all morning / all week** : toute la journée / toute la semaine

d. Différence avec le Present Perfect Simple

Critère	Present Perfect Simple	Present Perfect Continuous
Focus	Résultat de l'action	Durée / action en cours
Exemple	I have read the book	I have been reading the book
Mots-clés	ever, never, already, yet	for, since, lately, all day

e. Exemples TOEIC

1. I have been working on this report since morning.
2. Have you been waiting for the manager long?
3. She has been traveling a lot recently.
4. They haven't been attending meetings lately.
5. We have been discussing the contract all afternoon.

2.5 Past Simple

a. Formulation

The **Past Simple tense** is used to describe actions that started and finished in the past. Regular verbs are formed by adding **-ed** to the base verb. Irregular verbs have specific forms that must be memorized.

$\left\{ \begin{array}{ll} \text{Affirmative:} & \text{Subject + Verb (past form) + ...} \\ \text{Negative:} & \text{Subject + did not (didn't) + Base Verb + ...} \\ \text{Interrogative:} & \text{Did + Subject + Base Verb + ...?} \end{array} \right.$

Examples

- **Affirmative:** She **worked** yesterday.
- **Negative:** She **did not work** yesterday.
- **Interrogative:** **Did she work** yesterday?

b. Use Cases

c. Common Irregular Verbs (TOEIC Focus)

Use Case	Explanation	Example
Completed past actions	Describes actions that happened and ended in the past.	I visited Paris last year.
Past habits (no longer true)	Expresses past routines or repeated actions.	She walked to school every day.
Sequence of events	Used to tell a series of completed actions.	He entered , sat down , and started reading.
Specific time expressions	Often used with time markers such as: yesterday, ago, last week, in 2010, etc.	They met two days ago.

Table 2.1: Past Simple – Use Cases

d. Tips for TOEIC

- The **Past Simple** is often used with clear time references (*yesterday, last week, two days ago, in 2020*).
- Avoid confusion with the **Present Perfect** — if the time is mentioned explicitly, use the **Past Simple**.
- In spoken English, contractions are very common: *did not* → *didn't*, *was not* → *wasn't*, *were not* → *weren't*.
- Some irregular verbs change vowels only: *sing* → *sang*, *drink* → *drank*, *begin* → *began*.

2.6 Past Continuous

a. Formulation

Subject + was/were + V-ing

Subject	Auxiliary	Verb	Example
I / He / She / It	was	V-ing	I was working.
You / We / They	were	V-ing	They were studying.

Negative: Subject + was/were **not** + V-ing *Example:* I wasn't sleeping. / They weren't listening.

Interrogative: Was/Were + Subject + V-ing ? *Example:* Was he reading? / Were you playing?

b. Uses Cases

Use Case	Explanation	Example
Action in progress in the past (specific)	To describe an action happening at a specific moment in the past.	At 10 PM yesterday, I was eating dinner.
Interrupted action	One action was ongoing when another (shorter) action happened.	I was studying when Mohamed called.
Two actions in parallel	Two long actions happening at the same time.	I was doing my homework while my family was watching TV.
Setting a scene	To describe the background or context in a story.	The sun was shining, and the birds were singing.

c. Tips TOEIC

Tip	Explanation	Example
After while → Past Continuous	While introduces the longer or ongoing action.	While I was cooking, he was setting the table.
After when → Past Simple	When introduces the short, interrupting action.	I was cooking when he arrived.
Difference: Past Simple vs Past Continuous	Past Simple → completed action. Past Continuous → ongoing action.	I ate dinner at 8 PM. (finished), I was eating dinner at 8 PM. (in progress)

2.7 Past Perfect

a. Formulation

Subject + had + past participle (V3)

- **Affirmative:** She had finished her work before the meeting started.
- **Negative:** She *had not finished* her work before the meeting.
- **Interrogative:** *Had she finished* her work before the meeting?

b. Uses

Use Case	Explanation	Example Sentence
sequence of events in the past	To indicate what happened first in a sequence	By the time we arrived, the movie had already started.
Action completed before another past event	To show that an action was finished before another action in the past	She had left the office before her manager arrived.

Examples :

- I had brushed my teeth before I went to bed.
- After I had studied, I watched TV.
- When I arrived to the train station, the train had left.

c. Tips for TOEIC

- **Signal words:** by the time, before, after, as soon as, already, just.
- **TOEIC tip:** look for a past event mentioned in the sentence — the Past Perfect often appears to show **what happened first**.
- Difference with Past Simple:
 - Past Simple → action completed in the past.
 - Past Perfect → action completed **before another past action**.
- Common pattern: “By the time + past simple, past perfect”. Example: *By the time she arrived, we had finished the meeting*.

2.8 Past Perfect Continuous

a. Formulation

Subject + had been + verb(ing)

- **Affirmative:** She had been working all day.
- **Negative:** She *had not been working* all day.
- **Interrogative:** *Had she been working* all day?

b. Uses

Use Case	Explanation	Example Sentence
Duration before another past event	To describe an action that continued up to another event in the past	She had been studying for two hours before the test started.
Cause of a past situation	To explain the reason for a past state or feeling	He was tired because he had been running.
Recently completed past actions	To show an action that just finished before another event	It had been raining, so the streets were wet.

C. Tips for TOEIC

- **Signal words:** before, for, since, when, by the time.
- Often used to show the **duration** of an action before another past event. Example: *They had been waiting for an hour before the bus arrived.*
- Difference with **Past Perfect**: *Past Perfect Continuous* → insist on the **duration/process**. *Past Perfect* → insist on the **completion/result**.

Base Form	Past Simple	Meaning
be	was / were	être
begin	began	commencer
buy	bought	acheter
break	broke	casser
bring	brought	apporter
build	built	apporter
come	came	venir
catch	caught	attraper
cost	cost	couter
cut	cut	couper
do	did	faire
eat	ate	manger
feel	felt	sentir
find	found	trouver
get	got	obtenir
go	went	aller
give	gave	donner
have	had	avoir
know	knew	savoir
leave	left	laisser / partir
make	made	fabriquer / faire
meet	met	rencontrer
run	ran	courir
say	said	dire
see	saw	voir
sell	sold	vendre
send	sent	envoyer
sit	sat	être assis
stand	stood	être debout
take	took	prendre
teach	taught	enseigner
tell	told	dire
think	thought	penser
write	wrote	écrire
fall	fell	tomber (fell of)

Chapter 3

Comparison of Adjectives

Type	Structure	Example	Note
Equality	as + adj + as	as big as	expresses equality
Comparative (short adj)	adj + -er + than	taller than	e.g. big → bigger
Comparative (long adj)	more + adj + than	more beautiful than	positive comparison
Comparative (negative)	less + adj + than	less interesting than	negative comparison
Superlative (short adj)	the + adj + -est	the smallest	
Superlative (long adj)	the most + adj	the most intelligent	positive superlative
Superlative (negative)	the least + adj	the least expensive	negative superlative

RQ: Exceptions of Adjective Comparison Form

Adjective	Comparative	Superlative	Note / Meaning
good	better	best	irregular form (bon → meilleur)
bad	worse	worst	irregular form (mauvais → pire)
far	farther / further	farthest / furthest	both correct (distance or degree)
little	less	least	quantity or size
much / many	more	most	quantity comparison

Word Type	Common Suf-fixes	Explanation / Meaning	Examples
Noun	-tion, -sion, -ment, -ness, -ity, -er, -or, -ist, -ance, -ence, -ship, -hood	Action, person, state, or quality	creation, happiness, actor, friendship, childhood
Verb	-ize/-ise, -ify, -en, -ate	To make, cause, or become	organize, simplify, widen, celebrate
Verb used as Noun (Gerund)	-ing	Verb form acting as a noun (subject or object)	<i>Reading is fun. / I enjoy swimming.</i>
Adjective	-able/-ible, -ous/-ious, -ful, -less, -al, -ive, -ic/-ical, -y	Describes quality or characteristic	possible, curious, beautiful, hopeless, natural, creative, poetic, sleepy
Verb used as Adjective (Participle)	-ing (present), -ed (past)	Present participle = causing feeling / Past participle = feeling or result	<i>The movie is boring. / I am bored.</i>
Adverb	-ly, -ward/-wards, -wise	Describes how, where, or in what manner	quickly, forward, otherwise

Chapter 4

Conditions:

Nº	Structure	Usage (English)	Example	Remarks
0	If + Present Simple, Present Simple	General truths, scientific facts, habits	<i>If you heat ice, it melts.</i>	You can use when instead of <i>if</i> when the result is certain.
1	If + Present Simple, Will + infinitive	Real and possible situations in the future	<i>If it rains, we will stay home.</i>	unless = <i>if ... not.</i>
2	If + Past Simple, Would + infinitive	Unreal or imaginary situations in the present or future	<i>If I had more money, I would travel.</i>	Use were instead of <i>was</i> after I/he/she; might/could can replace <i>would</i> .
3	If + Past Perfect, Would have + past participle	Unreal situations in the past / regrets	<i>If you had called, I would have come.</i>	—
Mixed	If + Past Perfect, Would + infinitive	Past condition → present result	<i>If I had studied, I would be more confident now.</i>	—

Table 4.1: Summary of English Conditional Forms

Chapter 5

Difference between GOING TO and WILL

Both "will" and "going to" are used to express the future, but they are not used in the same situations.

Usage	WILL	GOING TO
1. Decision moment	Used for decisions made at the moment of speaking.	Used for decisions already made before the moment of speaking.
Example	I'm thirsty. I will buy a bottle of water.	I bought a bottle of water because I was going to get thirsty.
2. Prediction (based on opinion)	Used to express what we think or believe will happen.	Used when there is evidence that something is going to happen.
Example	I think it will rain tomorrow.	Look at those clouds! It's going to rain soon.
3. Promise / Offer / Request	Used for promises, offers, or requests.	Not used in this context.
Example	I will help you with your report.	(Not used)
4. Planned future action	Not used for pre-planned actions.	Used for planned or intended future actions.
Example	(Not natural)	We are going to visit Paris next week.
5. Spontaneous speech	Used when we decide or react instantly.	Used when the plan already exists.
Example	Oh, the phone is ringing — I will answer it!	I'm going to call him later today.

Summary:

- **WILL** → instant decisions, promises, beliefs, offers.

- **GOING TO** → plans, intentions, and predictions with evidence.

Examples in context:

- I think he **will** pass the test. (opinion)
- He's **going to** study harder next month. (plan)

Chapter 6

Pronouns

6.1 Relative Pronouns

a. Definition

A **relative pronoun** introduces a clause that gives more information about a noun. It connects two ideas into one sentence and avoids repetition. Relative clauses describe or identify a person, place, thing, or idea mentioned in the main clause.

Formulation Rule

- | | |
|--|--|
| <p>{ Form 1:</p> <p>Form 2:</p> <p>Omission Rule:</p> | Noun (person / thing) + Relative Pronoun + Clause |
| | Noun + (who / which / that / whose / where / whom) + Subject + Verb + [Object] |
| | If the relative pronoun is the <i>object</i> of the clause, it can be omitted. |

Structure	Sentence	Translation
Form 1	The man who lives next door is friendly.	L'homme qui habite à côté est gentil.
Form 2	The book which I read was interesting.	Le livre que j'ai lu était intéressant.
Omission rule	The woman (who) you met is my teacher.	La femme que tu as rencontrée est ma prof.

b. Relative Pronouns Table

Pronoun	Refers to	Explanation	Example
who	People (subject)	Used for the person performing the action.	The man who lives next door is friendly.
whom	People (object)	Used for the person receiving the action (formal).	The woman whom we met is a doctor.
which	Things / Animals	Adds information about an object or animal.	The book which I bought is interesting.
that	People / Things	Can replace “who” or “which” in informal contexts.	The car that I drive is new.
whose	Possession	Indicates ownership or relationship.	The man whose car broke down is my friend.
where	Places	Refers to a place.	The city where I was born is beautiful.

c. Uses

- **To connect two phrases (to avoid repetition):** *Ahmed used to be an engineer. Ahmed is now a YouTuber. → Ahmed, who used to be an engineer, is now a YouTuber.*
- **To specify or describe:** *According to statistics, people who eat organic food live longer. I love books that have drawings in them.*

6.2 Linking words

a. Definition

Linking words (also called *connectors* or *transition words*) are expressions used to **connect ideas, sentences, or paragraphs**. They help to:

- make writing more **coherent** and **fluent**;
- show **logical relationships** between ideas (cause, contrast, addition, etc.);
- guide the reader through your reasoning.

They are essential in **essays, reports, formal emails, and presentations**.

b. Table of Common Linking Words

Word / Expression	Formulation	Use / Function	Example
Although	Although + subject + verb	Introduces a contrast	<i>Although it was raining, we went out.</i>
Though	Though + subject + verb	Contrast (informal or spoken)	<i>I like it, though it's expensive.</i>
Even though	Even though + subject + verb	Strong contrast	<i>Even though he studied hard, he failed.</i>
Despite	Despite + noun / V-ing	Contrast	<i>Despite the rain, we went out.</i>
In spite of	In spite of + noun / V-ing	Contrast (formal)	<i>In spite of being tired, she kept working.</i>
However	However + clause	Contrast between two ideas	<i>It was raining. However, we went out.</i>
Therefore	Therefore + clause	Shows a consequence or conclusion	<i>He didn't study; therefore, he failed.</i>
Thus	Thus + clause	Formal equivalent of "therefore"	<i>The data were incomplete; thus, the result is uncertain.</i>
Consequently	Consequently + clause	Logical consequence	<i>Prices rose; consequently, demand fell.</i>
Moreover	Moreover + clause	Adds an idea (formal)	<i>She's smart. Moreover, she's very kind.</i>
Furthermore	Furthermore + clause	Adds an idea (formal)	<i>The plan is expensive. Furthermore, it's risky.</i>
In addition	In addition + clause / noun	Adds information or argument	<i>In addition, the project will create jobs.</i>
On the other hand	On the other hand + clause	Introduces an opposite opinion	<i>He likes big cities. On the other hand, I prefer the countryside.</i>
Whereas	Whereas + subject + verb	Direct contrast between two facts	<i>Whereas I prefer tea, she prefers coffee.</i>
For example	For example + noun / clause	Introduces an example	<i>Some animals, for example lions, hunt in groups.</i>
For instance	For instance + noun / clause	Example (same as "for example")	<i>Many countries, for instance Japan, use robots.</i>
In conclusion	In conclusion + clause	Used to conclude a text	<i>In conclusion, education is key to success.</i>
To sum up	To sum up + clause	Summarizes the main ideas	<i>To sum up, we must act now.</i>
Besides	Besides + noun / clause	Adds a secondary idea or reason	<i>I don't want to go. Besides, it's too late.</i>
Nevertheless	Nevertheless + clause	Contrast (formal, like "however")	<i>It was hard; nevertheless, he succeeded.</i>
As a result	As a result + clause	Expresses a consequence	<i>The company lost money; as a result, they cut jobs.</i>
Hence	Hence + clause / noun	Formal, shows consequence	<i>He's the CEO, hence the high salary.</i>

c. Tips

- **Although / though / even though** → followed by a **full sentence**.
Example: *Although it was late, he kept working.*
- **Despite / in spite of** → followed by a **noun or -ing form**.
Example: *Despite being tired, he worked.*
- **However, therefore, moreover** → usually placed **after a period or semicolon**.
Example: *He was tired; however, he continued.*
- Don't confuse *although* and *despite* – they have different grammatical structures.

6.3 Clauses of Result

a. Definition

A **result clause** shows the *outcome or consequence* of an action or situation mentioned in the main clause. It answers the question: "What happened as a result?" We often use expressions such as **so...that**, **such...that**, **since**, **now that**, and **as long as** to introduce result or reason clauses.

b. Result Clauses

Clause Type	Form	Use	Example
SO...THAT	<i>Subject + be + so + adjective + that + clause</i>	Used to show a result caused by the degree of an adjective.	Mike is so clever that he always gets good grades.
SO...THAT	<i>Subject + verb + so + adverb + that + clause</i>	Used to show a result caused by the degree of an adverb.	He walked so slowly that he missed the bus.
SUCH... THAT	<i>Subject + be + such (+ a/an) + adjective + noun + that + clause</i>	Used to show a result caused by the intensity or quality of a noun phrase. (Use <i>a/an</i> with singular countable nouns.)	Dora is such a good teacher that everybody admires her.
SINCE	<i>Since + subordinate clause, + main clause</i>	Introduces a reason for the action or situation in the main clause.	Since you speak perfect English, I want you to translate for me. We decided to stop, since it was dark.
NOW THAT	<i>Now that + subordinate clause, + main clause</i>	Introduces a new or recent condition that explains the main clause.	Now that she is sixty, she may decide to stop working. I'll go home, now that the party is over.
AS LONG AS	<i>As long as + subordinate clause, + main clause</i>	Expresses a condition necessary for the action or situation in the main clause.	As long as Fred agrees to help me, I'll help him. You can drink the water, as long as you boil it first.

Summary

- **so...that** → result caused by an adjective or adverb.
- **such...that** → result caused by an adjective + noun phrase.

- **since** → introduces a reason.
- **now that** → introduces a new condition.
- **as long as** → expresses a condition or requirement.

Chapter 7

Modals

7.1 Modal Verbs

a. Definition

A **modal verb** is an auxiliary verb that expresses the speaker's attitude or the "mode" of the main verb. It indicates possibility, ability, permission, necessity, or advice. Modal verbs are always followed by the **base form** of the main verb (without "to").

$\left\{ \begin{array}{ll} \text{Affirmative:} & \text{Subject + Modal Verb + Base Verb} \\ \text{Negative:} & \text{Subject + Modal Verb + not + Base Verb} \\ \text{Interrogative:} & \text{Modal Verb + Subject + Base Verb?} \end{array} \right.$

Examples

can, could, may, might, shall, should, will, would, must, ought to, had better

b. Modals

Capacity / Suggestion / Advice :

Modal Verb	Explanation	Sense	Neg	Interro
can	Expresses present ability or possibility.	Ability	yes	yes
could	Expresses past ability or polite suggestion.	Past ability	yes	yes
shall	Expresses suggestion or future intention (formal).	Suggestion	yes	yes
should	Expresses advice, recommendation, or mild obligation.	Advice	yes	yes
ought to	Expresses moral duty or strong advice (similar to "should").	Advice	no	no
had better	Expresses strong advice or warning (informal).	Strong advice / Warning	yes	no

Examples :

- **Ability:** I can speak three languages.
- **Past ability:** When I was young, I could run fast.
- **Suggestion:** Shall we go for a walk?
- **Advice:** You should see a doctor.
- **Strong advice:** You had better study for the test.

Permission / Request

Modal Verb	Explanation	Sense	Example
can	Used to ask or give permission in informal situations.	Informal permission / request	Can I leave early today?
could	Polite or tentative form of “can” when asking permission.	Polite request / permission	Could I borrow your pen, please?
will	Used to make a direct request or express willingness.	Request	Will you help me with my homework?
would	More polite and formal than “will”. Often used in polite offers or requests.	Polite request	Would you like a cup of tea?
may	Formal way to ask or give permission.	Formal permission	May I come in, sir?
might	Slightly more hesitant or uncertain than “may”.	Polite hesitant permission	Might I ask you a question?

Obligation / Necessity :

Modal Verb	Explanation	Sense	Example
must	Expresses a strong obligation or necessity imposed by the speaker.	Strong obligation / necessity	You must wear a seatbelt in the car.
must not	Expresses prohibition — something is not allowed.	Prohibition / strong negative obligation	You must not smoke in the hospital.
have to	Expresses an external obligation, rule, or requirement.	External obligation / necessity	I have to submit the report by Monday.
does not have to	Expresses a lack of necessity — something is not required.	Absence of obligation	She does not have to come if she's busy.
have got to	Informal form of “have to”, mainly used in spoken English.	Informal necessity / strong obligation	I've got to finish this work today.

Chapter 8

Passive voice

8.1 Passive voice

a. Definition

The **Passive Voice** is used when the **focus is on the action** or the **receiver of the action**, not on who performs it. The subject of the active sentence becomes the **agent** (introduced by "by") or is omitted if not important.

Formation:

$$\text{Passive} = \text{Be} + \text{Past Participle (P.P.)}$$

Example: *Active*: The chef cooks the meal. *Passive*: The meal **is cooked** (by the chef).

b. Uses of the Passive Voice

Use	Explanation	Example
When the doer is unknown	The person who performs the action is not known or not important.	My bike was stolen yesterday.
When the doer is obvious	It is clear who did the action, so we don't need to mention them.	Taxes are collected every year.
When the action is more important than the subject	The focus is on the result, not the person.	A new hospital has been built .
In formal or scientific writing	Used to sound objective or impersonal.	The data were analyzed using Python.
To avoid blame or responsibility	The speaker avoids saying who caused the problem.	A mistake was made .

c. Transforming Active to Passive

To change a sentence from the **Active Voice** to the **Passive Voice**:

1. Remove or move the subject (agent) to the end of the sentence with "by".
2. Place the object of the active sentence as the new subject.

3. Add the correct form (the same tense of the verb in the active form) of **Be + Past Participle (P.P.)**.

Example formula:

Active: Subject + Verb + Object \Rightarrow Passive: Object + Be + P.P. (+ by + Subject)

Examples in All Tenses :

Tenses	Active Voice	Passive Voice
Present Simple	Mohamed kills Ahmed.	Ahmed is killed (by Mohamed).
Present Continuous	Mohamed is killing Ahmed.	Ahmed is being killed (by Mohamed).
Present Perfect	Mohamed has killed Ahmed.	Ahmed has been killed (by Mohamed).
Past Simple	Mohamed killed Ahmed.	Ahmed was killed (by Mohamed).
Past Continuous	Mohamed was killing Ahmed.	Ahmed was being killed (by Mohamed).
Past Perfect	Mohamed had killed Ahmed.	Ahmed had been killed (by Mohamed).
Future Simple	Mohamed will kill Ahmed.	Ahmed will be killed (by Mohamed).
Future Continuous	Mohamed will be killing Ahmed.	Ahmed will be being killed (by Mohamed).
Future Perfect	Mohamed will have killed Ahmed.	Ahmed will have been killed (by Mohamed).

8.2 Reported Speech

a. Definition

Reported Speech (or Indirect Speech) is used to tell what someone **said**, **asked**, or **told**, without quoting their exact words. When we report speech, we often change the **tense**, **pronouns**, and **time expressions** to fit the context.

Example:

- Direct: He said, "I am tired."
- Reported: He said (that) he was tired.

b. Formation: Steps

1. Change the pronouns if necessary ($I \rightarrow$ he/she, $my \rightarrow$ his/her, etc.)
2. Change the tense of the verb (backshift).
3. Adjust time and place expressions (now \rightarrow then, today \rightarrow that day, etc.)

c. Changes of Tenses

Direct Speech	Reported Speech
Present Simple → Past Simple	"I play football" → He said (that) he played football.
Present Continuous → Past Continuous	"I am playing football" → He said (that) he was playing football.
Present Perfect → Past Perfect	"I have finished" → He said (that) he had finished.
Past Simple → Past Perfect	"I went home" → He said (that) he had gone home.
Will → Would	"I will help you" → He said (that) he would help me.
Be going to → Was/Were going to	"I am going to travel" → He said (that) he was going to travel.
Can → Could	"I can swim" → He said (that) he could swim.
May → Might	"I may come" → He said (that) he might come.
Must/Have to → Had to	"I must leave" → He said (that) he had to leave.

d. Time and Place Changes

Direct	Indirect
today	that day
now	then / at that moment
yesterday	the day before
...days ago	...days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
here	there
this	that
these	those
ago	before / previously
tonight	that night

e. Examples:

- **Present Simple → Past Simple:** He said, "I eat pizza." → He said (that) he ate pizza.
- **Present Continuous → Past Continuous:** She said, "I am studying." → She said (that) she was studying.
- **Present Perfect → Past Perfect:** He said, "I have finished my work." → He said (that) he had finished his work.
- **Past Simple → Past Perfect:** They said, "We went to Paris." → They said (that) they had gone to Paris.
- **Future (will) → would:** She said, "I will call you." → She said (that) she would call me.
- **Be going to → was/were going to:** He said, "I am going to start a new job." → He said (that) he was going to start a new job.
- **Can → Could:** He said, "I can help you." → He said (that) he could help me.

- **May → Might:** She said, "I may come tomorrow." → She said (that) she might come the next day.
- **Must → Had to:** He said, "I must leave now." → He said (that) he had to leave then.

8.3 Reported Questions

a. Definition

Reported Questions (also called *Indirect Questions*) are used when we report what someone asked, without quoting their exact words.

Example:

- Direct: He asked, "Where is my book?"
- Reported: He asked where his book was.

b. Formation (Steps)

To change a direct question into a reported question, follow these steps:

1. Remove quotation marks and the question mark.
2. Change pronouns and verb tenses (backshift of tenses).
3. Keep the word order as **subject + verb** (no inversion).
4. Use **if** or **whether** for Yes/No questions.
5. Keep the question word (**who, what, where, when, why, how**) for Wh-questions.

c. Types of Reported Questions

1. Yes / No Questions

Use **if** or **whether** to introduce the reported question.

Direct Question	Reported Question
He asked, "Do you like apples?"	He asked if I liked apples.
She asked, "Is he coming?"	She asked whether he was coming.
They asked, "Can you help us?"	They asked if I could help them.

2. Wh-Questions

Keep the question word, but use the normal order (**subject + verb**), not inversion.

Direct Question	Reported Question
He asked, "Where is John?"	He asked where John was.
She asked, "What are you doing?"	She asked what I was doing.
They asked, "Why did you go there?"	They asked why I had gone there.

d. Examples :

- "Where do you live?" → He asked where I **lived**. (Present Simple → Past Simple)

- “What are you doing?” → He asked what I **was doing**. (Present Continuous → Past Continuous)
- “Why did you go there?” → He asked why I **had gone there**. (Past Simple → Past Perfect)
- “Have you seen my car?” → He asked if I **had seen** his car. (Present Perfect → Past Perfect)
- “Will you help me?” → He asked if I **would help him**. (Future → Conditional)
- “Can you come?” → He asked if I **could come**.
- “Are you coming?” → He asked if I **was coming**.
- “Where will she go?” → He asked where she **would go**.
- “Do they know you?” → He asked if they **knew me**.

Remark. Indirect Questions (Embedded Questions). In an indirect question, we never use subject–auxiliary inversion. After introductory expressions such as *I wonder*, *I don't know*, or *Could you tell me*, the sentence follows a normal declarative word order:

question word + subject + verb

Example:

- Direct question: *How much money does a professor make?*
- Indirect question: *I wonder how much money a professor makes.*

Common introductory expressions for indirect questions:

- I wonder
- I don't know / I have no idea
- Could you tell me
- Do you know
- Can you explain
- Please tell me
- I'd like to know
- I'm not sure
- Tell me

These expressions introduce an embedded clause, which must keep the declarative structure (no inversion).

Chapter 9

Causative

9.1 Causative Verbs

a. Definition :

A **causative verb** is used when the subject *does not perform the action directly*, but instead *causes someone else to do it*. In other words, the subject is responsible for the action being done, even though another person actually performs it.

b. Types :

Type	Verb	Formation	Meaning	Example
Paying Services	have	have + something + V3 (past participle)	You pay someone to do the action for you. More formal. The person who does the action is not important.	I have my shirts ironed every week.
	get	get + something + V3	Same meaning as “have”, but more informal.	I get my hair cut once a month.
Ask / Convince / Persuade	have	have + someone + V1	You ask someone to do the action for you. The person who does the action is important.	I had my assistant send the email.
	get	get + someone + to + V1	You try to convince or persuade someone to do the action (harder than “have”).	I got him to help me with the report.
Force	make	make + someone + V1	You force or oblige someone to do the action.	The teacher made the students clean the classroom.
Permission	let	let + someone + V1	You allow someone to do the action.	My parents let me go out last night.

Summary

- **have / get + something + V3** → paying for a service.
- **have + someone + V1** → ask someone.
- **get + someone + to + V1** → persuade someone.
- **make + someone + V1** → force someone.

- **let + someone + V1** → allow someone.

Chapter 10

Subjunctive Mood

a. Definition

Definition :

The subjunctive mood expresses actions or states that are *hypothetical, desired, necessary, or contrary to fact*. It is used when we do not state a plain fact but rather a wish, a demand, a recommendation, or an imagined situation.

Formation :

- For most verbs: use the *base form* (infinitive without to) after **that** + **subject**: *I suggest that he study harder.*
- For the verb **to be**: use **be** for all persons: *It is essential that she be on time.*
- In unreal (contrary-to-fact) present situations use **were** for all subjects: *I wish I were taller.*

b. Verbs that trigger the subjunctive

Many verbs of suggestion, demand, request, and command are followed by **that** + **S** + **base verb**.

Common verbs: *suggest, recommend, insist, ask, request, demand, command, order, propose.*

Examples:

1. *I suggest that he take the exam again.*
2. *She recommended that I read this book.*
3. *They insisted that he be present.*
4. *The manager demanded that we finish the report.*
5. *He asked that she come early.*
6. *We proposed that the meeting be postponed.*

c. Adjectives that trigger the subjunctive

Adjectives expressing necessity, importance, or urgency are often followed by a clause with the subjunctive. **Common adjectives:** *important, vital, desirable, necessary, imperative, crucial, essential.*

Pattern: *It is + adjective + that + subject + base verb.* **Examples:**

- *It is important that she be here on time.*
- *It is vital that you follow the instructions.*
- *It is necessary that he attend the meeting.*
- *It is imperative that they leave immediately.*

D. ***Wish*** and unreal situations

- Use **wish + past simple** to express regret about the present:
 - *I wish I were rich.*
 - *She wishes she spoke English better.*
- Use **wish + past perfect** to express regret about the past:
 - *I wish I had studied harder.*

E. Expressions: ***about time / high time / time***

These expressions use the past simple to indicate that something should already have happened.

Structure: *(It's) (about/high) time + subject + past simple.* **Examples:**

- *It's about time you studied.*
- *It's high time he went to bed.*
- *It's time we left.*

Chapter 11

Negation

a. Definition

Negation in English is the grammatical process used to make a sentence negative. It is formed using negative markers such as **not**, **no**, **never**, or negative pronouns like **nobody**, **nothing**, etc. Negation can apply to verbs, nouns, pronouns, adverbs, or objects.

b. Negation of Nouns

Word	Definition / Form / Use	Example
No	Determiner meaning “not any”; used before singular or plural nouns.	There is no milk left.
Neither	Used with singular nouns meaning “not one and not the other”.	Neither option is correct.
Not many	Used with countable plural nouns to express a small quantity.	There are not many chairs in the room.
Not much	Used with uncountable nouns to express a small amount.	There is not much time left.
None of - Neither of	If the noun is preceded by the article THE or by a possessive (my, your, his, etc. or john's, peter's, etc.) we use the negative quantifiers None of or Neither of .	None of the students passed the test. Neither of my parents can speak English

c. Negative Pronouns

Word	Definition / Form / Use	Example
Nobody	Means “no person”. Subject or object.	Nobody came to the meeting.
No one	Same as “nobody”, more formal.	No one answered the phone.
Nothing	Means “no thing”; refers to objects or situations.	There is nothing to do here.

d. Adverb Negations

Adverb / Structure	Definition / Form / Use	Example
Never	Means “at no time”. Can trigger inversion in formal style.	Never have I seen such beauty. John has never seen that picture
Hardly ever	Means “almost never”; very low frequency.	I hardly ever eat fast food.
Neither ... nor	Connects two negative alternatives; formal.	She likes neither coffee nor tea.
At all	Reinforces a negative verb; used at the end.	I don't understand at all .

e. Objects of Negation with Verbs

Word	Definition / Form / Use	Example
Any	Means “not even a small amount/number” in negatives.	She didn't buy any bread.
Anybody	Means “any person” in negative contexts.	I don't know anybody here.
Anyone	Same as anybody (more formal).	He didn't invite anyone .
Anything	Means “any thing” in negative sentences.	They didn't say anything .

TOEIC Exam Presentation

Chapter 12

TOEIC Exam Structure

The TOEIC Listening and Reading Test is divided into several parts. Each part assesses specific English comprehension and usage skills.

12.1 Part 1 : Photographs [Questions 1-10]

Description:

- In this part of the test, you will see **photographs** of people, places, objects, or actions.
- For each photograph, you will hear **four statements (A, B, C, D)**.
- Only **one statement correctly describes** what you can see in the photograph.

Self Questions to Help You:

- Where was the picture taken?
- Who are the people in the picture?
- What is happening in the picture?

Tips to Maximize Your Score:

- **Tip 1:** Listen carefully for **informal spoken English** contractions: *he's, she's, it's, they're, there's, I'll, it'll, gonna, I've, I'd (I would).*
- **Tip 2:** Focus on **details of actions and positions** (e.g. “A man is holding a cup”, “They are sitting at a table”).
- **Tip 3:** Avoid being misled by **similar-sounding words** (e.g. “desk” vs. “disk”).

12.2 Part 2 : Question-Response [Questions 11–40]

Description:

- In this part of the test, you will hear a **question from one speaker**, followed by **three possible responses** from another speaker.
- You must choose the response that **best fits the question**.
- No text will appear on the screen – you must rely entirely on listening comprehension.

Self Questions to Help You:

- **Time:** What time / When?
- **Location:** Where is it?
- **Reason:** Why?
- **Identity:** Who?



Figure 12.1: Part 1

Tips to Maximize Your Score:

- **Tip 1:** Look out for **WH-question words** such as: *who (people), what (object/action), when (time), why (reason), where (location)*.
- **Tip 2:** Focus on **understanding the reason behind the speaker's question** — not just the words.
- **Tip 3:** Avoid choosing responses that simply **repeat words** from the question. They are often incorrect.
- **Tip 4:** Listen for **intonation and context** clues to identify if the question is about time, place, or reason.

12.3 Part 3 : Conversations [Questions 41–70]

Description:

- In this part of the test, you will hear short **conversations between two or three people**.
- You will be asked to answer **three questions** about each conversation.
- Each question has **four answer choices (A, B, C, D)**.
- Some questions focus on **specific details** mentioned in the conversation.
- Others require you to **visualize the setting** and **identify who the speakers are**.

Self Questions to Help You:

- Who are the speakers?
- Where are the speakers?
- What is the conversation about?
- What are they doing?
- What is their relationship?

Tips to Maximize Your Score:

- **Tip 1:** Try to **read the questions before listening** to the conversation — this helps you know what information to listen for.

PART 2

Directions: You will hear a question or statement and three responses spoken in English. They will not be printed in your test book and will be spoken only one time. Select the best response to the question or statement and mark the letter (A), (B), or (C) on your answer sheet.

Sample Answer

Example

(A) (B) (C)

- You will hear: Where is the meeting room?
You will also hear: (A) To meet the new director.
(B) It's the first room on the right.
(C) Yes, at two o'clock.

The best response to the question "Where is the meeting room?" is choice (B), "It's the first room on the right," so (B) is the correct answer. You should mark answer (B) on your answer sheet.

11. Mark your answer on your answer sheet.
12. Mark your answer on your answer sheet.
13. Mark your answer on your answer sheet.
14. Mark your answer on your answer sheet.
15. Mark your answer on your answer sheet.
16. Mark your answer on your answer sheet.
26. Mark your answer on your answer sheet.
27. Mark your answer on your answer sheet.
28. Mark your answer on your answer sheet.
29. Mark your answer on your answer sheet.
30. Mark your answer on your answer sheet.
31. Mark your answer on your answer sheet.

Figure 12.2: Part 2

- **Tip 2:** Pay attention to **context clues and vocabulary words** that reveal the setting:
 - *computer, e-mail, meeting, desk* ⇒ the conversation likely takes place in an **office**.
- **Tip 3:** Identify the **purpose of the conversation** (e.g., requesting information, scheduling, giving instructions).
- **Tip 4:** Listen for **tone and attitude** to understand relationships between speakers (e.g., manager–employee, customer–service agent).

12.4 Part 4 : Talks [Questions 71–100]

Description:

- In this part of the test, you will hear a series of **short talks or monologues** given by a single speaker.
- Each talk is followed by **three questions**, and each question has **four possible answers (A, B, C, D)**.
- The talks cover everyday situations such as **announcements, news reports, public messages, or recorded instructions**.
- Some questions focus on **specific details**, while others test your understanding of the **overall purpose or context**.

Self Questions to Help You:

- Who is speaking?
- What is the purpose of the talk?
- Where is the speaker?
- Who is the intended audience?
- What is the main idea or topic?

PART 3

Directions: You will hear some conversations between two people. You will be asked to answer three questions about what the speakers say in each conversation. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The conversations will not be printed in your test book and will be spoken only one time.

- | | |
|---|---|
| 41. What does the woman think they need?
(A) More imaginative designs
(B) A wider product range
(C) A bigger marketing budget
(D) More production capacity | 47. What does the man need to do?
(A) Take a day off work
(B) Get medical treatment
(C) Attend the board meeting
(D) Make a factory visit |
| 42. Why is the man concerned?
(A) Business conditions may change.
(B) Demand is decreasing.
(C) The factory is inefficient.
(D) A loan request might be declined. | 48. When must the man finish his report?
(A) Today
(B) Tomorrow
(C) Next week
(D) Next month |
| 43. What does the man ask the woman to do?
(A) Estimate how much money is needed
(B) Give a presentation to the board
(C) Design a new product
(D) Contact the marketing department | 49. Where is Paula expected to be at 3:30 P.M.?
(A) Visiting a factory
(B) At the man's office
(C) At the dentist
(D) Working at home |

Figure 12.3: Part 3

Tips to Maximize Your Score:

- **Tip 1: Read the questions before** listening to focus on key information.
- **Tip 2:** Pay attention to **context clues** such as place names, job titles, or company names to identify the situation.
- **Tip 3:** Listen for **signal words** that indicate the structure of the talk:
 - *First, next, finally* → sequence or procedure.
 - *Because, due to* → reason or cause.
 - *So, therefore* → conclusion or result.
- **Tip 4:** Focus on the **speaker's purpose**: to inform, to invite, to advertise, or to instruct.
- **Tip 5:** Don't worry if you miss a word — focus on the **general meaning and tone**.

12.5 Part 5 : Incomplete Sentences [Questions 101–130]

Description:

- In this part of the test, you will read **incomplete sentences** with a missing word or phrase.
- Each question has **four answer choices (A, B, C, D)**.
- You must choose the word or phrase that **correctly completes the sentence** according to grammar and meaning.
- This section tests your knowledge of **grammar, vocabulary, and collocations (word combinations)**.

Self Questions to Help You:

- What type of word is missing? (noun, verb, adjective, preposition...)
- What tense or form fits grammatically?
- Does the sentence test vocabulary or grammar?
- Are there key words that indicate a specific grammatical rule?

PART 4

Directions: You will hear some talks given by a single speaker. You will be asked to answer three questions about what the speaker says in each talk. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The talks will not be printed in your test book and will be spoken only one time.

- | | |
|---|---|
| 71. What happened to the hotel in 1921?
(A) It was closed.
(B) It became famous.
(C) It was enlarged.
(D) It reopened. | 77. Why is Sven phoning Carlos?
(A) Sven's car was stolen.
(B) Someone's office was broken into.
(C) Carlos was late for work.
(D) There is a problem with parking. |
| 72. Where is the restaurant?
(A) In the west wing
(B) On the roof
(C) Next to the river
(D) On the first floor | 78. Why is Sven going to meet the human resource manager?
(A) To help complete a police report
(B) To find out about company security
(C) To discuss an urgent proposal
(D) To complain about staff arriving late |
| 73. Why was the hotel closed last month?
(A) Because of technical problems
(B) To prepare for a large celebration
(C) Because of an important visitor
(D) To modernize its facilities | 79. What does Sven want Carlos to do?
(A) Write a report
(B) Contact the police
(C) Give him financial information
(D) Meet him this afternoon |

Figure 12.4: Part 4

Tips to Maximize Your Score:

- **Tip 1:** Read the entire sentence before looking at the options — understand the context first.
- **Tip 2:** Identify **signal words** (e.g. “since”, “while”, “although”) that help determine tense or structure.
- **Tip 3:** Be aware of common grammar traps:
 - Verb tense consistency (e.g. has been / was / will be)
 - Prepositions (e.g. depend **on**, responsible **for**)
 - Articles and quantifiers (e.g. a / an / the / some / any)
- **Tip 4:** Learn common **TOEIC collocations**: *meet a deadline, take responsibility, make a decision, provide information*.
- **Tip 5:** Don't overthink — if two options sound correct, choose the one that fits both **grammar** and **logic**.

12.6 Part 6 : Text Completion [Questions 131–146]

Description:

- In this part of the test, you will read **short texts** such as e-mails, letters, or announcements with several blanks.
- Each text contains **three or four blanks**, and for each blank, you must choose the best answer from **four options (A, B, C, D)**.
- The correct answer depends on both **grammar** and **context**.
- This section tests your ability to understand the **flow of ideas** and **logical connections** between sentences.

Self Questions to Help You:

- What type of text is this? (email, memo, notice, article...)
- What is the main purpose of the text?

READING TEST

In the Reading test, you will read a variety of texts and answer several different types of reading comprehension questions. The entire Reading test will last 75 minutes. There are three parts, and directions are given for each part. You are encouraged to answer as many questions as possible within the time allowed.

You must mark your answers on the separate answer sheet. Do not write your answers in your test book.

PART 5

Directions: A word or phrase is missing in each of the sentences below. Four answer choices are given below each sentence. Select the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

101. Although our team were only third in the contest, we are satisfied because we did as as we could.
(A) well
(B) good
(C) better
(D) best
104. What we need to do to call in a consultant to look at our production process and suggest ways to improve efficiency.
(A) is
(B) now
(C) we
(D) must

Figure 12.5: Part 5

- Does the blank need a word for grammar, vocabulary, or logic?
- What connects the sentence before and after the blank?

Tips to Maximize Your Score:

- **Tip 1:** Read the entire text once to understand the general meaning **before filling in the blanks.**
- **Tip 2:** Identify **transition words** and **connectors**: *however, therefore, in addition, as a result, although.*
- **Tip 3:** Pay attention to **pronouns and references** (e.g., “it”, “they”, “this”) that link sentences together.
- **Tip 4:** Be careful with **verb tenses** — they must remain consistent within the same text.
- **Tip 5:** For business-style texts, learn useful expressions such as: *We are pleased to inform you..., Please be advised that..., Thank you for your cooperation.*
- **Tip 6:** Eliminate options that change the meaning or tone of the message.

12.7 Part 7 : Reading Comprehension [Questions 147–200]

Description:

- In this part of the test, you will read a variety of texts such as **articles, advertisements, e-mails, notices, forms, and reports.**
- Each set of questions is based on a **single passage** or a set of **two or three related passages.**
- You will answer **multiple-choice questions** about the content, purpose, and details of the texts.
- This section tests your **reading speed, comprehension, and ability to infer information.**

Self Questions to Help You:

- What type of document is this? (email, announcement, article, schedule, form...)
- Who wrote it and for whom?
- What is the main purpose or topic?

PART 6

Directions: Read the texts that follow. A word or phrase is missing in some of the sentences. Four answer choices are given below each of the sentences. Select the best answer to complete the text. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

Questions 141–143 refer to the following e-mail.

To: Fire Safety Commercial Training
From: diana.casals@eagle-hotel.com
Subject: Fire safety training
Date: September 24

Dear Sir/Madam,

I will be opening a small hotel in Flat Rock in early November, and have been informed that we do not currently meet local safety regulations. that in order to comply with fire regulations, all full-time

141. (A) It states
(B) This states
(C) These state
(D) We state

employees will need to pass a training course before we open. Six members of our staff will, therefore, have to gain a fire safety certificate the end of next month. I would be grateful if you could send

142. (A) by
(B) through
(C) during
(D) within

Figure 12.6: Part 6

- What details or numbers are mentioned?
- What can be inferred or implied (not directly said)?

Tips to Maximize Your Score:

- **Tip 1:** Skim the passage quickly to get the **main idea** before reading the questions.
- **Tip 2:** Read the **questions first** — this helps you know what to look for in the text.
- **Tip 3:** Use **keywords** from the question to locate information quickly.
- **Tip 4:** Watch out for **paraphrasing**: the same idea may be expressed with different words.
- **Tip 5:** Focus on the **logic of the passage**: cause → effect, problem → solution, request → response.
- **Tip 6:** For double or triple passages:
 - Identify the **relationship** between texts (e.g., email → reply, article → comment).
 - Answer questions that require **cross-referencing information**.
- **Tip 7:** Manage your time: around **75 minutes for 54 questions**, so don't get stuck — move on if unsure.

PART 7

Directions: In this part you will read a selection of texts, such as magazine and newspaper articles, letters, and advertisements. Each text is followed by several questions. Select the best answer for each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

Questions 153–155 refer to the following information.

SENTINEL BUSINESS COLLEGE

Welcome to Sentinel Business College. The College is on four floors:

- All offices, classrooms 1 and 2, and the coffee shop are on the first floor.
- The Jespersen Library on the second floor has an extensive range of business-related materials available for loan.
- The Study Center is on the third floor. It has thirty computer terminals, a library of business-related courses on DVD, and quiet rooms for study.
- The Conference Center is on the fourth floor. Five conference rooms accommodate between 6 and 100 people. Two of the rooms have videoconferencing facilities.

Individuals who are not staff or students at the college can apply for temporary library membership. This allows books to be borrowed on three separate occasions, after which annual membership must be applied for. External membership for one year costs \$88.00, which allows unlimited borrowing. Please apply for a card at the University Facilities Offices. If a card is lost or stolen, members may come to the Library Services Office with proof of identity.

There are photocopying facilities in all libraries. To use these, it is necessary to obtain prepaid cards from the University Facilities Offices. Black and white photocopying costs 10 cents per copy. Color photocopying, available in the Jespersen Library, costs 30 cents per copy. Please note there are no photocopying facilities in the Conference Center.

For further information, contact Adele Schwartz, Chief Librarian, Library Services Office, Room 106, Sentinel Business College, (970) 555-184

153. How many times can a temporary library member borrow books?
- (A) Once a year
(B) Three times
(C) Eighty-eight times
(D) An unlimited number
155. On what floor can you make color photocopies?
- (A) First
(B) Second
(C) Third
(D) Fourth

Figure 12.7: Part 7

Chapter 13

Tips for TOEIC

13.1 Common Errors in Part 5

Question	Best Answer	Explanation
Aurora Furnishings is finding it difficult to make a profit in its _____ competitive market. choices : increases , increased , increasingly , increase	increasingly	We use the pattern: adverb + adjective + noun.
The maintenance team's repair requests should be _____ in groups according to the urgency. choices : organizing , organize , organized , organizes	organized	After modal + be (here “should be”), we use the past participle for passive structures.
Due to the high volume of foot traffic, the shop must polish its floors more _____ than usual during the peak season. choices : frequent , frequented , frequency , frequently	frequently	We use an adverb to modify a verb, following the pattern: verb + adverb.
_____ the building has an excellent location and a modern interior, it is popular among visitors. choices : In view of , Provided that , Other than , Seeing that	seeing that	“ Seeing that ” introduces a reason clause meaning “ since / because ”.
The landlord raised the monthly rent for the first time in several years, and _____ so. choices : reasonable , reasonably , reason , reasons	reasonably	We use the pattern: and + adverb + so.

Question	Best Answer	Explanation
The green light on the side of the water purifier lights up _____ the filter needs to be replaced. choices : likewise , whenever , therefore , whereas	whenever	We use “whenever” to mean “every time that”.
The clerk said that _____ fifteen customers had been waiting outside the store for it to open. choices : rougher , roughly , rough , roughness	roughly	We use the pattern : adverb + number + noun.
The company plans on _____ the salespeople for the expenses they incurred while attending the conference. choices : reimbursement , reimbursed , reimburse , reimbursing	reimbursing	We use the pattern : plan on + V-ing.
The heavy rains _____ problems for travelers if not for the intervention of the traffic police. choices : will cause , would have caused , will have caused , can cause	would have caused	Pattern : if not for + noun → Third conditional : would have + PP.
Stir the flour into the batter as _____ as possible to prevent the dough from being lumpy. choices : quickest , quick , quicker , quickly	quickly	Pattern : as + adverb + as possible.
The lecturer _____ on the country's struggle for independence when he gives his talk. choices : has focused , is focused , will focus , focusing	will focus	Pattern : Futur Simple + when Prsent Simple.
The manufacturing plant that was damaged in the typhoon should _____ its operations later this month. choices : resumed , be resuming , had resumed , resuming	be resuming	After should there is always a base verb

Num	Word / Structure	Definition	Example
1	<i>under which</i>	on utilise under which pour parler d'une règle ou loi	The policy under which refunds are processed has changed.
2	<i>prefer + V-ing + to + V-ing</i>	Compare two activities / preferences	I prefer reading reports to attending long meetings.
3	<i>has/have been + past participle</i>	Present perfect passive: past action with a present result	The contract has been signed .
4	<i>delighted with</i>	Pleased/very happy about something	The client was delighted with the results.
5	<i>jewellery</i> (uncountable)	Uncountable noun; no plural *jewelleries*; verb takes singular	Her jewellery is expensive.
6	<i>once + present simple</i>	Use present simple after "once" even for future reference	Once he arrives , we will start.
7	<i>could</i> (possibility)	Express possibility/conditional suggestion	If we had more time, we could expand the study.
8	<i>object to + N / V-ing</i>	"Object" always with <i>to</i> ; if a verb follows, use -ing	They objected to the proposal / to working late.
9	<i>be keen on + N/V-ing; keen to + V</i>	Enthusiasm/interest (<i>keen on</i>); willingness/intent (<i>keen to</i>)	She is keen on learning Python; she is keen to learn Python.

Vocabulaire

Chapter 14

Vocabulaire & collocations

- Personnel
 - Offices
 - Purchasing
 - Dinning Out
 - General Businnes
 - Entertainment
 - Manufacturing
 - Travel
-

Expression	Exemple TOEIC
meet a deadline	We must meet the deadline by Friday.
make a decision	Management will make a decision tomorrow.
apply for a position	She applied for the marketing position.
be responsible for	He is responsible for quality control.
in accordance with	The policy is in accordance with regulations.

14.1 Contractions & connecteurs

Contractions fréquentes (écoute TOEIC)

Forme	Exemple
I'm, you're, he's, we're, they're	<i>They're ready for the call.</i>
don't, doesn't, didn't	<i>She doesn't agree.</i>
I'll, you'll, we'll, they'll	<i>I'll send the report.</i>
can't, won't, shouldn't, couldn't	<i>We can't attend today.</i>

Connecteurs logiques (écrit/oral)

- **Therefore, consequently:** conséquence — *It was delayed; therefore, we rescheduled.*
- **However, nevertheless:** opposition — *Expensive; however, effective.*

- **Moreover, in addition:** addition — *Moreover, we reduced costs.*

Vocabulary - Dining out

Word / Expression	Traduction (FR)	Example Sentence
parlor	salon / salle de réception	We had ice cream in a small parlor downtown.
staff	personnel / employés	The hotel staff were very friendly.
shape	forme / aspect	This table has a round shape.
the dough	la pâte	Knead the dough until it becomes soft.
in on the secret	au courant du secret	Only a few people are in on the secret.
apple pie	tarte aux pommes	I baked an apple pie for dessert.
cater	fournir / approvisionner en nourriture	They cater food for weddings and big events.
banquet	banquet / réception	The king invited us to a royal banquet.
tastes	goûts / préférences	Everyone has different tastes in music.
dietary	alimentaire / diététique	She follows strict dietary rules.
county	comté / département	He lives in Orange County, California.
a catering service	service de traiteur	We hired a catering service for the company party.
leisure	loisirs / temps libre	I read books in my leisure time.
excerpts	extraits / passages	The teacher read excerpts from the novel.
fall off	tomber de / décrocher / diminuer	The picture fell off the wall.
curtains	rideaux	She closed the curtains before going to bed.
ring	sonner / appeler	The phone rang early this morning.
fell asleep	s'est endormi	He fell asleep during the meeting.