

# Réussir le nouveau **TOEIC**

Détails des épreuves,  
méthodologie,  
grammaire,  
vocabulaire.

Test  
d'entraînement  
sur CD Rom



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# SE PRÉPARER

PARTIE I

## 1 | LE TOEIC® : PRÉSENTATION

### QU'EST-CE QUE C'EST ? À QUI EST-IL DESTINÉ ?

Le TOEIC®, *Test Of English for International Communication*, est un test d'évaluation d'anglais pour non-anglophones. Il s'agit d'un test d'anglais professionnel qui évalue le niveau du candidat au quotidien, dans son environnement de travail. Il n'évalue pas les compétences spécifiques ou techniques comme le vocabulaire commercial ou des affaires. Il est destiné à ceux qui utilisent l'anglais dans le contexte de relations de travail, que ce soit dans les milieux des affaires, du commerce, de l'industrie, etc. Les personnes qui suivent des formations dispensées en anglais ou des candidats à de telles formations peuvent également être amenés à passer le TOEIC®. C'est un test standard, internationalement reconnu. Vous pouvez le passer à n'importe quel moment de l'année là où des sessions sont organisées. C'est un test fiable à prix abordable.

Le TOEIC® est un test international, reconnu par des milliers d'entreprises. Cinq millions de candidats le passent chaque année. Il vous permettra de connaître votre niveau d'anglais afin de suivre vos progrès ou de vous fixer un objectif d'apprentissage ou de remise à niveau ; et vous permettra surtout de faire reconnaître votre niveau en lui donnant une réalité par le biais d'un score pour le mettre en avant afin d'obtenir un poste ou une promotion, ou encore pour améliorer vos références professionnelles.

### LISTENING & READING : LES COMPÉTENCES ÉVALUÉES

Le TOEIC® est basé sur un système de questions à choix multiple. La durée du test est de deux heures pour répondre à 200 questions. Il évalue les capacités de compréhension orale et écrite du candidat. Le test se divise en deux parties : *Listening* et *Reading*. Pour répondre aux questions, vous devrez cocher A, B, C ou D sur la feuille de réponse que l'on vous aura donnée.

La première partie porte sur la compréhension orale. Elle comporte 100 questions auxquelles le candidat doit répondre en 45 minutes. Cette partie a pour but d'évaluer la capacité du candidat à comprendre la langue parlée. Cela permet de savoir s'il a une compréhension globale de la langue, s'il est capable de suivre une conversation ou si, au contraire, il ne saisit que des bribes de phrases ou quelques détails d'un texte parlé. La partie *Listening* est divisée en quatre sections :

- la première consiste en une dizaine de photographies ; pour chacune d'entre elles, vous entendrez quatre affirmations. On ne vous les fera écouter qu'une seule fois ;

vous devrez donc les écouter attentivement. Vous devrez choisir celle qui correspond le mieux à l'image que vous avez sous les yeux ;

- la deuxième section se compose de 30 questions-réponses. Vous entendrez, une seule fois, une question ou une affirmation, suivie de trois réponses ou commentaires. Vous devrez choisir celle ou celui qui correspond le mieux à la question ou à l'affirmation de départ ;
- la troisième section porte sur des conversations courtes de quelques répliques. Après avoir écouté la conversation une fois, vous devrez répondre à plusieurs questions portant sur ce que vous venez d'entendre. Au total, vous devrez répondre à 30 questions ;
- pour finir, vous devrez écouter de courts textes. Comme pour les conversations, vous répondrez à 30 questions après avoir écouté chacun de ces textes une fois.

Chacun des textes, conversations ou phrases que vous écouterez correspond à une situation que vous êtes susceptible de rencontrer dans le contexte quotidien du travail : une conversation téléphonique, une conversation entre collègues à propos d'un voyage d'affaires, un message de répondeur téléphonique, etc.

La seconde partie évalue vos capacités à comprendre la langue écrite. Elle comporte également 100 questions auxquelles vous devez répondre en 75 minutes. Quatre sections composent la partie *Reading* :

- la première section comporte 40 phrases à compléter. Un mot ou un groupe de mots manque dans chacune des phrases et quatre solutions vous sont proposées. Le choix peut porter sur le sens de la phrase ou sur la grammaire de celle-ci ;
- la deuxième section est basée sur le même principe que la première, mais il s'agit cette fois de textes à compléter. Vous aurez trois textes à lire dans chacun desquels il manquera quatre mots, c'est-à-dire douze réponses à donner au total ;
- la troisième section teste la compréhension écrite à partir de textes que vous devrez lire. Vous devrez ensuite répondre à des questions portant sur ces textes, toujours sur le principe du QCM ;
- comme dans la troisième section, le dernier exercice vous demandera de répondre à des questions portant sur des textes. Vous aurez cette fois deux textes en regard, les questions portant sur les deux textes à la fois et testant votre capacité à mettre les informations en relation à partir de textes en anglais.

Les textes que vous rencontrerez dans cette partie peuvent être des extraits d'articles de journaux ou de magazines, des e-mails professionnels, des lettres, des petites annonces, etc.

## EN PRATIQUE

Le TOEIC® peut être passé partout dans le monde. Les entreprises qui demandent à leurs employés de passer le test peuvent éventuellement organiser des sessions.

Certaines écoles de formation en langues proposent également de faire passer le TOEIC®. Pour passer l'examen, il vous sera demandé de présenter une pièce d'identité : carte d'identité, passeport ou permis de conduire.

## SE PRÉPARER AU TOEIC®

Le TOEIC® teste vos compétences générales en anglais, votre aptitude à communiquer dans un contexte où l'on parle anglais. La meilleure des préparations reste la pratique régulière de l'anglais. Toutefois, si vous n'avez pas été en contact avec la langue depuis longtemps et que vous avez l'intention de passer le TOEIC®, vous pouvez vous y préparer.

Tout d'abord, essayez de vous immerger dans la langue anglaise aussi souvent que possible. Lisez la presse ou des ouvrages en anglais, écoutez la radio ou regardez la télévision. Le contact avec la langue vous permettra d'avoir une certaine aisance quand vous serez confronté à celle-ci. Si vous en avez la possibilité, mettez en pratique vos connaissances.

Vous pouvez également entamer une remise à niveau, revoir les bases de la langue. Revoyez les règles basiques de la grammaire et le vocabulaire de tous les jours. Les rappels et les exercices qui vont suivre vous y aideront.

Enfin, familiarisez-vous avec le test. Cela vous permettra d'éviter les surprises le jour de l'épreuve et de perdre du temps à comprendre comment le test se présente. Entraînez-vous à partir de tests blancs en respectant le temps de l'épreuve et son format.

## VOTRE SCORE AU TOEIC®

Il n'y a pas de score à partir duquel vous « réussirez » le TOEIC®. Tout dépend du score que l'on vous demande d'atteindre, en fonction de l'entreprise et des tâches que vous y accomplissez ou accomplirez. Votre score au TOEIC® peut également vous servir de base à partir de laquelle vous vous fixerez de nouveaux objectifs d'apprentissage ou de remise à niveau. Le tableau comprend notamment l'équivalence entre votre score au TOEIC® et le CECRL, le Cadre Européen Commun de Référence pour les Langues. Il a été élaboré par des linguistes et spécialistes européens pour faciliter et promouvoir la mobilité professionnelle internationale.

Score TOEIC	Niveau	CECAL	Vos compétences
860-990	Autonome	C1	Vous pouvez comprendre des textes longs et complexes, et les significations implicites. Vous maîtrisez un vocabulaire et une syntaxe riches. Vous vous exprimez de façon courante, efficace et souple, dans la vie de tous les jours comme dans la vie professionnelle ou académique. Vous connaissez les expressions idiomatiques et saisissez les nuances de sens dans un texte ou dans une conversation.
730-855	Opérationnel	B2	Vous êtes capable de comprendre l'essentiel d'un texte ou d'une conversation sur des sujets variés. Vous comprenez toutes les informations factuelles, voire abstraites ou techniques. Vous pouvez établir des liens entre les informations, même si le vocabulaire ou la grammaire présentent des difficultés que vous ne connaissez pas.
470-725	Intermédiaire	B1	Vous saisissez l'idée centrale et le contexte d'une conversation brève ou d'un texte relativement court si le vocabulaire n'est pas trop complexe, s'il est simple, voire intermédiaire. Vous pouvez comprendre certains détails même si d'autres vous échappent. Votre vocabulaire est relativement simple, voire de niveau intermédiaire. Vous connaissez les structures grammaticales courantes et trouvez facilement la réponse à une question factuelle lorsque le langage du texte correspond à celui de la question.
220-465	Elémentaire	A2	Vous comprenez des phrases isolées et des expressions simples. Vous connaissez le vocabulaire de la vie au quotidien. Vous pouvez saisir l'idée globale et le contexte d'un texte parlé simple ou d'une brève conversation, voire saisir un détail si celui-ci est précisément ciblé. Vous pouvez retrouver une information précise dans un texte court. Votre vocabulaire est simple, avec des expressions courantes. Vous connaissez des points de grammaire de base qui vous permettent de comprendre des phrases.
10-215	Faux débutant	A1	Vous connaissez des éléments du vocabulaire quotidien et familier, mais ne le reconnaissez pas toujours dans un texte parlé ou lors d'une conversation. Vous pouvez comprendre des éléments d'un texte écrit, mais votre niveau de grammaire comme de vocabulaire vous empêche d'en comprendre la globalité. Vous pouvez répondre à une question si elle est très ciblée.

## 2 | GRAMMAIRE: LES RÈGLES À CONNAÎTRE

Si la meilleure préparation au TOEIC® reste la pratique régulière de l'anglais, vous pouvez tout de même vous préparer à l'épreuve en vous assurant que vous maîtrisez les règles essentielles de grammaire. Elles vous seront utiles pour le TOEIC® ainsi que pour votre pratique de l'anglais. Après avoir revu ou acquis les règles grammaticales ci-dessous, une série d'exercices vous permettra de vous assurer que vous les maîtrisez.

### LE NOM

#### Le pluriel des noms

En anglais, le pluriel se forme en ajoutant la terminaison **-s** au nom :

- *shirt* : *shirts* (chemise), *cat* : *cats* (chat), *pen* : *pens* (stylo), etc.

La morphologie de certains noms entraîne des modifications au pluriel :

- les noms se terminant par **-s**, **-x**, **-sh**, **-ch**, **-z** prennent **-es** au pluriel : *glass* : *glasses* (verre), *tax* : *taxes* (taxe), *dish* : *dishes* (plat), *match* : *matches* (allumette), *size* : *sizes* (taille), etc. ;
- pour les noms se terminant par une consonne + **-y**, le **-y** se transforme en **-ies** : *society* : *societies* (société), *country* : *countries* (pays), etc. ;
- pour les noms se terminant par **-f** ou **-fe**, le **-f** ou **-fe** devient **-ves** au pluriel : *life* : *lives* (vie), *half* : *halves* (moitié), etc. **Attention !** Il existe des exceptions à cette règle, par exemple *chief* : *chiefs* (chef), *roof* : *roofs* (toit), *belief* : *beliefs* (croyance), etc. ;
- le pluriel des mots en **-o** est **-oes** : *hero* : *heroes* (héros), *tomato* : *tomatoes* (tomate), etc. Attention aux exceptions comme *photo* : *photos* (photo), *piano* : *pianos* (piano), *video* : *videos* (vidéo), etc.

En dehors des règles générales de la formation du pluriel, il existe des pluriels irréguliers. Voici les plus courants :

<i>man</i> : <i>men</i> (homme)	<i>analysis</i> : <i>analyses</i>
<i>woman</i> : <i>women</i> (femme)	<i>basis</i> : <i>bases</i>
<i>child</i> : <i>children</i> (enfant)	<i>crisis</i> : <i>crises</i>
<i>penny</i> : <i>pence</i>	<i>hypothesis</i> : <i>hypotheses</i>
<i>ox</i> : <i>oxen</i> (boeuf)	<i>thesis</i> : <i>theses</i>
<i>mouse</i> : <i>mice</i> (souris)	<i>diagnosis</i> : <i>diagnoses</i> (diagnostic)
<i>foot</i> : <i>feet</i> (pied)	<i>criterion</i> : <i>criteria</i>
<i>goose</i> : <i>geese</i> (oie)	<i>erratum</i> : <i>errata</i>
<i>tooth</i> : <i>teeth</i> (dent)	<i>phenomenon</i> : <i>phenomena</i> , etc.

Il existe également des invariables qui sont identiques au singulier et au pluriel :

*data* : *data* (données)  
*means* : *means* (moyen)  
*series* : *series* (série)  
*species* : *species* (espèce)  
*crossroads* : *crossroads* (carrefour)  
*sheep* : *sheep* (mouton)  
*deer* : *deer* (cerf)  
*salmon* : *salmon* (saumon)  
*craft* : *craft* (bateau), etc.

En anglais, les noms propres prennent la marque du pluriel, par exemple *the Smiths* ou *the Johnsons*, comme les sigles et abréviations, par exemple *UFOs* ou *MPs*.

### Les indénombrables

Certains noms ne peuvent pas être comptés ou utilisés avec l'article *a / an*, ce sont les indénombrables. On peut les faire précéder d'un quantificateur comme *some* ou d'un dénombreur comme *a piece of*. On peut classer les indénombrables en plusieurs catégories. Les listes suivantes regroupent des indénombrables singuliers qui s'accordent donc au singulier avec un verbe :

- les aliments, matières et substances : *meat* (viande), *bread* (pain), *water* (eau), *paint* (peinture), etc. ;
- les couleurs : *red* (rouge), *purple* (violet), *green* (vert), etc. ;
- les noms désignant des ensembles : *fruit* (les fruits), *information* (les renseignements), *advice* (les conseils), *furniture* (les meubles), *hair* (les cheveux), etc. ;
- les maladies : *flu* (la grippe), *measles* (la rougeole), *mumps* (les oreillons), etc. ;
- les sports et les jeux : *football*, *basketball*, *chess* (les échecs), *draughts* (les dames), etc. ;
- les notions abstraites : *happiness* (bonheur), *joy*, *pride* (fierté), *weather* (temps), *philosophy*, etc. ;
- les noms en *-ics* : *economics*, *mathematics*, *physics*, etc. ;
- les noms formés à partir de verbes : *skiing* (le ski), *writing* (l'écriture), etc.

On peut utiliser ces noms avec des dénombreurs dont le plus courant est *a piece of* :

<i>a piece of</i>	<i>a piece of advice</i> (un conseil)
	<i>a piece of furniture</i> (un meuble)
	<i>a piece of information</i> (un renseignement)
autres dénombreurs	<i>a loaf of bread</i> (une michede pain)
	<i>a sheet of paper</i> (une feuille de papier)
	<i>a bottle of water</i> (une bouteille d'eau)

Toutefois, certains indénombrables ne peuvent pas s'employer avec un dénombreur, comme *flu*, *happiness* ou *weather*.

Il existe également des indénombrables pluriels qui s'accordent au pluriel avec le verbe :

*contents* (le contenu)  
*stairs* (l'escalier)  
*glasses* (des lunettes)  
*customs* (la douane)  
*pyjamas* (un pyjama)  
*scissors* (des ciseaux)  
*goods* (les marchandises)  
*trousers* (un pantalon)  
*police* (la police), etc.

Exemples :

*The police are coming* (la police arrive)  
*My trousers are dirty* (mon pantalon est sale)



**Les noms composés**

nom + nom	<i>a teacup</i> (une tasse à thé) <i>a bedroom</i> (une chambre)
adj. + nom	<i>a grandmother</i> (une grand-mère) <i>a redhead</i> (un roux / une rousse)
verbe + nom	<i>a drawbridge</i> (un pont-levis) <i>a racehorse</i> (un cheval de course)
V-ing + nom	<i>an answering machine</i> (un répondeur) <i>a dining-room</i> (une salle à manger)
nom + V-ing	<i>sightseeing</i> (tourisme) <i>windsurfing</i> (la planche à voile)
adj. + V-ing	<i>dry-cleaning</i> (nettoyage à sec) <i>deep-freezing</i> (la congélation)
nom + particule	<i>a passer-by</i> (un passant) <i>a handout</i> (un prospectus publicitaire)
verbe + particule	<i>a breakdown</i> (une panne) <i>a take-away</i> (un plat à emporter)
participe passé + particule	<i>a grown-up</i> (un adulte) <i>a hold-up</i> (un braquage)
particule + verbe	<i>an income</i> (un revenu) <i>an overdose</i>

Attention aux noms composés et constructions avec *of* : *a teacup* est une tasse à thé, alors que *a cup of tea* est une tasse de thé.

**L'ADJECTIF**

En anglais, l'adjectif est invariable. Dans le groupe nominal, l'adjectif épithète se place toujours avant le nom : *an old man* (*old men*) ; *a warm day* (*warm days*), etc. Quand il y a plusieurs adjectifs, ils se placent tous avant le nom dans un certain ordre. Voici un récapitulatif qui vous aidera à placer les adjectifs dans le bon ordre :

**jugement > taille > âge / température > forme > couleur > origine > matériau > usage / nature > NOM**

Exemples :

*an old Irish lady* (âge > origine)

*lovely blue china cups* (jugement > couleur > matériau)

*a warm green woollen jumper* (« température » > couleur > matériau)

En anglais, contrairement au français, les adjectifs ordinaux se placent avant les cardinaux : *the first two years* (les deux premières années).

Les adjectifs substantivés sont utilisés pour désigner un ensemble. Ils sont donc utilisés au pluriel mais ne prennent pas de -s. Ils sont toujours précédés de *the* : *the blind* (les aveugles), *the deaf* (les sourds), *the poor* (les pauvres), *the rich* (les riches), *the unemployed* (les chômeurs), etc. Au singulier, on doit utiliser un nom après l'adjectif : *a rich man*.

**Les comparatifs et les superlatifs**

En anglais, la formation des comparatifs et des superlatifs se fait en fonction du nombre de syllabes de l'adjectif :

	Comparatif	Superlatif
<b>Adjectifs de une ou deux syllabes</b>	<i>adj+-er than</i> (plus ... que)	<i>the adj+-est</i> (le plus...)
<b>Adjectifs de plus de deux syllabes</b>	<i>more ... than</i>	<i>the most +adj</i>

Exemples :

*He is younger than his sister (is)* (il est plus jeune que sa sœur)

*The blue car is more expensive than the red one* (la voiture bleue est plus chère que la rouge)

*London is the biggest city in the UK* (Londres est la plus grande ville de Grande-Bretagne)

*This book is the most interesting I have ever read* (ce livre est le plus intéressant que j'aie jamais lu)

Attention aux adjectifs de une ou deux syllabes se terminant par -y : le -y devient -i au comparatif et au superlatif (*easy / easier / easiest*). Pour les adjectifs de une syllabe brève se terminant par une consonne, on double la consonne au comparatif et au superlatif (*big / bigger / biggest*).

Il existe des comparatifs et superlatifs irréguliers dont voici les plus courants :

- *good / better / the best* ;
- *well / better / best* ;
- *bad / worse / the worst* ;
- *far / farther ; further / the farthest ; the furthest* (on emploie les deux indifféremment quand il s'agit de distances. *Further* et *furthest* s'emploient également au sens figuré).

Le comparatif d'égalité se construit ainsi : *as ... as* (aussi ... que) ou *the same ... as* (le même ... que). Voici deux exemples :

*This watch is as expensive as mine* (cette montre est aussi chère que la mienne)

*She has the same haircut as her friend* (elle a la même coupe de cheveux que son amie)

Le comparatif d'infériorité avec la construction *less ... than* (moins ... que) :

*It is less hot today than yesterday* (il fait moins chaud aujourd'hui qu'hier)

Les tournures françaises « de plus en plus » et « de moins en moins » :

- « de plus en plus » se construit à l'aide de comparatifs : *it is getting colder and colder* (il fait de plus en plus froid). Pour les adjectifs de plus de deux syllabes, on utilise *more and more* suivi de l'adjectif : *she is getting more and more beautiful* (elle est de plus en plus belle) ;

- pour les adjectifs de une ou deux syllabes comme pour les adjectifs de plus de deux syllabes, la tournure « de moins en moins » correspond à la construction *less and less* en anglais : *he is less and less polite* (il est de moins en moins poli).

## LES ARTICLES DÉFINIS ET INDÉFINIS, ET LES DÉMONSTRATIFS

### Les articles indéfinis: a, an et Ø

On utilise *a* devant une consonne – *a country, a tree, a hotel* – et *an* devant une voyelle ou un h muet – *an apple, an hour, an opera*. On les emploie dans les cas suivants :

- pour désigner un élément parmi d'autres, sans précision particulière : *he's got a dog ; he's eating a sandwich ; she booked a room in a hotel ; etc. ;*

- devant un élément représentant une catégorie entière : *a daffodil is a yellow flower ; etc. ;*

- après *such* et *what* : *what a strange idea! ; what a surprise! ; it's such a pity! ; he is such an idiot ; etc. ;*

- pour indiquer la profession de quelqu'un : *he is an engineer ; she is a teacher ; etc. ;*

- dans certaines expressions et tournures particulières : *he is in a good mood ; they go to the cinema twice a month ; she has a headache ; he is in a coma ; etc.*

On utilise l'article zéro pour désigner une catégorie ou une notion abstraite :

- devant des dénombrables pluriels qui expriment une généralité : *dogs bark ; I have bought new cups ; etc. ;*

- devant les indénombrables : *he loves music ; she ate Italian food yesterday ; he bought new furniture ; etc. ;*

- devant des dénombrables singuliers qui désignent une notion abstraite comme *man* ;
- devant un nom qui désigne quelque chose en général : *he is in hospital ; he is having breakfast ; he is watching TV ; etc.*

### L'article défini: the

L'article défini *the* s'emploie avec les dénombrables comme avec les indénombrables. Il se place devant :

- un élément en particulier : *she started the car ; he ate the pie ; the film was great ; the hospital is on the other side of the road ; the TV is out of order ; etc.* Ici *hospital* désigne le bâtiment et *TV* désigne l'objet ;

- un élément unique : *the sea ; the sky ; the president ; etc. ;*

- un ensemble ou une espèce : *the Americans ; the dog ; etc.*

**Attention !** Ø *Man* est une exception ;

- un instrument : *she plays the piano ;*

**Attention !** *I listen to the radio* mais *I watch Ø TV*.

### Les adjectifs et pronoms démonstratifs: this et that

*This* et *that* sont à la fois des adjectifs et des pronoms démonstratifs. Leur pluriel est respectivement *these* et *those*.

*This* et *these* désignent ce qui est proche, que ce soit dans l'espace ou dans le temps. Ils servent également à donner une valeur positive à ce qui suit.

*That* et *those*, au contraire, désignent ce qui est éloigné, dans l'espace ou dans le temps. Ils servent également à donner une valeur péjorative à ce qui suit.

Exemples :

this / these	that / those
<i>I like this TV program</i> (l'émission passe en ce moment à la télévision)	<i>I like that TV program</i> (j'en parle)
<i>He looks tired these days</i> (ces jours-ci)	<i>In those days I lived in Manchester</i> (en ce temps-là)
<i>This dog is brown</i> (il est devant moi)	<i>That dog over there is black</i> (il est plus éloigné)

**LES QUANTIFICATEURS**

Les quantificateurs s'emploient avec des indénombrables pour certains ou avec des dénombrables pour les autres. Quelques uns d'entre eux peuvent être utilisés dans les deux cas. Les quantificateurs expriment une quantité (de la plus grande à la plus petite dans le tableau ci-dessous) :

Quantificateurs	Avec des dénombrables	Avec des indénombrables	Sens
<i>all / every</i>	<i>all children / every child</i>	<i>all the milk</i>	tous / tout
<i>most</i>	<i>most people</i>	<i>most coffee</i>	la plupart
<i>many / much / a lot / lots of</i>	<i>many houses a lot of / lots of houses</i>	<i>much time a lot of time</i>	beaucoup
<i>several</i>	<i>several shops</i>		plusieurs
<i>enough</i>	<i>enough eggs</i>	<i>enough money</i>	assez / suffisamment
<i>some</i>	<i>some trees</i>	<i>some bread</i>	quelques / de (exprime une quantité de)
<i>a few / a little</i>	<i>a few ideas</i>	<i>a little water</i>	quelques / un peu de
<i>few / little</i>	<i>few men</i>	<i>little progress</i>	quelques / peu de
<i>not any / no</i>	<i>not any / no horses</i>	<i>not any / no evidence</i>	aucun / pas de

On utilise *any* dans les phrases négatives et les questions, là où l'on utiliserait plutôt *some* dans les phrases affirmatives :

- I'd like some tea*
- I don't want any tea*
- Do you have any' tea?*

D'autres quantificateurs qui s'utilisent uniquement avec des dénombrables permettent d'exprimer un choix entre plusieurs éléments :

- each* (chaque) : *each day, each new family* ;
- both* (chacun(e) des deux) : *both hands* ;

1. On peut trouver *some* dans une question : *Would you like some tea?* On propose du thé, ce qui implique qu'on en a. La question ne porte pas sur le thé, mais sur le souhait du destinataire.

- the other / other / another* (l'autre / les autres / un(e) autre / d'autres) : *the other way, the other places, other possibilities, another book* ;
- either* (l'un(e) ou l'autre) : *either way* ;
- any* (n'importe quel) : *any book* ;
- neither* (aucun des deux) : *neither choice*.

**LES ADJECTIFS ET PRONOMS POSSESSIFS, ET LE GÉNITIF**

Adjectif possessif		Pronom possessif	
<i>my</i>	mon / ma / mes	<i>mine</i>	le mien / la mienne / les miens
<i>your</i>	ton / ta / tes	<i>yours</i>	le tien / la tienne / les tiens
<i>his</i>	son / sa / ses (possesseur masculin)	<i>his</i>	le sien / la sienne / les siens (possesseur masculin)
<i>her</i>	son / sa / ses (possesseur féminin)	<i>hers</i>	le sien / la sienne / les siens (possesseur féminin)
<i>its</i>	son / sa / ses (neutre)		
<i>our</i>	notre / nos	<i>ours</i>	le nôtre / la nôtre / les nôtres
<i>your</i>	votre / vos	<i>yours</i>	le vôtre / la vôtre / les vôtres
<i>their</i>	leur / leurs	<i>theirs</i>	le leur / la leur / les leurs

Les adjectifs possessifs marquent la possession dans le groupe nominal. Les pronoms possessifs remplacent le groupe nominal. En anglais, on les utilise en fonction du possesseur et non en fonction de l'objet possédé comme en français.

Les adjectifs et pronoms possessifs de la troisième personne du singulier illustre clairement cette différence :

- This is John's house* – *This is his house* – *This is his*
- This is Emma's opinion* – *This is her opinion* – *This is hers*
- This is my dog* – *This is mine*

La marque du génitif 's, que l'on accole au possesseur, lie le possesseur et l'objet de la possession.

On ajoute 's à tous les éléments au singulier, même si ceux-ci se terminent par un -s : *Anna's brother, my friend's house, Thomas's hands, his boss's office*. etc. Il existe

quelques rares exceptions comme *Jesus* ou *Moses* qui ne prennent que l'apostrophe comme marque du génitif.

Les éléments au pluriel qui se terminent par -s prennent uniquement la marque ' : *the Smiths' car, my sisters' dolls, etc.*

Les éléments au pluriel qui ne se terminent pas par un -s prennent 's : *the children's toys, etc.*

Dans certains cas, l'objet possédé est absent, car il est sous-entendu : *I went to the butcher's* (je suis allée chez le boucher) ; on sous-entend ici *the butcher's shop*, il en est de même pour *the grocer's, the baker's, etc.*  
*She's staying at her grandparents'* (elle habite chez ses grand-parents) ; ici, on sous-entend *her grandparents' house* ; etc.

## LES PRONOMS

Pronoms personnels sujets	Pronoms personnels compléments	Pronoms réfléchis
I (je)	me	myself
you (tu)	you	yourself
she (elle)	her	herself
he (il)	him	himself
it (il)	it	itself
we (nous)	us	ourselves
you (vous)	you	yourselves
they (ils / elles)	them	themselves

Les pronoms personnels sujets remplacent un groupe nominal sujet et le verbe s'accorde avec eux dans la phrase. Les pronoms personnels compléments remplacent un groupe nominal qui a une fonction de complément dans la phrase.

Troisième personne du singulier : en règle générale, on emploie *he / him* et *she / her* pour les personnes (*he / him* au masculin et *she / her* au féminin). On utilise *it* pour les animaux et les objets.

Exemples :

**My brother is married. He has three children. They play with him everyday.**  
**This actress is famous. She played in many films and most people know her.**  
*Beware of the dog. It might bite you. People are afraid of it.*  
*I can't watch TV. It is out of order. I didn't manage to fix it.*

Il existe quelques exceptions. On utilise *it* pour parler des bébés lorsqu'on ne précise pas le sexe. Il arrive qu'on utilise *he / him* ou *she / her* pour les animaux lorsqu'il s'agit d'un animal domestique ou d'un animal en particulier. On utilise aussi *she / her* pour une voiture ou un bateau dans le cas d'un lien affectif.

Les pronoms réfléchis renvoient au sujet du verbe :  
*They enjoyed themselves* (ils se sont amusés)  
*The boy made the cake himself* (le garçon a fait le gâteau lui-même)  
*We made ourselves understood* (nous nous sommes fait comprendre)

**Attention !** L'utilisation des pronoms réfléchis en anglais ne correspond pas toujours à l'utilisation qu'on en fait en français.

Attention également à ne pas confondre les pronoms réfléchis et les réciproques, *each other* et *one another* (l'un l'autre et les uns les autres) :

*John, Alex and Paul met one another at school* (John, Alex et Paul se sont rencontrés à l'école)

*Emma and Anna did not know each other before the party* (Emma et Anna ne se connaissaient pas avant la fête)

## LES ADVERBES

La plupart des adverbes se forment en ajoutant la terminaison -ly à un adjectif :

<i>amazing</i>	<i>amazingly</i>	
<i>beautiful</i>	<i>beautifully</i>	Attention ! On double la consonne finale.
<i>easy</i>	<i>easily</i>	Pour les adjectifs se terminant par -y, le -y se transforme en -i.
<i>friendly</i>	<i>in a friendly way</i>	Les adjectifs en -ly n'ont pas d'adverbes correspondants. Il faut utiliser une tournure adverbiale.
<i>late</i>	<i>late</i>	Certains adjectifs sont aussi des adverbes.
<i>fast</i>	<i>fast</i>	
<i>monthly</i>	<i>monthly</i>	

Voici quelques catégories d'adverbes utiles (beaucoup ne sont pas issus d'une forme adjectivale) :

- **les adverbes de temps** : *yesterday* (hier), *today* (aujourd'hui), *tomorrow* (demain), *now* (maintenant), *currently* (en ce moment, à ne pas confondre avec *actually* qui signifie « en fait »), *soon* (bientôt), etc ;
- **les adverbes de fréquence** : *always* (toujours), *usually* (habituellement), *often* (souvent), *sometimes* (parfois), *never* (jamais), etc ;
- **les adverbes de lieu** : *everywhere* (partout), *somewhere* (quelque part), *anywhere* (n'importe où), *nowhere* (nulle part), *here* (ici), *there* (là), etc ;
- **les adverbes de degré** : *totally* (totalement), *too* (trop), *very* (très), *much* (beaucoup), *so* (si, tellement), *almost / nearly* (presque), *pretty / quite* (assez / plutôt), *enough* (assez / suffisamment), *a little* (un peu), *little* (peu), *hardly* (à peine), etc.

Certains adverbes de degré sont en général suivis d'un adjectif (simple ou à la forme comparative) ou d'un autre adverbe :

*They are **too** young to go out at night alone* (ils sont trop jeunes pour sortir seuls le soir)

*He is **very** worried about her* (il est très inquiet à son sujet)

**Attention !** *She is strong **enough** to carry that box* (elle est assez forte pour porter cette boîte)

### La place de l'adverbe dans la phrase

Exemple	Place de l'adverbe
<i>She <b>sometimes</b> goes to the restaurant with him.</i> (elle va parfois au restaurant avec lui)	L'adverbe se place devant le verbe.
<i>She is <b>totally</b> right.</i> (elle a totalement raison)	L'adverbe se place après l'auxiliaire <i>be</i> conjugué.
<i>She has <b>already</b> seen this film.</i> (elle a déjà vu ce film)	L'adverbe se place entre l'auxiliaire et le verbe.
<i>She would <b>probably</b> have accepted.</i> (elle aurait probablement accepté)	L'adverbe se place entre les deux auxiliaires s'il y en a deux.
<i>Do you <b>always</b> run so fast?</i> (est-ce que vous courez toujours si vite ?)	L'adverbe se place après le sujet dans les questions. (L'adverbe <i>fast</i> fait partie du groupe verbal et reste donc à sa place.)

Exemple	Place de l'adverbe
<i>She <b>certainly</b> doesn't <b>always</b> go to bed that late.</i> (elle ne va sûrement pas toujours se coucher si tard)	Dans la phrase négative, l'adverbe de modalité <i>certainly</i> se place avant la négation, et l'adverbe de fréquence après.
<i>They go to Paris <b>three times a year</b>.</i> (ils vont au Japon trois fois par an) <i>They meet <b>every week-end</b>.</i> (ils se voient tous les week-end)	Les expressions exprimant la fréquence ou le temps se placent en fin de phrase, parfois aussi en début de phrase.

### L'ordre des adverbes

Les adverbes de lieu précèdent les adverbes de temps : *she could be **anywhere now*** (elle pourrait être n'importe où maintenant).

Les adverbes de manière se placent avant les adverbes de lieu et de temps : *she didn't react **well yesterday at home*** (elle a mal réagi hier à la maison).

### LES PRÉPOSITIONS

On peut classer les prépositions en deux catégories : les prépositions de lieu et les prépositions de temps. Les premières peuvent indiquer soit une localisation soit un mouvement.

### Les prépositions de lieu

Prépositions	Exemples statiques	Exemples de mouvement
<b>Across</b>	<i>She lives across the street.</i> (elle vit de l'autre côté de la rue)	<i>She swam across the Channel.</i> (elle a traversé la Manche à la nage)
<b>Along</b>	<i>They have planted trees along the road.</i> (ils ont planté des arbres le long de la route)	<i>They ran along the sea shore.</i> (ils ont couru le long du bord de mer)
<b>Among</b>	<i>There were children among the crowd.</i> (il y avait des enfants parmi la foule)	
<b>At</b>	<i>He is at the supermarket.</i> (il est au supermarché)	

Prépositions	Exemples statiques	Exemples de mouvement
<b>Behind</b>	<i>There is a bird behind the window.</i> (il y a un oiseau derrière la fenêtre)	
<b>Between</b>	<i>She is seating between Paul and Anna.</i> (elle est assise entre Paul et Anna)	
<b>By</b>	<i>She was resting by the lake.</i> (elle se reposait près du lac)	<i>She was walking by the woods.</i> (elle marchait près des bois)
<b>Close to</b>	<i>He was standing close to me.</i> (il se tenait près de moi)	
<b>Down</b>	<i>She lives down the street.</i> (elle habite en bas de la rue)	<i>She ran down the stairs.</i> (elle a descendu les escaliers en courant)
<b>From</b>		<i>He arrived from London yesterday.</i> (il est arrivé de Londres hier)
<b>In / Into</b>	<i>She is working in her bedroom.</i> (elle travaille dans sa chambre)	<i>She hurried into her bedroom.</i> (elle s'est précipitée dans sa chambre)
<b>In front of</b>	<i>There is a huge tree in front of the house.</i> (il y a un arbre gigantesque devant la maison)	
<b>Inside</b>	<i>There is no one inside the shop.</i> (il n'y a personne dans le magasin)	
<b>Near</b>	<i>Glasgow is near the sea.</i> (Glasgow est près de la mer)	
<b>Next to</b>	<i>He sat next to me.</i> (il s'est assis à côté de moi)	
<b>Off</b>	<i>This island is off Brittany.</i> (cette île est au large de la Bretagne)	<i>He fell off the horse.</i> (il est tombé du cheval)

Prépositions	Exemples statiques	Exemples de mouvement
<b>On / Onto</b>	<i>The keys are on the table.</i> (les clés sont sur la table)	<i>The cat jumped on(to) the armchair.</i> (le chat a sauté sur le fauteuil)
<b>Opposite</b>	<i>Her house is opposite ours.</i> (sa maison est en face de la nôtre)	
<b>Out of</b>		<i>She got out of the office.</i> (elle est sortie du bureau)
<b>Outside</b>	<i>Her house is outside the town.</i> (sa maison est à l'extérieur de la ville)	
<b>Over</b>	<i>There is fog over the town.</i> (il y a du brouillard au-dessus de la ville)	<i>The plane flew over the city.</i> (l'avion a volé au-dessus de la ville)
<b>Round</b>		<i>The dog was running round the house.</i> (le chien courait autour de la maison)
<b>Through</b>		<i>A snake was crawling through the grass.</i> (un serpent rampait dans (à travers) l'herbe)
<b>To</b>		<i>He is going to the countryside.</i> (il va à la campagne)
<b>Towards</b>		<i>He ran towards her.</i> (il a couru vers elle)
<b>Under</b>	<i>The dog is hiding under the bed.</i> (le chien se cache sous le lit)	<i>He walked under the bridge.</i> (il est passé sous le pont en marchant)
<b>Up</b>	<i>The bank is up the street.</i> (la banque se trouve en haut de la rue)	<i>He climbed up the roof.</i> (il a grimpé sur le toit)

Dans une phrase qui indique un mouvement, c'est la préposition qui indique le mouvement, alors que le verbe précise la façon dont ce mouvement est fait (voir exemples ci-dessus dans le tableau, colonne de droite).

**Les prépositions de temps**

Prépositions	Exemples
<b>At + heure</b>	<i>She starts work at 9.30.</i> (elle commence le travail à 9 h 30)
<b>On + jour / date</b>	<i>They slept late on Saturday morning.</i> (ils ont dormi tard samedi matin) <i>The twins were born on the fifth of June, 1956.</i> (les jumeaux sont nés le 5 juin 1956)
<b>In + moment de la journée</b>	<i>She phones her daughter in the evening.</i> (elle appelle sa fille le soir)
<b>At night</b>	<i>They often go out at night.</i> (ils sortent souvent le soir / la nuit)
<b>During + période</b>	<i>She is at work during the day.</i> (elle est au travail dans la journée)
<b>In + mois / saison / siècle</b>	<i>He moved in in May.</i> (il a emménagé en mai) <i>She usually goes to Italy in autumn.</i> (en général, elle va en Italie en automne) <i>Chopin lived in the 19<sup>th</sup> century.</i> (Chopin a vécu au XIX <sup>e</sup> siècle)

*With* (avec) et *about* (à propos de) sont également des prépositions.

Certains verbes sont suivis d'une préposition qui appelle un complément. Souvent ces associations ont un sens particulier, plus ou moins proche du sens premier du verbe :

<i>to account for</i> (rendre compte de)	<i>to laugh at</i> (se moquer de)
<i>to ask for</i> (demander)	<i>to listen to</i> (écouter)
<i>to care about</i> (se soucier de / s'intéresser à)	<i>to look after</i> (s'occuper de)
<i>to care for</i> (aimer)	<i>to look at</i> (regarder)
<i>to comment on</i> (commenter)	<i>to look for</i> (chercher)
<i>to depend on</i> (dépendre de)	<i>to succeed in</i> (réussir à)
<i>to get off (a bus)</i> (descendre de)	<i>to talk about</i> (parler de)
<i>to get on (a bus)</i> (monter dans)	<i>to think about / of</i> (penser à)
<i>to hope for</i> (espérer)	<i>to wait for</i> (attendre), etc.

Le verbe et sa préposition ne sont pas séparés dans la phrase :  
*He is looking at the landscape* (il regarde le paysage)  
*He is looking after his little sister* (il s'occupe de sa petite sœur)  
*He keeps talking about himself* (il n'arrête pas de parler de lui), etc.

Certains verbes acceptent deux compléments, par exemple *give*. Après *give*, on indique ce que l'on donne et le destinataire du don. Il y a dans ce cas plusieurs solutions selon que l'on emploie des pronoms et des groupes nominaux plus ou moins longs.

Exemples :

*He gave Emma the book* (il a donné le livre à Emma) ou *he gave the book to Emma* : si le destinataire vient avant le complément d'objet, on n'utilise pas de préposition, mais s'il vient en seconde position, le destinataire est introduit par *to*. Il est possible de mettre le destinataire avant le complément si c'est un groupe nominal court ou un pronom.  
*He gave her the book* ou *he gave the book to her*.  
*He gave it to her* ou *he gave it to Emma* : si le complément est un pronom, il se placera obligatoirement en première position et le destinataire devra être introduit par *to*.  
*He gave the book to the tall woman with an emerald necklace* : si le destinataire est un groupe nominal long, il faut le mettre en seconde position et l'introduire par *to*.

Ces règles s'appliquent pour les verbes suivants : *bring* (apporter), *leave* (laisser), *lend* (prêter), *pay* (payer), *promise* (promettre), *read* (lire), *sell* (vendre), *send* (envoyer), *show* (montrer), *teach* (enseigner), *tell* (dire), etc.

**LES TEMPS ET LES ASPECTS**

Il existe seulement deux temps en anglais : le présent et le prétérit<sup>2</sup> qui sert à exprimer le passé. Ces deux temps peuvent être combinés avec les aspects continu (*V-ing*) et *perfect* (qui peuvent eux-mêmes se combiner). Il existe ainsi six combinaisons possibles :

- le présent simple : *she works as a teacher* (elle travaille comme professeur) ;
- le présent continu : *the children are doing their homework* (les enfants sont en train de faire leurs devoirs) ;
- le prétérit simple : *he went to Sweden a couple of weeks ago* (il est allé en Suède il y a deux semaines) ;
- le prétérit continu : *he was driving home when she called him* (il rentrait chez lui en voiture quand elle l'a appelé) ;

2. Nous aborderons le futur plus loin. En effet, il n'existe pas de temps grammatical futur en anglais. Pour exprimer le futur, il faut avoir recours à un modal ou à des tournures qui expriment le futur. Voir la section sur le futur et le conditionnel.

- le *present perfect* simple : *he has already seen this film* (il a déjà vu ce film) ;
- le *present perfect* continu : *the children have been playing all afternoon* (les enfants ont joué tout l'après-midi - et jouent encore) ;
- le *past perfect* simple : *he had already prepared dinner when his wife came back from work* (il avait déjà préparé le dîner quand sa femme est rentrée du travail) ;
- le *past perfect* continu : *the children had been fighting for five minutes when the teacher came to stop them* (les enfants se battaient depuis cinq minutes quand le professeur arriva pour les arrêter).

### Le présent simple

La conjugaison des verbes au présent simple est constituée de la base verbale à toutes les personnes. On ajoute un -s à la troisième personne du singulier :

Singulier		Pluriel	
<i>I</i>	<i>work</i>	<i>we</i>	<i>work</i>
<i>you</i>	<i>work</i>	<i>you</i>	<i>work</i>
<i>he / she / it</i>	<i>works</i>	<i>they</i>	<i>work</i>

**Attention !** pour les verbes se terminant par -y (dans ce cas le -y se transforme en -i), -s, -sh, -x, -ch, -z(e) et -o, on ajoute -es à la base verbale : *worry / worries ; rush / rushes ; mix / mixes ; freeze / freezes ; go / goes*.

Les auxiliaires *be*, *have* (*have* peut être à la fois un auxiliaire et un verbe lexical) et *do* ont des conjugaisons souvent irrégulières. Ils se conjuguent comme suit au présent :

<i>I</i>	<b><i>am</i></b>	<i>we</i>	<b><i>are</i></b>
<i>you</i>	<b><i>are</i></b>	<i>you</i>	<b><i>are</i></b>
<i>he / she / it</i>	<b><i>is</i></b>	<i>they</i>	<b><i>are</i></b>

<i>I</i>	<i>have</i>	<i>we</i>	<i>have</i>
<i>you</i>	<i>have</i>	<i>you</i>	<i>have</i>
<i>he / she / it</i>	<b><i>has</i></b>	<i>they</i>	<i>have</i>

<i>I</i>	<i>do</i>	<i>we</i>	<i>do</i>
<i>you</i>	<i>do</i>	<i>you</i>	<i>do</i>
<i>he / she / it</i>	<b><i>does</i></b>	<i>they</i>	<i>do</i>

On emploie le présent simple dans les cas suivants :

- pour exprimer une généralité, une caractéristique ou une activité habituelle : *he works in a bank* (il travaille dans une banque) ; *she plays tennis* (elle joue au tennis) ; *horses eat hay* (les chevaux mangent de l'avoine) ; *she walks her dog everyday at 9.00* (elle promène son chien tous les jours à 9 h 00) ; etc.
- pour exprimer un jugement ou un goût : *I think he is wrong* (je pense qu'il a tort) ; *she loves music* (elle aime la musique) ; etc.

### Le présent be + V-ing

Le présent continu se construit avec l'auxiliaire *be* conjugué au présent suivi du verbe sous la forme base verbale + *-ing* :

*She is working at the moment* (elle travaille en ce moment)

*The baby is sleeping* (le bébé dort)

*He is having a shower* (il prend une douche) : dans cette phrase, *have* est considéré comme un verbe lexical et non comme un auxiliaire.

On utilise le présent continu pour exprimer une activité en cours : *it's raining* (il pleut) ; *I am having breakfast* (je prends mon petit déjeuner) ; *the students are playing football* (les étudiants sont en train de jouer au football) ; etc.

### Le prétérit simple

La formation du prétérit se fait en ajoutant la terminaison -ed à la base verbale à toutes les personnes.

Singulier		Pluriel	
<i>I</i>	<i>worked</i>	<i>we</i>	<i>worked</i>
<i>you</i>	<i>worked</i>	<i>you</i>	<i>worked</i>
<i>he / she / it</i>	<i>worked</i>	<i>they</i>	<i>worked</i>

Il existe toutefois un certain nombre de verbes irréguliers dont les plus importants et les plus utiles figurent dans un tableau à la fin de cette section.



Conjugaison des auxiliaires *be*, *have* et *do* au prétérit :

<i>I</i>	<b>was</b>	<i>we</i>	<b>were</b>
<i>you</i>	<b>were</b>	<i>you</i>	<b>were</b>
<i>he / she / it</i>	<b>was</b>	<i>they</i>	<b>were</b>

<i>I</i>	<b>had</b>	<i>we</i>	<b>had</b>
<i>you</i>	<b>had</b>	<i>you</i>	<b>had</b>
<i>he / she / it</i>	<b>had</b>	<i>they</i>	<b>had</b>

<i>I</i>	<b>did</b>	<i>we</i>	<b>did</b>
<i>you</i>	<b>did</b>	<i>you</i>	<b>did</b>
<i>he / she / it</i>	<b>did</b>	<i>they</i>	<b>did</b>

On emploie le prétérit simple pour exprimer une action ou un fait au passé :

*He left home an hour ago* (il a quitté la maison il y a une heure)

*He went to London yesterday* (il est allé à Londres hier)

*He worked all night for his exams* (il a travaillé toute la nuit pour ses examens)

### Le prétérit *be* + *V-ing*

Le prétérit *be* + *V-ing* se construit avec l'auxiliaire *be* conjugué au prétérit suivi du verbe sous la forme base verbale suivie de *-ing* :

*She was working at 10.00* (elle travaillait à 10 h 00) : on insiste ici sur la durée de l'activité, elle était en train de travailler à 10 h 00 mais avait déjà commencé avant et a continué après.

On trouve souvent le prétérit *be* + *V-ing* associé au prétérit simple. Le prétérit *be* + *V-ing* indique l'activité en cours en insistant sur sa durée alors que le prétérit simple indique un événement ou une action brève qui interrompt l'activité longue :

*She was watching TV when the phone rang* (elle regardait la télé quand le téléphone a sonné) : un événement, la sonnerie du téléphone vient interrompre l'activité en cours, regarder la télévision.

*He was running when he fell down* (il était en train de courir quand il est tombé).

*He fell asleep while the teacher was speaking* (il s'est endormi pendant que le professeur parlait).

### Le present perfect simple

Le *present perfect* se construit à l'aide de l'auxiliaire *have* au présent suivi du participe passé du verbe :

Singulier		Pluriel	
<i>I</i>	<i>have left</i>	<i>we</i>	<i>have left</i>
<i>you</i>	<i>have left</i>	<i>you</i>	<i>have left</i>
<i>he / she / it</i>	<i>has left</i>	<i>they</i>	<i>has left</i>

Le participe passé de *be* est *been*, celui de *have* est *had* et celui de *do* est *done*.

Le *present perfect* sert à faire un bilan actuel d'un événement passé :

*He has drunk three glasses of wine* (il a bu trois verres de vin) ; événement passé : il a bu trois verres de bière, bilan présent : la conséquence est probablement qu'il est ivre.

*They have met twice* (ils se sont rencontrés deux fois) ; événement passé : leurs deux rencontres, bilan présent : ils se connaissent.

### Le present perfect *be* + *V-ing*

Le *present perfect be* + *V-ing* se construit avec l'auxiliaire *have* conjugué au présent, le participe passé de l'auxiliaire *be*, suivis du verbe sous la forme base verbale + *-ing*. Le *present perfect be* + *V-ing* apporte un commentaire appréciatif sur l'activité du sujet :

*She has been cooking all day* (elle a cuisiné toute la journée) : on insiste sur la durée de l'activité et la peine qu'elle s'est donnée.

### Le past perfect simple

Le *past perfect* se construit à l'aide de l'auxiliaire *have* au prétérit suivi du participe passé du verbe :

Singulier		Pluriel	
<i>I</i>	<i>had seen</i>	<i>we</i>	<i>had seen</i>
<i>you</i>	<i>had seen</i>	<i>you</i>	<i>had seen</i>
<i>he / she / it</i>	<i>had seen</i>	<i>they</i>	<i>had seen</i>

Le *past perfect* sert à faire un bilan à un moment passé d'un événement antérieur à ce moment :

*He had been there for an hour when we arrived* (il était là-bas depuis une heure quand nous sommes arrivés).

**Le past perfect be + V-ing**

Le *past perfect be + V-ing* se construit avec l'auxiliaire *have* conjugué au prétérit, le participe passé de l'auxiliaire *be*, suivis du verbe sous la forme *V-ing*. Le *past perfect be + V-ing* apporte un commentaire appréciatif sur l'activité du sujet :

*He had been sleeping all morning when she finally woke him up* (il avait dormi toute la matinée quand elle finit par le réveiller) : on apporte un commentaire négatif sur le fait qu'il ait dormi une matinée entière.

**Les verbes irréguliers**

Voici un tableau des verbes irréguliers les plus courants en anglais. Il en existe d'autres.

Base verbale	Prétérit	Participe passé	Traduction
<i>Be</i>	<i>Was</i>	<i>Been</i>	Etre
<i>Become</i>	<i>Became</i>	<i>Become</i>	Devenir
<i>Begin</i>	<i>Began</i>	<i>Begun</i>	Commencer
<i>Bite</i>	<i>Bit</i>	<i>Bitten</i>	Mordre
<i>Bleed</i>	<i>Bled</i>	<i>Bled</i>	Saigner
<i>Blow</i>	<i>Blew</i>	<i>Blown</i>	Souffler
<i>Break</i>	<i>Broke</i>	<i>Broken</i>	Casser
<i>Bring</i>	<i>Brought</i>	<i>Brought</i>	Apporter
<i>Broadcast</i>	<i>Broadcast(ed)</i>	<i>Broadcast(ed)</i>	Diffuser (radio)
<i>Build</i>	<i>Built</i>	<i>Built</i>	Construire
<i>Burn</i>	<i>Burnt</i>	<i>Burnt</i>	Brûler
<i>Buy</i>	<i>Bought</i>	<i>Bought</i>	Acheter
<i>Catch</i>	<i>Caught</i>	<i>Caught</i>	Attraper
<i>Choose</i>	<i>Chose</i>	<i>Chosen</i>	Choisir
<i>Come</i>	<i>Came</i>	<i>Come</i>	Venir
<i>Cost</i>	<i>Cost</i>	<i>Cost</i>	Coûter
<i>Cut</i>	<i>Cut</i>	<i>Cut</i>	Couper

Base verbale	Prétérit	Participe passé	Traduction
<i>Deal (with)</i>	<i>Dealt</i>	<i>Dealt</i>	S'occuper de / traiter de
<i>Do</i>	<i>Did</i>	<i>Done</i>	Faire
<i>Dream</i>	<i>Dreamt (dreamed)</i>	<i>Dreamt (dreamed)</i>	Rêver
<i>Drink</i>	<i>Drank</i>	<i>Drunk</i>	Boire
<i>Drive</i>	<i>Drove</i>	<i>Driven</i>	Conduire
<i>Eat</i>	<i>Ate</i>	<i>Eaten</i>	Manger
<i>Fall</i>	<i>Fell</i>	<i>Fallen</i>	Tomber
<i>Feel</i>	<i>Felt</i>	<i>Felt</i>	Sentir (se)
<i>Fight</i>	<i>Fought</i>	<i>Fought</i>	Se battre
<i>Find</i>	<i>Found</i>	<i>Found</i>	Trouver
<i>Forbid</i>	<i>Forbade</i>	<i>Forbidden</i>	Interdire
<i>Forget</i>	<i>Forgot</i>	<i>Forgotten</i>	Oublier
<i>Get</i>	<i>Got</i>	<i>Got</i>	Obtenir / devenir
<i>Give</i>	<i>Gave</i>	<i>Given</i>	Donner
<i>Go</i>	<i>Went</i>	<i>Gone</i>	Aller
<i>Have</i>	<i>Had</i>	<i>Had</i>	Avoir
<i>Hear</i>	<i>Heard</i>	<i>Heard</i>	Entendre
<i>Hold</i>	<i>Held</i>	<i>Held</i>	Tenir
<i>Keep</i>	<i>Kept</i>	<i>Kept</i>	Garder
<i>Know</i>	<i>Knew</i>	<i>Known</i>	Savoir
<i>Lead</i>	<i>Led</i>	<i>Led</i>	Mener
<i>Learn</i>	<i>Learnt (learned)</i>	<i>Learnt (learned)</i>	Apprendre
<i>Leave</i>	<i>Left</i>	<i>Left</i>	Laisser / partir
<i>Let</i>	<i>Let</i>	<i>Let</i>	Laisser
<i>Light</i>	<i>Lit</i>	<i>Lit</i>	Allumer
<i>Lose</i>	<i>Lost</i>	<i>Lost</i>	Perdre
<i>Make</i>	<i>Made</i>	<i>Made</i>	Faire
<i>Mean</i>	<i>Meant</i>	<i>Meant</i>	Vouloir dire
<i>Meet</i>	<i>Met</i>	<i>Met</i>	Rencontrer
<i>Pay</i>	<i>Paid</i>	<i>Paid</i>	Payer

Base verbale	Prétérit	Participe passé	Traduction
Put	Put	Put	Mettre / poser
Read	Read	Read	Lire
Rise	Rose	Risen	S'élever / se lever
Run	Ran	Run	Courir
Say	Said	Said	Dire
See	Saw	Seen	Voir
Sell	Sold	Sold	Vendre
Send	Sent	Sent	Envoyer
Show	Showed	Shown	Montrer
Shut	Shut	Shut	Fermer
Sing	Sang	Sung	Chanter
Sit	Sat	Sat	Etre assis
Sleep	Slept	Slept	Dormir
Smell	Smelt	Smelt	Sentir
Speak	spoke	Spoken	Parler
Spend	Spent	Spent	Passer (temps) / dépenser
Stand	Stood	Stood	Etre debout
Swim	Swam	Swum	Nager
Take	Took	Taken	Prendre
Teach	Taught	Taught	Enseigner
Tell	Told	Told	Dire / raconter
Think	Thought	Thought	Penser
Throw	Threw	Thrown	Jeter
Understand	Understood	Understood	Comprendre
Wake (up)	Woke	Woken	Se lever
Wear	Wore	Worn	Porter (vêtements)
Win	Won	Won	Gagner
Write	Wrote	Written	Ecrire

### Le futur

Le modal *will* et la tournure *be going to* sont les deux façons les plus courantes d'exprimer le futur en anglais.

On emploie *will* pour exprimer une décision immédiate, quelque chose qu'on va faire tout de suite :

*I'll prepare dinner while you relax* (je vais préparer le dîner pendant que tu te reposes)  
*It's about to rain, I'll close the window* (il va pleuvoir, je vais fermer la fenêtre)

On utilise *will* également pour exprimer une prédiction qui découle d'une réflexion ou un programme à long terme :

*She'll be twenty in May* (elle aura 20 ans en mai)  
*In a month's time, I'll be hiking in Italy* (dans un mois, je ferai de l'escalade en Italie)

La construction *be going to* est utilisée pour exprimer une intention, une décision prise à l'avance :

*I bought cherries, I'm going to make a pie* (j'ai acheté des cerises, je vais faire une tarte)

*She needs silence, she is going to do her homework* (elle a besoin de silence, elle va faire ses devoirs)

On emploie également *be going to* pour exprimer une déduction :

*The sun is shining this morning. It's going to be hot* (il y a du soleil ce matin. Il va faire chaud)

*She missed her train, she's going to be late* (elle a râté son train, elle va être en retard)

Les temps du présent peuvent également avoir une valeur future : on utilise le présent simple pour indiquer des horaires ou un programme défini et le présent *be + V-ing* pour exprimer un emploi du temps ou un programme personnels : *Mrs Jones's class starts at 9.00* (le cours de Mme Jones commence à 9 h)

*He's visiting his parents this afternoon* (il rend visite à ses parents cet après-midi)

### Le conditionnel

On exprime le conditionnel en anglais à l'aide de l'auxiliaire *would*. Le conditionnel présent se construit avec *would* suivi de la base verbale. Le conditionnel passé se

construit avec *would*, suivi de l'auxiliaire *have* et du participe passé du verbe : *Alex would probably love this book* (Alex aimerait sûrement ce livre)

*It would have been awful if he had lost his job* (ça aurait été affreux qu'il perde son emploi)

## LES MODAUX

Les modaux sont des auxiliaires qui peuvent exprimer un degré de probabilité ou encore l'obligation, la permission, la suggestion, la capacité, etc. Ils se placent devant le verbe sous la forme base verbale. Les modaux sont invariables, ils ne prennent pas de -s à la troisième personne du singulier au présent. Ils ont une forme passée et une forme présente. Toutefois, ces deux formes ne marquent pas nécessairement le temps dans la phrase. Il y a en général des nuances de sens entre ces formes.

Au présent, le modal peut être suivi de la base verbale simple ou de la construction *be + V-ing*. Au passé, il peut être suivi de *have + participe passé* ou de *have + been + V-ing*.

### L'obligation, la permission et l'interdiction

Pour exprimer l'obligation, on utilise le modal *must* :

*I must stay at work late tonight* (je dois rester tard au bureau ce soir)

Toutefois, on ne peut pas l'employer au passé où le sens est différent. On a alors recours à la construction *have to* qui sert également à exprimer l'obligation :

*I had to stay at work late yesterday* (j'ai dû rester tard au bureau hier)

On utilise *have to* au présent également pour exprimer l'obligation, mais il existe des nuances de sens entre *must* et *have to*. On utilise *must* quand l'obligation est exprimée par le locuteur. On a recours à *have to* quand l'obligation est due aux circonstances :

*I must tidy my room* (je dois ranger ma chambre : on me l'a ordonné)

*I have to buy new shoes* (je dois acheter de nouvelles chaussures : les miennes sont usées)

Quand il s'agit d'une absence d'obligation, on peut avoir recours à la tournure *have to* à la forme négative ou encore au modal *need* à la forme négative, *needn't* :

*You don't have to help me, I'll manage it on my own* (tu n'as pas à m'aider, j'y arriverai seule)

*You needn't do the cooking, we'll go to the restaurant* (tu n'as pas besoin de faire à manger, nous irons au restaurant)

Pour exprimer l'interdiction, on utilise *mustn't*. On peut également employer *can't*. Dans le premier cas, il s'agit d'une interdiction venant du locuteur alors que dans le second, l'interdiction vient de circonstances extérieures :

*You mustn't answer back* (tu ne dois pas répliquer)

*I can't eat peanuts, I'm allergic* (je ne dois pas manger de cacahouètes, je suis allergique)

On exprime la permission avec *can* ou *may* ou la tournure *be allowed to* :

*You can go to the party with your friends* (tu peux aller à la fête avec tes amis : tu en as la permission)

*May I open the window?* (puis-je ouvrir la fenêtre ? Il s'agit là d'une demande de permission)

*I am allowed to leave work early today* (tu es autorisé à partir tôt du travail aujourd'hui)

### La suggestion, le conseil et le reproche

Pour exprimer la suggestion, on utilise *could* :

*We could go and have a drink tonight* (nous pourrions aller boire un verre ce soir)

Pour exprimer le conseil et le reproche, on utilise *should* et *shouldn't*, au présent comme au passé. Il s'agit d'un conseil ou d'un reproche en fonction du sens de la phrase :

*You should contact a lawyer* (vous devriez contacter un avocat : il s'agit d'un conseil)

*You should visit your aunt more often* (tu devrais rendre visite à ta tante plus souvent : il s'agit ici plutôt d'un reproche)

*You shouldn't have talked to him that way* (tu n'aurais pas dû lui parler de cette façon : c'est un reproche au passé)

### La capacité et l'incapacité

On utilise *can* et *can't* pour exprimer la capacité et l'incapacité au présent, et *could* et *couldn't* au passé (ou la tournure *be able to* au temps voulu) :

*She can / is able to swim* (elle peut / sait nager)

*He can't get the books on the top shelves* (il ne peut pas attraper les livres sur les étagères du haut : il est probablement trop petit) ;

*She could / was able to run for hours without stopping when she was young* (elle pouvait courir des heures sans s'arrêter quand elle était jeune)

*She couldn't find the keys of her car so she went to work by bus* (elle n'a pas trouvé ses clés de voiture, alors elle est allée travailler en bus)

**La probabilité**

Les modaux servent également à exprimer un degré de probabilité. On utilise les mêmes modaux que ceux que nous venons de voir avec des sens différents. Le tableau suivant récapitule les degrés de probabilité exprimés par ces modaux :

Degré de probabilité (du plus fort au moins fort)	Modaux
certitude	<i>must / can</i>
forte probabilité	<i>should</i>
possibilité / éventualité	<i>may / can</i>
faible probabilité	<i>could / might</i>

Exemples :

*He should be home by now* (il devrait être à la maison maintenant : forte probabilité)  
*He might come if he has time* (il viendra peut-être s'il a le temps : mais c'est peu probable)

**LES VERBES À PARTICULE**

La particule ajoutée au verbe n'est pas nécessairement suivie d'un complément. Elle modifie le sens de celui-ci. Le verbe et sa particule peuvent être séparés par le complément, contrairement au verbe prépositionnel qui reste collé à la préposition qui introduit le complément :

*He brings up his children on his own* ou *he brings his children up on his own* (il élève seul ses enfants). On voit ici que le sens de *bring up* (élever) est différent de celui du verbe *bring* utilisé seul (apporter).

*He turned the radio off* ou *he turned off the radio* (il a éteint la radio)

Un verbe à particule peut être suivi d'une préposition qui introduit un complément :

*He gets on with his sister very well* (il s'entend bien avec sa sœur)  
*She is looking forward to going to Brazil* (elle attend avec impatience d'aller au Brésil)  
 Ici *to* est suivi d'un *V-ing* alors qu'il introduit souvent un verbe à l'infinitif. Pour savoir à quel cas vous avez affaire, essayez de remplacer le verbe par un groupe nominal. Si c'est possible, c'est la construction *V-ing* que vous devez utiliser.

Verbes à particule utiles :

<i>to break down</i> (tomber en panne)	<i>to give in</i> (céder)
<i>to break off</i> (rompre)	<i>to give up</i> (abandonner)
<i>to break up</i> (disperser)	<i>to keep on</i> (continuer)
<i>to bring up</i> (élever)	<i>to make up</i> (inventer une histoire ou se réconcilier)
<i>to call in</i> (passer, rendre visite)	<i>to pick out</i> (choisir)
<i>to call off</i> (annuler)	<i>to pick up</i> (ramasser)
<i>to carry on</i> (continuer)	<i>to take down</i> (noter)
<i>to carry out</i> (réaliser)	<i>to take off</i> (décoller)
<i>to get away</i> (partir, filer)	<i>to turn off</i> (éteindre)
<i>to get back</i> (revenir)	<i>to turn on</i> (allumer)
<i>to get up</i> (se lever)	<i>to turn out</i> (s'avérer)
<i>to give back</i> (rendre)	<i>to turn up</i> (arriver), etc.

Verbes à particule suivis d'une préposition :

<i>to break in on</i> (interrompre)	<i>to join in with</i> (se joindre à)
<i>to carry on with</i> (continuer)	<i>to keep away from</i> (rester à distance de)
<i>to catch up with</i> (rattraper)	<i>to look forward to</i> (attendre impatiemment)
<i>to do away with</i> (se débarrasser de)	<i>to put up with</i> (supporter)
<i>to fit in with</i> (correspondre à)	<i>to run out of</i> (manquer de)
<i>to get away with</i> (se tirer de)	<i>to stand up for</i> (défendre une idée)
<i>to get on with</i> (s'entendre avec)	<i>to stay away from</i> (rester à l'écart de), etc.
<i>to go on with</i> (continuer)	

## LES VERBES SUIVIS DE V-ING OU D'UN INFINITIF AVEC OU SANS TO

Les verbes peuvent avoir un autre verbe ou un groupe verbal comme complément. Dans ce cas, le verbe peut prendre la forme *V-ing* ou la forme d'un infinitif avec ou sans *to*.

Voici une liste de quelques verbes courants et la forme du verbe qui les suit :

- *ask* : *to ask sb<sup>3</sup> to do sth*

*I asked him to look after the children* (je lui ai demandé de s'occuper des enfants) ;

- *decide* : *to decide to do*

*I decided to quit my job* (j'ai décidé de démissionner) ;

- *expect* : *to expect sb to do sth*

*I expected you to come* (je m'attendais à ce que tu viennes) ;

- *hear<sup>4</sup>* : *to hear sb do sth / to hear sb doing sth*

*I heard you talking on the phone / I heard you talk on the phone* (je t'ai entendu parler au téléphone) ;

- *help* : *to help sb do sth / to help sb to do sth*

Les deux tournures sont possibles pour le verbe *help*.

*He helped his parents do the housework / he helped his parents to do the housework* (il a aidé ses parents à faire le ménage) ;

- *let* : *to let sb do sth*

*They let them choose the restaurant* (ils l'ont laissé choisir le restaurant) ;

- *like* : *to like doing*

*I like skiing* (j'aime skier) ;

- *listen* : *to listen to*

*Jim listened to her play the piano* (Jim l'écoute jouer du piano) ;

- *look at* : *to look at sb do sth / to look at sb doing sth*

*He looked at his children play football / he looked at his children playing football* (il a regardé ses enfants jouer au football) ;

- *order* : *to order sb to do sth*

*She ordered the students to stop chatting* (elle a ordonné à ses étudiants d'arrêter de discuter) ;

- *promise* : *to promise to do sth*

*I promised to stop smoking* (j'ai promis d'arrêter de fumer) ;

3. Les pronoms *somebody* et *something* sont abrégés *sb* et *sth*.

4. Les verbes de perception comme *see* ou *hear* acceptent d'être suivis par la base verbale nue comme par un *V-ing*. Les deux solutions sont correctes. Il existe une légère différence de sens entre les deux : dans le premier cas, on insiste sur la perception, alors que dans le second cas, on insiste sur l'action perçue.

- *see* : *to see sb do sth / to see sb doing sth*

*I saw her fell down / I saw her falling down* (je l'ai vue tomber) ;

- *want* : *to want to / to want sb to do sth*

*I want to go on holiday* (je veux aller en vacances) / *he wants his employees to be on time* (il veut que ses employés soient à l'heure).

## LA NÉGATION

On forme la négation à l'aide de *not* et d'un auxiliaire. Si le verbe conjugué ne comporte aucun auxiliaire, on a alors recours à l'auxiliaire *do*, *do* ou *does* au présent et *did* au prétérit, suivi de la négation et du verbe sous la forme base verbale. Voici quelques exemples de négation avec l'auxiliaire *do* :

*They speak Chinese / they don't speak Chinese* (ils parlent chinois / ils ne parlent pas chinois)

*He drives too fast / he doesn't drive too fast* (il conduit trop vite / il ne conduit pas trop vite)

*We played football / we didn't play football* (nous avons joué au football / nous n'avons pas joué au football)

Lorsqu'il y a déjà un auxiliaire, *be*, *have* ou *will*, *would* ou un autre modal dans la phrase, c'est lui qui est suivi de la négation :

*I am tired / I'm not tired* (je ne suis pas fatigué)

*She is an accountant / she isn't an accountant* (elle n'est pas comptable)

*We are smoking / we aren't smoking* (nous ne sommes pas en train de fumer)

*You have found the solution / you haven't found the solution* (tu n'as pas trouvé la solution)

*He has seen an elephant at the zoo / he hasn't seen any elephant at the zoo* (il n'a pas vu d'éléphant au zoo) : il arrive qu'en passant à la forme négative, le quantificateur *any*, qu'on utilise aussi dans les interrogations, prenne la place de l'article ou du quantificateur de la forme affirmative

*He will go to bed early tonight / he won't go to bed early tonight* (il n'ira pas se coucher tôt ce soir)

*He can ride a bike / he can't (cannot) ride a bike* (il ne sait pas faire de vélo) etc.

Attention à *have* qui porte la négation quand il est auxiliaire mais pas quand il est considéré comme un verbe lexical dans le sens d'avoir ou de posséder, auquel cas on a recours à l'auxiliaire *do* suivi de *not* et de *have* :

*He has a cat / he doesn't have a cat* (il n'a pas de chat)

*He has already fed his cat / he hasn't fed his cat yet* (il n'a pas encore nourri son chat). Notez l'utilisation de *yet* (pas encore) à la forme négative qui remplace *already* (déjà) à la forme affirmative.

**LES QUESTIONS**

Il y a deux types de questions : celles auxquelles on répond par oui ou par non et les questions ouvertes qui commencent par un mot interrogatif et appellent une réponse plus développée.

Dans le cas des « questions oui / non », on procède à une inversion du sujet et de l'auxiliaire (*do* si la phrase ne comporte pas d'auxiliaire) :

*He is reading / is he reading?* (est-il en train de lire ?)

*He likes listening to music / does he like listening to music?* (aime-t-il écouter de la musique ?)

*You have already seen this film / have you already seen this film?* (as-tu déjà vu ce film ?)

*They passed their exams / did they pass their exams?* (ont-ils réussi leurs examens ?), etc.

En ce qui concerne les questions ouvertes, il existe deux cas de figure : soit la question porte sur le sujet, soit elle porte sur un autre élément de la phrase. Si la question porte sur le sujet, il n'y a pas d'inversion entre sujet et auxiliaire. Le sujet, sous la forme d'un pronom interrogatif, est le premier élément de la phrase. Si la question porte sur un autre élément de la phrase, on inverse le sujet et l'auxiliaire.

qui ?	<i>who...?</i>	<i>Who is he?</i> (qui est-ce ?) <i>Who ate the last biscuit?</i> (qui a mangé le dernier biscuit ?) <i>Who(m) did you see?</i> (qui as-tu vu ?)
quel+N ? que ?	<i>what...?</i>	<i>What car did you buy?</i> (quelle voiture as-tu achetée ?) <i>What are you doing?</i> (que fais-tu ?) <i>What's going on?</i> (que se passe-t-il ?)
quel+N ?	<i>which...?</i>	<i>Which restaurant did you choose for tonight?</i> (quel restaurant as-tu choisi pour ce soir ?) <i>Which one do you prefer?</i> (lequel préfères-tu ?)
à qui ?	<i>whose...?</i>	<i>Whose dog is it?</i> (à qui est ce chien ?)

combien ?	<i>how many...?</i> <i>how much...?</i>	On utilise <i>how many</i> pour les dénombrables et <i>how much</i> pour les indénombrables. <i>How much</i> est utilisé pour les prix également. <i>How many times did you come here?</i> (combien de fois es-tu venu ici ?) <i>How much time did you spend in Italy?</i> (combien de temps as-tu passé en Italie ?) <i>How much is this dress?</i> (combien coûte cette robe ?)
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**L'EXCLAMATION ET L'EMPHASE**

Lorsque l'exclamation porte sur un groupe nominal, on peut utiliser *what* en début de phrase ou *such* après un verbe. Tous deux sont suivis de l'article *a / an* suivi d'un dénombrable singulier ou de l'article zéro  $\emptyset$  suivi d'un dénombrable pluriel ou d'un indénombrable singulier ou pluriel.

Noms	Exemples
<b>Dénombrable singulier</b>	<i>What an idiot!</i> (quel idiot !)
	<i>He is such a bad singer!</i> (il est si mauvais chanteur !)
<b>Dénombrable pluriel</b>	<i>What beautiful flowers!</i> (quelles fleurs magnifiques !)
	<i>They are such awful people!</i> (ce sont des gens si affreux !)
<b>Indénombrable singulier</b>	<i>What great weather!</i> (quel temps magnifique !)
	<i>I've never heard such bad advice!</i> (je n'ai jamais entendu un si mauvais conseil !)
<b>Indénombrable pluriel</b>	<i>What strange clothes he's wearing!</i> (quels vêtements étranges il porte !)
	<i>She's wearing such smart clothes!</i> (elle porte des vêtements si élégants !)

**Exceptions** : pour quelques indénombrables singuliers, on utilise l'article *a / an*.

Voici les plus courants :

- *What a pity!* / *It is such a pity!* (Quel dommage ! / Comme c'est dommage !)
- *What a shame!* / *It is such a shame!* (Quel dommage ! / Comme c'est dommage !)
- *What a waste!* / *It is such a waste!* (Quel gâchis ! / C'est un tel gâchis !)

Quand l'exclamation porte sur un adjectif ou un adverbe, on utilise *how* ou *so* :

*How disgusting!* (Comme c'est dégoûtant !)

*How bright these students are!* (Comme ces étudiants sont brillants !)

**Attention !** Il n'y a pas d'inversion sujet-verbe dans les phrases exclamatives :

*She hurt herself so badly!* (Elle s'est blessée si grièvement !)

## L'IMPÉRATIF

En anglais, l'impératif prend la forme de la base verbale à la deuxième personne (singulier et pluriel). Pour la première personne du pluriel, on utilisera la tournure *let's* pour marquer l'impératif :

*Sit down!* (assieds-toi)

*Don't touch that dish, you'll get burnt!* (ne touche pas ce plat, tu vas te brûler !)

*Let's go to the swimming-pool!* (allons à la piscine !)

## LA VOIX PASSIVE

Le passif se construit avec l'auxiliaire *be* au temps et à la forme souhaités suivi du participe passé du verbe :

*The thief was caught red-handed* (le voleur a été pris la main dans le sac)

*She might have been punished* (elle a peut-être été punie)

*He is said to be an idiot* (on dit que c'est un idiot), etc.

Lorsque l'agent de l'action est mentionné, il est précédé de *by* :

*The thief was caught red-handed by the police* (le voleur a été pris la main dans le sac par la police)

*She might have been punished by her parents* (elle a peut-être été punie par ses parents), etc.

## LES SUBORDONNÉES

### Les subordonnées relatives

Subordonnants	Exemples et utilisation
<b>who</b>	<p>- <i>The students who study physics start at 8.00 on Monday</i> ou <i>the students that study physics start at 8.00 on Monday</i> (les étudiants qui étudient la physique commencent à 8 h 00 le lundi) : il s'agit d'une subordonnée restrictive. On distingue ceux qui étudient la physique parmi l'ensemble des étudiants. On peut utiliser <i>who</i> ou <i>that</i> dans ce cas.</p> <p>- <i>My new teacher is Mr Jones, who lives in London</i> (mon nouveau professeur est M. Jones, qui vit à Londres) : ici on apporte une information sur Mr Jones mais on l'a déjà identifié. On ne peut pas utiliser <i>that</i>.</p>
<b>which / Ø</b>	<p>- <i>The books that / which are on the table belong to the library</i> (les livres qui sont sur la table appartiennent à la librairie) : il s'agit d'une subordonnée restrictive. On identifie ces livres en particulier en les localisant sur la table. On peut utiliser <i>which</i> ou <i>that</i>.</p> <p>- <i>This building, which was built last year, is going to be destroyed</i> (ce bâtiment, qui a été construit l'année dernière, va être détruit). On ne peut pas utiliser <i>that</i>, la subordonnée apporte une information complémentaire sur le bâtiment dont on parle.</p> <p>- <i>The house Ø they bought is in the countryside</i> (la maison qu'ils ont achetée se trouve à la campagne) : il s'agit d'une subordonnée restrictive. On précise que c'est la maison qu'ils ont achetée. <i>The house</i> est le complément de <i>bought</i>.</p> <p>- <i>My parents' house, in which I was born, is on the edge of the forest</i> (la maison de mes parents, dans laquelle je suis née, est à la lisière de la forêt) : on utilise <i>which</i> à cause de la préposition.</p> <p>- <i>He made a mistake, which surprised me a lot</i> (il a fait une erreur, ce qui m'a beaucoup surpris) : <i>which</i> reprend la proposition qui le précède.</p>



Subordonnants	Exemples et utilisation
<b>who(m) / Ø</b>	<p>- <i>The people Ø I met yesterday work in a bank</i> (les gens que j'ai rencontrés hier travaillent dans une banque) : c'est une subordonnée restrictive.</p> <p>- <i>My sister, whom my mother is currently visiting, is pregnant</i> (ma sœur, à qui ma mère rend visite en ce moment, est enceinte). C'est une subordonnée non restrictive, on utilise <i>whom</i> (<i>who</i> est également correct). <i>Who(m)</i> est toujours un pronom relatif complément.</p>
<b>whose</b>	<p>- <i>My friend, whose mother is Italian, is bilingual</i> (mon ami, dont la mère est italienne, est bilingue). <i>Whose</i> indique l'appartenance.</p> <p>- <i>This book is about a boy whose dog gets lost</i> (ce livre parle d'un garçon dont le chien se perd) : c'est une subordonnée restrictive.</p>
<b>what</b>	<p>- <i>What makes his mother angry is that he never tidies his bedroom</i> (ce qui met sa mère en colère est qu'il ne range jamais sa chambre) : <i>what</i> introduit la proposition.</p>
<b>when</b>	<p>- <i>It was hot the day when / Ø she was born</i> (il faisait chaud le jour où elle est née). <i>When</i> introduit une subordonnée relative de temps.</p>
<b>where</b>	<p>- <i>Ibiza is where I want to go on holiday</i> (Ibiza est l'endroit où je veux aller en vacances). <i>Where</i> introduit une subordonnée relative de lieu.</p>
<b>why</b>	<p>- <i>This is the reason why she can't come</i> (c'est la raison pour laquelle elle ne peut pas venir). <i>Why</i> introduit une subordonnée relative donnant une explication.</p>

**Les subordonnées circonstancielles**

Subordonnants	Exemples et utilisation
<b>when</b>	<p>- <i>You must go back to school when you feel better</i> (tu devras retourner à l'école quand tu iras mieux) : la principale a un sens futur mais la subordonnée introduite par <i>when</i> doit être au présent. Il en est de même pour <i>as soon as</i>, <i>while</i> et <i>once</i> qui suivent.</p> <p>- <i>The play started when we sat</i> (la pièce a commencé quand nous nous sommes assis) : la principale est au prétérit (ou au <i>past perfect</i>), la subordonnée aussi, comme pour <i>as soon as</i>, <i>while</i> et <i>once</i>.</p>
<b>as soon as</b>	<p>- <i>You will tell everything to your mother as soon as she gets back</i> (tu devras tout dire à ta mère dès qu'elle sera rentrée).</p> <p>- <i>He told everything to his mother as soon as she got back</i> (il a tout dit à sa mère quand elle est rentrée).</p>
<b>while</b>	<p>- <i>I'm going to go sun-bathing while I am in Los Angeles</i> (je vais aller me faire bronzer pendant que je serai à Los Angeles).</p> <p>- <i>I had stopped relaxing on the beach when it started raining</i> (j'avais arrêté de me détendre sur la plage quand il a commencé à pleuvoir).</p>
<b>once</b>	<p>- <i>He will call her once he has news</i> (il l'appellera dès qu'il aura des nouvelles).</p> <p>- <i>He called her once he had news</i> (il l'a appelée dès qu'il a eu des nouvelles).</p>
<b>so that</b>	<p>- <i>I called her so that she wouldn't get worried</i> (je l'ai appelée pour qu'elle ne s'inquiète pas). <i>So that</i> exprime le but.</p> <p>- <i>She will bring a jumper so that she won't get cold</i> (elle apportera un pull pour ne pas prendre froid).</p>
<b>if</b>	<p>- <i>If I work hard enough, I will pass my exams</i> (si je travaille assez dur, j'aurai mes examens). Quand <i>if</i> est suivi du présent, la principale est au futur. Quand <i>if</i> est suivi du prétérit, la principale est au conditionnel.</p> <p>- <i>If I worked hard enough, I would pass my exams.</i></p> <p>- <i>If I had worked hard enough, I would have passed my exams.</i></p>
<b>That / Ø</b>	<p>That est une conjonction que l'on n'emploie pas systématiquement :</p> <p><i>I don't think that / Ø he's going to like that</i> (je ne pense pas qu'il aimera ça).</p>

## NE PAS CONFONDRE

**All et whole**

*All* est un déterminant (« tout »), alors que *whole* peut être soit un adjectif (« entier / entière ») ou un nom (« la totalité »). *All* se place ainsi au début du groupe nominal et *whole* adjectif devant le nom et après le déterminant. Quand *whole* est un nom, on l'utilise dans la construction *the whole of* + nom.

*All his friends live in London* (tous ses amis vivent à Londres)

*He spent his whole life in Italy* (il a passé sa vie entière en Italie)

*The whole of his family came for his wedding* (toute sa famille est venue pour son mariage)

**Also et too**

*Also* et *too* signifient tous les deux « aussi », mais ils n'ont pas la même place dans la phrase. *Too* se place à la fin de la phrase. *Also* se place avant le verbe conjugué mais après l'auxiliaire.

*He plays the violin and plays the piano too*

*He plays the violin and also plays the piano* (il joue du violon et aussi du piano)

**As et like**

*As* exprime une identification alors que *like* exprime la ressemblance. Les deux peuvent être traduits par « comme » selon les cas.

*He works as a postman* (il travaille comme facteur / il est facteur)

*She looks like her mother* (elle ressemble à sa mère)

*As* est aussi une conjonction qui exprime un parallèle ou la conformité (comme).

*He studies mathematics, as I do* (il étudie les maths, comme moi)

*She is a teacher, as you know* (elle est professeur, comme tu le sais)

**For, since et ago**

*For* et *since* signifient tous deux « depuis ». *For* est suivi d'une durée, alors que *since* marque un point de départ.

*It's been raining for hours* (il pleut depuis des heures)

*They've been married for two years* (ils sont mariés depuis deux ans)

*I haven't seen them since Christmas* (je ne les ai pas vus depuis Noël)

*Ago* est toujours utilisé avec le prétérit. Il sert à indiquer une période de temps qui nous sépare d'un événement passé. Dans la phrase, il suit le groupe nominal qui indique la période de temps.

*He left two hours ago* (il est parti il y a deux heures)

*We met years ago* (nous nous sommes rencontrés il y a des années)

**Hardly et hard**

*Hard* est un adjectif dont l'adverbe correspondant est également *hard* (ils signifient « fort » ou « dur »). *Hardly* est un adverbe qui signifie « à peine ».

*It was hard to get on a bus during the strike* (il était dur de monter dans un bus pendant la grève)

*He is working hard* (il travaille dur)

*I hardly know him* (je le connais à peine)

### 3 | EXERCICES

#### LE NOM

#### 1. Mettez les noms suivants au pluriel :

- |              |             |
|--------------|-------------|
| a keyboard : | a thief :   |
| a horse :    | a potato :  |
| a tooth :    | a box :     |
| a child :    | a species : |
| a daisy :    | a man :     |

#### 2. Pour chaque phrase, il y a deux propositions. Choisissez celle qui est correcte (les deux solutions peuvent l'être) :

- (a) May I have water? (b) May I have a glass of water?
- The lift is out of order. (a) You must use the stair. (b) You must use the stairs.
- (a) I love her furniture. (b) I love her furnitures.
- (a) The police has found many evidences. (b) The police have found new pieces of evidence.
- (a) She is wearing a new short. (b) She is wearing new shorts.

#### 3. Reliez les mots des deux listes suivantes pour former des mots composés :

- |        |   |   |       |
|--------|---|---|-------|
| passer | • | • | by    |
| dining | • | • | break |
| break  | • | • | cow   |
| cash   | • | • | board |
| out    | • | • | room  |
| key    | • | • | up    |

#### L'ADJECTIF

#### 1. Mettez les éléments dans le bon ordre en faisant attention à l'ordre des adjectifs :

- dirty / a / bag / paper
- wooden / antique / box / expensive / an
- stray / a / cat / grey
- rainy / day / summer / a
- old / cars / sports

#### 2. Complétez le tableau suivant avec les comparatifs et superlatifs des adjectifs proposés :

dirty	dirty	the dirtiest
old		
interesting		
far		
good		
wonderful		

#### 3. Traduisez les phrases suivantes en anglais en utilisant l'adjectif entre parenthèses :

- Son frère est plus petit qu'elle. (*small*)
- Ce jardin est de plus en plus beau. (*beautiful*)
- Plus il mange, plus il grossit. (*get fat*)
- Aujourd'hui, il fait plus chaud qu'hier. (*hot*)
- New York est la plus grande ville des Etats-Unis. (*large*)

#### LES ARTICLES DÉFINIS ET INDÉFINIS, ET LES DÉMONSTRATIFS

#### 1. Complétez les phrases suivantes par a / an, the ou Ø :

- She loves music and plays \_\_\_\_\_ guitar.
- He often listens to \_\_\_\_\_ radio but never watches \_\_\_\_\_ television.
- He loves sport and plays \_\_\_\_\_ handball.
- She is \_\_\_\_\_ teacher. She teaches \_\_\_\_\_ English.
- I have read \_\_\_\_\_ new book by Will Self.
- \_\_\_\_\_ penguins are sea birds.
- He spends hours surfing \_\_\_\_\_ Internet.
- John lives next to \_\_\_\_\_ hospital.

#### 2. Complétez par *this* ou *that* :

- \_\_\_\_\_ brown dog here is mine.
- \_\_\_\_\_ time, he didn't manage to start the car.
- I fell down and felt \_\_\_\_\_ pain in my foot.
- \_\_\_\_\_ stupid car keeps breaking down.
- \_\_\_\_\_ time tomorrow, I'll be hiking in the Alps.

## LES QUANTIFICATEURS

## 1. Traduisez les phrases suivantes en anglais :

1. Y aura-t-il assez de jus d'orange pour tout le monde ?
2. Ces enfants mangent trop de bonbons ?
3. Il n'y a plus de beurre.
4. Il a perdu beaucoup d'argent en pariant. (*to bet*)
5. Il y a beaucoup de fleurs dans son jardin.
6. J'aimerais un peu de sucre dans mon thé.
7. Tous les étudiants doivent arriver à l'heure.
8. Peu de gens connaissent cet endroit.
9. Quelques personnes sont venues lui rendre visite.
10. Ils ont tous les deux réussi leurs examens.

## LES ADJECTIFS ET PRONOMS POSSESSIFS, ET LE GÉNITIF

## 1. Traduisez les phrases suivantes en anglais :

1. Ma tante vit seule avec son chien.
2. Emma habite chez ses parents.
3. Ce cahier est le mien.
4. Votre fils étudie les mathématiques.
5. Elle n'arrête pas de se plaindre de son patron.
6. Notre voiture est en panne.
7. À qui est ce chien ? - C'est le mien.
8. Mon frère est plus vieux que le tien.
9. Il se lave les mains.
10. Elle porte sa robe préférée.

## LES PRONOMS

## 1. Traduisez les phrases suivantes en anglais :

1. Regardez le bébé... il nous sourit !
2. Ils se sont bien amusés.
3. Elle vit chez sa tante et l'aide à faire le ménage.
4. Dis-moi où tu vas.
5. Elles sont nombreuses à ne pas le connaître.

## 2. Complétez les phrases suivantes par un pronom réfléchi ou réciproque :

1. Peter made this cake \_\_\_\_\_.
2. John, Paul and I met \_\_\_\_\_ at a party last year.
3. She can change this bulb \_\_\_\_\_. It's easy.
4. Emma and her brother like \_\_\_\_\_ a lot.
5. Diner is ready. Help \_\_\_\_\_!

## LES ADVERBES

## 1. Transformez les adjectifs suivants en adverbes :

1. wonderful :
2. silly :
3. happy :
4. close :
5. certain :

## 2. Placez les adverbes entre parenthèses au bon endroit dans les phrases suivantes :

1. She was shocked. (quite)
2. I'll go to the doctor. (tomorrow)
3. I get up at 9.00. (usually)
4. He was hurt in a car accident. (badly)
5. She was tired. She couldn't stay any longer. (too)
6. He was nice with us. (surprisingly)
7. He dropped his glass of water. (almost)
8. Mike is older than Tom. (much)
9. She goes to the theatre. (sometimes)
10. He is still at work. (probably)

## LES PRÉPOSITIONS

## 1. Complétez les phrases suivantes par une préposition :

1. My parents will pick me up \_\_\_\_\_ the airport.
2. There is such a mess hidden \_\_\_\_\_ the bed.
3. I'm looking \_\_\_\_\_ my keys. I have lost them again!
4. He was looking \_\_\_\_\_ the children playing \_\_\_\_\_ the window.
5. It is my turn to look \_\_\_\_\_ the children.

6. John listens \_\_\_\_\_ the radio every morning.
7. He had to account \_\_\_\_\_ his behaviour.
8. What we will do tomorrow depends \_\_\_\_\_ the weather.
9. He keeps talking \_\_\_\_\_ himself.
10. I've been waiting \_\_\_\_\_ him for an hour!

**LES TEMPS ET LES ASPECTS**

**1. Traduisez les phrases suivantes en anglais en utilisant le présent simple ou le présent continu :**

1. Je suis en train d'écrire une lettre.
2. Anna travaille comme professeur.
3. Elle enseigne la biologie.
4. Il court au parc tous les matins.
5. Elle parle souvent quand elle rêve.
6. Il est tombé. Il saigne.
7. Il boit un verre de vin tous les soirs.
8. Il se lève à 7 h 00 le matin.
9. Les enfants sont en train de se battre.
10. J'ai la nausée. (*to feel sick*)

**2. Complétez le tableau suivant :**

Infinitive	Preterit	Past participle	Traduction
Become			
	Blew		
		Forbidden	
			Donner
Leave			
	Lost		
		Seen	
			Montrer
Sleep			
	won		

**3. Complétez les phrases suivantes en mettant le verbe entre parenthèses au *preterit* ou au *past perfect* :**

1. We \_\_\_\_\_ this house last year. (buy)
2. If I \_\_\_\_\_ him the truth, he would have been angry. (tell)
3. If I \_\_\_\_\_ money, I would buy this awfully expensive dress. (have)
4. He finally received the letter I \_\_\_\_\_ a week before. (send)
5. She \_\_\_\_\_ me how to swim when I was six. (teach)

**LE FUTUR ET LE CONDITIONNEL**

**1. Complétez les phrases suivantes avec le verbe entre parenthèses à la forme adéquate du futur ou du conditionnel :**

1. I \_\_\_\_\_ my parents for Christmas. (visit)
2. Take these pills. You \_\_\_\_\_ better soon. (feel)
3. It's a pity you missed them! They \_\_\_\_\_ glad to see you. (be)
4. Look at these clouds! It \_\_\_\_\_. (rain)
5. She is nervous. She \_\_\_\_\_ work tomorrow. (start)
6. Look at these flowers! Emma \_\_\_\_\_ them. (love)
7. I must get up early tomorrow. My plane \_\_\_\_\_ at 7.00. (be)
8. Look out! You \_\_\_\_\_. (fall)
9. Call me tomorrow. I \_\_\_\_\_ home. (be)
10. If she had come, she \_\_\_\_\_ that film. (hate)

**LES MODAUX**

**1. Traduisez les phrases suivantes en anglais en utilisant des modaux :**

1. Les élèves doivent respecter les règles. (*respect the rules*)
2. Elle sait nager.
3. Tu aurais dû m'appeler.
4. Nous pourrions dîner ensemble ce soir ? (*have dinner*)
5. Tu peux sortir ce soir.
6. Tu ne dois pas parler aux étrangers. (*talk to strangers*)
7. Elle a pu se perdre en chemin.
8. Tu dois te lever à 6 h 00 pour être à l'heure.
9. Elle devrait pouvoir t'aider à faire tes devoirs. (*homework*)
10. Tu ne devrais pas rester ici.

## LES VERBES À PARTICULE

## 1. Complétez les phrases suivantes par une particule :

1. Switch the light \_\_\_\_\_, please. It is too dark.
2. They found \_\_\_\_\_ his secret.
3. She forgot the milk and it boiled \_\_\_\_\_.
4. They broke \_\_\_\_\_ last month. They're probably not going to get back together.
5. He's trying to stay \_\_\_\_\_ from cats. He is allergic.

## 2. Traduisez les phrases suivantes :

1. Il a monté les escaliers en courant.
2. Il a traversé la rivière en nageant.
3. Il s'est promené à travers la forêt.
4. Il a sauté au-dessus d'une flaqué.
5. Il a sauté sur la table.

LES VERBES SUIVIS DE -ING OU D'UN INFINITIF  
AVEC OU SANS TO

## 1. Mettez le verbe entre parenthèses à la bonne forme : infinitif avec ou sans to, ou V-ing :

1. I helped my father \_\_\_\_\_ dinner. (cook)
2. She was told \_\_\_\_\_ her homework. (do)
3. I don't like \_\_\_\_\_ football. (play)
4. She heard the baby \_\_\_\_\_. (cry)
5. I expect him \_\_\_\_\_ the answer. (know)
6. She ordered him \_\_\_\_\_ more polite. (be)
7. She let the children \_\_\_\_\_ in the garden. (play)
8. She promised \_\_\_\_\_ home for dinner. (be)
9. He wants \_\_\_\_\_ a policeman later. (be)
10. I love \_\_\_\_\_. (ski)

## LA NÉGATION

## 1. Mettez les phrases suivantes à la forme négative :

1. She still lives at her parents'.
2. They can run for hours without stopping.
3. She knows many people in town.
4. I have already met him.
5. You must tell me before going out.
6. I usually have some tea for breakfast.
7. She has been hurt in the accident.
8. He went fishing with his brother last week-end.
9. She was walking by the lake.
10. She may have found the solution by now.

## L'INTERROGATION

## 1. Posez les questions relatives aux éléments en gras dans les phrases suivantes :

1. He is **Australian**.
2. I missed my bus **because I slept in**.
3. I paid **three hundred Euros** for that dress.
4. He comes from **Argentina**.
5. I'm **fine**.
6. Andrew is feeling **sick**.
7. My parents had dinner with **my brother and his wife**.
8. I was talking to **my grandmother**.
9. This is **the Johnson's** dog.
10. It is **11 o'clock**.

## L'EXCLAMATION ET L'EMPHASE

## 1. Insistez sur les termes en gras de deux manières différentes :

1. It's **a pity**.
2. He is **absent-minded**.
3. It's **a surprise**.
4. She is a funny girl.
5. It's a strange place.

## L'IMPÉRATIF

## 1. Traduisez les phrases suivantes en anglais :

- Allons au cinéma.
- N'oublie pas d'acheter à manger pour le dîner.
- Asseyez-vous.
- Fais tes devoirs.
- Ne sois pas grossier. (*rude*)

## LA VOIX PASSIVE

## 1. Mettez les verbes suivants à la voix passive :

- The teacher punished the students who were chatting.
- People say he's an idiot.
- He caught the rat.
- Alice found a puppy in her garden.
- Shakespeare wrote *Hamlet*.

## LES SUBORDONNÉES

## 1. Joignez les deux propositions en une seule phrase à l'aide d'un subordonnant :

- Alex is bilingual. His father is Russian.
- This is Olivia. I work with her.
- Mary and Henry never agree. They are married.
- His last book is a success. It was published last year.
- Spain is a great country. I spent six months there.
- Emma is going to study history this year. I just met her.
- She was drunk yesterday. It made her mother angry.
- The house is a century old. We bought it.

## 2. Complétez les phrases suivantes avec un subordonnant :

- New York is \_\_\_\_\_ I was born.
- This is Oliver, \_\_\_\_\_ brother lives in Moscow.
- This is the reason \_\_\_\_\_ I don't want to talk to you.
- The train is late, \_\_\_\_\_ is very annoying.
- I know \_\_\_\_\_ you don't like cauliflower.

## 4 | CORRIGÉS

## LE NOM

## 1.

- |                        |                     |
|------------------------|---------------------|
| a keyboard : keyboards | a thief : thieves   |
| a horse : horses       | a potato : potatoes |
| a tooth : teeth        | a box : boxes       |
| a child : children     | a species : species |
| a daisy : daisies      | a man : men         |

## 2.

1. (a) & (b) / 2. (b) / 3. (a) / 4. (b) / 5. (b)

## 3.

- passer-by / dining-room / break-up /  
cash cow / outbreak / keyboard

## L'ADJECTIF

## 1.

1. a dirty paper bag / 2. an expensive antique wooden box / 3. a grey stray cat /  
4. a rainy summer day / 5. old sports cars

## 2.

old	older	the oldest
interesting	more interesting	the most interesting
far	farther / further	the farthest / the furthest
good	better	the best
wonderful	more wonderful	the most wonderful

## 3.

- Her brother is smaller than her.
- This garden is getting more and more beautiful.
- The more he eats, the fatter he gets.
- Today is hotter than yesterday.
- New York is the largest city in the USA.

## LES ARTICLES DÉFINIS ET INDÉFINIS, ET LES DÉMONSTRATIFS

1.  
1. the / 2. the ; Ø / 3. Ø / 4. a ; Ø / 5. the / 6. Ø / 7. the / 8. the
2.  
1. this / 2. that / 3. this / 4. that / 5. this

## LES QUANTIFICATEURS

1.  
1. Will there be **enough** orange juice for everybody?  
2. These children eat **too many** sweets.  
3. There is **no more** butter.  
4. He lost **a lot of** money betting.  
5. There are **many** flowers in his / her garden.  
6. I'd like **some** sugar in my tea.  
7. **All** the students must be on time.  
8. **Few** people know this place.  
9. **A few** people came to visit him / her.  
10. They **both** passed their exams.

## LES ADJECTIFS ET PRONOMS POSSESSIFS, ET LE GÉNITIF

1.  
1. My aunt lives on her own with her dog.  
2. Emma lives at her parents'.  
3. This notebook is mine.  
4. Your son studies mathematics.  
5. She keeps complaining about her boss.  
6. Our car is out of order.  
7. Whose dog is this? It's mine.  
8. My brother is older than yours.  
9. He is washing his hands.  
10. She is wearing her favourite dress.

## LES PRONOMS

1.  
1. Look at the baby... It's smiling!  
2. They enjoyed themselves.  
3. She lives at her aunt and helps her with the housework.  
4. Tell me where you're going.  
5. A lot of them don't know him.
2.  
1. himself / 2. one another / 3. herself / 4. each other / 5. yourself / yourselves

## LES ADVERBES

1.  
1. wonderfully / 2. in a silly way / 3. happily / 4. closely / 5. certainly
2.  
1. She was quite shocked.  
2. I'll go to the doctor tomorrow. / Tomorrow, I'll go to the doctor.  
3. I usually get up at 9.00.  
4. He was badly hurt in a car accident.  
5. She was too tired. She couldn't stay any longer.  
6. He was surprisingly nice with us.  
7. He almost dropped his glass of water.  
8. Mike is much older than Tom.  
9. She sometimes goes to the theatre.  
10. He is probably still at work.

## LES PRÉPOSITIONS

1.  
1. at / 2. under / 3. for / 4. at ; through / 5. after / 6. to / 7. for / 8. on / 9. about / 10. for



## LES TEMPS ET LES ASPECTS

1. I am writing a letter.
2. Anna works as a teacher.
3. She teaches biology.
4. He runs in the park every morning.
5. She often talks while she dreams.
6. He fell down. He is bleeding.
7. He drinks a glass of wine every evening.
8. He gets up at 7.00 in the morning.
9. The children are fighting.
10. I feel sick.

## 2.

Infinitive	Preterit	Past participle	Traduction
Become	Became	Become	<i>Devenir</i>
Blow	Blew	Blown	<i>Souffler</i>
Forbid	Forbade	Forbidden	<i>Interdire</i>
Give	Gave	Given	<i>Donner</i>
Leave	Left	Left	<i>Laisser / Quitter</i>
Lose	Lost	Lost	<i>Perdre</i>
See	Saw	Seen	<i>Voir</i>
Show	Showed	Shown	<i>Montrer</i>
Sleep	Slept	Slept	<i>Dormir</i>
Win	Won	Won	<i>Gagner</i>

## 3.

1. bought / 2. had told / 3. had / 4. sent / 5. taught

## LE FUTUR ET LE CONDITIONNEL

1. am going to visit / 2. will feel / 3. would have been / 4. is going to rain / 5. is starting / 6. will love / 7. is / 8. are going to fall / 9. will be / 10. would have hated

## LES MODAUX

1. Students must respect the rules.
2. She can swim.
3. You should have called me.
4. We could have dinner together tonight?
5. You can go out tonight.
6. You mustn't talk to strangers.
7. She may have got lost on her way.
8. You have to get up at 6.00 to be on time.
9. She should be able to help you with your homework.
10. You shouldn't stay here.

## LES VERBES À PARTICULE

1. on / 2. out / 3. over / 4. up / 5. away
2.
  1. He ran up the stairs.
  2. He swam across the river.
  3. He went for a walk through the forest.
  4. He jumped over a puddle.
  5. He jumped onto the table.

## LES VERBES SUIVIS DE -ING OU D'UN INFINITIF AVEC OU SANS TO

1.
  1. cook / 2. to do / 3. playing / 4. cry / 5. to know / 6. to be / 7. play / 8. to be / 9. to be / 10. skiing

## LA NÉGATION

1.
  1. She doesn't live at her parents' anymore.
  2. They can't run for hours without stopping.
  3. She doesn't know many people in town.
  4. I haven't met him yet.

5. You don't have to tell me before going out.
6. I don't usually have any tea for breakfast.
7. She hasn't been hurt in the accident.
8. He didn't go fishing with his brother last week-end.
9. She wasn't walking by the lake.
10. She may not have found the solution by now.

## L'INTERROGATION

1.
  1. What's his nationality?
  2. Why did you miss your bus?
  3. How much did you pay for that dress?
  4. Where does he come from?
  5. How are you?
  6. How is Andrew feeling?
  7. With whom did your parents have dinner?
  8. Who were you talking to?
  9. Whose dog is this?
  10. What time is it?

## LE QUANTIFIÉ ET L'EMPHASE

1.
  1. It's such a pity! / What a pity!
  2. He is so absent-minded! / How absent-minded he is!
  3. It's such a surprise! / What a surprise!
  4. She is such a funny girl! / What a funny girl!
  5. It's such a strange place! / What a strange place!

## L'IMPÉRATIF

1.
  1. Let's go to the cinema.
  2. Don't forget to buy food for the dinner.
  3. Sit down.
  4. Do your homework.
  5. Don't be rude.

## LA VOIX PASSIVE

1.
  1. The students who were chatting were punished by the teacher.
  2. He is said to be an idiot.
  3. The rat was caught.
  4. A puppy was found by Alice in her garden.
  5. *Hamlet* was written by Shakespeare.

## LES SUBORDONNÉES

1.
  1. Alex, whose father is Russian, is bilingual.
  2. This is Olivia with whom I work.
  3. Mary and Henry, who are married, never agree.
  4. His last book, which was published last year, is a success.
  5. Spain, where I spent six months there, is a great country.
  6. Emma, whom I just met, is going to study history this year.
  7. She was drunk yesterday, which made her mother angry.
  8. The house we bought is a century old.
2.
  1. where / 2. whose / 3. why / 4. which / 5. that / Ø

## 5 | VOCABULAIRE

Vous trouverez dans cette section des rappels du vocabulaire à connaître pour passer le TOEIC®. Il est classé par thèmes. Vous retrouverez ces thèmes dans les documents et les textes auxquels vous aurez affaire lors des épreuves.

### L'ENTREPRISE

<i>Work</i>	Le travail
<i>A job</i>	Un travail
<i>Working conditions</i>	Les conditions de travail
<i>Working hours</i>	Les horaires de travail
<i>To work overtime</i>	Faire des heures supplémentaires
<i>A full time job</i>	Un travail à temps complet
<i>A part time job</i>	Un travail à temps partiel
<i>Maternity leave</i>	Un congé de maternité
<i>A white-collar worker</i>	Un employé de bureau
<i>A temp</i>	Un intérimaire
<i>A civil servant</i>	Un fonctionnaire
<i>The public sector</i>	Le secteur public
<i>The private sector</i>	Le secteur privé
<i>A fixed-term contract</i>	Un CDD
<i>A permanent contract</i>	Un CDI
<i>A company / firm</i>	Une entreprise
<i>A multinational</i>	Une multinationale
<i>The staff</i>	Le personnel
<i>The management</i>	La direction
<i>A top / senior executive</i>	Un cadre supérieur
<i>A junior executive</i>	Un cadre moyen
<i>An employee</i>	Un employé
<i>Wage / salary</i>	Un salaire
<i>To get promotion</i>	Avoir une promotion
<i>Income tax</i>	L'impôt sur le revenu
<i>A pay rise</i>	Une augmentation de salaire
<i>To retire</i>	Prendre sa retraite
<i>A retirement pension</i>	Une pension de retraite
<i>To be in training</i>	Etre en formation
<i>A trainee</i>	Un stagiaire

<i>High technology</i>	La technologie de pointe
<i>A computer</i>	Un ordinateur
<i>A keyboard</i>	Un clavier
<i>A mouse</i>	Une souris
<i>A USB key</i>	Une clé USB
<i>A laptop</i>	Un ordinateur portable
<i>A printer</i>	Une imprimante
<i>A scanner</i>	Un scanner
<i>To send an e-mail</i>	Envoyer un e-mail
<i>To use the Internet</i>	Utiliser Internet
<i>Broadband Internet</i>	l'ADSL
<i>An Internet access provider</i>	Un fournisseur d'accès à Internet
<i>A website</i>	Un site Internet
<i>To log on</i>	Se connecter
<i>A link</i>	Un lien
<i>To surf the Internet</i>	Surfer sur le web
<i>To download a file</i>	Télécharger un fichier
<i>A search engine</i>	Un moteur de recherche
<i>To Google</i>	Faire une recherche sur Google
<i>A phone</i>	Un téléphone
<i>To phone / call sb</i>	Appeler qq
<i>An answering machine</i>	Un répondeur
<i>A cellphone / a mobile phone</i>	Un téléphone portable

### ECONOMIE MONDIALE

<i>The world economy</i>	L'économie mondiale
<i>Economic growth</i>	La croissance économique
<i>The economic crisis</i>	La crise économique
<i>An economic slump / depression</i>	Une dépression économique
<i>The inflation rate</i>	Le taux d'inflation
<i>The purchasing power</i>	Le pouvoir d'achat
<i>The living standard</i>	Le niveau de vie
<i>An economic upturn</i>	Un redressement économique
<i>To be in deficit</i>	Etre en déficit
<i>Unemployment</i>	Le chômage
<i>To be unemployed</i>	Etre au chômage
<i>The unemployed</i>	Les chômeurs

<i>The job / labour market</i>	Le marché du travail
<i>To apply for a job</i>	Etre candidat à un poste
<i>To be laid off</i>	Etre licencié (pour raison économique)
<i>To cut / axe jobs</i>	Supprimer des emplois
<i>To create jobs</i>	Créer des emplois
<i>To find a job</i>	Trouver un emploi
<i>Globalisation</i>	La mondialisation
<i>The market</i>	Le marché

## VOYAGES ET TRANSPORTS

<i>To take a break</i>	Faire une pause
<i>To go on holiday</i>	Partir en vacances
<i>Paid holiday</i>	Les congés payés
<i>A (bank) holiday</i>	Un jour férié
<i>To sunbathe</i>	Prendre le soleil
<i>To go camping</i>	Faire du camping
<i>To travel</i>	Voyager
<i>A journey / a trip</i>	Un voyage
<i>To go on a trip</i>	Partir en voyage
<i>A business trip</i>	Un voyage d'affaires
<i>A return journey</i>	Un aller-retour
<i>A flight</i>	Un vol
<i>A world tour</i>	Un tour du monde
<i>A cruise</i>	Une croisière
<i>A travel agency</i>	Une agence de voyages
<i>To rent a car</i>	Louer une voiture
<i>A passport</i>	Un passeport
<i>Luggage</i>	Des bagages
<i>To pack up</i>	Faire ses valises
<i>To go sightseeing</i>	Faire du tourisme
<i>To stay in a hotel</i>	Rester à l'hôtel
<i>To book a room</i>	Réserver une chambre
<i>To check in</i>	Prendre sa chambre
<i>To check out</i>	Rendre les clés
<i>Car traffic</i>	Le trafic automobile
<i>Traffic lights</i>	Les feux rouges
<i>A bus lane</i>	Un couloir de bus
<i>At rush hour</i>	A l'heure de pointe
<i>A traffic jam</i>	Un embouteillage
<i>A car park</i>	Un parking

<i>A parking ticket</i>	Une contravention
<i>To use public transport</i>	Utiliser les transports publics
<i>The underground / tube / subway</i>	Le métro
<i>A tube station</i>	Une station de métro
<i>A bus stop</i>	Un arrêt de bus
<i>A train station</i>	Une gare
<i>A commuter train</i>	Un train de banlieue
<i>To drop sb off at the station</i>	Déposer qqn à la gare
<i>To pick sb up at the station</i>	Prendre qqn à la gare
<i>To arrive on time</i>	Arriver à l'heure
<i>A single ticket</i>	Un aller simple
<i>A return ticket</i>	Un aller-retour
<i>A plane</i>	Un avion
<i>An airport</i>	Un aéroport
<i>A passenger</i>	Un passager
<i>To fly to London</i>	Prendre l'avion jusqu'à Londres
<i>To be delayed</i>	Etre retardé
<i>To be cancelled</i>	Etre annulé

## LE COMMERCE ET LES ACHATS

<i>Trade</i>	Les échanges commerciaux
<i>A trader</i>	Un négociant
<i>A trading partner</i>	Un partenaire commercial
<i>Wholesale trade</i>	Le commerce de gros
<i>Retail trade</i>	Le commerce de détail
<i>To export (to)</i>	Exporter (en / à)
<i>To import (from)</i>	Importer (de)
<i>Free trade</i>	Le libre-échange
<i>Customs</i>	La douane
<i>Fair trade</i>	Le commerce équitable
<i>Handicrafts</i>	L'artisanat
<i>A delivery</i>	Une livraison
<i>A deliver man</i>	Un livreur
<i>A parcel</i>	Un colis
<i>To go shopping</i>	Faire des courses
<i>A customer</i>	Un client
<i>A consumer</i>	Un consommateur
<i>To go window shopping</i>	Faire du lèche-vitrine
<i>A shopping centre / precinct</i>	Un centre commercial
<i>A shop</i>	Un magasin

<i>A convenience store</i>	Un magasin de proximité
<i>A chain store</i>	Un magasin qui fait partie d'une chaîne
<i>A supermarket</i>	Un supermarché
<i>A discount shop</i>	Un magasin discount
<i>A trolley</i>	Un caddy
<i>E-commerce</i>	Le commerce électronique
<i>On-line shopping</i>	Les achats en ligne

## LES REPAS

<i>Hunger</i>	La faim
<i>To be hungry</i>	Avoir faim
<i>To be starving</i>	Mourir de faim
<i>Thirst</i>	La soif
<i>To be thirsty</i>	Avoir soif
<i>Greedy</i>	Gourmand
<i>Breakfast</i>	Le petit déjeuner
<i>Lunch</i>	Le déjeuner
<i>Dinner</i>	Le dîner
<i>A restaurant</i>	Un restaurant
<i>To book</i>	Réserver
<i>A business lunch</i>	Un déjeuner d'affaires
<i>A waiter</i>	Un serveur
<i>A waitress</i>	Une serveuse
<i>The menu</i>	Le menu
<i>To order</i>	Commander
<i>The bill</i>	L'addition
<i>Take-away</i>	A emporter

## LES LOISIRS

<i>Leisure</i>	Les loisirs
<i>A hobby</i>	Un passe-temps
<i>To enjoy oneself</i>	S'amuser
<i>Spare / free time</i>	Du temps libre
<i>To relax</i>	Se détendre
<i>Sports</i>	Le sport
<i>A team</i>	Une équipe
<i>The players</i>	Les joueurs
<i>To play football / soccer</i>	Jouer au football
<i>The goal</i>	Le but

<i>A draw</i>	Un match nul
<i>Practice / training</i>	L'entraînement
<i>Extreme sports</i>	Les sports extrêmes
<i>Athletics</i>	L'athlétisme
<i>A race</i>	Une course
<i>To swim</i>	Nager
<i>To dive</i>	Plonger
<i>A swimming-pool</i>	Une piscine
<i>A theatre</i>	Un théâtre
<i>An actor / actress</i>	Un acteur / une actrice
<i>A play</i>	Une pièce de théâtre
<i>The stage</i>	La scène
<i>The audience</i>	Le public
<i>To clap</i>	Applaudir
<i>To book seats</i>	Réserver des places
<i>To go to the cinema</i>	Aller au cinéma
<i>A film</i>	Un film
<i>The screen</i>	L'écran
<i>The characters</i>	Les personnages
<i>A trailer</i>	Une bande-annonce
<i>A museum</i>	Un musée
<i>An exhibition</i>	Une exposition
<i>A painting</i>	Un tableau
<i>A masterpiece</i>	Un chef-d'œuvre
<i>A drawing</i>	Un dessin
<i>Music</i>	La musique
<i>A musician</i>	Un musicien
<i>To play the guitar</i>	Jouer de la guitare
<i>To play the violin</i>	Jouer du violon
<i>An orchestra</i>	Un orchestre
<i>A concert</i>	Un concert
<i>A newspaper</i>	Un journal
<i>A magazine</i>	Un magazine
<i>A journalist</i>	Un journaliste
<i>Subscribers</i>	Les abonnés
<i>An issue</i>	Un sujet, un problème
<i>The front page</i>	La une
<i>A television (set)</i>	Un téléviseur
<i>Satellite television</i>	La télé par satellite
<i>Cable television</i>	La télé par câble
<i>A dish</i>	Une antenne parabolique

<i>To watch TV</i>	Regarder la télévision
<i>A channel</i>	Une chaîne
<i>A remote control</i>	Une télécommande
<i>A TV programme</i>	Une émission
<i>An anchorman / anchorwoman</i>	Un présentateur / une présentatrice
<i>A TV series</i>	Une série
<i>A soap opera</i>	Un feuilleton
<i>A documentary</i>	Un documentaire
<i>To be on the air</i>	Etre à l'antenne

## LE LOGEMENT

<i>A house</i>	Une maison
<i>A flat</i>	Un appartement
<i>Furnishes apartments</i>	Un meublé
<i>A council flat / social housing</i>	Des logements sociaux
<i>To move out</i>	Déménager
<i>To move in</i>	Emménager
<i>Landlord / landlady</i>	Le propriétaire
<i>A tenant</i>	Un locataire (appartement)
<i>A lodger</i>	Un locataire (chambre)
<i>To own</i>	Posséder
<i>To rent</i>	Louer
<i>The lease</i>	Le bail
<i>The rent</i>	Le loyer
<i>The electricity bill</i>	La facture d'électricité
<i>The gas bill</i>	La facture de gaz
<i>An estate agent</i>	Un agent immobilier
<i>A house for sale</i>	Une maison à vendre
<i>To be homeless</i>	Etre sans abri
<i>A homeless person</i>	Un sans-abri
<i>To live on the streets</i>	Vivre dans la rue
<i>Benefit</i>	L'aide sociale
<i>A soup kitchen</i>	Une soupe populaire

## LA SANTÉ

<i>To be ill / sick</i>	Etre malade
<i>An illness / a disease</i>	Une maladie
<i>To suffer from</i>	Souffrir de
<i>To recover</i>	Guérir

<i>A catching disease</i>	Une maladie contagieuse
<i>The flu</i>	La grippe
<i>To cough</i>	Tousser
<i>A headache</i>	Un mal de tête
<i>To be healthy</i>	Etre en bonne santé
<i>To get hurt</i>	Etre blessé
<i>To go to the doctor</i>	Aller chez le médecin
<i>A prescription</i>	Une ordonnance
<i>A drug / a medicine</i>	Un médicament
<i>A toothache</i>	Une rage de dents
<i>To go to the dentist</i>	Aller chez le dentiste
<i>The health care system</i>	Le système de santé
<i>Health insurance</i>	Assurance maladie
<i>A hospital</i>	Un hôpital
<i>A nurse</i>	Une infirmière
<i>A surgeon</i>	Un chirurgien
<i>Weight</i>	Le poids
<i>Obesity</i>	L'obésité
<i>To be overweight</i>	Etre en surpoids
<i>To put on / to lose weight</i>	Prendre / perdre du poids
<i>To go on a diet</i>	Faire un régime
<i>The lack of exercise</i>	Le manque d'exercice
<i>Drug addiction</i>	La toxicomanie
<i>Alcoholism</i>	L'alcoolisme
<i>To take drugs</i>	Se droguer
<i>To get drunk</i>	Se saouler
<i>An alcoholic</i>	Un alcoolique
<i>A drug addict</i>	Un drogué

## L'ENVIRONNEMENT

<i>Biodiversity</i>	La biodiversité
<i>Car pollution</i>	La pollution automobile
<i>Drought</i>	La sécheresse
<i>Earth Day</i>	La Journée de la Terre
<i>Ecology</i>	L'écologie
<i>Ecological</i>	Ecologique
<i>Endangered species</i>	Les espèces en danger
<i>Environmental issues</i>	Les questions environnementales
<i>Environmental management</i>	La gestion de l'environnement
<i>A flood</i>	Une inondation

<i>Global warming</i>	Le réchauffement de la planète
<i>Greenhouse gases</i>	Des gaz à effet de serre
<i>A heat wave</i>	Une vague de chaleur
<i>A hurricane</i>	Un ouragan
<i>The Kyoto protocol</i>	Le protocole de Kyoto
<i>The lungs of the planet</i>	Les poumons de la planète
<i>A natural disaster</i>	Une catastrophe naturelle
<i>An oil spill</i>	Une marée noire
<i>To pollute the seas</i>	Polluer les mers
<i>To protect the environment</i>	Protéger l'environnement
<i>To recycle</i>	Recycler
<i>To save the earth</i>	Sauver la Terre
<i>Sea pollution</i>	La pollution marine
<i>Waste treatment</i>	Le traitement des déchets
<i>The water shortage</i>	La pénurie d'eau

# S'ENTRAÎNER

## PARTIE II

## ANSWER SHEET

**Listening**

Q.	A	B	C	D
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Q.	A	B	C	D
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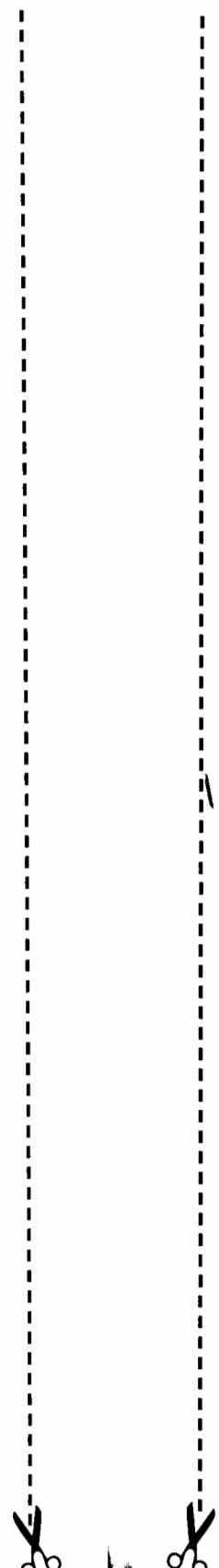
Q.	A	B	C	D
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Q.	A	B	C	D
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**Reading**

Q.	A	B	C	D
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Q.	A	B	C	D
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# 1 | TEST : TOEIC L&R PRACTICE TEST

Welcome to TOEIC L&R Practice Test. This test will evaluate your ability to understand spoken and written English in a professional environment. It consists of two sections: Listening and Reading. You will be given special directions for each section. Remember, taking notes is prohibited throughout the test.

## LISTENING

**45 Minutes, 100 Questions**

This section of the test will evaluate your ability to understand spoken English. It is composed of four parts. You will be given special directions for each part.

### Part I Photographs 10 questions

**Directions:** For each question, you will be presented with a photograph and hear four statements describing the photograph: (A), (B), (C), and (D). You must choose the statement that best describes what you see. The statements will be spoken just once and not printed in your test book, so you must listen carefully to understand what is being said.

Look at the following example and listen to the answer choices.



Answer choice (B), "They are looking at the scenery", is the most accurate description of what you see in the photograph. Therefore, you should choose answer (B).

Q.	A	B	C	D
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175				

Q.	A	B	C	D
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200				

Now begin the section, marking your answers on the answer sheet.

1.



2.



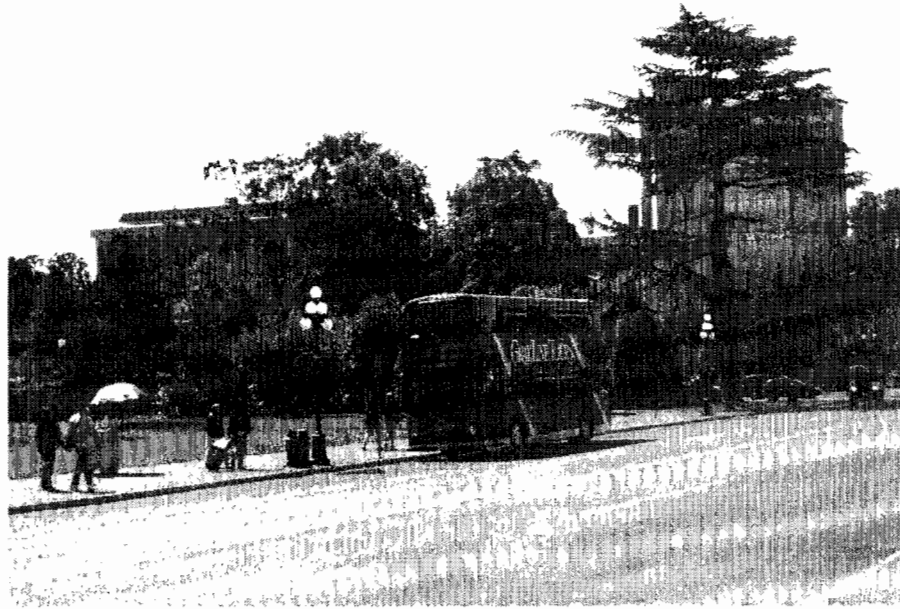
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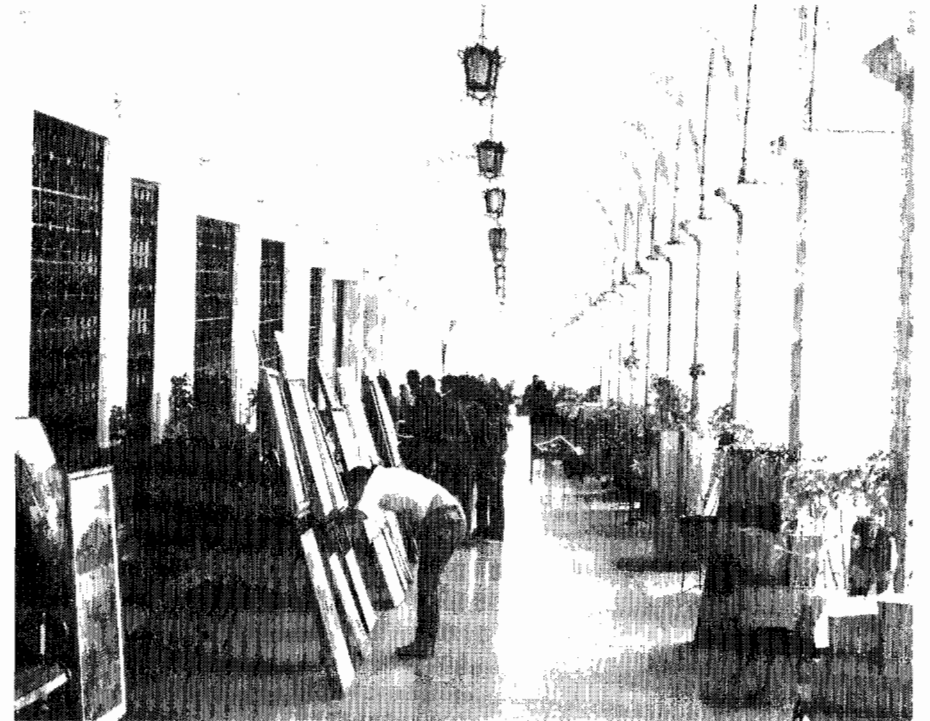
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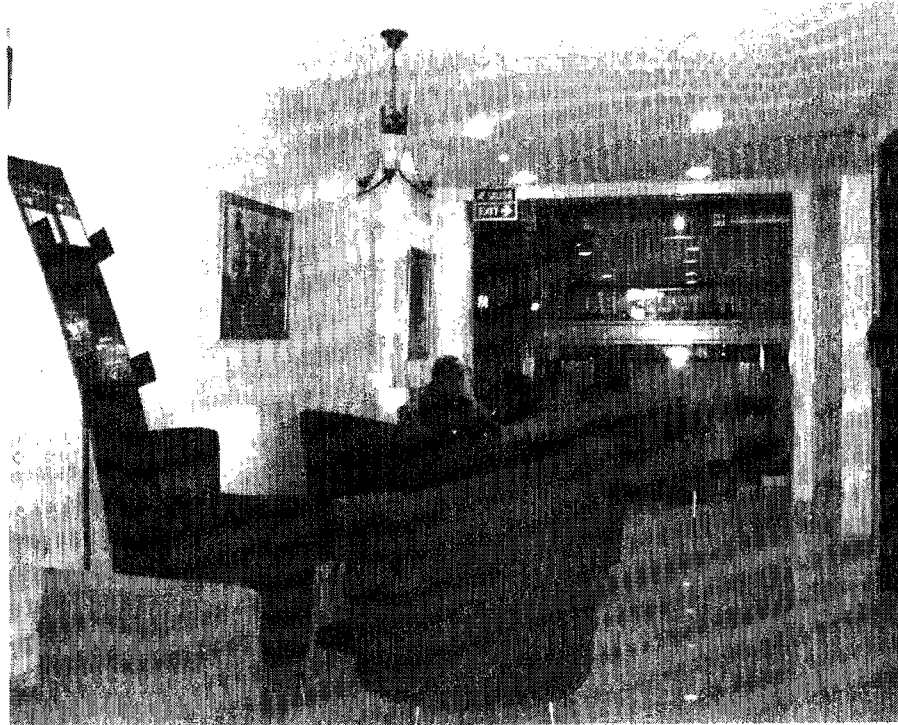
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8.



9.



10.



**Part II**  
**Question-Response**

**30 questions**

**Directions:** You will hear a question and three possible responses to the question: (A), (B), and (C). You must choose the response that best answers the question. The question and the responses will be spoken just once and not printed in your test book, so you must listen carefully to understand what is being said.

Now listen to a sample question.

The best response to the question, "When did the meeting begin?" is choice (A), "Five minutes ago". Therefore, you should choose response (A).

Now begin the section, marking your answers on the answer sheet.

11. Mark your answer on the answer sheet.
12. Mark your answer on the answer sheet.
13. Mark your answer on the answer sheet.
14. Mark your answer on the answer sheet.
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32. Mark your answer on the answer sheet.
33. Mark your answer on the answer sheet.
34. Mark your answer on the answer sheet.
35. Mark your answer on the answer sheet.

36. Mark your answer on the answer sheet.  
37. Mark your answer on the answer sheet.  
38. Mark your answer on the answer sheet.  
39. Mark your answer on the answer sheet.  
40. Mark your answer on the answer sheet.

### **Part III**

#### **Conversations**

##### **30 questions**

**Directions:** You will listen to a dialogue and three questions about each dialogue. Every question will have four answer choices: (A), (B), (C), or (D). You must choose the best answer for each question. The dialogues will be spoken just once and not printed in your test book, so you must listen carefully to understand and memorize what is being said.

41. At what time did the meeting begin?  
(A) 7:30  
(B) 7:45  
(C) 8:00  
(D) 8:15
42. Where are the man and the woman speaking?  
(A) In the meeting  
(B) Outside of the conference room  
(C) In the conference room  
(D) In a car
43. What does the man not discuss with the woman?  
(A) Deadlines  
(B) His reasons for being late  
(C) Starting time of the meeting  
(D) Location of the meeting
44. What are the two people discussing?  
(A) Weather  
(B) Sports  
(C) Entertainment  
(D) News

45. Where did the man learn of this event?  
(A) On the Internet  
(B) In the newspaper  
(C) From the television  
(D) From the woman
46. How can you describe the woman's comment about their profession?  
(A) Optimistic  
(B) Negative  
(C) Hesitant  
(D) Frightened
47. What is the purpose of the man's visit?  
(A) To have some materials printed  
(B) To buy a printer  
(C) To pick up some samples  
(D) To design a logo
48. What information does the woman need?  
(A) The size  
(B) The shape  
(C) The colors  
(D) The quantity
49. What does the woman say about the logo?  
(A) She wants the digital copy.  
(B) She wants the paper copy.  
(C) She wants both copies.  
(D) She doesn't need either yet.
50. What is the woman looking for?  
(A) The airport  
(B) A taxi  
(C) A hotel  
(D) Her flight
51. Why doesn't the woman want to stay at the airport hotel?  
(A) It doesn't have Internet.  
(B) It is too expensive.  
(C) It is too close to the airport.  
(D) It is downtown.



52. What does the man imply about taxis?

- (A) Certified cabs are safer.
- (B) The woman should avoid certified cabs.
- (C) Taxis are expensive.
- (D) Taxis are better than cabs.

53. Where is the man probably going?

- (A) To the office
- (B) To his house
- (C) To the bank
- (D) To a café

54. What does the man offer to do?

- (A) Recommend a diet
- (B) Get the woman some coffee
- (C) Buy the woman lunch
- (D) Lend the woman some money

55. Why does the woman refuse?

- (A) She is on a diet.
- (B) She doesn't like coffee.
- (C) She is about to have her haircut.
- (D) She doesn't have enough money.

56. Why is the man worried?

- (A) He can't find a file.
- (B) Tracy is sick.
- (C) He is looking for Mr. Johnson.
- (D) The receptionist is absent.

57. Why can't he talk to Tracy?

- (A) Because she is sick.
- (B) Because she is not in the office.
- (C) Because she is at the reception desk.
- (D) Because he needs to find the file first.

58. What does the woman suggest?

- (A) That he call Tracy.
- (B) That he ask the receptionist to contact Tracy.
- (C) That he visit Tracy at home.
- (D) That he ask Mr. Johnson for the file.

59. What is the man's problem?

- (A) He cannot access the Internet.
- (B) His computer is broken.
- (C) He cannot access the network.
- (D) He cannot find Technical Services.

60. Why can't the network be fixed?

- (A) Because it is wireless.
- (B) Because there are no laptops left at the Technical Services.
- (C) Because they haven't found the problem yet.
- (D) Because the Internet is unavailable.

61. What does the woman suggest?

- (A) That he use a laptop and find wireless Internet.
- (B) That he ask Technical Services to fix the network.
- (C) That he go for lunch while she works on the problem.
- (D) That he wait for her to resolve the problem.

62. What does the man ask?

- (A) What her position is in the company.
- (B) If she would help him in an unstable situation.
- (C) Whether or not she will apply for a new job.
- (D) Why she is unhappy with her current job.

63. Why is the woman hesitant to apply for the position?

- (A) People don't stay long in that department.
- (B) The pay is high.
- (C) The benefits are good.
- (D) The pay is not high enough.

64. What will the woman probably do?

- (A) Apply for a position in a different department
- (B) Apply for the position in Marketing
- (C) Quit her current job
- (D) Stay with her current job

65. Where does this conversation take place?

- (A) In a bakery
- (B) At a business conference
- (C) In a bank
- (D) In an office

66. What does the woman prefer?  
 (A) To pre-order her cookies  
 (B) To purchase cookies from the existing selections  
 (C) To buy cookies from a different vendor  
 (D) To come back tomorrow to pick up cookies
67. How much did the woman pay per cookie?  
 (A) \$0.20  
 (B) \$0.50  
 (C) \$1.00  
 (D) \$2.00
68. What is the woman's problem?  
 (A) The man has lost the proposal.  
 (B) The man has missed the meeting.  
 (C) The man has confused the meeting times.  
 (D) The man is on the phone.
69. Why can't the man meet the woman?  
 (A) He has a meeting.  
 (B) He is speaking to someone.  
 (C) He is at work.  
 (D) He made other plans.
70. What is the woman's solution?  
 (A) To improvise the meeting with the clients  
 (B) To join the man in his office  
 (C) To cancel the meeting  
 (D) To call the clients to reschedule

**Part IV****Talks****30 questions**

**Directions:** You will listen to a talk and three questions about each talk. Every question will have four answer choices: (A), (B), (C), or (D). You must choose the best answer for each question. The talks will be spoken just once and not printed in your test book, so you must listen carefully to understand and memorize what is being said.

71. What is the purpose of this announcement?  
 (A) To introduce a speaker  
 (B) To describe a series of seminars  
 (C) To explain a new company policy  
 (D) To inform listeners of new services
72. What might have prevented the employees from attending?  
 (A) A different seminar of the same series  
 (B) Professional activities  
 (C) Issues in the telecommunications sector  
 (D) A blizzard
73. Who is the sponsor of the seminar?  
 (A) A competitor  
 (B) A collaborator  
 (C) A representative  
 (D) The government
74. According to the talk, what is the importance of interview attire?  
 (A) It shows your unique style.  
 (B) It should impress the interviewers profoundly.  
 (C) It should set a professional tone for the interview.  
 (D) It is relatively unimportant.
75. Which of the following is mentioned as important for men?  
 (A) Coordinated blouse  
 (B) Brightly colored shirt  
 (C) No jewelry  
 (D) Cologne
76. What kind of clothing should women wear according to the talk?  
 (A) Matching socks  
 (B) A short skirt  
 (C) Plenty of makeup  
 (D) A business suit
77. What does the announcement describe?  
 (A) Winter weather  
 (B) Traffic conditions  
 (C) A highway accident  
 (D) Weekend weather



78. What does the report mention about flights?

- (A) They have been delayed.
- (B) They have been canceled.
- (C) Their status is uncertain.
- (D) They have been postponed until Sunday.

79. Which of the following items is not featured in the list at the end of the announcement?

- (A) Food
- (B) Flashlights
- (C) Blankets
- (D) Emergency light

80. Who is the audience for this talk?

- (A) HR department employees
- (B) Insurance agents
- (C) Immigration officers
- (D) New hires

81. To whom should the forms be directed?

- (A) The insurance company
- (B) The bank
- (C) The human resource department
- (D) The speaker

82. Who should address to the speaker personally?

- (A) Everybody
- (B) Foreign employees
- (C) Those who don't have medical insurance
- (D) Those who don't understand the forms

83. Why might a caller press 3?

- (A) To change a seat
- (B) To purchase a ticket
- (C) To speak to a sales representative
- (D) To find the schedule

84. What kind of a company has left this message?

- (A) An airport
- (B) An entertainment agency
- (C) An airline
- (D) An Internet company

85. Why might the caller take no action?

- (A) To register baggage
- (B) To speak with a representative
- (C) To find out the movies played on flights
- (D) To look up a flight time

86. What is the purpose of this talk?

- (A) To explain new technology
- (B) To ask for assistance
- (C) To obtain departmental funding
- (D) To sell a service

87. Which of the following is not a problem discussed in the talk?

- (A) Record access
- (B) Information retrieval
- (C) Data processing
- (D) Email organization

88. What is one of the benefits provided by the new service?

- (A) It is fast.
- (B) It is inexpensive.
- (C) It is simple.
- (D) It is easy to use.

89. On what days is the library closed?

- (A) Tuesday and Thursday
- (B) Sunday
- (C) Saturday
- (D) Saturday and Sunday

90. What time does the library close on Wednesday?

- (A) 12:00 pm
- (B) 4:00 pm
- (C) 5:00 pm
- (D) 11:00 am

91. What must you do to use the Internet for more than 15 minutes?

- (A) Come on Sunday
- (B) Arrive early
- (C) Make a reservation
- (D) Become a patron

92. When is the information in the talk not valuable?  
 (A) After 911 is called  
 (B) When the emergency is outside the office  
 (C) If the person needs specific assistance  
 (D) After the ambulance arrives
93. According to the talk, what is the first thing to do in an office emergency?  
 (A) Call 911  
 (B) Contact the emergency management  
 (C) Ask if the person requires any specific assistance  
 (D) Call the office clinic
94. Why is it important to call 911 before speaking with the nurse?  
 (A) Because the nurse may need the ambulance.  
 (B) Because nurses are not helpful in serious emergencies.  
 (C) Because it will take time for the ambulance to arrive.  
 (D) Because the office clinic is far away.
95. What is the purpose of this announcement?  
 (A) To inform passengers of security regulations  
 (B) To alert airport staff to dangerous situations  
 (C) To test the airport communication system  
 (D) To discuss baggage limitations
96. What will happen to unattended luggage?  
 (A) It will be reported to the passenger who lost it.  
 (B) It will pass advance security clearance.  
 (C) It will be disposed of by security.  
 (D) It will be carried to the security checkpoint.
97. Which of the following might cause passengers to be stopped at a security check-point?  
 (A) Liquid in their carry-on  
 (B) Unattended baggage  
 (C) Prescription medication in their carry-on  
 (D) A plastic bag full of gels
98. In which department does Tom work?  
 (A) Sales  
 (B) Customer Service  
 (C) Marketing  
 (D) Administration

99. According to the talk, which of the following is not true about Tom?  
 (A) He is a good salesperson.  
 (B) He helps his colleagues.  
 (C) He made useful suggestions to his manager.  
 (D) He is popular with customers.
100. Which of the following is not part of the Most Valuable Employee award?  
 (A) Money  
 (B) A plaque  
 (C) Applause  
 (D) A certificate

## READING

**75 Minutes, 100 Questions**

This section of the test will evaluate your ability to understand written English. It is composed of three parts. You will be given special directions for each part.

### **Part V** **Incomplete Sentences** **40 questions**

**Directions:** You will read a sentence which contains a blank. The blank should be filled with one of the four answer choices: (A), (B), (C), or (D). You must choose the answer choice that best completes the blank in the sentence.

101. Large companies often attract newly-graduated business students with promises of substantial signing bonuses \_\_\_\_\_ higher salaries and increased responsibilities.  
 (A) and  
 (B) in addition to  
 (C) also  
 (D) other than
102. You called the client back about the sale, \_\_\_\_\_?  
 (A) did he  
 (B) did you  
 (C) didn't you  
 (D) didn't he

103. It is often true that the more one exercises, \_\_\_\_\_.  
 (A) healthier that one will be  
 (B) one will be a healthier  
 (C) one healthy will be  
 (D) the healthier one will be
104. According to most major dictionaries, the word *pneumonoultramicroscopicsilicovolcanoconiosis* is one of \_\_\_\_\_ words in the English language.  
 (A) most longest  
 (B) the longest  
 (C) longer  
 (D) longest
105. Of all the factors influencing current prices, the cost of energy \_\_\_\_\_ the most.  
 (A) why consumers affect it  
 (B) it affects consumers  
 (C) consumers that it affects  
 (D) affects consumers
106. Maintaining profitable portfolios is \_\_\_\_\_ faced by an investment banker.  
 (A) often the challenge greatest  
 (B) the greatest often challenge  
 (C) often the greatest challenge  
 (D) the often greatest challenge
107. \_\_\_\_\_ for service in international government operations or diplomacy, individuals must first pass a series of exams.  
 (A) For be qualified  
 (B) The qualifying  
 (C) To be qualified  
 (D) Qualify
108. \_\_\_\_\_ every student who graduates from medical school goes on to work in a clinic or hospital; some work for domestic or international charities, and others may focus on medical research.  
 (A) No one  
 (B) Not  
 (C) No  
 (D) None

109. Governments around the world attempt to monitor terrorists to prevent them \_\_\_\_\_ harming populations and damaging infrastructures.  
 (A) to  
 (B) on  
 (C) from  
 (D) of
110. She isn't the new office manager, \_\_\_\_\_?  
 (A) is it  
 (B) isn't it  
 (C) is she  
 (D) isn't she
111. The departure of top executives from a company often signals the beginning of \_\_\_\_\_ reorganization.  
 (A) their  
 (B) its  
 (C) his  
 (D) his or her
112. Legal cases involving complex financial transactions have proven that archived emails can be used \_\_\_\_\_ important evidence for both defense and prosecution.  
 (A) is  
 (B) as  
 (C) was  
 (D) to be
113. Mr. Sokolov will be late for the board meeting \_\_\_\_\_ his flight from Chicago has been delayed.  
 (A) so  
 (B) as a result  
 (C) therefore  
 (D) because
114. The programmers had to \_\_\_\_\_ a lot of work in order to create the software requested by the general manager.  
 (A) make  
 (B) do  
 (C) must  
 (D) be able

115. The board does not support the merger proposal and \_\_\_\_.
- (A) the CEO does neither  
(B) neither does the CEO  
(C) the CEO doesn't neither  
(D) neither the CEO does
116. Although complete information service has been available online \_\_\_\_, the financial analysis function has only been added this year.
- (A) last year  
(B) since 1997  
(C) 10 years ago  
(D) since a long time
117. The terrible weather conditions \_\_\_\_ affect manufacturing, won't they?
- (A) do  
(B) shall not  
(C) will  
(D) won't
118. Some analysts say that when economies \_\_\_\_ too far too fast they run the risk of inflation, but generally citizens tend to appreciate the effects of economic growth.
- (A) rise  
(B) raised  
(C) were rising  
(D) raise
119. I'm sorry, but using cell phones is \_\_\_\_ inside the building; if you need to make a call, please step outside.
- (A) proclaimed  
(B) permitted  
(C) admissible  
(D) prohibited
120. Your general manager will have \_\_\_\_ any project you would like to undertake before you begin.
- (A) been approved  
(B) to approve  
(C) approving  
(D) is approved

121. There is \_\_\_\_ coffee left in the break room; could you ask the assistant to start another pot?
- (A) not many  
(B) too less  
(C) many more  
(D) not much
122. If it is true that this employee has been selling confidential information, we will have to \_\_\_\_ immediate legal action.
- (A) make  
(B) do  
(C) take  
(D) give
123. \_\_\_\_ the economic difficulties of recent months, many investment banks have prospered by continuing to make sound investment decisions for their clients.
- (A) Despite  
(B) Even though  
(C) In spite  
(D) Despite of
124. I \_\_\_\_ to opera performances since I was very young, and continue to appreciate them to this day.
- (A) have been going  
(B) go  
(C) am going  
(D) was going
125. The director's secretary has been trying to reach him all day but hasn't been able to \_\_\_\_.
- (A) put through  
(B) deal with  
(C) get through  
(D) talk to
126. Investment bankers that listen to their clients and \_\_\_\_ their needs have a better chance of maintaining an excellent reputation and a successful career in the industry.
- (A) look for  
(B) pay attention  
(C) watch to  
(D) take care of

127. \_\_\_\_ rapid increase of fuel prices and lack of available alternatives, some industries are being forced to raise prices and many can no longer compete.

- (A) Because
- (B) Since
- (C) Owing
- (D) Due to

128. Have you heard \_\_\_\_ the newest board member?

- (A) who
- (B) whose
- (C) whom
- (D) who's

129. After his parents died, Mr. Tsang became \_\_\_\_ sole proprietor of his family's growing multimedia empire.

- (A) one
- (B) the
- (C) a
- (D) an

130. With the rapidly decreasing share prices of the last few days, many investors are regarding \_\_\_\_ assets with great uncertainty.

- (A) their
- (B) they're
- (C) them
- (D) theirs

131. All of the candidates have exemplary profiles in \_\_\_\_ respect; however, in terms of personality the first candidate is clearly the best match for the position.

- (A) all
- (B) most
- (C) many
- (D) every

132. The portfolio manager must have had some idea that the prices of the stocks would fall drastically, since several weeks earlier he pulled out most of his personal investments \_\_\_\_.

- (A) themselves
- (B) itself
- (C) hisself
- (D) himself

133. The board determined that further work on the project must be postponed until more detailed cost \_\_\_\_ were completed.

- (A) analyze
- (B) analysis
- (C) analyses
- (D) analyst

134. \_\_\_\_ Mr. Sul can't attend today, the Director of Marketing would prefer to put off the meeting until tomorrow.

- (A) But
- (B) Since
- (C) So
- (D) Despite

135. The company \_\_\_\_ has a policy of using open-source software when it is available.

- (A) currently
- (B) formerly
- (C) previously
- (D) absolutely

136. \_\_\_\_ it is not the state capital, Chicago is by far the largest city in Illinois.

- (A) Moreover
- (B) Nevertheless
- (C) However
- (D) Although

137. The company \_\_\_\_ several times over the last year, reducing the staff to a fraction of its initial size.

- (A) downsize
- (B) downsizing
- (C) downsized
- (D) downsizes

138. The trader completed all his transactions as soon as the market opened, but shortly after he wished he \_\_\_\_.

- (A) waits
- (B) had waited
- (C) waited
- (D) had been waiting

139. The general manager visited the construction \_\_\_\_\_ several times each week to ensure that the project was on schedule.

- (A) cite
- (B) sight
- (C) site
- (D) side

140. \_\_\_\_\_ you mind cleaning the break room refrigerator, please?

- (A) Would
- (B) Can
- (C) Wouldn't
- (D) May

### Part VI

#### Text Completion

##### 12 questions

**Directions:** You will read several short texts. In each text, there are three blanks. The blanks should be filled it with one of the four answer choices: (A), (B), (C), or (D). You must choose the answer choice that best completes the blank in the text.

Questions 141 through 143 refer to the following letter.

Diane Reading  
424 Ridge Road  
Griggstown, HM 78975

Dear Mrs. Reading,

We regret to inform you that you were not selected for the administrative assistant position for which you applied last month. \_\_\_\_\_ it was clear from your

- 141. (A) However
- (B) Although
- (C) As though
- (D) Moreover

resume and interview that you definitely have many admirable skills, there were many other qualified applicants, and we were faced with the difficult choice of selecting from \_\_\_\_\_ several excellent candidates. In other words, this

- 142. (A) among
- (B) between
- (C) around
- (D) throughout

rejection is in no way a reflection of your qualities, and we appreciate the time you took to apply for the position and interview with us. Please do feel free to apply for other positions at our company \_\_\_\_\_ you find them of interest.

- 143. (A) meanwhile
- (B) because
- (C) if
- (D) while

Thank you again for having considered us in your job search.

Sincerely,

Toshio Nakamura  
Human Resources

Questions 144 through 146 refer to the following advertisement.

**3-Day Weekend Getaways to Chicago, New York, and Las Vegas  
Starting at \$390**

Get the \_\_\_\_\_ of your three-day weekend by traveling to the city of

144. (A) least  
(B) less  
(C) most  
(D) more

your choice with one convenient weekend package filled with the flights, hotels, and activities. \_\_\_\_\_ you want to experience fascinating museums,

145. (A) Unless  
(B) Whether  
(C) But  
(D) Moreover

fun-filled shopping, or dazzling architecture, these cities are sure to please. Choose \_\_\_\_\_ our packages to ensure your trip is complete and affordable.

146. (A) from  
(B) among  
(C) below  
(D) about

**\$450 Chicago**  
**\$500 New York**  
**\$390 Las Vegas**

\*airfare not included

Questions 147 through 149 refer to the following letter.

Dear Ms. Logadottir,

I was recently forwarded the email you sent to the billing department, to which this email is a response. While I can thoroughly understand why you are running out of patience while waiting for your refund check to arrive, I admit that the delay is my fault and not \_\_\_\_\_ the billing department.

147. (A) that of  
(B) that which  
(C) of  
(D) from

While it would be easy to place the blame on our billing department, they only send checks when prompted by sales personnel. \_\_\_\_\_ I was on vacation

148. (A) Despite  
(B) Nevertheless  
(C) If  
(D) Since

when you canceled your account, I could not give the refund authorization until my return this week. Therefore, please accept my apology for the delay in refunding your money.

I \_\_\_\_\_ the billing department to issue a check to you at once, for

149. (A) instruct  
(B) was instructing  
(C) instructing  
(D) am instructing

\$1150, the original \$1175 service fee minus the \$25 cancellation fee, which you should be receiving within a few days. Once again, I am very sorry for any inconvenience this delay may have caused you.

Sincerely,  
Khaled Saeed

Questions 150 through 152 refer to the following want ad.

**Prestigious Law Firm  
recruiting a  
Legal Assistant**

This prestigious law firm in the center of town needs a secretary \_\_\_\_\_ four

150. (A) assist  
(B) to assist  
(C) assisting  
(D) assisted

associates and two partners in their rapidly growing corporate actions branch. The successful applicant will be responsible for \_\_\_\_\_ agendas, organizing

151. (A) manage  
(B) to manage  
(C) managing  
(D) managed

meetings and business trips, as well as traditional secretarial and receptionist duties. Excellent typing skills are necessary as the position \_\_\_\_\_

152. (A) may  
(B) might  
(C) also  
(D) can

requires typing and formatting of documents. A minimum of 1-2 years of experience in a large law firm is also desired. Salary will be commensurate with experience.

**Part VII  
Reading Comprehension  
48 questions**

**Directions:** You will read several short texts or pairs of texts, followed by questions about their content. Each question will have four answer choices: (A), (B), (C), or (D). You must choose the best answer to the question based on the information contained in the text.

Questions 153 through 155 refer to the following advertisement.

**Hortense**

**16<sup>th</sup> Annual**

**Agriculture Fair**

At the

Johnsontown Expo Center, New York, NY

August 13-15

Join us for the biggest yearly celebration of agriculture and farming in the state!

The fair will feature exhibitors from around the nation offering a variety of agricultural products and services.

Proudly sponsored by:

AmeriAg LLP

Rochester, NY

Tickets can be bought at the entrance gate, or with advance registration at [www.hortense.xxx](http://www.hortense.xxx). Online registration begins July 1.

IF YOU ARE INTERESTED IN EXHIBITING: Please contact the Johnsontown Expo Center at [pr@johnex.xxx](mailto:pr@johnex.xxx) for more information on exhibit prices and applications.

153. Who will probably attend this event?

- (A) Farmers  
(B) Internet developers  
(C) Politicians  
(D) Culture activists



154. Who is funding this event?  
 (A) The Johnstown Expo Center  
 (B) Farmers and agricultural laborers  
 (C) Hortense  
 (D) AmeriAg

155. How can you register before the day of the fair?  
 (A) At the entrance  
 (B) Online at [www.hortense.xxx](http://www.hortense.xxx)  
 (C) By emailing [pr@johnex.xxx](mailto:pr@johnex.xxx)  
 (D) By writing to AmeriAg LLP

**Questions 156 through 158 refer to the following advertisement.**

**ExpertEez**  
**Knowledge Management Consultants**  
 5899 Broadway  
 Philadelphia, PA

New knowledge can be efficiently created by capitalizing on knowledge assets already existing within an organization. Effective knowledge management ensures that the "know-how" and competencies embodied in the human element of the organization are preserved and remain with the organization long after the employees that generated it are gone. This can be accomplished through various processes involving identifying sources of knowledge within an organization, determining the best means of preserving it, and developing systems to ensure their continued accessibility. It is only through ensuring the availability of past experience, or "knowledge assets", that organizations can ensure maximum efficiency and avoid using additional resources to reinvent the wheel. Contact ExpertEez today to learn what our knowledge management expertise can do for your company.

For more information, please contact Besty Kwang at [bk@experteez.xxx](mailto:bk@experteez.xxx). Please indicate whether you would like to receive a general information packet or speak with a company representative to discuss the most appropriate services for your organization.

156. What type of company is described in the advertisement?  
 (A) Marketing  
 (B) Advertising  
 (C) Consulting  
 (D) Recruiting

157. According to the announcement, why should companies hire ExpertEez?  
 (A) To increase profits  
 (B) To improve efficiency  
 (C) To decrease spending  
 (D) To improve communications

158. Which of the following is not possible given the information in the document?  
 (A) Sending an email request for more information  
 (B) Visiting the company's offices  
 (C) Contacting a company representative  
 (D) Telephoning the company

Questions 159 through 161 refer to the following letter.

Dear Sir or Madam,

I am writing to express my interest in the marketing communications manager position you recently advertised. I have been looking for job opportunities in marketing in the area, so I was very happy to see that your company was looking for someone with my profile.

As a graduating MBA student with extensive experience working on marketing projects in a variety of industries, I believe that I have a great deal to offer your organization. Projects I worked on prior to beginning my MBA program include creating a marketing plan for an internal communications software, adapting a business marketing plan to fit the needs of a non-profit, and working with engineers to create an easy-to-understand communications plan for a new company-wide information system. You will find further details about my professional experience and education in the resume attached to this email.

While I am at your disposal for any further information you may require, I would appreciate the opportunity to discuss this position with you in person or by telephone. I look forward to hearing from you. Thank you for your time and attention.

Sincerely,

Agneta Kowalska

159. What is the purpose of this letter?

- (A) To ask for more information about a job
- (B) To apply for an MBA program
- (C) To advertise a position in marketing
- (D) To respond to a job advertisement

160. What type of education does the writer have?

- (A) None
- (B) A master's degree
- (C) A PhD
- (D) A law degree

161. What type of job is the writer looking for?

- (A) Management
- (B) Assistant
- (C) Administrative
- (D) Customer service

Questions 162 through 165 refer to the following passage.

Fundraising is an important aspect of all non-profit management, since it often provides the majority of any non-profit's budget. As with any financial operation, it is important to know the numbers and the resource distribution in the field to ensure proper planning. According to the Council for Advancement and Support of Education, \$248 billion were given to philanthropic causes in 2004. Individuals accounted for the large majority of charitable contributions: \$188 billion in 2004. Education received about 13% of this amount: \$32 billion (83.5% from individuals). U.S. colleges and universities raised an estimated \$28 billion in private donations in the 2006 fiscal year, which is \$2.4 billion (9.4 percent) more than in 2005.

An individual who wants to make a charitable gift faces multiple options: a religious organization, an alma mater, an international charity, or any other cause he or she may support. As a result, when trying to raise money, a non-profit is competing with many different types of charitable organizations. The Urban Institute, of the National Center for Charitable Statistics, currently identified that 850,455 public charities and 104,276 private foundations are registered with the IRS. In addition, 463,714 other types of non-profit organizations, such as chambers of commerce, fraternal organizations, and civic leagues, are registered with the IRS, and the American Church Lists identified 377,640 congregations that serve their communities. These numbers emphasize the fact that when fundraising, it is important to remember that all non-profits compete for a very limited pool of resources. The pool is very unevenly distributed, and competition is fierce for those who wish to thrive instead of simply survive. Fundraising presents one of the best opportunities to improve funding and visibility of non-profit organizations.

162. Why should non-profits know about fundraising?

- (A) Because it provides most funding for them.
- (B) Because it involves finance.
- (C) Because it is complicated and difficult to understand.
- (D) Because it is good advertising.

163. Where do the majority of charitable donations come from?

- (A) Other non-profits
- (B) Businesses
- (C) Individuals
- (D) Church congregations

164. Which would not be included in the common recipients of donations by individuals?

- (A) A university
- (B) A church
- (C) An association for Chinese orphans
- (D) A local hospital

165. What does the passage conclude about fundraising?

- (A) It can be used to improve non-profit's image and financial situation.
- (B) It is not very useful to non-profits.
- (C) It is more trouble than it is worth.
- (D) It is very challenging and often expensive.

Questions 166 through 169 refer to the following want ad.

**Genetron**

Job #567438  
(Posted October 30)

**ACCOUNTANT**

ACCOUNTANT: Genetron, one of the country's top financial firms is looking for an experienced Accountant to assist in general accounting activities and special projects as needed.

Requirements necessary in order to fulfill the position include: solid accounting experience, good communication and organizational skills, relational ease, autonomy, reactivity, rigor and good organization skills, a very good level of at least two languages in addition to English, and excellent knowledge of major operating systems. Additional desired qualities include:

- Detail-oriented and deadline-driven mentality;
- Ability to prioritize multiple tasks;
- Cost accounting experience within a manufacturing environment a plus.

Interested individuals should send a current resume, cover letter, and salary requirements to HR@genetron.xxx before December 13. Please mention the job ID number in your cover letter. Qualified candidates will be notified before January 1. Due to the large volume of applications received by Genetron, we regret that we can only contact individuals under serious consideration for the position.

166. Which of the following is not included in the requirements for the job?

- (A) People skills
- (B) Language abilities
- (C) Computer skills
- (D) Sales ability

167. When is the application due date for this position?

- (A) January 1
- (B) December 13
- (C) December 31
- (D) October 30

168. Which of the following must not be included in the reply to the ad?

- (A) Salary expectations
- (B) Cover letter
- (C) ID number
- (D) Letters of recommendation

169. Who should expect to hear back from Genetron?

- (A) The applicant selected for the job
- (B) The applicants who will be interviewed for the job
- (C) The applicants who won't be interviewed for the job
- (D) All applicants to the position

**Questions 170 through 172 refer to the following memo.**

Companywide Bulletin  
Flextime Reminder

To All Employees:

We are proud to announce the next stage in our company's development: starting next month, we will be implementing a new policy allowing employees to work one day from home each week with the approval of their managers and the special HR committee assembled for this purpose. Naturally, many employees are very excited about this new opportunity. However, we would like to remind those of you hoping to take advantage of this policy that you need to turn in the necessary forms - signed by your immediate supervisor and manager - to the HR department by this Friday. Applications will be examined by the HR committee over the following week, and those approved for the program will be notified before the end of the month. If you would like to request the forms or have any questions about the application process, please contact Bjorn at hr@gdsbk.xxx.

170. What is the purpose of this email?

- (A) To inform employees of a new procedure
- (B) To describe a new benefit
- (C) To explain a new company program
- (D) To warn employees of changes in building hours

171. To whom must the forms be returned?

- (A) To the supervisor
- (B) To Bjorn
- (C) To the human resources department
- (D) To the HR committee

172. How long does the authorization process take?

- (A) One day
- (B) Several days
- (C) A week
- (D) Up to a month

**Questions 173 through 175 refer to the following letter.**

Dear Sir,

I read about your web development services on your website and was very excited about the possibility of enlisting your aid with a project with which I have been entrusted. I am the president of a small non-profit organization that is in need of a new website. The Center for Small Business Networking and Development (CSBND) has operated as a relatively informal structure since its foundation in 1992. Part of our new publicity campaign involves enhancing our web presence and using our site as a portal into the other offerings we provide to the business community as a whole.

Serving a wide range of entrepreneurs, professionals, and community members, CSBND holds social events and public lectures, publishes articles relating to small business activities, and even sponsors a scholarship for community members wishing to complete a Master of Business Administration (MBA) in entrepreneurship. We would like to see these offerings publicized more effectively on our website, along with an updated look, a more effective navigation system, additional informational offerings, and improved web visibility. Creating a workable plan to ensure the ease of maintaining the website is also a priority.

After having seen your work on the Internet, I am convinced that you would do an excellent job improving our website. Please let me know what you would charge for such a project. I look forward to your reply.

Cordially,

Sanchita Hernandez

173. What is the purpose of this letter?

- (A) To offer a business opportunity
- (B) To congratulate the recipient
- (C) To ask for a price estimate
- (D) To offer assistance

174. Which of the following is not a problem with the website?

- (A) It is difficult to navigate.
- (B) The design is outdated.
- (C) It is hard to find.
- (D) It is not informational.

175. What is the reason she wants this work done now?

- (A) It is in her budget.
- (B) She is losing money in sales.
- (C) It is part of a larger project.
- (D) She thinks the man will do a good job.

**Questions 176 through 178 refer to the following leaflet.**

#### Art of Strategy – Art of War

Once used by Chinese armies as a source of battle plans and strategy, *The Art of War* is now a popular reading for top management executives around the world. Written by Sun Tzu, a Chinese military leader, *The Art of War* provides as much insight into contemporary office situation as the Chinese battlefield in the 6<sup>th</sup> century B.C. when it was written. With wisdom easily summarized into concise axioms, such as "Know your enemy" and "Rapidly is the essence of war", the ancient text proves its timelessness. Now revisited in a concise, easy-to-read summary format, with classic wisdom applied to modern business situations, you can gain ancient insight without taking ages to read the entire work itself! Now in a light, convenient, reasonably priced paperback that slips effortlessly into your purse or briefcase, it's a handy little tome no serious professional should be without!

176. What is the ad selling?

- (A) A magazine
- (B) A newspaper
- (C) A pamphlet
- (D) A book

177. What is *The Art of War*?

- (A) A military text
- (B) A manuscript on business strategy
- (C) Ancient Chinese philosophy
- (D) A description of office politics

178. What is the primary argument of the ad?

- (A) That the text is short.
- (B) That it contains important ideas.
- (C) That the text is inexpensive.
- (D) That it is in the original Chinese.

**Questions 179 through 180 refer to the following explanation.**

Before you register for this service, the law requires that you read and agree to the following privacy policy.

By registering for this service you agree to provide your name, address, email address, and telephone number. This information is necessary for understanding your needs and providing you with the best possible service. While we may simply use this information for in-house record keeping, there are times when we may use the information to improve our products and services. We also may send promotional emails periodically about new products, special offers, or other information which we think you may find interesting using the email address which you have provided. Finally, we may also use your information to contact you for market research purposes, in order to customize the website to better serve your interests. If you agree to this policy, please click "I have read and accept this policy". However, if you choose not to accept the policy, we may not be able to extend our services to you at this time.

179. Why must one read the privacy policy?

- (A) Because one is legally obliged to.
- (B) Because the company is trying to sell a service.
- (C) Because it is answering the customer's question.
- (D) Because the company is concerned about the customer's well-being.

180. Which of the following is not included in the company's uses of personal information?

- (A) Advertisements
- (B) Appointment reminders
- (C) Internal purposes
- (D) Investigations

Questions 181 through 185 refer to the following article and email.

#### Airlines Cut Costs!

Many airlines are posting losses this quarter due to escalating costs and a weaker economy overall, and the economy customers are likely to feel the brunt of the cost-cutting measures. Many airlines now charge for in-flight food and beverage services, and industry specialists speculate that many core services will also begin to suffer as airlines look to save on even basic costs. Over the next several months, passengers will find extra costs being tagged on to ticket prices: some airlines are charging for more than one piece of luggage, others are charging for paper tickets. Routes may also change, as airlines fly to fewer and fewer low-traffic destinations, and innovation may stall as budgets for research and development are scrapped. With cuts such as these, many carriers are hoping to save hundreds of millions without losing customers. But with airports becoming increasingly crowded and services suffering across the board, most air travelers have already felt the impact of such measures and they are not happy. Others insist that the worst is yet to come.

From: Jerry Muramatu  
To: Caspar Henrikson  
Subject: Business Expenses

Dear Mr. Henrikson,

I am sorry to inform you that we have been unable to locate your luggage that you reported missing. Unfortunately, due to the increasing cost of air travel, we were forced to discontinue our complimentary luggage insurance for pieces up to \$200, nor can we compensate you for the delayed flight. Again, I apologize for any inconvenience. We do value your business and appreciate your flying with us. Feel free to contact me with any questions or concerns.

Sincerely,  
Jerry Muramatu  
Customer Service  
SouthEastAir

181. What kinds of changes are being made by airlines?

- (A) Service improvements
- (B) Cutting the number of allowed luggage items
- (C) Advances in research and development
- (D) Money-saving

182. What is the purpose of the email?

- (A) To maintain relations with a customer
- (B) To advertise new services
- (C) To save a client relationship in a difficult situation
- (D) To offer a refund

183. Why is the customer probably unhappy?

- (A) Because the airline has been cutting costs.
- (B) Because he paid too much for his ticket.
- (C) Because the in-flight beverage was not free.
- (D) Because the airline's service was not good.

184. Why has the airline probably cut its complimentary policy?

- (A) It is no longer affordable.
- (B) It is ineffective.
- (C) Clients didn't like it.
- (D) A new policy has been introduced.

185. How will this overall economic situation evolve in the near future?

- (A) It will improve quickly.
- (B) It will improve slowly.
- (C) It may get slightly worse, then improve.
- (D) It will get worse.

Questions 186 through 190 refer to the following email and itinerary.

From: Yves Delacroix  
To: Jill Whitman  
Subject: Itinerary

Hello Jill,

I was just writing to thank you for the itinerary you sent yesterday. It looks like the train is quite long, but I suppose with the budget limitations you couldn't justify flying everywhere. It's too bad I won't have more time to relax in Guadalajara, it seems like they've really packed every moment of my schedule when I'm not in meetings. I see that there is an airport shuttle in Austin, so I at least I won't have to worry about taking a taxi there. However, we will have to make some arrangements for Mexico City, since I am not sure of how I am going to find my way around there as I am not at all familiar with it and it's supposed to be enormous. Other than that, everything looks great. I'm so excited - thank you for arranging it!

Sincerely,  
Yves

### TRAVEL ITINERARY

Date	From	To	Via	Hotel
5-13	Chicago (7:10 am)	Mexico City (3:30 pm)	MexAir Flight 1679	Aztec Express* 5-13 to 5-15
5-15	Mexico City (8 am)	Guadalajara (8:10 pm)	Train	La Cuenta Suites 5-15 to 5-18
5-18	Guadalajara (9:05 am)	Austin (3:20 pm)	MexAir Flight 2740	Newani Hotel** 5-18 to 5-20
-open-	Austin	Chicago	AmAir	

\* complimentary breakfast

\*\* complimentary shuttle from airport

186. What can be assumed about the traveler?

- (A) He is on vacation.
- (B) He flies with several airlines.
- (C) He only travels by air.
- (D) He will arrive in Guadalajara on May 20.

187. Where does the train originate?

- (A) Chicago
- (B) Mexico City
- (C) Guadalajara
- (D) Austin

188. What can we infer about Mexico City?

- (A) The traveler will have to find a taxi.
- (B) The traveler will have a free breakfast.
- (C) The traveler will arrive by train.
- (D) The traveler will ride the shuttle from the airport.

189. How many nights will the traveler spend in Mexico City?

- (A) None
- (B) One
- (C) Two
- (D) Three

190. What will the traveler do in Guadalajara?

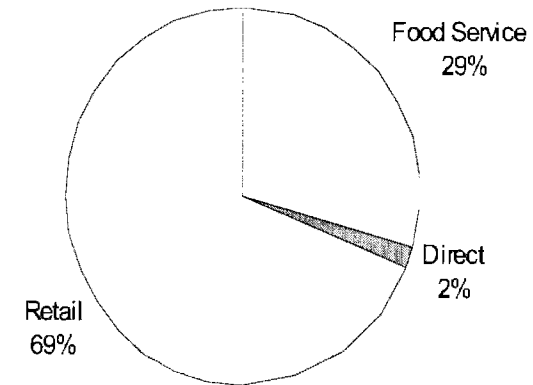
- (A) Relax
- (B) Give a presentation
- (C) Visit friends
- (D) Meet with colleagues

**Question 191 through 195 refer to the following article and chart.**

#### NutriPro News Release

NutriPro, the New York-based consumer goods company, reported a bleak end to the financial year (April 30). In an unprecedented move in the company's history, the board agreed to withhold dividends from shareholders. While the news was greeted with great concern from shareholders, few believe there was any alternative action that could have been taken. According to figures released by the firm, normal business activity results dropped by almost 50%, or 120,000 US dollars, within the last 6 months. While analysts projected that the company's shares would take a steep drop, the shares declined by only 3.5 percent compared with the previous trading session. NutriPro's Chief Executive Officer, Chelsea Nokken, stated, "While we are clearly unhappy with current results, with proper planning and implementation we can overcome the present obstacles to growth." Other company representatives indicate the budget is currently under review.

**NutriPro Annual Revenues by Department**



191. How can the results in the article be described?

- (A) Projected
- (B) Typical
- (C) Optimistic
- (D) Disappointing

192. What can we infer from the chart and the news release?

- (A) The greatest profits come from Food Service.
- (B) The company makes most money on Retail.
- (C) The board wants to increase the revenue of the Direct department.
- (D) The shareholders disagree with the decision to withhold dividends.

193. What can be said about the shares?

- (A) They fell by 50%.
- (B) Their decline was less than expected.
- (C) They fell sharply.
- (D) Their rise was estimated incorrectly.

194. What were the activity results 7 months ago?

- (A) 120,000 US dollars
- (B) 60,000 US dollars
- (C) 124,200 US dollars
- (D) 240,000 US dollars



195. How can the attitude of the Chief Executive Officer be described?

- (A) Pessimistic
- (B) Confident
- (C) Cautiously optimistic
- (D) Moderately depressed

Questions 196 through 200 refer to the following letter and invoice.

Dear Sir or Madam,

I am writing to return some clothing that I ordered from your company about two weeks ago. The order number was HXB76539 and was placed over the Internet, as you can verify on the copy of my invoice here enclosed. It clearly states the item ordered to be a 3-Piece Country Burgundy suit in size 10, and in the color navy blue. As you can see, what I received instead is a pair of size 8 hot pink exercise shorts and matching sweat suit – clearly not the professional attire I had in mind when ordering the 3-piece suit! Consequently, I am returning these items, and request that you send the correct items to me or refund the payment to my credit card.

If you agree to send me the item I originally ordered, I would like to purchase an additional item to be included in the package: product number BB43576, a black leather belt with silver buckle, in size medium. If you no longer have this in stock, the same belt in brown with a gold buckle would also be acceptable. The order including the belt should come to \$183.65. You may charge this additional purchase on my credit card, which I believe you still have on file. I look forward to your prompt response.

Thank you,  
Sharon Espenschade

**ProfessionalPerfect Fashions**

**INVOICE**

**Internet Purchase**

**Order #** HXB76539

**Payment Type:** Credit Card

**NOW FREE SHIPPING ON  
ORDERS OF \$170 OR MORE!**

Item	Size	Color	Item #	Price
3-Piece Country Burgundy suit	10	Navy Blue	WRRMD14N	\$149.95
<b>Sub Total:</b>				\$149.95
<b>Sales Tax (5%):</b>				\$7.50
<b>Shipping:</b>				\$8.00
<b>Total:</b>				\$165.45

*If there you have any questions or concerns regarding your order, please do not hesitate to contact our Billing Department. You can call us at (555) 237-9485 or send your request to [billingdept@professionalperfect.xxx](mailto:billingdept@professionalperfect.xxx)*

196. Why is the woman writing this letter?

- (A) She has ordered the wrong item.
- (B) The delivery is late.
- (C) They delivered items she did not order.
- (D) They forgot to deliver a part of her order.

197. What would the woman like to receive?

- (A) A pink suit and a black belt
- (B) A pair of blue pants and a black belt
- (C) A blue suit and brown belt
- (D) A black belt and a blue suit

198. Why can she not use the exercise shorts and sweat suit?

- (A) She does not like the color pink.
- (B) She never exercises.
- (C) The size is too big.
- (D) She needs clothes for her work.

199. Which expenses will be charged to the woman's credit card?
- (A) Price of the belt and sales tax  
 (B) Price of the belt, sales tax, and shipping  
 (C) Price of the belt, price of the suit, and sales tax on both items  
 (D) Price of the belt, price of the suit, sales tax on both items, and shipping

200. What might be the outcome of the woman's letter?
- (A) She will have her items returned.  
 (B) She will get a refund.  
 (C) She will contact the Billing Department by phone.  
 (D) She will never make any more purchases at ProfessionalPerfect Fashions.

## 2 | ANSWER KEY

### LISTENING

#### Part I

##### Photographs

- |         |         |
|---------|---------|
| 1. (B)  | 32. (A) |
| 2. (C)  | 33. (C) |
| 3. (A)  | 34. (C) |
| 4. (C)  | 35. (B) |
| 5. (B)  | 36. (C) |
| 6. (B)  | 37. (B) |
| 7. (A)  | 38. (A) |
| 8. (D)  | 39. (B) |
| 9. (C)  | 40. (C) |
| 10. (B) |         |

#### Part II

##### Question-Response

- |         |         |
|---------|---------|
| 11. (C) | 41. (B) |
| 12. (A) | 42. (B) |
| 13. (B) | 43. (A) |
| 14. (C) | 44. (D) |
| 15. (A) | 45. (B) |
| 16. (C) | 46. (B) |
| 17. (A) | 47. (A) |
| 18. (B) | 48. (C) |
| 19. (B) | 49. (A) |
| 20. (C) | 50. (C) |
| 21. (C) | 51. (B) |
| 22. (A) | 52. (A) |
| 23. (B) | 53. (D) |
| 24. (C) | 54. (B) |
| 25. (C) | 55. (D) |
| 26. (C) | 56. (A) |
| 27. (C) | 57. (B) |
| 28. (A) | 58. (B) |
| 29. (B) | 59. (A) |
| 30. (C) | 60. (C) |
| 31. (B) | 61. (A) |
|         | 62. (C) |
|         | 63. (A) |
|         | 64. (B) |

#### Part III

##### Conversations

- |         |
|---------|
| 41. (B) |
| 42. (B) |
| 43. (A) |
| 44. (D) |
| 45. (B) |
| 46. (B) |
| 47. (A) |
| 48. (C) |
| 49. (A) |
| 50. (C) |
| 51. (B) |
| 52. (A) |
| 53. (D) |
| 54. (B) |
| 55. (D) |
| 56. (A) |
| 57. (B) |
| 58. (B) |
| 59. (A) |
| 60. (C) |
| 61. (A) |
| 62. (C) |
| 63. (A) |
| 64. (B) |

65. (A) 82. (B)  
 66. (B) 83. (A)  
 67. (B) 84. (C)  
 68. (C) 85. (B)  
 69. (B) 86. (D)  
 70. (A) 87. (C)  
 88. (B)  
 89. (B)  
 90. (C)  
 91. (C)  
 92. (B)  
 93. (C)  
 94. (C)  
 95. (A)  
 96. (C)  
 97. (A)  
 98. (A)  
 99. (C)  
 100. (D)  
 81. (C)

**READING**

- Part V**  
**Incomplete Sentences**  
 101. (B) 116. (B)  
 102. (C) 117. (C)  
 103. (D) 118. (A)  
 104. (B) 119. (D)  
 105. (D) 120. (B)  
 106. (C) 121. (D)  
 107. (C) 122. (C)  
 108. (B) 123. (A)  
 109. (C) 124. (A)  
 110. (C) 125. (C)  
 111. (B) 126. (D)  
 112. (B) 127. (D)  
 113. (D) 128. (D)  
 114. (B) 129. (B)  
 115. (B) 130. (A)  
 131. (D)  
 132. (D)

133. (C) 164. (D)  
 134. (B) 165. (A)  
 135. (A) 166. (D)  
 136. (D) 167. (B)  
 137. (C) 168. (D)  
 138. (B) 169. (B)  
 139. (C) 170. (A)  
 140. (A) 171. (C)  
 172. (D)  
 173. (C)  
 174. (D)  
 175. (C)  
 176. (D)  
 177. (A)  
 178. (B)  
 179. (A)  
 180. (B)  
 181. (D)  
 182. (C)  
 183. (D)  
 184. (A)  
 185. (D)  
 186. (B)  
 187. (B)  
 188. (B)  
 189. (C)  
 190. (D)  
 191. (D)  
 192. (B)  
 193. (B)  
 194. (D)  
 195. (C)  
 196. (C)  
 197. (D)  
 198. (D)  
 199. (A)  
 200. (B)

**Part VI**  
**Text Completion**

141. (B)  
 142. (A)  
 143. (C)  
 144. (C)  
 145. (B)  
 146. (A)  
 147. (A)  
 148. (D)  
 149. (D)  
 150. (B)  
 151. (C)  
 152. (C)

**Part VII**  
**Reading Comprehension**

153. (A)  
 154. (D)  
 155. (B)  
 156. (C)  
 157. (B)  
 158. (D)  
 159. (D)  
 160. (B)  
 161. (A)  
 162. (A)  
 163. (C)

### 3 | SCRIPT

#### LISTENING

45 Minutes, 100 Questions

This section of the test will evaluate your ability to understand spoken English. It is composed of four parts. You will be given special directions for each part.

#### Part I

#### Photographs

10 questions

**Directions:** For each question, you will be presented with a photograph and hear four statements describing the photograph: (A), (B), (C), and (D). You must choose the statement that best describes what you see. The statements will be spoken just once and not printed in your test book, so you must listen carefully to understand what is being said.

Look at the following example and listen to the answer choices.

Now listen to the four statements.

- (A) There are people waterskiing.
- (B) They are looking at the scenery.
- (C) The benches are crowded.
- (D) They are waiting for a boat.

Answer choice (B), "They are looking at the scenery", is the most accurate description of what you see in the photograph. Therefore, you should choose answer (B).

Now begin the section, marking your answers on the answer sheet.

Look at picture number 1.

- (A) She is teaching a class.
- (B) She is giving a speech.
- (C) She is wearing a business suit.
- (D) She is talking to a friend.

Look at picture number 2.

- (A) The women are selling snacks.
- (B) They have run out of coffee.
- (C) The glass case is full.
- (D) The food is expensive.

Look at picture number 3.

- (A) The children are having lunch.
- (B) The children are playing.
- (C) The children are at school.
- (D) The children are shopping.

Look at picture number 4.

- (A) The weather is terrible.
- (B) There is too much traffic.
- (C) The woman is walking.
- (D) The man is riding a bicycle.

Look at picture number 5.

- (A) The bus is full.
- (B) The bus is picking up passengers.
- (C) The people are getting off the bus.
- (D) The bus is stuck in traffic.

Look at picture number 6.

- (A) The women are walking in a park.
- (B) The women are about to cross the street.
- (C) The women are going into a store.
- (D) The women are picking flowers.

Look at picture number 7.

- (A) The man is examining a painting.
- (B) The man is painting.
- (C) The man is talking to buyers.
- (D) The man is wearing a jacket.

Look at picture number 8.

- (A) The food is on the table.
- (B) The glasses are empty.
- (C) The breakfast is served.
- (D) The napkins are on the table.

Look at picture number 9.

- (A) The chairs are comfortable.
- (B) The room is cold.
- (C) There is someone in the chair.
- (D) The television is on.

Look at picture number 10.

- (A) The woman is riding a bike.
- (B) The woman is walking.
- (C) The woman is riding a horse.
- (D) The woman is talking to the boy.

## Part II

### Question-Response

#### 30 questions

**Directions:** You will hear a question and three possible responses to the question: (A), (B), and (C). You must choose the response that best answers the question. The question and the responses will be spoken just once and not printed in your test book, so you must listen carefully to understand what is being said.

Now listen to a sample question.

When did the meeting begin?

- (A) Five minutes ago.
- (B) Susan is late.
- (C) To discuss the budget.

The best response to the question, "When did the meeting begin?" is choice (A), "Five minutes ago". Therefore, you should choose response (A).

Now begin the section, marking your answers on the answer sheet.

11. Where can I find a taxi?

- (A) The tax here is 15%.
- (B) Don't worry about it.
- (C) By the entrance.

12. He isn't serious, is he?

- (A) I don't think so, but it's hard to tell.
- (B) The series won't begin again until next fall.
- (C) No, he's Jack.

13. Has the mail arrived yet?

- (A) I can't get email; my computer is broken.
- (B) No, it usually doesn't arrive until noon.
- (C) Yes, he's in his office.

14. What is the value of the company's stocks?

- (A) I find it's safer not to stock them in general.
- (B) We all share in the company's values.
- (C) Currently around \$1.59 per share.

15. When are you leaving for New York?

- (A) Tomorrow morning.
- (B) Since 1989.
- (C) I like it a great deal.

16. Is that a new haircut?

- (A) Not too short in the back please.
- (B) I think the other way is shorter.
- (C) Do you like it?

17. Why were you late this morning?

- (A) Traffic was terrible.
- (B) I had an early flight.
- (C) I don't think so.

18. Who looks younger, Jeanne or Sarah?

- (A) Sarah looks up to Jeanne.
- (B) Jeanne seems older.
- (C) They are both looking for something new.

19. Has the director notified the marketing assistant about the deadline changes?

- (A) He doesn't know the director.
- (B) She said that she would.
- (C) The marketing department doesn't need assistance.

20. When will my laptop be repaired?  
 (A) Yesterday morning.  
 (B) I got it cut today.  
 (C) Any day now.
21. Could you please send me a copy of the Training Manual to our office?  
 (A) Make me two copies.  
 (B) Most offices need copiers.  
 (C) May I ask the address?
22. Where should we take our vacation?  
 (A) How about somewhere in South America?  
 (B) She ate Mexican food.  
 (C) Let's go next summer.
23. Will the shareholders support the chairman's decision?  
 (A) I think he may have left town.  
 (B) Who knows?  
 (C) Put the chair next to the table.
24. Do you have a seating preference?  
 (A) I sat next to the CEO.  
 (B) I prefer without actually.  
 (C) Could I have a window please?
25. What would you like to address first?  
 (A) I don't know the address actually.  
 (B) I was going to, but then I saw the weather forecast.  
 (C) Let's go over strategy until Tom arrives.
26. Do all 10 of us have to pay 125 each, or is there a group discount?  
 (A) Yes, you must pay 135 dollars.  
 (B) No, they don't count.  
 (C) Yes, everyone must pay full price.
27. When did the train leave for Princeton, New Jersey?  
 (A) Any minute now - you'd better hurry!  
 (B) It should arrive soon.  
 (C) At 7 am

28. Wouldn't he have liked to attend Jessie's going-away party?  
 (A) Yes, but he had a meeting that couldn't be postponed.  
 (B) She is moving to New York.  
 (C) I hear they had a great time.
29. Do you have any idea how long the meeting will last?  
 (A) It should be around ten feet.  
 (B) Several hours, minimum.  
 (C) I actually didn't go to the last meeting.
30. Are the two computers compatible?  
 (A) No, we certainly don't need two of them.  
 (B) Yes, we ordered several last week.  
 (C) No, they don't seem to be.
31. Why would they put off the data transfer?  
 (A) Just put it away.  
 (B) Because the new system is not finished.  
 (C) They have too much time.
32. You contacted headquarters, didn't you?  
 (A) Sorry, I haven't had a chance.  
 (B) Headquarters acted promptly.  
 (C) No, it's only my throat that's sore.
33. Don't you carry that Polish sausage anymore?  
 (A) We only do carryouts.  
 (B) Our Polish sausage is spicy.  
 (C) Not today.
34. It's a pleasure to make your acquaintance, Mrs. Keller.  
 (A) So are you, Ms. Dupont.  
 (B) I am fine, thank you.  
 (C) Likewise, Ms. Brown.
35. Joe Hansen is the new sales director, isn't he?  
 (A) It should be direct anyways.  
 (B) Is that what you heard?  
 (C) The secretary can give you directions.

36. Has he quit smoking yet?  
 (A) He has smoked for months now.  
 (B) Smoking here is prohibited.  
 (C) I think he is trying to.
37. Won't you have a seat?  
 (A) No, I don't.  
 (B) Yes, thanks.  
 (C) I'm not hungry.
38. Are these half-price too?  
 (A) No, those aren't on sale.  
 (B) Yes, I'll take one.  
 (C) I think it's nicer in green.
39. Where can I find a bakery that sells doughnuts?  
 (A) Two dozen, please.  
 (B) At the end of the next block.  
 (C) No thanks, I just ate.
40. Are you having difficulty installing the new software?  
 (A) He doesn't hear me very well.  
 (B) My TV doesn't seem to work.  
 (C) Yes, perhaps my disk is faulty.

**Part III**  
**Conversations**  
**30 questions**

**Directions:** You will listen to a dialogue and three questions about each dialogue. Every question will have four answer choices: (A), (B), (C), or (D). You must choose the best answer for each question. The dialogues will be spoken just once and not printed in your test book, so you must listen carefully to understand and memorize what is being said.

**Questions 41 through 43 refer to the following conversation.**

*MAN: So sorry I'm late! Is the committee meeting in the conference room?*

*WOMAN: Yes, they just got started. They began the meeting at quarter to eight instead of half past seven.*

*MAN: That's a relief! I had a meeting on the other side of town that just ended, and traffic on the way over was a nightmare!*

*WOMAN: Well, you'd better hurry in. They're about to discuss deadlines.*

*MAN: Why deadlines? I thought we were discussing the budget...*

41. At what time did the meeting begin?  
 42. Where are the man and the woman speaking?  
 43. What does the man not discuss with the woman?

**Questions 44 through 46 refer to the following conversation.**

*WOMAN: Did you see that another investment firm is being sued?*

*MAN: Yes, I read it in the paper. It looks like they were exaggerating the potential value of some stocks they were trying to sell.*

*WOMAN: It's easy to see how that would be tempting in times like these. It's true that the future of our profession is anything but bright at the moment.*

*MAN: Anyways, I guess we'll have to wait for the judge's decision. The court's been adjourned until next week.*

44. What are the two people discussing?  
 45. Where did the man learn of this event?  
 46. How can you describe the woman's comment about their profession?

**Questions 47 through 49 refer to the following conversation.**

*MAN: I'd like to order some small printed signs and some stickers with my logo for my business.*

*WOMAN: Will you need color ink, or is black sufficient?*

*MAN: Actually, my logo uses orange and yellow in addition to black. Here is the paper copy of the logo; I also have a digital copy if you need it.*

*WOMAN: I'll actually take the digital copy right away. This should be enough to print off a couple of sample copies for you so that you can approve the colors.*

47. What is the purpose of the man's visit?  
 48. What information does the woman need?  
 49. What does the woman say about the logo?

**Questions 50 through 52 refer to the following conversation.**

*WOMAN: Hello. My flight was late, and I missed my connection. Is there any chance you could give me the name of a hotel near here?*

*MAN: Well, the airport hotel is probably your best bet at this point. Would you like me to let them know you are on your way?*

*WOMAN: Oh, I'd really prefer another hotel. I saw the rates for the airport hotel on the Internet, and I can't afford it.*

*MAN: All other hotels are downtown, and that's nearly 25 minutes by taxi. Be careful when choosing a taxi - make sure you take a certified cab!*

50. What is the woman looking for?
51. Why doesn't the woman want to stay at the airport hotel?
52. What does the man imply about taxis?

**Questions 53 through 55 refer to the following conversation.**

*MAN: I'm leaving to pick up some coffee. Do you want me to get one for you?*

*WOMAN: No, I'm trying to cut back.*

*MAN: Why? You look great!*

*WOMAN: It's not a diet, silly! I just can't afford to spend two dollars for a cup of coffee anymore.*

53. Where is the man probably going?
54. What does the man offer to do?
55. Why does the woman refuse?

**Questions 56 through 58 refer to the following conversation.**

*MAN: Do you know where the Johnson's file is? I can't find it anywhere.*

*WOMAN: Wasn't Tracy the last person to have it?*

*MAN: I think so, but Tracy is out sick today.*

*WOMAN: Why don't you see if the receptionist can get her on the phone?*

56. Why is the man worried?
57. Why can't he talk to Tracy?
58. What does the woman suggest?

**Questions 59 through 61 refer to the following conversation.**

*MAN: How long will it be before the network is up and running again?*

*WOMAN: At this point we don't know. We still haven't been able to identify the initial problem.*

*MAN: This is terrible! I can't work without the Internet.*

*WOMAN: Why don't you borrow a laptop from Technical Services and find a café with wireless Internet access?*

59. What is the man's problem?
60. Why can't the network be fixed?
61. What does the woman suggest?

**Questions 62 through 64 refer to the following conversation.**

*MAN: Do you think you'll go for that position that just opened up in Marketing?*

*WOMAN: I don't know, I was thinking about it, but it seems like turnover is quite high in that department.*

*MAN: You're right; it doesn't seem to be a very stable situation.*

*WOMAN: On the other hand, there's no harm in applying. The pay is much higher, and the benefits are good.*

62. What does the man ask?
63. Why is the woman hesitant to apply for the position?
64. What will the woman probably do?

**Questions 65 through 67 refer to the following conversation.**

*WOMAN: Hi, I need two hundred cookies for a small business conference. Do you do that here?*

*MAN: Of course we do, that's our specialty. You have two options: I can give you a selection of the cookies we have available right now, or you can pre-order them if you're willing to come back tomorrow to pick them up.*

*WOMAN: I would like the cookies right away, and I'm perfectly willing to take whatever you have handy.*

*MAN: Okay, for two hundred cookies, that will be exactly \$100.*

65. Where does this conversation take place?
66. What does the woman prefer?
67. How much did the woman pay per cookie?



**Questions 68 through 70 refer to the following conversation.**

WOMAN: Hello Tom, where are you? The clients are waiting, and we can't start without you!

MAN: I thought we agreed to meet at 3:30!

WOMAN: No, I told the clients to come at 3:30. We agreed to meet at 3 pm to review the proposal before they arrived.

MAN: Oh, no! I'm on the other line with another client right now!

WOMAN: I guess we'll just have to wing it when they arrive.

68. What is the woman's problem?  
 69. Why can't the man meet the woman?  
 70. What is the woman's solution?

**Part IV****Talks****30 questions**

**Directions:** You will listen to a talk and three questions about each talk. Every question will have four answer choices: (A), (B), (C), or (D). You must choose the best answer for each question. The talks will be spoken just once and not printed in your test book, so you must listen carefully to understand and memorize what is being said.

**Questions 71 through 73 refer to the following announcement.**

*We'd like to take the time to welcome you and thank you for coming to this seminar despite the terrible weather conditions. This is the first in a series of seminars intended to improve our employees' familiarity with issues surrounding our activities in the telecommunications sector, since our new partner and the proud sponsor of today's seminar on telecommunications policy, Teller LLC, is state leader in communications research. Representatives from Teller will be available at the end of the talk to answer any additional questions you may have. We hope you find this presentation helpful and pertinent to your professional activities!*

71. What is the purpose of this announcement?  
 72. What might have prevented the employees from attending?  
 73. Who is the sponsor of the seminar?

**Questions 74 through 76 refer to the following talk.**

*How do you dress for job interview success? Remember, you want the interviewer to focus on your qualities and not your clothes. For men, this almost always means donning a traditional business suit with a conservatively colored shirt and conventional tie. Matching, dark socks paired with professional shoes, a clean haircut, and no*

*jewelry will also ensure that your appearance helps your interview process. For ladies, recommendations are startlingly similar: a business suit, preferably with pants and a coordinated blouse, is the most appropriate. Avoid too much makeup and jewelry, colorful dresses, and short skirts - again, the idea is to set a professional tone. For both ladies and gentlemen: go easy on the perfume or cologne, or don't use it at all.*

74. According to the talk, what is the importance of interview attire?  
 75. Which of the following is mentioned as important for men?  
 76. What kind of clothing should women wear according to the talk?

**Questions 77 through 79 refer to the following announcement.**

*Traffic conditions are continuing to worsen, as snow and ice make major roadways impassable. Heavy snowfall is making travel difficult across most of the state, and record low temperatures are well below zero. All flights arriving and departing from the regional airport have been canceled until further notice. While snow showers are expected to dissipate Sunday night, this inclement weather is supposed to continue on and off for the rest of the following week. It is advisable to keep some extra blankets, flashlights, and non-perishable food items in your trunk as a precaution in case of an emergency. Now on to our sports update.*

77. What does the announcement describe?  
 78. What does the report mention about flights?  
 79. Which of the following items is not featured in the list at the end of the announcement?

**Questions 80 through 82 refer to the following talk.**

*Hello everyone and welcome to our team! Before we hand you off to your respective departments, I just wanted to review the paperwork you must fill out for the HR department. All these forms should be included in the packets distributed this morning. Remember to fill out the insurance forms, the direct deposit forms, and change your contact information if you've recently relocated to the area. Finally, for those of you with immigration issues, please speak to me individually so that we can take care of any problems ASAP. If you have any additional questions or concerns over the next few weeks, please feel free to give me a call at the number listed in the HR booklet.*

80. Who is the audience for this talk?  
 81. To whom should the forms be directed?  
 82. Who should address to the speaker personally?

**Questions 83 through 85 refer to the following message.**

*Thank for calling Northeast Air. As always, we appreciate your business and value your call. Please listen carefully to the following menu options since some may have changed since your last call. For today's flight schedule, please press 1. To purchase a ticket through one of our salespeople, please press 2. For additional information on flights, such as baggage restrictions and seating options, press 3. For a list of in-flight entertainment options, press 4. Please visit [northeastair.com](http://northeastair.com) for further information on any of the above options. If you wish to speak with one of our representatives, please stay on the line.*

83. Why might a caller press 3?  
 84. What kind of a company has left this message?  
 85. Why might the caller take no action?

**Questions 86 through 88 refer to the following talk.**

*Companies both large and small are increasingly facing issues relating to the organization and storage of massive amounts of information they create every day. With problems ranging from organizing active records, such as email and spreadsheets on a company-wide level, to retrieval and access of similar records in deep storage, many departments have simply given up on finding a long-term solution. What we are offering today is the opportunity to ameliorate these situations at very little cost – both in effort and expense – through the implementation of our solution that classifies information produced by your company automatically. SmartClass is a new system created by our developers that I am here to offer at a special introductory price.*

86. What is the purpose of this talk?  
 87. Which of the following is not a problem discussed in the talk?  
 88. What is one of the benefits provided by the new service?

**Questions 89 through 91 refer to the following message.**

*Thank you for calling Sunnyville Public Library. Library hours are from 9 am to 5 pm Monday through Friday and from 12 pm until 4 pm on Saturdays. The time for Storybook hour has changed from 11 am to 12 pm on Tuesdays and Thursdays. As a reminder, children under 10 must be accompanied by an adult at all times. Internet is available to all patrons on a first-come, first-served basis, for 15 minutes per person. If you need to use the Internet for an extended amount of time, please check with the librarian to make an official reservation.*

89. On what days is the library closed?  
 90. What time does the library close on Wednesday?  
 91. What must you do to use the Internet for more than 15 minutes?

**Questions 92 through 94 refer to the following talk.**

*If you witness a medical emergency in the office, take all necessary measures to ensure the relative safety of the person experiencing the emergency – such as asking the person if they are in need of any specific assistance, then calling 911 immediately. Once proper medical assistance is on the way, contact the office clinic and emergency management to see if the resident nurse can be of assistance in the situation. The nurse may not be able to help with more serious medical emergencies, so it is important that you call 911 before speaking with the nurse, since an ambulance will take time to arrive. Remember to stay with that person until help arrives.*

92. When is the information in the talk not valuable?  
 93. According to the talk, what is the first thing to do in an office emergency?  
 94. Why is it important to call 911 before speaking with the nurse?

**Questions 95 through 97 refer to the following announcement.**

*Due to heightened airport security, we request that all passengers be on the alert for suspicious activity or unattended luggage and report it to airport security. Keep an eye on your luggage at all times, and remember that unattended luggage will be destroyed by security. Air travelers may carry liquids, gels, and aerosols in their carry-on bag when going through security checkpoints; however, these items must be three ounces or smaller contained in one small, clear plastic bag. Exceptions may be made for liquid prescription medication and other essential liquids and gels provided you obtain advance security clearance. Firearms or other explosives are never permitted in any luggage. Please see an airport information desk for further information.*

95. What is the purpose of this announcement?  
 96. What will happen to unattended luggage?  
 97. Which of the following might cause passengers to be stopped at a security checkpoint?

**Questions 98 through 100 refer to the following introduction.**

*And now I'd like to introduce the recipient of the Most Valuable Employee award. This year's award will go to Tom Gorelik from the Sales department. Tom's manager nominated him for this award for his outstanding customer service and his sales figures – the highest ever achieved in the history of this company! But that's not all: Tom also always has time to lend a hand to whoever is in need of his assistance, in sales as well as in marketing and administration. As a way of thanking Tom, I am happy to present this plaque along with a check for \$5,000. Let's all give Tom a round of applause!*

98. In which department does Tom work?  
 99. According to the talk, which of the following is not true about Tom?  
 100. Which of the following is not part of the Most Valuable Employee award?

## 4 | EXPLANATIONS

### LISTENING

#### Part I

#### Photographs

- (B). The woman in the photograph is clearly speaking to a group of people from the podium, so we know that (D) cannot be correct. She is also wearing a name tag, and there are flowers in front of the podium, so it is a safe assumption that she is giving some sort of speech and not teaching a class, (A). She is wearing a dress, not a business suit (C).
- (C). The most obvious element of this photo is the large glass case that is full of bottles and boxes. The answer choices don't require you to identify the items, simply to recognize the full case. While two women are in the photograph, they appear to be having a conversation, not selling anything, (A). Nor is there any coffee pot pictured, so we cannot assume that the women have run out of coffee, (B). Finally, it is impossible to determine whether or not the items being sold are expensive or not, (D).
- (A). In this photo, we see many children seated around the table with cups and a waitress with a tray. Since there are also many other tables in the photograph, we can safely assume that the children are in some sort restaurant or cafeteria and are probably having lunch. Being that the children are all seated with cups, it is unlikely that they are playing (B) or at school (C). The same explanation applies to choice (D).
- (C). There is no rain or indication that it is cold in the photograph, so it is impossible to infer that the weather is bad or "terrible", (A), and there are no cars in the photograph, so we cannot say that "there is too much traffic", (B). Moreover, while there is a bicycle in the picture, it is leaning against a lamppost and not being ridden, so (D) is clearly incorrect.
- (B). In the photograph, the bus is parked by the side of the road and people are walking towards the bus with luggage. We can assume that these people intend to get on this bus and, consequently, that the bus has stopped to pick them up. The bus would not be taking additional passengers if it were full, (A), and there is no evidence that anyone is getting off the bus (C). Finally, the street is empty, so it would be illogical to say that the bus is stuck in traffic when there isn't any, (D).

6. (B). Although the women are clearly walking, it is obvious that they are approaching an intersection with a crosswalk, indicating that they will probably cross the street. There is no park in sight, (A). Furthermore, no stores appear in the photograph, so we cannot assume that the women are going to a store, (B). (D) cannot be correct because, even though there are flowers in the picture, the women are not picking or even touching them.

7. (A). The hall contains multiple paintings on easels, and the man appears to be examining one of them. He does not appear to be painting, only examining, so (B) cannot be correct. Moreover, the man is not speaking to anyone, so (C) is incorrect. Finally, the man appears to be wearing a short-sleeved shirt without a jacket, so (D) cannot be correct.

8. (D). There is no food, only drinks on the table, so (A) cannot be correct, and neither can (C). Moreover, both glasses clearly contain liquids, so neither can be said to be empty, (B). Only (D) conveys information that does not contradict the photograph.

9. (C). Although there is someone sitting in one of the chairs, we cannot assume that the chairs are comfortable (A). The person is also wearing a hat, although we can't tell what kind, so (B) is also incorrect. Finally, there is no television pictured in the photo, so we cannot say that a "television is on", (D).

10. (B). Although the woman is holding a bike while walking, she is clearly not riding it, so (A) is wrong, as well as (C), because the horses are too far from the woman. Finally, the boy is behind the woman and appears to be talking to someone else, so (D) is also incorrect.

## **Part II**

### **Question-Response**

11. (C). The response to the question "Where?" must provide a location. "The entrance" is a location, so we know (C) is correct.

12. (A). This question tests your comprehension of the word "serious" in the question. Choice (B) assumes that you heard "series" (referring to a succession of events) rather than "serious", and (C) assumes that "serious" is a name instead of an adjective. So (A) is the correct choice.

13. (B). Answer choice (A) plays on the similarities in sound between "the mail" and "email". Since the question is not talking about email, choice (A) is clearly incorrect. Choice (C) is tempting for anyone who thought the question was talking about a

person and not a thing – the pronoun "he" cannot refer to an inanimate object like a letter. Consequently, (B) is the best choice.

14. (C). This question tests your knowledge of business vocabulary. You must know the meaning of the word "value", as well as "stock" and "share". Answer choices (A) and (B) misinterpret keywords in the question, and only (C) provides the correct response.

15. (A). The keyword in this sentence is "when", which reminds you that the question is dealing with time, so the response "I like it a great deal" must be incorrect. You should also notice that the verb "are leaving" is in the present tense, so answer choice (B) is incorrect. Choice (A) indicates a time in the near future, so it is correct.

16. (C). Answer choice (A) misinterprets the question, assuming that the speaker is talking to a barber, while (B) confuses "haircut" with "shortcut". Consequently, answer choice (C) is the only possible correct response, meaning "Yes, it is. Do you like it?"

17. (A). Since the question begins with the word "why", we know that the response must offer some sort of explanation. Choice (C) does not, and is therefore incorrect. Both choices (A) and (B) offer explanations, but answer choice (B) cannot be correct because taking an early flight would result in being early, not late.

18. (B). Answer choices (A) and (C) both misinterpret the use of the word "look". In this situation, the word "look" most nearly means "seems" or "appears to be", unrelated to the verb "to see". Choice (B) correctly identifies the fact that the question is asking about appearances, and more specifically, a comparison of appearances. The question asks which of the two women appears younger and the fact that "older" is featured in choice (B) along with the word "seems" is a good indication that it is correct.

19. (B). The gender is never stated or implied in the question, so don't be distracted by the gender of the pronouns in the answer choices. The subject of this sentence is "the director", so we know that "the director" cannot also be the object in option (A). Choice (C) confuses the implications of "marketing assistant", the title of a position occupied by someone in the marketing department, so the best answer is (B).

20. (C). This question is about time. Choice (B) does not make sense in this context. Answer choices (A) and (C) both address this issue of time; however, the question implies that the laptop is not finished yet, so it cannot have been finished yesterday as in choice (A). Therefore, (C) is correct, meaning that the laptop will be repaired soon.

21. (C). This question is a request for a document – a book called Training Manual. Since (A) is another request and one cannot respond to a request with another request, we know that (A) cannot be correct. Choice (B) misinterprets the use of the word "copy" – there is no discussion of copy machines in the original question. Consequently, we know that (C) must be correct, as it talks about the address for the delivery of the book.

22. (A). The question here is dealing with an action that will take place in the future. Consequently, answer choice (B) can be eliminated since it does not address the subject of the question. Choice (C) is also incorrect – it would answer a question about "when" to take a vacation, not "where". Therefore, you should choose answer (A) – a suggestion of the location.

23. (B). This question concerns the future and so the response should also involve the future tense. Since answer choice (B) is the only option referring to the future, we know it must be correct. It is also clear that choice (C) is incorrect, since it confuses the title "chairman" (a position in a company) with the physical object used for sitting. Finally, (A) does not answer the question, as it talks about the chairman rather than the shareholders.

24. (C). This question is asking about a seating preference. It could be rephrased as, "Where would you like to sit?" so don't be confused by the use of the word "preference". Consequently, choice (B) does not make any sense in the context. Choice (A) is closer to being correct, but since it is in the past tense, we know that it doesn't work. "A window" in (C) indicates "a seat next to a window" and is normally used in reference to airplanes.

25. (C). Answer choice (A) misinterprets the sense of the word "address": in the question, it does not refer to a location, but to the verb which means "to attend to" or "take care of". Choice (B) is in the past and cannot be correct. Only (C) properly responds to this question, suggesting a subject for the discussion.

26. (C). This question is essentially asking whether or not there is a group discount – where more people pay less individually because of the size of their group – or whether all participants must pay full price. (A) simply adds the number of individuals to the amount that must be paid, which doesn't answer the question. Answer choice (B) confuses the words "count" and "discount". We are left with (C), which is the correct answer.

27. (C). Here we have another question dealing with a point in time. Moreover, since the word "did" appears after "when", we know that the action already happened, so (A) cannot be correct. Choice (B) talks about the train's arrival, not departure.

28. (A). The fact that in this question we have the construction "wouldn't ... have liked" tells us that we are dealing with an idea that is contrary to fact, and it is in the past tense, so it is clear that the subject did not attend. Consequently, we know that (C) is incorrect. A very easy way of eliminating (B) is by noting that the subject is female, while the subject of the question is male – Jessie can be a feminine name, but the question is not talking about Jessie in any case. Answer choice (A), including the construction "yes ... but" parallels the contrary to fact construction in the original question by providing a reason why the subject did not attend the party even though he wanted to.

29. (B). The question here concerns the duration of the meeting, not a singular occurrence or a length. Answer choice (A) overemphasizes the word "long" in the question, not answering the question, and (C) confuses the tense of the verb. Consequently, (B) is the best choice.

30. (C). Answer choice (C) is the only response that deals with the issue of compatibility; therefore, we know it must be correct. Choices (A) and (B) could be interpreted as vaguely related to the subject, but neither can be used to answer a question dealing with incompatibility, and so are incorrect.

31. (B). Questions beginning with "why" usually require a response beginning with "because" in order to address the question properly. Consequently, we know that (B) must be the correct answer. Choice (A) confuses the verb "to put" with the phrasal verb "to put away", and (C) is illogical in this context, contradicting the idea of the work that needs to be done.

32. (A). Only (A) responds to this yes-or-no question with a "sorry", which necessarily means "no". Choice (B) skirts the issue entirely, while (C) is here to confuse you if you heard "contracted" instead of "contacted".

33. (C). This is a yes-or-no question, and only response (C), "Not today", directly answers the question with a negative response. The other two responses do not address the question.

34. (C). The correct response to a statement such as "It's a pleasure to meet you" is an expression that relates the same sentiment: the responses "you too" or "likewise"

indicate that the pleasure is shared by the other party as well. Choices (A) and (C) are also responses to commonly asked introductory questions, but neither is appropriate in this situation.

35. (B). Choice (B) is a neutral enough response that it can be used to answer any question or statement that involves new information. Choice (A) describes something that is "direct" but doesn't answer the question about a "director". (C) confuses the word "director" with "directions".

36. (C). This question is asking whether or not something has occurred. The key term is "yet", indicating that he may stop smoking, but that he still smokes. Choice (A) would answer the question "How long has he smoked?" which has nothing to do with whether or not he quit. Simply stating that smoking is prohibited, as in choice (B), is also illogical in the context. The positive response in choice (C) is thus the best answer in this situation.

37. (B). The expression "won't you" is a polite way of asking someone if they want something, so by saying "Won't you have a seat?" the question is asking whether or not someone wants to sit down. Choice (A) emphasizes "have", but in this case, the expression "to have a seat" means "to sit down" not "to take possession of" a seat. Choice (C) makes no sense in this context.

38. (A). The question is not asking about a specific item, so options (B) and (C) can be eliminated immediately. Saying something is "half-price" means the same as 50% of the original price as part of a sale. As a consequence, only answer choice (A) can be used in the context of this question.

39. (B). The key term in this question is "where", indicating that the speaking is asking for directions. The first option assumes that the speaker is asking what to buy at the bakery - two dozen referring to a common number of doughnuts purchased at bakeries. Choice (C) plays on the fact that the speaker is clearly talking about eating, but makes no sense in this context.

40. (C). This question is a yes-or-no question. Since neither (A) nor (B) has anything to do with software installation, you should realize immediately that the best answer is (C).

### Part III Conversations

41. (B). The expression a "quarter to eight" is another way of saying 7:45, and "half past seven" means 7:30. Since the woman says that the meeting started at a "quarter to eight instead of half past seven", we know that, although the meeting was originally planned for 7:30, it actually started at 7:45.

42. (B). The woman indicates that the committee is in the conference room, where the meeting has already started. Consequently, we know that the man and the woman are speaking outside of the conference room.

43. (A). The woman indicates that discussion of deadlines will take place at the meeting; she does not discuss any deadlines herself. The man only mentions the budget because he had thought the meeting was to discuss the budget and not deadlines, but they do not discuss deadlines or budget. Every other answer choice is found in the dialogue, so (A) is the best choice.

44. (D). All four of the answer choices here represent common report topics in the media, but only one of the choices actually encompasses the topic of this conversation. The two people are discussing an important current event, specifically, a legal procedure, which is evident from the vocabulary they use, such as "is being sued", "judge", and "court". Your task is to determine which of the answer choices best characterizes this event. The first two choices are obviously wrong (you should be familiar with conversations on these topics from your study of the TOEIC test), and choice (C) "Entertainment" refers to reports about the media, celebrities, and the arts, so we know that (D) must be the best answer choice.

45. (B). The woman asks the man if he heard it in the news, and the man replies, "Yes, I read it in the paper." A "paper" in this context is short for "newspaper". Consequently, all of the other answer choices are incorrect and (B) is the right answer.

46. (B). The woman comments, "The future of our profession is anything but bright." The expression "anything but" is a complicated way of saying "not", while "bright" is often used to describe anything that is positive or encouraging. In this case "anything but" indicates the opposite of "bright", making it clear that the future is "dark" or "discouraging". The word "hesitant" most nearly means "undecided", and both the man and the woman seem to have very strong opinions on the subject, so this word cannot be applied to them. The woman, while commenting negatively, does not appear to be afraid of the future, so (D) is incorrect. Consequently, the only answer choice that works here is (B), "Negative".

47. (A). At the beginning of the conversation, the man indicates that he needs to "have some signs and stickers printed". Don't be distracted by the rest of the conversation: the logo and samples discussed later in the conversation (choices (C) and (D) respectively) are only of secondary importance. Answer choice (B) confuses the fact that the man is having materials printed (at a commercial enterprise that provides such services) with buying a "printer".

48. (C). The woman indicates that the man must tell her if he needs special colors or if he will be using only black by asking, "Will you need color ink, or is black sufficient?" The size, shape, and quantity (choices (A), (B), and (D)) of the materials are never discussed, so it is clear that the correct answer is (C).

49. (A). After the man explains that he has both paper and digital copies, the woman says that she'll take the digital copy "right away". With this response you should recognize that this is the only copy she needs for the moment. Although the man mentions that he has a paper copy, the woman never mentions any interest in it; therefore we know that (A) is the correct answer.

50. (C). From what the woman says at the very beginning of the conversation ("My flight was late, and I missed my connection"), we know that she is at an airport. Therefore, we know she is not looking for the airport. She continues to say that she is looking for a hotel near the airport, so we know that the best answer choices is (C), "A hotel".

51. (B). The woman says that she can't afford the airport hotel, meaning that it is too expensive for her. Answer choice (A) picks up on the fact that she mentions the Internet, but Internet access has nothing to do with her decision to find a different hotel. Moreover, she doesn't mention whether she prefers to stay at the airport or downtown, so neither (C) nor (D) can be correct.

52. (A). At the end of the conversation, the man warns the woman to "be careful when choosing a taxi" and then recommends that she take a certified cab. The fact that he warns her in this way and then recommends the certified cabs implies that he believes they are safer than those that are not certified. This is the opposite of choice (B). Choice (C) is incorrect since the two people never discuss the price of the taxis, and (D) is illogical since taxis and cabs are essentially the same and the terms are used interchangeably in the dialogue.

53. (D). At the beginning of the dialogue, the man states that he is going to "pick up coffee". To "pick something up" is a colloquial way of saying to "get something". Of all answer choices provided, (D) is the best place to get coffee.

54. (B). The man asks the woman "Do you want me to get one for you?" referring to the coffee he is about to pick up. Therefore, the best answer is (B). Later in the conversation, the man specifically indicates that the woman does not need to diet, so (A) cannot be correct. The two people never discuss lunch, so you can also eliminate (C). Finally, while the woman does indicate that she cannot afford coffee, the man never offers to lend her the money to buy it, so (D) is also incorrect.

55. (D). After the man asks the woman if she would like some coffee too, she responds negatively while explaining that she is "trying to cut back". This expression means that she is trying not to drink coffee - in this case, specifically expensive coffee. She continues to explain that she "can't afford to spend two dollars for a cup of coffee anymore". Consequently, the best answer is (D). Choice (A) is wrong because she specifically states that she is not on a diet. She also indicates that she can't afford expensive coffee "anymore", meaning that at one point in time she could, which invalidates (B). Finally, choice (C) is there to confuse you if you only remember the word "cut" from the conversation.

56. (A). According to the dialogue, the man is originally looking for "Johnson's file", not Tracy, Mr. Johnson (the Johnson to whom the file belongs could as easily be a woman or a name of a company), or the receptionist. While it is true that Tracy is sick (B), he is concerned about Tracy's absence only because he thinks that she may know the whereabouts of the file. Finally, the woman would logically not recommend that the man talk to the receptionist if the receptionist were absent (D). Be careful not to be distracted from the main idea of the conversation by minor details.

57. (B). The woman in the dialogue identifies Tracy as having last used the file, and suggests the man contact her. However, the man indicates that Tracy is "out sick". Although it is true that Tracy is sick as identified in choice (A), this is not the reason the man cannot speak with her. His problem is more with the fact that Tracy is "out" - that is, not in the office. Consequently, the best answer is (B). Nothing is mentioned about Tracy being a receptionist (C), and he clearly can't find the file without speaking to her, so choice (D) is illogical.

58. (B). While it may seem at first that the man will call Tracy, the woman actually recommends that he ask the receptionist to call her, "Why don't you see if the receptionist can get her on the phone?" Thus choice (A) is clearly wrong. Furthermore, nothing in the conversation could indicate that he will go to Tracy's house, and Mr. Johnson is never really mentioned.

59. (A). This question is slightly tricky since the man's actual problem is not mentioned until the second half of the conversation. He indicates that his greatest cause



of concern is being unable to work without the Internet, as in choice (A). He never mentions his computer being broken (B) or that he cannot find Technical Services (D). Even his inability to access the network (C) is secondary to the fact that he cannot use the Internet because the network is down.

60. (C). When the man asks the woman when she believes the network problem will have been resolved, she responds that they have not found the problem yet. Since the problem cannot be fixed until it is found, we know that the best answer is (C), "Because they haven't found the problem yet." There is no mention of a wireless network at the office (A), and the Internet is unavailable because the network is down, not *vice versa* (D). Finally, laptops at the Technical Services clearly have nothing to do with the network problem since the woman is working on the network and redirects the man to Technical Services for a laptop.

61. (A). The woman specifically suggests that the man "borrow a laptop from Technical Services and find a café with wireless Internet access". None of the other answer choices are correct according to the information given in the dialogue.

62. (C). The man in the conversation asks, "Do you think you'll go for that position that just opened up in Marketing?" The expression "to go for" something means "to try to attain" it, or, in this case, apply for the job. "Job" and "position" are synonymous in this context.

63. (A). The major drawback that the man and woman agree is that the "turnover" in the marketing department is very high – in other words, people who get the job don't stay long. Choices (B) and (C) are not disadvantages but rather compelling reasons for the woman's decision to apply. (D) is opposite of what is stated in the dialogue.

64. (B). The woman expresses her concerns about the position, then says, "On the other hand, there's no harm in trying." This expression is a way of indicating that she has nothing to lose by turning in the application form. Simply completing the form and turning it in is not a commitment on her part – even if the position is offered to her, she doesn't have to take it. Because she has nothing to lose by applying and she is interested in the job, we know that the woman will probably "Apply for the position in Marketing", (B).

65. (A). Since the woman has come to buy cookies and the man indicates that it is the location's "specialty", we can assume that the conversation takes place in a bakery (which is a small business producing bread and pastries). There is no evidence in the discussion to imply that any of the other choices are correct.

66. (B). The woman explains that she "would like the cookies right away" since she's willing to pay more. Choices (A) and (D) represent the other option suggested by the man at the bakery; (C) is never discussed or implied in the conversation.

67. (B). At the end of the conversation, the man states that the woman owes exactly \$100 for the cookies she wants. Since we know the woman wants 200 cookies, we know that the \$100 total can be divided by 200 to get 50 cents for each individual cookie.

68. (C). The man says, "I thought we agreed to meet at 3:30!" when the woman explains that they were supposed to meet at 3:00 and that they would not have time to prepare for the clients.

69. (B). The man explains that he is on the phone with another client, and so cannot immediately join the woman.

70. (A). The woman says that they will "just have to wing it when they [the clients] arrive." The expression "wing it" is a colloquial way of saying "improvise" – so the woman is indicating that they have no choice but to go to the meeting unprepared.

#### **Part IV** **Talks**

71. (B). Although it is true that this speaker will probably be followed by another discussing telecommunications policy, (A), the speaker does not describe another presenter, but talks almost entirely about the series of which this particular seminar is a part as identified in answer (B). There is no discussion of company policy (C), nor are we informed about any new services (D).

72. (D). By incorporating a construction using the word "despite", the speaker specifically identifies the fact that the employees have come to the seminar "despite the terrible weather", or "even though the weather is terrible". The only option that presents a terrible weather condition is (D), a "blizzard", or "severe snow storm".

73. (B). This question specifically tests your knowledge of synonyms for the word "partner". In a business context, a "partner" cooperates with a company on special projects or efforts in which they have a shared interest. Consequently, the sponsor (or the company providing financial support) cannot be a competitor (A), since it would not be in their best interest to assist their rival. A "representative" (C) is a spokesperson for a company, but cannot provide the financial support necessary to be a sponsor. Finally,



although government involvement is implied by the fact that the seminar is intended to describe "policies", it is not safe to assume that the government is involved.

74. (C). According to the talk, the importance of interview attire is "to set a professional tone", getting the interviewer to "focus on your qualities and not on your clothes". Consequently, the purpose of interview attire is clearly not to show your unique style (A) or leave a profound impression (B). Finally, the entire purpose of the talk is to discuss interview attire, so saying that it is "relatively unimportant" (D) negates the purpose of the talk.

75. (C). According to the talk, it is important for men not to wear jewelry. Coordinated blouse (A) is recommended for women. A "conservatively colored shirt", the opposite of a brightly colored shirt (B), was recommended for men, and advice was given to use little cologne or "not at all", so it cannot be considered terribly important.

76. (D). The talk goes through a long list of what women shouldn't wear, and most of the answer choices are derived from this list. The only appropriate article of clothing listed is (D), "A business suit". Matching socks (A) are mentioned as necessary for men, not women. A short skirt (B) is mentioned as something to avoid. "Plenty" in (C) is a synonym for "a lot", and too much makeup, according to the talk, should be avoided.

77. (A). This announcement is informing listeners of the variety of winter weather conditions they will experience for the following week, including low (cold) temperatures, snow, and ice. While the announcement does mention that the weather will make travel difficult, it is not specifically about traffic, (B). Furthermore, although it is clearly dangerous to travel in such conditions, the report does not mention any accidents, (C). Finally, while the report does mention that the "snow showers are expected to dissipate Sunday night", we cannot assume that this forecast pertains only to the weekend (Friday night through Sunday).

78. (B). The announcement specifically states that the flights have been canceled "until further notice", so (B) is right and (C) is wrong. "Delayed" and "postponed" are synonyms that indicate that the flights will be late, not canceled, and contradict the announcement, so (A) and (D) are both wrong.

79. (D). While emergency lights are arguably useful in case of emergency, they are not mentioned in the announcement and would be hard to fetch. All other answer choices are specifically mentioned in the audio piece.

80. (D). Although the talk doesn't specifically address "new hires", or people who have just been hired by the company, it is easy to infer from the content of the talk that it

is directed at new employees. It is clear that the talk isn't intended for current "HR department employees", "insurance agents", or "immigration officers", since it discusses most of the preliminary paperwork completed at the end of the hiring process.

81. (C). At the beginning of the talk, the speaker indicates an intention to discuss "paperwork", or forms, "for the HR department". The acronym "HR" is a common way to refer to the human resource department of a company. While some of the other answer choices may seem tempting since insurance forms might imply an insurance company, and "direct deposit slips" do imply some interaction with a bank, the speaker explicitly says that they are intended for "HR".

82. (B). At the end of the talk, the speaker mentions that anyone with immigration issues should speak with him "ASAP" or "as soon as possible". Of all the answer choices given, "foreign employees" are most likely to have to deal with immigration. None of the other answer choices make sense within the context of the talk.

83. (A). According to the message, pressing 3 will give the caller access to "additional information on flights, such as baggage restrictions and seating options", so in order to change a seat, the caller would logically press 3. Any of the other options correspond to different numeric options detailed in the message.

84. (C). From the information provided in the message, it is clear that the only company that might leave this message is an airline company. While it might be tempting to respond with option (A), "An airport", remember that an airport cannot offer information on "in-flight entertainment options" since they are particular to each individual company. There is no information in the talk that would indicate that (B) or (D) is correct.

85. (B). The final comment of the message tells the caller to "stay on the line" if they wish to speak with a representative of the company. All of the other answer choices in this question represent options accessible through pressing numbers corresponding to different options in the menu message.

86. (D). It is clear from the structure and content of the talk that the speaker is preparing to convince the listener of the valuable service offered. (A) would only be true if the speaker described the technological aspects of this service to a greater degree – however, any specific technological information is never even mentioned. Nothing indicates that the speaker might be asking for assistance (B) or asking for funding (C).

87. (C). All of the options presented relate to issues discussed in the talk except for (C), "data processing". While all of the issues discussed in the talk relate in some way

to computer systems, organization and access, there is no mention of data or processing, so you know that it is the only option that is totally dissimilar from the rest is (C).

88. (B). Out of all of the answer choices, only option (B) is true according to the talk. The speaker specifically states that the service is available "at very little cost – both in effort and expense", meaning that it is cheap and not labor-intensive. The speaker never mentions anything about the solution being quick (A), simple (C), or easy to use (D).

89. (B). The message discusses opening hours for Monday through Friday and for Saturday. Since public institutions are often closed on Sundays and the hours are explicitly not mentioned, we can logically assume that the library is not open on Sunday.

90. (C). The recorded message specifically states that the library is open from 9 am until 5 pm Monday through Friday. Since Wednesday falls within that period, we know that the library must close at 5 pm that day (C). The library only closes at 4 pm (B) on Saturdays.

91. (C). The message indicates that the normal amount of time allotted to each patron is 15 minutes, and if you wish to use the Internet for more than 15 minutes, you must make a reservation. None of the other answer choices are mentioned as options in the message.

92. (B). At the beginning of the talk, we are informed that the information we are about to hear pertains to emergencies that occur "in the office", so we know that an emergency occurring outside the office will require a different procedure. All of the other answer choices involve steps that are mentioned in the talk, so we know that under these conditions the information is still important.

93. (C). Among the options noted in the answer choices, "asking if the person is in need of any specific assistance" is listed first, so we can logically infer that this is the first step to take. Calling 911 (A), is listed after this, so we know that it is not the first thing to do. Contacting the office clinic (D) and emergency management (B) are listed last, so we also know that these cannot be correct.

94. (C). It is clear from this talk that it is important to call the ambulance first because the ambulance will need time to travel to the emergency location, and since the ambulance is the best source of medical assistance in this situation, securing it should be a priority. There is nothing that indicates that the nurse might need an ambulance (A), and it is clear from the talk that nurses can be useful, otherwise listeners would not

be prompted to contact them. Finally, we are not given any indication of the location of the office clinic.

95. (A). The entire announcement is dealing with matters of security. Because of the fact that the message is addressed to "passengers", we know that it is not speaking to airport staff (B). Finally, although this announcement is being heard over the airport communication system, there is no evidence that this is a test (C). Even though baggage is mentioned several times, the talk is about the security rather than the baggage limitations as such (D).

96. (C). The announcement clearly states that "unattended luggage will be destroyed by security". The phrasal verb "dispose of" can be used as a synonym for "destroy", so we know that this is the correct answer. There is nothing in the announcement that would indicate that the baggage will be returned to the passenger (A) or checked by security in any way (B and D).

97. (A). The only answer choice for this question that conflicts with airport regulation is the first, since we learned in the announcement that liquids must be contained in a plastic bag. While unattended baggage can cause problems with airport security, if a passenger is arriving at a security checkpoint with baggage it is clearly not "unattended". The only restrictions applying to prescription medication in carry-on luggage (C) is when it is in liquid form, and a plastic bag is the permitted way of traveling with gels (D).

98. (A). At the beginning of the talk, we learn that Tom is an employee in the Sales department. Don't be distracted by all the other departments discussed in passing. Although Tom has excellent customer service skills he does not work in the Customer Service department (B). He also helps out in other areas, like marketing (C) and administration (D), but these are not the departments in which he officially works.

99. (C). In the talk, many of Tom's qualities are outlined, but making useful suggestions to his manager is not one of them. (A) and (B) can be located in the talk transcript. (D), even though not specifically mentioned, can be easily assumed as true.

100. (D). According to the talk, all of the above answer choices are included in the Most Valuable Employee award, except (D), the certificate, not to be confused with the plaque (B) that is included in the award.

## READING

**Part V**  
**Incomplete Sentences**

101. (B). This sentence calls for a transition word to express the idea of accumulation. Choice (D) is clearly incorrect because it expresses contrast, while (A) and (C) do express the idea of accumulation but are not grammatically correct in the context.

102. (C). This question tests a question type that you will have to memorize: a tag question. For tag questions, it is important to recognize that if there is a negation in the first part of a sentence, then the verb in the second must be affirmative, and *vice versa*. In this question, since the first half is positive, we know that the verb in the second half must be negative. This eliminates answer choices (A) and (B). The pronoun in answer choice (D) does not agree with the subject in the first half of the sentence, so we know that the correct answer must be (C).

103. (D). The definite article must be used in double comparatives. The second clause must begin with the comparative. Choices (A), (B), and (C) all miss the definite article and are therefore ungrammatical.

104. (B). In this sentence the answer must convey the expression of one member of a set of superlatives: "one of the" in addition to the superlative. Choice (A) contains an incorrect superlative. While choices (C) and (D) could be correct, they both omit the articles that would be required if you were to use them in the sentence.

105. (D). Since the blank in this sentence is preceded by the subject of the second clause, we know that it must be followed by the verb and its object. (A) is incorrect because it interjects "why" and confuses the object and the verb. (C) is also incorrect because it confuses the object and the verb. Finally, (B) is incorrect because it inserts the pronoun "it" before "affects", giving the verb two subjects where there should be only one.

106. (C). Answer choice (C) is the only option for which the word order is correct: "often" is after the auxiliary, the superlative is in the correct order: *the + (adjective + -est) + noun*. The word order of (A), (B), and (D) is incorrect.

107. (C). The infinitive must be used in this sentence to express a purpose or objective. Choices (A), (B), and (D) are ungrammatical in the sentence.

108. (B). Only "not" can be used as a modifier of "every" to reduce its all-inclusive effect. All other negative forms are used to express a complete exclusion.

109. (C). The verb "prevent" takes the preposition "from". This is the verbal phrase you should memorize.

110. (C). For tag questions, it is important to recognize that if there is a negation in the first part of a sentence, then the verb in the second must be affirmative, and *vice versa*. In this question, since the first half is negative, we know that the verb in the second half must be positive. This eliminates answer choices (B) and (D). The pronoun in answer choice (A) does not agree with the subject in the first half of the sentence, so we know that the correct answer must be (C).

111. (B). Since the pronoun must be singular and neuter (because its antecedent is "a company"), "its" is the only pronoun among the choices that can be used in this sentence. Choice (A) is obviously incorrect because it is plural. Choices (C) and (D) are incorrect because both inanimate and collective nouns (in this case, "company") call for gender-neutral pronouns in English.

112. (B). This sentence does not need another verb to complete it – the phrase "can be used" requires "as" to express its connection with the object that follows it.

113. (D). If you understand the beginning of the sentence properly, you will realize that the first clause is a consequence of the second. You can't choose "so" (A), since the consequence precedes the cause in this sentence; choice (C) is incorrect for the same reason. (B) is incorrect because the correct expression is "as a result of" followed by a noun phrase, not a clause.

114. (B). This question is essentially testing your knowledge of the difference between "do" and "make". You *do* work, while you *make* things when you *create* them. In this case, the *work* is *done* to create the software. "Must" is a modal verb always preceded by a subject and followed by a verb in a base form. "Be able" would be grammatically correct if it were "to be able to do".

115. (B). This is a parallel construction using "neither" that you must learn by heart. The correct structures are "neither does he" and "he doesn't either", but the latter is not present among the answer choices.

116. (B). This question is testing your knowledge of the present perfect. The clue is "has been available" – it must be completed by either "for" followed by a duration or

length of time (like "for 10 years") or "since" followed by a precise date to indicate the starting moment.

117. (C). For tag questions, it is important to recognize that if there is a negation in the first part of a sentence, then the verb in the second must be affirmative, and *vice versa*. In this question, since the second half is negative, we know that the verb in the second half must be positive. This eliminates answer choices (B) and (D). The second half of the sentence is in the future tense, so we know that the verb in the blank also must be in the future tense (C), not in the present (A).

118. (A). This question tests your ability to recognize the difference between "raise" and "rise" and to use the present tense. "Rise" is an intransitive verb, and "raise" is transitive. This excludes choices (B) and (D). The answer must be in the present simple, as it refers to an event that happens regularly in present or in general, so (C) is wrong because the verb is in past continuous.

119. (D). You must decide if the sentence is informing you whether you can or cannot use cell phones in the building. Since the second part of the sentence tells you to "step outside" to make a call, you know that it is unacceptable to call from inside the building. Consequently, the only choice is "prohibited", as it is the only answer choice that means "not allowed".

120. (B). This sentence is using the word "have" as the basis of a modal verb, so you know that the blank calls for an infinitive (using "to"). Since (B) is the only choice that fits these requirements, it is correct.

121. (D). This question tests your knowledge of countable / uncountable nouns. The word "coffee" is uncountable, so (D) is the only choice. Saying "not many" is grammatically incorrect since coffee is an uncountable noun. Option (C) is wrong again because coffee is uncountable as well as because there is actually "not enough coffee left" – just the opposite of what the second part of the sentence indicates. (B) is nonsensical.

122. (C). "To take action" is a fixed expression that you need to memorize.

123. (A). It is not uncommon to find TOEIC questions testing your knowledge on the difference between "despite" and "in spite of". These are two distinct prepositional constructions that work similarly in sentences. So answers (C) and (D) are wrong. "Even though" is a conjunction and therefore precedes a clause, not a noun phrase, so answer (B) is wrong.

124. (A). This question is testing your knowledge of the present perfect continuous. (A) is correct because the action has not finished as the person speaking is still appreciating the performances. The person also went in the past (since he or she "was very young") and still does – so the present perfect continuous is needed here. Whenever the word "since" is included in a sentence referring to present, it is often possible the present perfect or present perfect continuous might be required.

125. (C). This question is testing your phrasal verb knowledge. One can "put through someone to someone" on the phone, or "deal with" a problem, or "talk to" someone. None of these can be used in the given context. The only choice is "get through" which means "contact successfully".

126. (D). The correct expression is "take care of". All of the other choices are wrong because they misuse the expressions. (A) is wrong because it should be "look after", not "look for", and the verb "watch" in choice (C) is never followed by "to". The expression in choice (B) is incomplete – it should be "pay attention to".

127. (D). This sentence expresses a cause-and-effect relationship, and in this particular sentence cause and effect are expressed in that order. The expression "due to" introduces a cause at the beginning of a sentence, always followed by another clause explaining the effect. (A) is incorrect, as "because" is a conjunction and should be followed by a clause rather than a noun phrase; it would be correct if it were "because of". (C) is incorrect because "owing" is followed by "to". "Since" in (B) is incorrect because it can only be used as a conjunction in this context and therefore must be followed by a clause.

128. (D). This sentence calls for a subject and a verb to fill in the blank. The only possibility is (D), "who's", the contraction of "who is". All other answer choices are pronouns.

129. (B). This question is testing your knowledge of articles. We are talking about a specific proprietor, so the answer is the definite article "the".

130. (A). This question requires you to choose the right pronoun. The sentence needs an adjectival pronoun – the only choice is "their". "Theirs" is an object pronoun and would replace the object of the sentence. "Them" is an object pronoun referring to people, and "they're" is the contraction of "they are".

131. (D). This sentence calls for a word to qualify "respect". It is in the singular, so "all", "most", and "many" cannot be correct, as they qualify plural nouns.

132. (D). In order to complete the sentence, you need an object pronoun which agrees with "the portfolio manager" – don't be confused the other nouns, "stocks" and "investments"; "the portfolio manager" is the subject of the sentence. Since "the portfolio manager" is singular and animate, the only possibility is "himself". "Hissself" as such does not exist.

133. (C). Since there is no article in front of "detailed" and the blank is followed by "were", you should know that the noun must be plural. Choice (A) is a verb, so it is clearly incorrect; (B) and (D) are singular. Consequently, the only correct choice is (C).

134. (B). This sentence expresses a cause-and-effect relationship. In order to complete this sentence, you need a conjunction that will introduce a consequence, and the only answer choice that accomplishes this is "since". "But" and "so" do not express this relationship. "Despite" is a preposition and would introduce a noun phrase rather than a clause.

135. (A). An adverb is needed here to modify the verb "has". Since all of the answer choices are adverbs, you must rely on the knowledge inherent in the verb to make your decision. The verb "has" is in the present, and "currently" also refers to the present. Answer choices (B) and (C) both indicate the past tense, so they are clearly incorrect, and (D) makes no sense in the context.

136. (D). This question tests your knowledge of transition words. The first and second parts of the sentence present counterintuitive information, so the word filling the blank must inform the reader of this relationship between the two clauses. Choices (A), (B), and (C) would require a previous sentence or clause in order to be correct. Choice (A) would indicate that the sentence was supporting a fact mentioned in a previous sentence, while choices (B) and (C) would provide information contradicting that already established.

137. (C). In order to answer this question correctly, you have to be familiar with the proper use of "downsize". The word "downsize" is a verb, so (B) is incorrect, since it is used in an impersonal form (the gerund). Secondly, we know that since it is followed by "several times over the last year", it must be in the past tense. The only option in the past tense is choice (C).

138. (B). This sentence calls for a past perfect verb that agrees with the past tense verb in the previous clause. (A) is in the present tense, and therefore obviously wrong. Choices (C) and (D) are in the past tenses, but not the past perfect, and are wrong as well. Consequently, only answer choice (B) is correct.

139. (C). This question is tricky because it requires you to know the difference between three very similar homophones. Answer choices (A), (B), and (C) are all pronounced exactly the same, but only (C) refers to a specific location. "Sight" refers to the ability to see, and "to cite" means "to quote". (D) is wrong because it means "edge" or "border".

140. (A). This question tests a way of asking questions that you will have to memorize. Only "would" can be used in the fixed expression "would you mind". Although it looks like a question, it is actually a polite request.

### **Part VI** **Text Completion**

141. (B). The term "however" (A) is another way of saying "but", and clearly doesn't work here at the beginning of the sentence (as a hint, "however" must be followed by a comma when it begins a sentence). "As though" (C) is used to describe what something or someone seems like and doesn't work in this context. "Moreover" (D) is like saying "in addition" or "additionally", which is incorrect here. "Although" (B) is a word indicating that a contradiction is coming up and can be used at the beginning of a sentence, so it is the best answer.

142. (A). The trickiest choice here is between "among" (A) and "between" (B): the word "between" is always used to indicate two choices, while "among" always indicates any number greater than two. The option "around" (C) indicates a space, theoretical or physical, surrounding something and clearly doesn't work here, while "throughout" (D) describes something that is found sporadically all the way through something.

143. (C). This sentence calls for a conjunction to connect the primary and secondary clause in this sentence. "If" fits the context perfectly since it is a conjunction conveying the provisional nature of the statement. The word "meanwhile" (A) could be used to start this sentence; however, since the blank is towards the end of the sentence and clearly requiring a conjunction, it cannot be correct. While "because" (B) is a conjunction, it doesn't make any sense in the context of the sentence. The word "while" (D), also a conjunction, implies a timeframe, which doesn't make any sense in this sentence and so is incorrect.

144. (C). The expression that is tested by the question, "to get the most of" something, most nearly indicates maximizing the results of the object in question. In this case, the ad assumes that you want to "get the most of", or maximize, your vacation.

Consequently, we know that anything that connotes a negative value, like "less"(A) or "least" (B), cannot be correct. Choice (D), "more" does indicate a positive value; however, since it is not a superlative, it cannot be used with this expression.

145. (B). The word "whether" (B) must be used before infinitives and in conjunction with a list of conditions connected by "or". The word "unless" (A) fits the sentence grammatically, but doesn't make sense in the context. The word "but" (C) is a conjunction that does not indicate the subordinate nature of the clauses. "Moreover" is an expression used to indicate agreement with the previous sentence.

146. (A). You must choose "from" (A) a series of options, in this case, the packages offered by the company. While you can also choose from "among" (B) a series of options, "among" cannot be used without "from" as in answer choice (B). While the package prices are listed below the text, "below" (C) does not fit grammatically within the sentence. Option (D), "about", is a preposition and would also be ungrammatical in this sentence.

147. (A). This blank calls for a pronoun to replace "fault" from the first clause. In this case, "that" replaces fault, but you still need "of" to complete the expression and connect "fault" to the object of the preposition, "the billing department". The word "which" (B) cannot replace "of"; using "of" (C) without "that" leaves the second clause without an object; "from" (D) is simply not grammatically correct in the sentence.

148. (D). The term "despite" (A) indicates a contradiction with a previous sentence, which is not the case with this sentence. "Nevertheless" (B) is used when one is trying to present an alternative perspective to that previously stated. The conditional "if"(C) is clearly not correct here. Only "since" (D) adequately introduces the cause-and-effect situation described in this sentence.

149. (D). The sentence here calls for a present progressive verb since the writer is in the process of completing the action, so "instruct" (present), "was instructing" (past progressive), and "instructing" (participle) cannot be correct.

150. (B). This sentence calls for the infinitive form of the verb, "to assist". In this context, the infinitive indicates the purpose of the noun it modifies: in this case, "a secretary".

151. (C). Since this blank is preceded by the preposition "for", we know that the blank must contain a gerund. (C), "managing" is the only gerund among the answer choices.

152. (C). For this question, it is important to pay attention to the verb that follows the blank: it is clear from the verb "requires" that (A), "may", (B) "might", and (D) "can" cannot be correct since these are modal verbs and must be followed by the verb's base form: in this case, "require", not "requires". Consequently, "also" is the only word that fits.

### **Part VII** **Reading Comprehension**

153. (A). The word "agriculture" refers generally to anything involving farmers and farming, so the best answer choice is (A). It is highly unlikely Internet developers (B) or politicians (C) would attend a fair with such a focus since it is unrelated to their area of professional activity. (D) is a trap in case you don't understand the word "agriculture".

154. (D). In the announcement, we learn that the fair is being sponsored by AmeriAg (D). The Johnstontown Expo Center (A) is *hosting* the fair, farmers and agricultural laborers (B) will likely attend the fair, and Hortense (C) is the *name* of the fair.

155. (B). According to the advertisement, in order to register in advance (before the first day of the fair) you must register online at [www.hortense.xxx](http://www.hortense.xxx). Although the announcement indicates that you can register at the entrance (A), this is not considered "in advance". The option of emailing [pr@johnex.xxx](mailto:pr@johnex.xxx) (C) is only for those who wish to exhibit. Finally, AmeriAg is one of the sponsors, but the reader is never told to contact them for any reason.

156. (C). At the top of the advertisement, you see ExpertEez described as "Knowledge Management Consultants", so you know that the answer that best describes the company is (C), "Consulting". Moreover, none of the other answer choices correspond with the content of the ad: the ad discusses some general management issues that would affect the entirety of a company, so marketing (A), advertising (B), and recruiting (D) cannot be correct.

157. (B). The advertisement indicates that the services of ExpertEez can help organizations "ensure maximum efficiency and avoid using additional resources to reinvent the wheel". The expression "reinvent the wheel" refers to spending time and money on resources already at one's disposal. Helping to prevent this type of waste is an additional way ExpertEez claims they can help a company increase efficiency. Consequently, the most appropriate answer choice is (B). While the other answer choices might occur thanks to the services of ExpertEez, no other answer choice accurately represents their primary service.

158. (D). The advertisement provides the physical address of the company (B), as well as an email address by which the company can be contacted (A, C). The only information not provided is a telephone number at which the company can be contacted.

159. (D). From the first paragraph of the letter, we learn that the writer has seen a job in marketing communications advertised by the company and that she is hoping to be considered for the position. She seems well-informed about the position and is writing to ask for an interview, not for more information (A). Since she mentions that she has just completed her MBA program, we know that she is not applying for another one (B). Finally, she is applying for jobs, not advertising them, so we know that (C) cannot be correct.

160. (B). In the letter, the writer states that she has just completed an MBA (Master of Business Administration) program, so we know that she has a master's degree. It is well worthwhile to familiarize yourself with American university vocabulary, since you will have to understand in many business situations with which you will be confronted. Since we know that the writer has a master's degree, we know that (A) cannot be correct. A PhD, or doctoral degree (C), is a step beyond the master's degree. Finally, a law degree, or JD, is entirely unrelated and is never mentioned in the letter.

161. (A). This question tests your understanding of business vocabulary. In the letter, the writer mentions that the position that interests her is that of a "marketing communication manager". Because she indicates that she is interested in a position as "manager", we know that the job is a "management" (A) position. Manager frequently have assistants (B), so we know that this is not the term we are looking for. Administrative positions (C) include secretarial and custodial jobs, but not managers, so we know this is also incorrect. Finally, "customer service" jobs are those that deal with customers on a regular basis, and none of the experience described in the letter includes this.

162. (A). The passage indicates that since fundraising is the source of most funding for non-profits, these organizations must pay close attention to it to ensure proper financial planning. While it is true that fundraising involves a great deal of work with the finances of a non-profit (B), this is not the reason why the passage indicates it is important. The passage never indicates that fundraising is "complicated and difficult to understand" (C). (D) can be inferred from the last sentence of the passage, but it is only a minor detail and not the purpose of the passage.

163. (C). According to the passage, "individuals accounted for the large majority of charitable contributions". While there are arguably donations to non-profits from other

non-profits (A) and businesses (B), these are not discussed in the passage. "Church congregations" are mentioned in the text as recipients, not donors.

164. (D). All of the options listed in the answer choices can be incorporated into one of the recipients discussed in the passage. The term "alma mater" is a common way of referring to a university attended (A), a church (B) is clearly a religious organization, and an association for Chinese orphans obviously falls into the category of "international charity".

165. (A). The last few sentences of the passage summarize some of the difficulties faced by non-profits and the ways in which fundraising can be beneficial, best exemplified by the following sentence: "Fundraising presents one of the best opportunities to improve funding and visibility of non-profit organizations." While some of the other answer choices are logically possible given the information presented in the passage, they do not represent the information discussed in the conclusion of the passage and are therefore incorrect.

166. (D). All of the options presented in the answer choices to this question are synonyms for qualities mentioned in the ad except for "sales ability", a quality rarely required of accountants. The term "people skills" is another way of saying "relational ease" (A), "language abilities" (B) is a way of referring to the fact that the company requires at least two foreign languages, and "computer skills" could refer to "knowledge of major operating systems".

167. (B). While there are several different dates listed in this advertisement, it is specifically stated at the end of the notice that "Interested individuals should send a current resume, cover letter, and salary requirements to HR@genetron.xxx before December 13." January 1 (A), is described as the date by which candidates who have been selected for an interview will be notified, while October 30 is the date the job advertisement was originally published. Finally, December 31 is not mentioned in the advertisement at all.

168. (D). The last paragraph of the ad specifically states that the job ID number (found after the heading) should be included in replies (C). Salary expectations (A) are synonymous with "salary requirements", mentioned in the last paragraph, as is the cover letter (B). While some job ads might require letters of recommendation (D), this one doesn't.

169. (B). The last line of the advertisement states that Genetron will only contact "individuals under serious consideration for the position", so it is safe to assume that these

will be those who have been selected for an interview (B). There is only one job mentioned in the ad, so we know that since the ad mentions several people who will be contacted, it cannot refer to the one person who will be chosen for the job (A). It is illogical to assume that applicants who will not be interviewed are "under serious consideration for the position". Finally, the last choice simply makes no sense in the context of the ad.

170. (A). This email clearly informs employees of the procedure necessary in order to take advantage of the "flextime" hours. While this "flextime" might be considered a benefit (B), the email does not describe it in detail, but only mentions it. Moreover, this is not a company program (C), simply a change in procedure. Finally, while it is true that employees now have a choice in when they will be in the building, there is no mention of a change in building hours.

171. (C). In conventional business English, "HR" is frequently used to indicate the human resources department. While it is true that the forms must be *signed* by the supervisor (A) and that the HR committee (D) will make the final decision regarding the application, employees are told to turn in their forms to the "HR department". Bjorn (B) is the one distributing the forms, not collecting them once they are filled in.

172. (D). Since the email indicates that employees will hear the result of the procedure before the end of the month, the safest answer is (D), "up to a month", since we do not know the date of the email. None of the other answer choices is logical in this context.

173. (C). While the woman does start out the letter by complimenting the recipient on his work (B), the primary objective is to ask how much the services cost, which she asks at the end of the letter. Furthermore, while the woman does discuss business in her letter, she is not writing to offer a business opportunity (A), but rather to enlist the man's services. Finally, while her group does offer assistance to some, she is not offering assistance to the man (D).

174. (D). In the second paragraph of the letter, the woman describes the "updated look, a more effective navigation system, additional informational offerings, and improved web visibility" she wants for her website. Although she does mention that she needs "additional information" offered on the website, this cannot be interpreted to mean that she thinks it is not informational. The woman wants a "more effective" navigation system, indicating that the current system is inefficient, in this case difficult to navigate (A). The fact that she wants the look "updated" indicates that the current design looks "outdated" or old-fashioned (B). Finally, the fact that she says the

website needs increased visibility means that people are having difficulty finding her website on the web (C).

175. (C). The woman specifically states in the first paragraph that this redesign is part of a larger project – specifically, a publicity campaign – for her organization. She never mentions anything about a budget (A) or sales (B), and while she clearly thinks the man would do a good job (D), that is not why she is contacting him now.

176. (D). The ad clearly mentions that this text is in the format of a "paperback", which is a form of book. Don't be confused by the word "paper"! While magazines (A), newspapers (B), and pamphlets (C) are all paper versions of texts, only a book can be a "paperback".

177. (A). The advertisement explains that *The Art of War* was "once used by Chinese armies as a source of battle plans and strategy", so we know that it is primarily a military text. While the ad does mention that it is "popular reading for top management executives around the world", it doesn't specifically state that it is truly business-related (B). Furthermore, although it is identified as being of Chinese origin, nothing is said of this text being highly philosophical, so (C) cannot be correct. Finally, although it may seem pertinent to office politics, the book is not said to have any specific relation to this (D).

178. (B). While you might infer any of these answer choices, only one is truly correct: the ad repeats several times that *The Art of War* contains "wisdom" and that it is "popular reading for top management executives", so we can infer that the ideas it contains are quite important. Although the ad does mention the fact that this new version is short (A) and that it is "reasonably priced" or inexpensive (C), these are not the main reasons people should buy it. Finally, although the text is of Chinese origin, we are not given any indication that this particular version is in Chinese.

179. (A). At the beginning of the text, the customer is informed that "the law requires that you read and agree to the following privacy policy." The phrase "the law requires" means that one is legally obliged or required to read the information.

180. (B). All of the choices are mentioned in the text, except (B), "appointment reminders". Option (A), "advertisements", is simply another way of describing "promotional emails"; "internal purposes" (C) includes "in-house recordkeeping"; "investigations"(D) can comprise "marketing research".



181. (D). According to the passage, airlines "are cutting costs", which necessarily means they are trying to save money (D). As a consequence, it is clear that service will most likely worsen and not improve (A). The airlines do not cut the number of allowed luggage items (B), they only charge for additional ones. Finally, the paragraph mentions that "budgets for research and development will be scrapped", meaning they will be eliminated, so we know that (C) cannot be correct.

182. (C). From the information presented in the email, we know that the customer service representative writing the email is trying to save, or rescue, the company's relationship with an unhappy client. We can assume that the client is unhappy since the email describes the fact that his luggage was lost and his flight was delayed, and he will not have his refund.

183. (D). Although all of the answer options are mentioned in the article, only one of them corresponds to the information presented in the email. Since we find out from the email that the customer's baggage has been lost and cannot be found, the only viable option is (D), that the airline's service was not good. If the airline's service were good, the luggage would have been found, or the airline would not have lost it in the first place. We don't know if the customer had any complaints about the airline's cost-cutting measures (A), the price of the tickets (B), or the in-flight beverage service (C), because they were not mentioned in the email.

184. (A). Because of the precarious financial situation described in the preceding article, the airline has clearly cut its policy because of budget constraints – in other words, it is no longer affordable. Saying it is ineffective (B) indicates that it doesn't work, which doesn't make sense in this context. There is no evidence in either text that indicates that clients wouldn't like such a policy (C). Finally, there is no discussion of another policy in the email, so we know (D) cannot be correct.

185. (D). From the article, we can infer that the situation will get worse, since the article ends with the statement, "the worst is yet to come". While any of the other options are possible, only (D) is true according to the article's conclusion.

186. (B). According to the itinerary, the traveler uses two different airline carriers, "MexAir" and "AmAir". He mentions "meetings" in Guadalajara, so it would be illogical to assume that he is traveling on vacation (A). Furthermore, since he is also taking a train, you cannot assume that he only travels by air (C). Finally, according to the itinerary, the traveler arrives in Guadalajara on May 15, so (B) cannot be correct.

187. (B). The man only takes one train, and that is from Mexico City to Guadalajara. Outside of this one train trip, the man travels mostly by air.

188. (B). If you look closely at the itinerary, you will notice that the name of the hotel in Mexico City is starred. This star corresponds to the message at the bottom of the page indicating that breakfast is "complimentary", or free. Although the email does mention that the traveler will have to make arrangements for travel inside Mexico City, he doesn't imply that it should be by taxi (A) or by an airport shuttle (D). Moreover, it is clear from the itinerary and the email that the passenger will arrive in Mexico by plane.

189. (C). The traveler will spend two nights in Mexico City (from May 13 to May 15).

190. (D). In his email, the traveler explains that he won't have any time to relax in Guadalajara, since the people he is going to see have "really packed every moment of my schedule when I'm not in meetings". He indicates that he will be "in meetings", and this is an expression used exclusively in a business context, so we know that the best answer choice is (D). Although we are not told exactly who he will be meeting with, the term "colleagues" is also most often used in a business context. Consequently, we can assume that he is not there to relax (A) or visit friends (C). Finally, there is no mention of a presentation in either the email or the itinerary, so we know that (B) cannot be correct either.

191. (D). The negative language used in the article combined with the quote at the end of the article clearly indicates that these results are "disappointing" (D). If the results were what was "projected" (A) or "typical" (B), or what was to be expected, there would be no cause for concern or unhappiness. (C) "Optimistic" means "positive" or "promising" – exactly the opposite of the tone of the article.

192. (B). As the chart clearly demonstrates, the greatest source of revenue, or the total money brought into the company, is the Retail department. While it may be true that the greatest profits come from the Food Service department (A), there is no information in the graph or the article that supports it, so it cannot be correct according to the question. Accordingly, while it is likely that the board would like to increase revenues overall, there is no evidence to support the assumption that they are specifically concerned with the Direct department. Finally, while it is likely that the shareholders are unhappy to lose their dividends, the text states that "few believe there was any alternative action that could have been taken", meaning, in essence, that no one had any better ideas, so it's unlikely they disagreed with the decision.

193. (B). The text indicates that "While analysts projected that the company's shares would take a steep drop, the shares declined by only 3.5 percent compared with the previous trading session." The fact that analysts predicted a "steep" drop and the results are mentioned with an "only", we know that the results were not as bad as

expected (B). It is normal business activity, and not shares, that dropped by 50% (A); they cannot be said to have fallen sharply (C) since the "while" used at the beginning of the sentence indicates a contradiction between the first and second clauses. (D) is wrong because, while the estimate was indeed incorrect, the analysts predicted a "drop" and not a "rise".

194. (D). Since the text indicates that the current activity results are a consequence of 50% drop that took place within the last six months, we know that 7 months ago the results were twice what they are now. Consequently, we know that the correct answer is (D), "240,000 US dollars" – twice the current results of 120,000 US dollars.

195. (C). Although she admits that they are disappointed and unhappy with the results, she does not think results will continue to be negative as reflected in answer choices (A) and (D). In fact, she indicates that she believes that the current obstacles can be overcome – a moderately optimistic attitude, but certainly not "confident" (B). (C), "Cautiously optimistic", is the best choice since the CEO's statement refers to the future with a positive note.

196. (C). The woman identified the fact that she received several items that she did not order, and did not receive the items that she requested. It is clearly shown on the invoice that she ordered the items she discusses in the letter, so we know that (A) is not correct. She does not mention anything about the delivery of the items being late, so we know that (B) is also incorrect. Finally, since she is writing about a 3-piece suit which she did not receive at all, we know that they cannot have forgotten to deliver "a part" of her order (D).

197. (D). The woman specifically states that in addition to the item she previously ordered, the blue 3-piece business suit, she would like to have a black belt added to her order. She does not request a pair of pants (B), and pink is the color of the exercise suit (A) she specifically does not want. While she does indicate that a brown belt would be acceptable in place of the black one if the black are no longer in stock, brown is not the color she prefers and therefore not what she would like to receive (C).

198. (D). Since the woman identifies the fact that she is in need of "professional attire", which is evident from her choice of a business suit for her primary order, we know that she specifically needs clothes for her job, or work (D). She never indicates that she does not like the color (A), or that she never exercises (B), and the size is too small, not too big (C).

199. (A). The woman indicates that she would like to order an additional item, a belt, which will be charged to the same account. Because she already received an invoice

for the first purchase and she mentions the card that the retailer "still" has "on file", we can infer that she has already paid for it. Therefore, (C) and (D) are wrong, since they both mention the charge for the suit. Since the total for both orders comes to more than \$170, shipping should be free, so all the company will charge the woman's card for is the price of the belt and the sales tax on the belt.

200. (B). The woman asks in the letter to "send the correct items to me or refund the payment to my credit card". Since the 3-piece Country Burgundy suit might no longer be available, a refund for this undelivered item (B) is a possible outcome of the situation. Since she indicates that she still wishes to receive the items she ordered, we know that she does not want her items returned (A). Nor is there any reason for her to contact the Billing Department by phone (C), since she has already communicated all her needs by letter. We can safely assume from the tone and content of her letter that she will not discontinue shopping at ProfessionalPerfect in the future, since she even makes further requests for other items in the same letter, so (D) is wrong.

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