



TOEIC[®] 4-Skills test: teaching & learning insights

From the experts at ETS and Hachette

January 27th 2026

THE
TOEIC[®]
— PROGRAM —

Speakers

Welcome to this webinar



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Entraînement au nouveau test TOEIC 4-Skills



ETS is a global education & talent solutions organization, enabling lifelong learners to be future ready

50M+

tests administered, developed and scored annually

213

awarded patents

11.9k

publications in the ETS Research Library

*ets research institute

9,000+

locations



200

countries

75+

years as a global assessment leader



PISA



BEHIND SOME OF THE WORLD'S MOST TRUSTED ASSESSMENTS and CREDENTIALING

*toeic

*gre

*psi

*toefl

*praxis

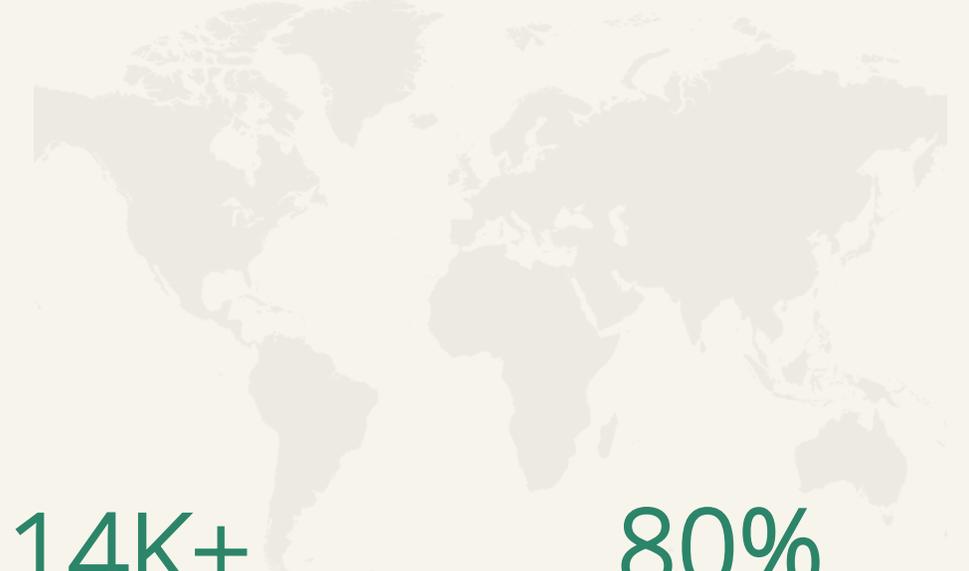
*toeic

Global leader in English proficiency assessments

TOEIC is trusted by thousands of organizations worldwide

Accurate English assessment for informed decisions

Comprehensive solutions for global communication needs



14K+

Organizations
Trust our assessments

80%

of the Fortune 500
use TOEIC scores

6M+

Solutions
Delivered annually

160+

Countries
Worldwide presence

Our extensive network includes 3,000+ schools and 5,000+ universities that rely on our solutions for student advancement and career success.

45+

years global assessment leader

TOEIC Resources

Estimez votre niveau en 15 minutes

TOEIC® Test Level Projector

Votre niveau d'anglais en 1 clic

Grâce au TOEIC Test Level Projector, estimez **gratuitement** et en seulement 15 minutes votre niveau général de compréhension orale.

Après avoir répondu à 25 questions officielles du test TOEIC® Listening and Reading, vous obtenez immédiatement votre niveau CECRL (de A1 à C1) et les descriptions de vos compétences en fonction de vos réponses.

En tant que futur candidat au test TOEIC, c'est l'outil idéal pour :

- Estimer rapidement vos **compétences en anglais**.
- Vous aider à **choisir la formation d'anglais** la plus adaptée à votre niveau, notamment dans le cadre du CPF.
- Identifier vos **points forts** et vos **zones d'amélioration** pour chacune des compétences.

Let's go!



TOEIC® Official Learning and Preparation Course

Un apprentissage complet et une préparation au test

Disponible à tout moment, le TOEIC Official Learning and Preparation Course est un **outil de préparation en ligne** au test TOEIC Listening and Reading, pour les niveaux débutant à avancé, contenant :

- **24 unités thématiques** visant à développer les compétences de compréhension écrite et orale, de grammaire, d'expression orale et de connaissance du test TOEIC.
- **3 modules progressifs de 30 heures** de préparation chacun.
- Plus de **1000 questions officielles issues du test**.
- **5 test blancs** et leurs corrigés.
- À la fin de chaque cours, un **quiz de 30 questions** permet de valider les acquis.



TOEIC Resources



The Instructional core: Students, teachers and content



7 hours + 5 hours

High-quality instructional materials = positive student learning outcomes

Does a better curriculum make a difference ?



Nicole Gorman, "Survey Finds Teachers Spend 7 Hours Per Week Searching for Instructional Materials," *Education World*, February 7, 2017

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Digital vs printed resources ?

Adapt to our learners

Comprehension was better overall when people read printed text

Heavy use of computers in learning = worse in most learning outcomes

Complex information on screen, requires more attention and thought.

Scrolling makes it harder for the brain to create mental maps.

Writing on paper and current digital climate.



ScienceNews**Explores**

ALL TOPICS ▾ LIFE ▾ HUMANS ▾ EARTH ▾



People tend to read faster on screens. That's fine for checking texts and social media posts. But when screens are small, the extra scrolling needed to read a long article or book may make it harder to retain what you're reading, data now show.

MARTIN-DM/E+/GETTY IMAGES PLUS

Exp

BRAIN

Watching t
to Read

By Emily Sohn • June 7



Pablo Delgado, Cristina Vargas, Rakefet Ackerman, Ladislao Salmerón, *Don't throw away your printed books: A meta-analysis on the effects of reading media on reading comprehension*, Educational Research Review, Volume 25, 2018, Pages 23-38, ISSN 1747-938X,

Official test material used

- To present the test
- To demonstrate strategies
- To build exercises
- To practice the test



Speaking section

2 DÉCRIRE UNE IMAGE

Questions 3-4

- Objectif : Décrire une image visible sur l'écran.
- Nombre de questions : 2

Instructions

Je découvre

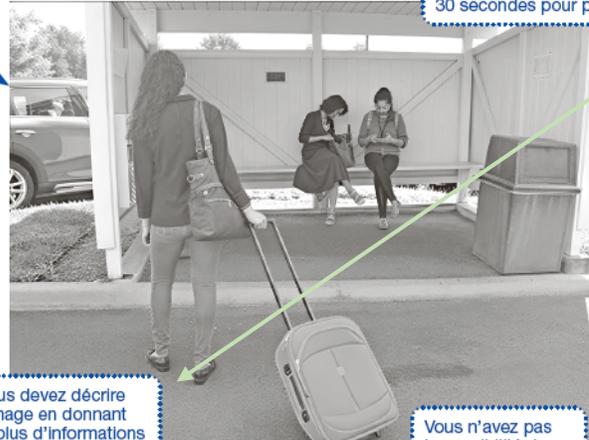
1. QUESTION TYPE

DESCRIBE A PICTURE

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

Vous voyez à l'écran les consignes et une image.

Vous avez 45 secondes pour vous préparer et 30 secondes pour parler.



Vous devez décrire l'image en donnant le plus d'informations possible.

Vous n'avez pas la possibilité de prendre des notes.

Information

Strategy for success “Describe a picture”



Étape 1

Regardez l'image dans sa globalité et identifiez le contexte :

- Où a lieu la scène ?
- Sur qui ou quoi se focalise la photo ?

Ex. | *A woman is pulling a suitcase towards a bus stop shelter.*

Tip!

Si certains mots ne vous viennent pas à l'esprit, évoquez les éléments dont vous pouvez parler sans difficulté. Les 45 secondes passeront trop vite pour tenter d'activer tout le vocabulaire.

Étape 2

Remémorez-vous le vocabulaire à mobiliser en repérant :

- les personnes et les objets visibles ;
- leur localisation ;
- les actions.

Ex. | *Women, suitcase, purse, sitting, looking, checking, bench, trashcan, curb, cars, parked, grass, trees. ...*

Tip!

Il n'est pas toujours évident d'identifier ce qui se passe et à quel endroit la photo a été prise – n'hésitez pas à faire des suppositions.

Étape 3

Commencez votre description, d'abord en parlant de manière très générale.

Ex. | *This place looks like a bus shelter. We can see a woman walking towards it and pulling a suitcase.*

Étape 4

- Vous pouvez ensuite « zoomer » et décrire les différents éléments visibles sur l'image de façon plus détaillée.

Ex. | *We can see two women sitting on a bench under the shelter. The one on the left appears to be rummaging through her purse – probably looking for something like a tissue, her wallet or maybe her cellphone. The woman on the right is looking at her phone. She might be reading a message or checking the schedule..*

- L'examineur évaluera votre prononciation et intonation, ainsi que la clarté et la cohérence de votre description, en s'appuyant sur le vocabulaire et la grammaire utilisés.

Ce qu'il faut maîtriser

- Vocabulaire (position, action, lieu...) **ex. 1**
- Faire des suppositions sur un visuel **ex. 2, 3**
- Utiliser des mots descriptifs (adjectifs, adverbes...) **ex. 4**
- Prononciation, intonation et accentuation **voir p. 79**
- Présent continu, *present perfect*, voix passive **voir pp. 27 et 186**

Speaking section

Je m'entraîne

Exercice 4 Les mots descriptifs et les détails

Enrichissez les phrases qui décrivent chacune de ces images.



Tip!

Il est à votre avantage de décrire l'image avec beaucoup de détails. N'hésitez pas à décrire les objets visibles, et à supposer ce que les personnages peuvent penser ou même ressentir.

1. A woman is walking up some stairs.

→ A(n) (adjectif) woman is (adverbe)
walking up some stairs while (verbe + complément).

Ce qu'il faut maîtriser

- Vocabulaire (position, action, lieu...) **ex. 1**
- Faire des suppositions sur un visuel **ex. 2, 3**
- Utiliser des mots descriptifs (adjectifs, adverbes...) **ex. 4**
- Prononciation, intonation et accentuation **voir p. 79**
- Présent continu, *present perfect*, voix passive **voir pp. 27 et 186**

Je m'entraîne

► Corrigé p. 93

Exercice 1 Le vocabulaire

1) Observez les deux photographies.



2) Classez les éléments ci-dessous dans le tableau en fonction de l'image sur laquelle ils apparaissent.

cash register – menu – cups – toppings – sunglasses – visor – purse – cookies – chips – ice cream – cone – wallet – paper napkins – to serve – to hand – condiments – candy bar – menu – to select – to reach – to look for – change

Image ①	Les deux	Image ②
.....
.....
.....
.....
.....

**3) Voici la description d'une des deux images – de laquelle s'agit-il ?
Cochez la bonne réponse.**

In this photo, we can see a woman inside an ice cream parlor. She's holding an ice cream cone in her right hand and is being handed her change by the ice cream parlor employee. She's got long dark hair and is wearing a striped shirt. She has a purse over her arm. The server is wearing a T-shirt and a visor. There are two other customers behind her. In the background we can see a menu displayed on the wall, as well as some cups and different ice cream toppings on some shelves and on a counter.

Image ①

Image ②

Je me teste

► Corrigé p. 93

TEST OFFICIEL Extraits

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

1.



Tip!
Pour vous entraîner,
enregistrez-vous et
comparez votre réponse
au corrigé transcrit.

2.



Ce qu'il faut maîtriser

- Vocabulaire (position, action, lieu...) **ex. 1**
- Faire des suppositions sur un visuel **ex. 2, 3**
- Utiliser des mots descriptifs (adjectifs, adverbes...) **ex. 4**
- Prononciation, intonation et accentuation **voir p. 79**
- Présent continu, *present perfect*, voix passive **voir pp. 27 et 186**

CORRIGÉS

Je m'entraîne

Exercice 1 Le vocabulaire

► Énoncé p. 88

2) Image ① : cash register – toppings – sunglasses – to look for – change. **Les deux** : menu – ice cream – cone – handbag – paper napkins – to serve – to hand – to select – to reach – visor.
Image ② : cups – wallet – cookies – chips – condiments – candy bar.
3) Image ①

Exercice 2 Faire des suppositions sur un visuel

► Énoncé p. 89

1. c) – 2. b) – 3. e) – 4. a) – 5. d)

Exercice 3 Faire des suppositions sur un visuel

► Énoncé p. 89

1. b) – 2. a) – 3. d) – 4. e) – 5. c)

Exercice 4 Les mots descriptifs et les détails

► Énoncé p. 90

1. A professional / young / business woman is slowly / carefully walking up some stairs while looking at her phone. – 2. An experienced / a middle-aged / busy woman is sitting at a cluttered / big desk and making a phone call. – 3. Some sporty-looking / young men are sitting outside on a doorstep, eating sandwiches for their lunch / a picnic. – 4. Some business people are sitting on a bench in front of the office building, while others are discussing a project outside in the sun.

Je me teste

TEST OFFICIEL Extraits

► Énoncés p. 92

Réponses possibles

1. We can see a group of four people who have their luggage with them, and they all appear to be looking to the side – perhaps, waiting to cross the street. A woman wearing a jacket and holding a handbag is leading the group. Next to her, there is a man who's pulling a suitcase. Behind the group, we can see an empty minibus. It's possible that they've just arrived at their destination and are walking towards their accommodation. In the background, we can see some other people and an extensive park.
2. It's a group of seven people inside a cafeteria, or perhaps an ice cream parlor. After all, nearly everyone in this photo appears to be eating ice cream. Most of them are sitting on high, swiveling chairs, but two people are standing – they might have just arrived, because the woman on the right is waving at someone. She's wearing a skirt and a top. She's standing together with a young man who's wearing black pants, a shirt and tie and a black waistcoat.

SPEAKING

Answers

- Black and white for Listening and Reading passive comprehension skills...
- ...but what about the productive skills, Speaking and Writing?

Short answers

Je me teste

 **TEST OFFICIEL** Extrait

► Énoncé p. 191

Réponses possibles

1. Some bikes have been parked **next to a building**. / There is a bike stand **next to a large building**.
2. There are **some crates containing fruit**. / **Some fruit** is displayed in crates.
3. A person is **cleaning their windshield because** it's dirty. / A man is **cleaning his windscreen at a gas station because** they have the necessary equipment.
4. A man is **holding a book**. / A man is standing inside a bookshop and **holding a book** he's probably interested in buying.

WRITING

Long answers - Checklists



Extrait

► Énoncé p. 210

Check-list ✓ Ma réponse comporte-t-elle les points suivants ?

- J'ai fait part de mon opinion.
- J'ai fourni des exemples et des raisons qui étayent mon point de vue.
- J'ai structuré mon essai avec une idée par paragraphe.
- J'ai relu mon texte et corrigé les coquilles (grammaire, orthographe, ponctuation...).
- Mon essai fait environ 300 mots ou plus.

1. Réponse possible

In my opinion, the statement that teachers have more influence over children than their parents do is largely true. Firstly, the amount of time which children spend with their teachers compared to the amount of time that they spend with their parents is a significant factor. Secondly, teachers can often be viewed by children as positive adult role models.

Throughout their years in education, except for during the holidays, children spend five days a week with their teachers, whereas they only spend two full days a week with their parents on weekends. Furthermore, if their parents are separated, they only see one parent at a time, thus halving their time together. On the other hand, most children in primary or

Consequently, as far as I'm concerned, teacher their parents do. To conclude, I would like to s who they remember fondly, even decades after them and helped them grow up.

2. Réponse possible

There are people who are perfectly content to w life, even though this situation is becoming les advantages and disadvantages to this type of c

One notable advantage of staying in the same c will avoid the stress that changing jobs and com job is apparently one of the most stressful situa Furthermore, by staying at the same company, a the firm. Similarly, they can feel as if they belong

On the contrary, there are a lot more disadvant too long. For instance, people get used to seein it difficult to apply for a different position, as y you in a different role. Secondly, when you mo significantly, whereas moving from one positio tends to limit any raises to the bare minimum

Speaking

Clés de lecture

- accent tonique
- ↗ intonation ascendante
- | respiration
- ↘ intonation descendante

Exemple de corrigé de la question type

If you're shopping, sightseeing, and running around every minute, | your
like hard work. | To avoid vacation stress, come to the Blue Valley Inn on be
While staying at our inn, | you'll breathe clean country air as you view spect
its spacious rooms, | swimming pool, and many outdoor activities, | the inn

Tip!

Les corrigés ne sont qu'une possibilité de lecture. Selon les intentions de la personne qui lit le texte (enthousiasme, surprise, neutre...), il peut y avoir des variations.

How to get more out of the book?

Tips for your students:

- 1) Record yourself
- 2) Always re-read what you have written
- 3) Use the check-lists to self-evaluate

Thank you !

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ETS

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***ets**



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Thanks! Q&A

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