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978-0-521-74135-4 - Interchange Companion to the TOEIC® Test 2, Third Edition

Chris Kerr

Frontmatter

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# interchange

THIRD EDITION



**Chris Kerr**

*Series Consultants:*

*Masaya Kanzaki and Kim Dae Kyun*

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**COMPANION TO THE TOEIC® TEST**

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# Author's note

The author would like to dedicate this book to all the students he has taught throughout his career.

The TOEIC®, or Test of English for International Communication, has become increasingly important over the past few years. It is used by many companies as a general measure of a person's English ability, and also by universities both to gauge students' improvement in English and as an assessment for study abroad programs.

I encourage students to approach the TOEIC® in the same way they would prepare a report, cook a certain meal, play a sport, or even play a computer game. When we perform such tasks, there is a need to combine knowledge and skills. We also need to develop and use appropriate strategies in order to complete tasks efficiently and successfully. Key to success in any task is practice. We must provide students with ample opportunities to practice and so gain experience in both undertaking the task and developing strategies.

The size of the TOEIC® test and the time needed to complete it, approximately two hours, means it is difficult for students to learn how to best apply and develop the skills, knowledge and strategies they possess. The *Interchange Third Edition Companion to the TOEIC® Test* provides students with eight short TOEIC®-style tests. These allow students practical and manageable opportunities to gain an insight into, and become accustomed to, the format, style, and language of the TOEIC® test, and at the same time, develop effective test strategies.

It is my hope that students will use the opportunities that this book provides to apply and develop their English language knowledge and test-taking skills, and improve their ability to score well on the TOEIC®.

**Chris Kerr**

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# Plan of Book 2

<i>Companion to the TOEIC® Test</i>	Page	Corresponds to <i>Interchange Third Edition Level 2</i>
Introduction	viii	
Test 1	2	<i>Units 1 &amp; 2</i>
Test 2	10	<i>Units 3 &amp; 4</i>
Test 3	18	<i>Units 5 &amp; 6</i>
Test 4	26	<i>Units 7 &amp; 8</i>
Test 5	34	<i>Units 9 &amp; 10</i>
Test 6	42	<i>Units 11 &amp; 12</i>
Test 7	50	<i>Units 13 &amp; 14</i>
Test 8	58	<i>Units 15 &amp; 16</i>

# Introduction

Welcome to *Interchange Third Edition Companion to the TOEIC® Test*. This introductory unit contains the following sections:

- Overview of the TOEIC®
- About the book
- Additional resources
- Tips and strategies for the TOEIC®

## Overview of the TOEIC®

The TOEIC®, or Test of English for International Communication, is a multiple-choice test of international English. Designed to measure English language skills for business, it is taken by over 4.5 million students and business professionals worldwide every year. It is divided into two sections, Listening and Reading. The Listening Test has four parts, while the Reading Test has three parts. Each section has 100 questions:

Part	Description	Number of questions	Timing
<b>Listening Test</b>			
Part 1	Photographs	10	
Part 2	Question-Response	30	
Part 3	Short Conversations	30	
Part 4	Short Talks	30	
<b>Total</b>		<b>100</b>	<b>45 minutes</b>
<b>Reading Test</b>			
Part 5	Incomplete Sentences	40	
Part 6	Text Completion	12	
Part 7	Reading Comprehension	48	
<b>Total</b>		<b>100</b>	<b>75 minutes</b>

## About the book

*Interchange Third Edition Companion to the TOEIC® Test* has been designed so it can be used independently for self-study or in the classroom. It has eight main units and one introductory unit. Each main unit comprises one TOEIC®-style test. The book has an audio CD which contains all the listening material for the tests. The listening material contains recordings of North American, British, and Australian accents.

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## Introductory unit

In addition to providing an overview of the TOEIC® and this book, the introductory unit provides a range of tips and strategies for the TOEIC®. These can be used:

- before taking a test, to gain further understanding of the TOEIC®.
- during a test, to provide help with particular questions.
- after completing a test, to reinforce understanding and to help develop better test strategies.

## Main units: Tests

Each unit comprises a test which follows the new TOEIC® style and format. The tests are 20% of the length of a full TOEIC® test, each containing 40 questions:

	Number of questions	Suggested Timing
<b>Listening Test</b>		
Part 1	2	
Part 2	6	
Part 3	6	
Part 4	6	
<b>Total</b>	<b>20</b>	<b>9 minutes</b>
<b>Reading Test</b>		
Part 5	8	
Part 6	3	
Part 7	9	
<b>Total</b>	<b>20</b>	<b>15 minutes</b>

## Content

Each test recycles grammar, vocabulary, and the topics contained in two *Interchange Third Edition* units. Test 1 covers language found in *Interchange Third Edition* Units 1 and 2, Test 2 covers *Interchange Third Edition* Units 3 and 4, and so on. Each test also has vocabulary, structures, and question patterns commonly found in the TOEIC®. These are recycled throughout the eight tests. These features allow students to become familiar with the format and style of the TOEIC® as they recycle and reinforce *Interchange Third Edition* language.

Initially, if students are not familiar with the TOEIC®, it will help if they replay the listening material or pause the recording to allow more time to read the listening section questions. More time may also be allowed for the reading section. However, students should aim to take the whole test without stopping as soon as possible.

## Level

The level of the tests has been carefully designed to be achievable by students studying *Interchange Third Edition*, whilst providing them with authentic-style TOEIC® practice. Students will encounter common TOEIC® vocabulary and typical question patterns from Test 1, some of which may be unfamiliar at first. However, these are repeated throughout the tests to allow students to become accustomed to this language quickly, so helping build confidence and prepare for the TOEIC®.

## Additional resources

### Answer key

A separate answer key is available to teachers. For details on how to obtain a copy, please contact your local Cambridge University Press office or visit the Companion Web site.

### Companion Web site ([www.cambridge.org/interchange/tcomp](http://www.cambridge.org/interchange/tcomp))

A dedicated companion Web site offers free online support and resources for both students and teachers. This includes downloadable, bilingual lists of TOEIC® vocabulary, questions, and question patterns, and also mp3 files of the audio for the listening sections of all tests. In addition, the answer key and audio scripts are available for download by teachers.



## To the student: Tips and strategies for the TOEIC®

The following are some tips and strategies to help you perform better on the TOEIC®. Visit the Companion Web site for a full list of tips and other resources.

### General strategies

- ❑ Always answer every question.
- ❑ Do not spend too much time on any one question.
- ❑ If you do not understand any of the answers to a question, you can
  - decide on a “lucky” letter to mark, or
  - trust your instinct, do not think, and choose the one that feels right.
- ❑ Make sure you are familiar with the instructions and each section of the test. This will help you use your time more effectively.
- ❑ Make sure you are also familiar with the questions. Question styles are often repeated in TOEIC®. The more familiar you are with a question the quicker you can read it.
- ❑ **Timing:** Take the whole test, or at least one complete section, without a break and in the time suggested. This will help you learn how to manage your time more effectively.

### Listening Section Strategies

#### General strategies

- ❑ Train yourself to mark the answers as soon as the recording for that question finishes.
- ❑ If you do not understand an answer don't worry. Focus on listening to the next one. If you hear an answer that you think is correct then hold your pen over it. As soon as the last answer is finished, mark your answer.
- ❑ Be aware of distractors: a word or phrase used in the conversation or talk that appears in an incorrect answer in order to make you choose that answer. You should not choose an answer just because it contains a word or phrase from the conversation or talk.
- ❑ Answers often contain a word or phrase that has a similar meaning to a word or phrase found in the conversation or talk. For example, *in the downtown area* has a similar meaning to *in the center of the city*. Words or phrases with similar meanings are called synonyms, and it is important to learn to recognize them. (Visit the Web site for a list of common synonyms.)

#### Part 1 Photographs

- ❑ Before the questions begin, during the introduction to the section, look at the pictures and check the objects and actions that are shown in the photos. Think of the verbs and nouns that could be used.
- ❑ Be careful of words that sound alike such as: *cook* and *book*; *boat* and *coat*; *fire* and *tire*. Similar-sounding words are used as distractors.
- ❑ Listen to the verbs carefully. The clues are usually in the verbs. The most common type of statement used in this section is:
  - 👂 Verb related to noun: for example *He is baking a cake.*
 These questions start with: *He is...; She is...; A woman is...; A man is...; The women are...; The men are...;* Check the photo carefully to see if the action described by the verb is possible.
- ❑ If there are nouns that are not shown in the picture, that choice is not the right answer.

#### Part 2 Question-Response

- ❑ Listen carefully to the first part of the question. Some common examples are: *How long ...? How often ...? What ...? When ...? Where ...?* Then listen for the answer that matches.
- ❑ Be careful: not all Yes/No questions are answered with a Yes or No. The Yes or No is often not spoken, such as in this example:
  - Q. Have you finished the report yet?
  - A. I put it on your desk. (= Yes, I put it on your desk.)

### Parts 3 and 4 Short Conversations and Short Talks

- ❑ Before the conversation or talk begins, scan the questions so that you know what to listen for.
- ❑ While the conversation or talk is being spoken, look at the answers and try to select the one that is most likely.
- ❑ Do not mark your answers until the conversation or talk is finished.
- ❑ Mark your answers as quickly as possible. There are pauses between conversations, talks and questions, so use this time to read the next set of questions and answers.
- ❑ Generally, question and answer sets are in the order they are mentioned in the conversation or talk. The most frequent exceptions, which are also very common questions, are:
  - 👉 Part 3: *What are the speakers (mainly) discussing?*
  - 👉 Part 4: *What is the purpose of this talk/speech/announcement?*

### Reading Section Strategies

#### General Strategies

**Timing:** In Part 5, try to answer each question in 30 seconds or less. For Part 6, allow up to about 40 seconds. This will give you about one minute for each question in Part 7.

#### Part 5 Incomplete Sentences

The main types of questions in Part 5 are shown below. The first two are more common.

- 👉 Questions that check word meanings
- 👉 Questions that check word forms (for example, verb tense, part of speech)
- 👉 Questions that check understanding and usage of prepositions
- ❑ Read each sentence carefully and look for clues in the context or grammar structures.

#### Part 6 Text Completion

In this part, there are advertisements, announcements, e-mails, letters, memos, and notices.

- ❑ Read each sentence carefully and look for clues in the context or grammar structures.
- ❑ Do NOT read the whole passage. Read the incomplete sentences first. If you cannot find the answer, then look at the sentences before and after the incomplete one. This will save you time.

#### Part 7 Reading Comprehension

In this part, there is a range of texts, including e-mails, articles, advertisements, announcements, charts, and reports. Usually, questions follow a single text or passage, but they sometimes follow two texts, such as an e-mail and chart. Some questions are general, such as *What is the purpose of the advertisement/article?* Most questions focus on details. Questions usually follow the order of the passage.

- ❑ Read the questions first and then scan for the answers. This will save you time.
- ❑ Become familiar with the layout of the different text types. This will help your reading.
- ❑ Read the title of the passage. This may contain clues to the answer.
- ❑ Don't panic if there are words you do not understand. You can usually guess from the context.
- ❑ Answers often use synonyms rather than the exact same words from the text. Learning common synonyms will help you find the answer.
- ❑ For specific questions: Scan for the key word or phrase
- ❑ For general questions: Skim the whole passage
- ❑ For NOT questions and *What is suggested/mentioned* questions: Scan for each answer choice
- ❑ For vocabulary questions: Look for the answer that fits the context
- ❑ For questions following a double passage: First, check the relationship between the passages. Then, read the question and guess which passage you should look at to find the answer. Sometimes you have to combine information from both passages to find the answer.