

THIRD EDITION



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LONGMAN PREPARATION COURSE FOR THE TOEFL iBT® TEST

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DEBORAH PHILLIPS



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INTRODUCTION

ABOUT THIS COURSE

PURPOSE OF THE COURSE

This course is intended to prepare students for the TOEFL iBT® test (Internet-Based Test). It is based on the most up-to-date information available on the TOEFL iBT® test. This third edition has been updated to feature test-length reading and listening passages, more at-level items, and the latest question types found on the TOEFL iBT® test.

Longman Preparation Course for the TOEFL iBT® Test, 3E can be used in a variety of ways, depending on the needs of the reader:

- It can be used as the *primary classroom text* in a course emphasizing preparation for the TOEFL iBT® test.
- It can be used as a *supplementary text* in a more general ESL/EFL course.
- Along with the free audio program on mp3 files, it can be used as a tool for *individualized study* by students preparing for the TOEFL iBT® test outside of the ESL/EFL classroom.

WHAT IS IN THE BOOK

The book contains a variety of materials that together provide a comprehensive TOEFL test preparation course:

- **Diagnostic Pre-Tests** for each section of the TOEFL iBT® test (Reading, Listening, Speaking, Writing) measure students' level of performance and allow students to determine specific areas of weakness.
- **Language Skills** for each section of the test provide students with a thorough understanding of the language skills that are regularly tested on the TOEFL iBT® test.
- **Test-Taking Strategies** for each section of the test provide students with clearly defined steps to maximize their performance on the test.
- **Exercises** provide practice of one or more skills in a non-TOEFL test format.
- **TOEFL Exercises** provide practice of one or more skills in a TOEFL test format.
- **TOEFL Review Exercises** provide practice of all of the skills taught up to that point in a TOEFL test format.
- **TOEFL Post-Tests** for each section of the test measure the progress that students have made after working through the skills and strategies in the text.
- Eight **Mini-Tests** allow students to simulate the experience of taking actual tests using shorter versions (approximately 1.5 hours each) of the test.
- Two **Complete Tests** allow students to simulate the experience of taking actual tests using full-length versions (approximately 3.5 hours each) of the test.
- **Scoring Information** allows students to determine their approximate TOEFL test scores on the Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests.

- **Skill-Assessment Checklists** and **Diagnostic Charts** allow students to monitor their progress in specific language skills on the Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests so that they can determine which skills have been mastered and which skills require further study.
- **Grammar and Structure** practice exercises provide students with the necessary foundation and a reference for key grammar points.

WHAT IS ON THE WEBSITE

COMPLETE AUDIO RECORDINGS NOW INCLUDED ON WEBSITE

NEW! The complete audio program to accompany this book is now included as mp3 files on the text's website at www.pearsonelt.com/TOEFLiBT. The website contains all of the recorded materials from the Listening, Writing, and Speaking sections as well as the Mini-Tests and Complete Tests.

AUDIO TRANSCRIPTS

All audio transcripts are now available to download or print from the website.

ANSWER KEY

The answer keys are available on the website only for those who have purchased the text with access to the answer keys.

WHAT IS ON THE MyEnglishLab FOR THE TOEFL iBT® TEST

NEW! This text comes with access to the *MyEnglishLab for the TOEFL iBT® Test*, an online component designed to provide additional interactive practice for the test. A range of activities are provided to master the skills necessary to succeed on the TOEFL iBT® Test. Both skill-specific activities and authentic test-style questions are incorporated, providing maximum exposure to the specific question types students will encounter. Special features include tips for answering question types, correct and incorrect answer feedback, and video presentations covering the material students will encounter on the test. Timed and untimed practice tests and mini-tests allow for teacher assessment and self-study assessment.

OTHER AVAILABLE MATERIALS

Pearson publishes a full suite of materials for TOEFL iBT® test preparation. Materials are available for the TOEFL iBT® test at both intermediate and advanced levels. Please visit Pearson's website at www.pearson.com for a complete list of available TOEFL iBT® test products.

ABOUT THE TOEFL iBT® TEST

OVERVIEW OF THE TOEFL iBT® TEST

The TOEFL iBT® test is an exam to measure the English proficiency and academic skills of nonnative speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholarship programs may require this test.

DESCRIPTION OF THE TOEFL iBT® TEST

The TOEFL iBT® test currently has the following four sections:

- The **Reading** section consists of three long passages and questions about the passages. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Students answer

questions about stated and unstated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, fact and negative fact, and overall organization of ideas.

- The **Listening** section consists of six long passages and questions about the passages. The passages consist of two campus conversations and four academic lectures or discussions. The questions ask the students to determine main ideas, details, function, stance, inferences, and overall organization.
- The **Speaking** section consists of six tasks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspect of academic life. In the two integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and speak about how the ideas in the two passages are related. In the two integrated listening and speaking tasks, students must listen to long passages and then summarize and offer opinions on the information in the passages.
- The **Writing** section consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage, listen to an academic passage, and write about how the ideas in the two passages are related. In the independent task, students must write a personal essay.

The format of a TOEFL iBT® test is outlined in the following chart:

| | iBT | APPROXIMATE TIME |
|------------------|--------------------------------|------------------|
| READING | 3 passages and 36–42 questions | 60 minutes |
| LISTENING | 6 passages and 34 questions | 60 minutes |
| SPEAKING | 6 tasks and 6 questions | 20 minutes |
| WRITING | 2 tasks and 2 questions | 60 minutes |

It should be noted that at least one of the sections of the test will include extra, uncounted material. Educational Testing Service (ETS) includes extra material to try out material for future tests. If you are given a longer section, you must work hard on all of the materials because you do not know which material counts and which material is extra. (For example, if there are four reading passages instead of three, three of the passages will count and one of the passages will not count. It is possible that the uncounted passage could be any of the four passages.)

HOW THE TEST IS SCORED

Students should keep the following information in mind about the scoring of the TOEFL iBT® test:

- The TOEFL iBT® test is scored on a scale of 0 to 120 points.
- Each of the four sections (Reading, Listening, Speaking, and Writing) receives a scaled score from 0 to 30. The scaled scores from the four sections are added together to determine the overall score.
- After students complete the Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests in the book, it is possible for them to estimate their scaled scores. A description of how to determine the scaled scores of the various sections is included on pages 591–598.

TO THE STUDENTS

HOW TO PREPARE FOR THE TOEFL iBT® TEST

The TOEFL iBT® test is a standardized test of English and academic skills. To do well on this test, you should improve your knowledge of the language and academic skills and test-taking strategies covered on the test. This book can familiarize you with the English language skills, academic skills, and test taking strategies necessary for the TOEFL iBT® test, and it can also provide a considerable amount of test practice. A generous amount of additional practice can be found on MyEnglishLab for the TOEFL iBT® Test.

HOW TO USE THIS BOOK

Following these steps can help you to get the most out of this book:

1. Take the Diagnostic Pre-Test at the beginning of each section. Try to reproduce the conditions and time pressure of a real TOEFL test. Take each section without interruption. Time yourself to experience the time pressure of an actual test. Play the audio one time only during the test. (Play it more times when you are reviewing.)
2. After you complete the Reading or Listening Diagnostic Pre-Test, diagnose your errors and record your results. Complete the Diagnosis and Scoring Charts on pages 591–598 to determine which language skills you have mastered and which need further study. Record your results on the Test Results charts on pages 595 and 598.
3. After you complete the Speaking or Writing Diagnostic Pre-Test, assess, score, and record your results. Complete the checklists on pages 599–604 to assess the skills used. Score your results using the Speaking Scoring Criteria on pages 605–606 or the Writing Scoring Criteria on pages 613–614. Record your scores on pages 608–609 and page 616.
4. Work through the presentations and exercises, paying particular attention to the skills that caused you problems in a Pre-Test. Each time that you complete a TOEFL-format exercise, try to simulate the conditions of a real test. For reading questions, allow yourself one-and-a-half minutes for one question. For listening questions, play the audio one time only during the exercise. Do not stop the audio between the questions. For speaking, allow yourself 15 to 20 seconds to prepare your response and 45 to 60 seconds to give it. For writing, allow yourself 20 minutes to write an integrated writing response and 30 minutes to write an independent writing response.
5. Complete the Appendix exercises for areas that you need to improve.
6. When you have completed all the skills exercises for a section, take a Post-Test. Follow the directions above to reproduce the conditions and time pressure of a real TOEFL test and to diagnose your answers and record your results.
7. Periodically schedule Mini-Tests and Complete Tests. As you take each one, follow the directions above to reproduce the conditions and time pressure of a real test and to score, diagnose, and record your results.

TO THE TEACHER

HOW TO GET THE MOST OUT OF THE SKILLS EXERCISES IN THE BOOK

The skills exercises are a vital part of the TOEFL iBT® test preparation process presented in this book. Maximum benefit can be obtained from the exercises if the students are properly prepared for the exercises and if the exercises are carefully reviewed after completion. Here are some suggestions:

- Be sure that the students have a clear idea of the appropriate skills and strategies involved in each exercise. Before beginning each exercise, review the skills and strategies that are used in that exercise. Then, when you review the exercises, reinforce the skills and strategies that can be used to determine the correct answers.
- As you review the exercises, be sure to discuss each answer, the incorrect answers as well as the correct answers. Discuss how students can determine that each correct answer is correct and each incorrect answer is incorrect.
- In this new edition, all of the exercises are designed to be as challenging as the actual test. It is important to keep students under time pressure while they are working on the exercises. An equal amount of time should be spent in reviewing the exercises once they have been completed.

HOW TO GET THE MOST OUT OF THE TESTS IN THE BOOK

There are four different types of tests in this book: Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests. When the tests are given, it is important that the test conditions be as similar to actual TOEFL iBT® test conditions as possible; each section of the test should be given without interruption and under the time pressure of the actual test. Giving the speaking tests in the book presents a unique problem because the students need to respond individually during the tests. Various ways of giving speaking tests are possible; you will need to determine the best way to give the speaking tests for your situation. Here are some suggestions:

- You can have the students come in individually and respond to the questions as the teacher listens to the responses and evaluates them.
- You can have a room set up where students come in individually to take a speaking test and record their responses on a computer or audio recording device. Then either the teacher or the student will need to evaluate the responses.
- You can have a room set up where students come in in groups of four to take a speaking test and record the responses on four computers or audio recording devices, one in each corner of the room. Then either the teacher or the students will need to evaluate the responses.
- You can have the students sit down in an audio lab or computer lab where they can record their responses on the system. Then either the teacher or the students will need to evaluate the responses.

Review of the tests should emphasize the function served by each of these different types of tests:

- While reviewing the Diagnostic Pre-Tests, you should encourage students to determine the areas where they require further practice.
- While reviewing the Post-Tests, you should emphasize the language skills and strategies involved in determining the correct answer to each question.

- While reviewing the Mini-Tests, you should review the language skills and test-taking strategies that are applicable to the tests.
- While reviewing the Complete Tests, you should emphasize the overall strategies for the Complete Tests and review the variety of individual language skills and strategies taught throughout the course.

HOW MUCH TIME TO SPEND ON THE MATERIAL

You may have questions about how much time it takes to complete the materials in this course. The numbers in the following chart indicate approximately how many hours it takes to complete the material:

| | BOOK SKILLS | HOURS |
|------------------|--------------|-------|
| READING SKILLS | Pre-Test | 2 |
| | Skills 1–2 | 8 |
| | Skills 3–4 | 8 |
| | Skills 5–6 | 8 |
| | Skills 7–8 | 8 |
| | Skills 9–10 | 8 |
| | Post-Test | 2 |
| LISTENING SKILLS | Pre-Test | 1 |
| | Skills 1–2 | 6 |
| | Skills 3–4 | 6 |
| | Skills 5–6 | 6 |
| | Post-Test | 1 |
| SPEAKING SKILLS | Pre-Test | 2 |
| | Skills 1–4 | 5 |
| | Skills 5–8 | 5 |
| | Skills 9–12 | 5 |
| | Skills 13–15 | 4 |
| | Skills 16–18 | 4 |
| | Post-Test | 2 |
| WRITING SKILLS | Pre-Test | 2 |
| | Skills 1–8 | 12 |
| | Skills 9–15 | 12 |
| | Post-Test | 2 |
| MINI-TEST 1 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 2 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 3 | Reading | 1 |
| | Listening | 1 |

| | BOOK SKILLS | HOURS |
|-----------------|-------------|------------------|
| MINI-TEST 3 | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 4 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 5 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| MINI-TEST 6 | Writing | 1 |
| | Reading | 1 |
| | Listening | 1 |
| MINI-TEST 7 | Speaking | 1 |
| | Writing | 1 |
| | Reading | 1 |
| MINI-TEST 8 | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| COMPLETE TEST 1 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| COMPLETE TEST 2 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| APPENDIX | | 33 |
| | | 200 hours |

HOW TO DIVIDE THE MATERIAL

You may need to divide the materials in this course so that they can be used over a number of sessions. The following is one suggested way to divide the materials into two sessions:

| SESSION 1 | BOOK | HOURS |
|------------------|------------|------------------|
| READING SKILLS | Pre-Test | 2 |
| | Skills 1–2 | 8 |
| | Skills 3–4 | 8 |
| | Skills 5–6 | 8 |
| LISTENING SKILLS | Pre-Test | 1 |
| | Skills 1–2 | 6 |
| | Skills 3–4 | 6 |
| SPEAKING SKILLS | Pre-Test | 2 |
| | Skills 1–4 | 5 |
| | Skills 5–8 | 5 |
| WRITING SKILLS | Pre-Test | 2 |
| | Skills 1–8 | 12 |
| MINI-TEST 1 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 2 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 3 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 4 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| COMPLETE TEST 1 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| APPENDIX | | 12 |
| | | 101 hours |

| SESSION 2 | BOOK | HOURS |
|------------------|--------------|-----------------|
| READING SKILLS | Skills 7–8 | 8 |
| | Skills 9–10 | 8 |
| | Post-Test | 2 |
| LISTENING SKILLS | Skills 5–6 | 6 |
| | Post-Test | 1 |
| SPEAKING SKILLS | Skills 9–12 | 5 |
| | Skills 13–15 | 4 |
| | Skills 16–18 | 4 |
| WRITING SKILLS | Post-Test | 2 |
| | Skills 9–15 | 12 |
| MINI-TEST 5 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 6 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 7 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 8 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| COMPLETE TEST 2 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| APPENDIX | | 21 |
| | | 99 hours |

The following is a suggested way to divide the materials into three sessions:

| SESSION 1 | BOOK | HOURS |
|------------------|------------|-----------------|
| READING SKILLS | Pre-Test | 2 |
| | Skills 1–2 | 8 |
| | Skills 3–4 | 8 |
| LISTENING SKILLS | Pre-Test | 1 |
| | Skills 1–2 | 6 |
| SPEAKING SKILLS | Pre-Test | 2 |
| | Skills 1–4 | 5 |
| MINI-TEST 1 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 2 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 3 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| APPENDIX | | 21 |
| | | 65 hours |

| SESSION 2 | BOOK | HOURS |
|------------------|-------------|-----------------|
| READING SKILLS | Skills 5–6 | 8 |
| | Skills 7–8 | 8 |
| LISTENING SKILLS | Skills 3–4 | 6 |
| SPEAKING SKILLS | Skills 5–8 | 5 |
| | Skills 9–12 | 5 |
| WRITING SKILLS | Pre-Test | 2 |
| | Skills 1–8 | 12 |
| MINI-TEST 4 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 5 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| COMPLETE TEST 1 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| APPENDIX | | 6 |
| | | 68 hours |

| SESSION 3 | BOOK | HOURS |
|------------------|--------------|-----------------|
| READING SKILLS | Skills 9–10 | 8 |
| | Post-Test | 2 |
| LISTENING SKILLS | Skills 5–6 | 6 |
| | Post-Test | 1 |
| SPEAKING SKILLS | Skills 13–15 | 4 |
| | Skills 16–18 | 4 |
| | Post-Test | 2 |
| WRITING SKILLS | Skills 9–15 | 12 |
| | Post-Test | 2 |
| MINI-TEST 6 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 7 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| MINI-TEST 8 | Reading | 1 |
| | Listening | 1 |
| | Speaking | 1 |
| | Writing | 1 |
| COMPLETE TEST 2 | Reading | 2 |
| | Listening | 2 |
| | Speaking | 2 |
| | Writing | 2 |
| APPENDIX | | 6 |
| | | 67 hours |

NOTE TAKING

Note taking is critical to success on the TOEFL iBT® test. Take notes on all the passages in the Listening section, and on both the reading and listening passages for the integrated tasks in the Speaking and Writing sections. Even if you understand these passages clearly as you are reading and listening, your notes will help you remember the information and use it later to answer questions, record spoken responses, and write effective responses and essays.

Although everyone develops their own style of note taking, there are some practical strategies that can be applied to tasks. One method is to take notes using a “T-chart.” A T-chart is a graphic organizer that helps you organize information for your notes. You draw a chart with two columns and label the columns based on what information you need.

Look at the sample material that follows. First read the sample passages and transcripts, and then study how the example T-charts were created based on the sample passages.

LISTENING

For the **Listening tasks**, there are various ways to organize your notes, such as by labeling the columns of a T-chart for cause and effect or for problems and solutions, by using the two columns for comparing and contrasting two different topics, or for listing advantages and disadvantages of the same topic or situation. You can also use a basic outline to organize listening notes into topic, main points, and supporting ideas. It is important that note taking on the Listening portion of the test be brief, and that your focus remains on listening to the passage.

TIP: Don't try to write down everything from the listening passage and the reading passage word for word.

Listening Sample Excerpt

- (narrator) Listen to part of a lecture in an astronomy class.
- (professor) Well, certainly in popular culture—science fiction movies, fictional stories, even people who claim to have been kidnapped by aliens—the possibility of life on the red planet has been explored and confirmation is presumed to be within our grasp. But, no matter what we might imagine or believe, the fact remains that there has never been any verifiable proof of life on Mars. Now . . . scientific investigations have been ongoing for decades, including telescopic observations in the late 1800s by Percival Lowell, and the orbiting *Mariner* spacecrafts of the 1960s and 1970s. But only in the twenty-first century—I know as a young student, this would have been beyond my wildest dreams—umm . . . NASA and the Mars Science Laboratory, or MSL, have been able to collect geochemical samples directly from the surface of Mars. And what have they found? No, not little gray or green beings, however, they did find some of the elements necessary to support life . . .

Notes

| Aliens ? = pop culture belv life on Mars | |
|---|--|
| Investigatns | Findngs |
| —Telescop obs 1800s Perc Lowell | —X verifiabl proof |
| —Mariners cft 1960s-70s | —X little gray/ grn being |
| —21st cent- nasa collet geochems fr surfc mars | —Rovers missns discvr chems & mins nec 4 life |

Abbreviations and Symbols

Abbreviations (shortened words) and symbols are used so that you can reduce the time and the amount you write in the notes.

Abbreviate by following these guidelines:

Delete the ending of a word or use only the first syllable (topic = top; listening = list)

Delete vowels from a word if it doesn't lead to confusion (discover = dscvr; child = chld)

Use acronyms (initials, letters) for names or common terms (Theodore Roosevelt = TR; homework = HW;

main points = MPs)

SPEAKING

For the **integrated Speaking tasks**, a T-chart should be organized so that one side lists the topic and main points of the Listening lecture and the other side lists the topic and three main points of the Reading passage.

Speaking Sample Excerpt from Reading Passage

A notice from the office of the university president

Effective Monday, November 11th, no pets will be allowed on the university campus. This applies to all university professors, administrators, students, and visitors alike. This policy is being put in place for the comfort and safety of everyone on campus and because buildings on campus are not built to accommodate pets. The only exception to this rule is the use of animals such as seeing-eye dogs that are trained for use in assisting persons with disabilities. Any other pets, no matter how large or small, are unequivocally not allowed. Anyone who fails to follow this policy will face immediate action by the university.

Speaking Sample Excerpt from Listening Passage

- (narrator) Now listen to two students as they discuss the notice.
- (man) What's the deal with the new policy on pets?
- (woman) Oh, you saw that? I guess one of the professors has a pet snake that got loose and ended up in the president's office. I heard the president kind of freaked out.
- (man) What? Just because of one incident? It's not fair for the president to penalize everyone just because one professor was careless.
- (woman) Yeah, it's a pretty harsh reaction.
- (man) I think it's too strict. You know, a lot of local people, not students, who live off campus use the paths on the campus to walk their dogs. It's not a safety issue because they control their dogs. If the university makes them stop, it'll cut down the interaction between people on campus and off.
- (woman) I guess I do see a lot of people walking their dogs, and they are pretty considerate about it.
- (man) Exactly. I've talked with a few of them and they've actually been really interesting people. It sort of helps the university be part of the neighborhood.
- (woman) It does seem kind of pointless to drive them away from the campus.
- (man) I'll bet the president hasn't really thought this through.

Notes

| Reading Passage | Listening Passage |
|---|--|
| Top: X pets on campus! MPs: - + comf/safe, bldg X accom - excp disabil - X follow = immed act by univ | Op (opinion): M- X like policy X pets W- reas = prof's snake in pres off R4 (reasons for opinion): M: - X fair, pres punish all, ++strict - people off camp walk dogs, control, safe - ↓ interact btw camp & neigh |

| | |
|---------------|--------------------------------------|
| &, + | and; also |
| ++ | more |
| w/ | with |
| w/o | without |
| = | equals, is, means, is same as |
| ≠ | unequal to, is not the same as |
| X | no, not |
| b/c | because |
| > | greater than, bigger than, more than |
| < | fewer than, smaller than, less than |
| 1st, 2nd, 3rd | first, second, third |

| | |
|------------|-----------------------|
| b/f or b/4 | before |
| aft | after |
| @ | at |
| → | leads to; causes |
| ← | comes from; result of |
| ↓ | decrease |
| ↑ | increase |
| \$ | dollars |
| ex., e.g. | example |
| K | thousand |
| % | percent |

| | |
|-----|-----------------------------|
| * | important |
| M | man/men |
| W | woman/women |
| 4 | for |
| 2 | to |
| ppl | people |
| / | per |
| "" | ditto; repeated information |
| re | regarding; about |
| ft | feet |
| yr | year |

NOTE TAKING

WRITING

For the **integrated Writing tasks**, a T-chart should be organized so that one side lists the topic and main points of the Reading passage and the other side lists the topic and main points of the Listening lecture.

Writing Sample Excerpt from Reading Passage

In most democracies, decisions on parenting are left to the parents. However, due to serious issues such as child abuse, neglect, and an increase in crimes committed by youth, several countries are considering implementing mandatory parenting classes for all prospective parents. Proponents believe mandatory parenting classes will provide essential information about childcare to uninformed parents, leading to a reduction in child abuse and neglect cases. In addition, supporters believe that raising the standard of parenting ensures that the future generation is not burdened with anti-social behaviors, thus reducing the costs of existing child support systems that respond to crises. Finally, it is thought that since the classes would provide current and standardized information from a variety of professionals, the quality of parenting will increase.

Writing Sample Excerpt from Listening Passage

(professor) I'd like to point out that the idea of mandatory parenting classes is not without controversy. Opponents point out that there is no data linking the implementation of parenting education to a decline in child abuse or neglect. Before governments institute such a policy, there should be broad-scale studies with verifiable proof of its ability to significantly reduce violence towards and neglect of children. Critics also feel that potential cost reduction is not a valid reason for the intrusion of the government into the role of parenting. This leads us to the final reason why mandatory parenting is being contested. Standardized practices disregard the unique beliefs and customs of the individual family.

Notes

| Reading Notes | Listening Notes |
|---|--|
| Top: Parenting class shld be mandatory + all prspctv prnts | Top: Parenting class shld X be mandatory + prspctv prnts |
| MPS: | MPS: |
| - provide essntl info abt child care to prvnt abuse & neglct | - X data links ↓ parental abuse + neglect w/ prnt ed |
| - ↑ standrd of parenting = future gen X burndd w/ anti-social behvr → < cost of child spprt systems | - Prnts know best, X ok + gov 2 intrfr w/ role of prnt |
| - Classes = stndrdzd info frm ++ profsnls, → qulty prntng | - Stndrdzd practs X = unique blfs & cstms of fam, X 2 child need same prning |

| | |
|---------------|--------------------------------------|
| &, + | and; also |
| ++ | more |
| w/ | with |
| w/o | without |
| = | equals, is, means, is same as |
| ≠ | unequal to, is not the same as |
| X | no, not |
| b/c | because |
| > | greater than, bigger than, more than |
| < | fewer than, smaller than, less than |
| 1st, 2nd, 3rd | first, second, third |

| | |
|------------|-----------------------|
| b/f or b/4 | before |
| aft | after |
| @ | at |
| → | leads to; causes |
| ← | comes from; result of |
| ↓ | decrease |
| ↑ | increase |
| \$ | dollars |
| ex., e.g. | example |
| K | thousand |
| % | percent |

| | |
|-----|-----------------------------|
| * | important |
| M | man/men |
| W | woman/women |
| 4 | for |
| 2 | to |
| ppl | people |
| / | per |
| "" | ditto; repeated information |
| re | regarding; about |
| ft | feet |
| yr | year |

NOTE TAKING STRATEGIES

1. Be brief.
2. Use symbols and abbreviations. Create your own abbreviation list or add to the list below.
3. Write key words and phrases. Content words are those that hold meaning. Avoid writing function words. Function words are words that don't hold meaning, such as articles, prepositions, forms of the verb *be* (*am, is, are, was, were*), and auxiliary verbs (*be, have, do*).
4. Draw arrows or connecting lines between related ideas if they will remain clear to you.
5. After noting the main ideas, indent details, supporting ideas, or examples.
6. Leave space between topics or ideas in case you want to fill in information later.
7. Write down important names and dates.
8. Write clearly.
9. Use a T-chart or another type of graphic organizer.
10. **Paraphrase.** For example, this sentence *"Even though the first few years of life are a time when learning is at its highest and tremendous amounts of information are processed, people seem to remember basically nothing from this period."* can be paraphrased, *"Memories from infancy and the toddler years are almost non-existent in adults, despite the fact that these were periods of intense learning."*

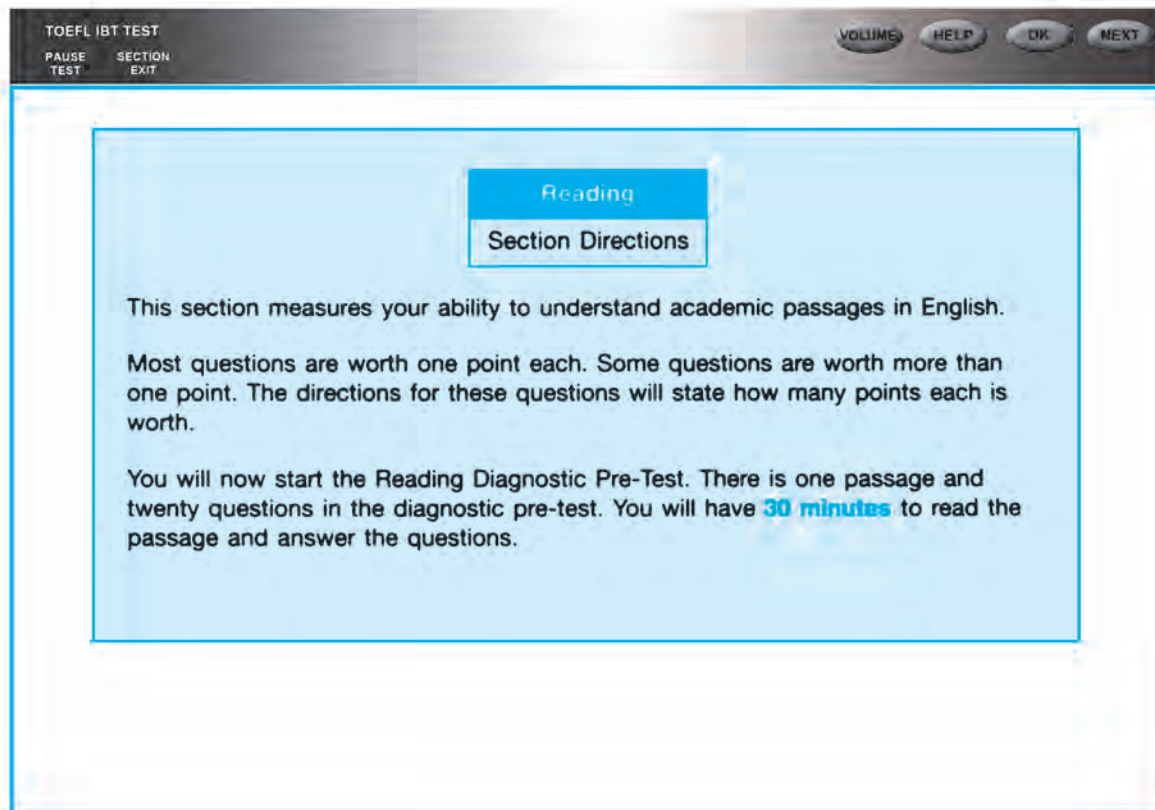
| | |
|---------------|--------------------------------------|
| &, + | and; also |
| ++ | more |
| w/ | with |
| w/o | without |
| = | equals, is, means, is same as |
| ≠ | unequal to, is not the same as |
| X | no, not |
| b/c | because |
| > | greater than, bigger than, more than |
| < | fewer than, smaller than, less than |
| 1st, 2nd, 3rd | first, second, third |

| | |
|------------|-----------------------|
| b/f or b/4 | before |
| aft | after |
| @ | at |
| → | leads to; causes |
| ← | comes from; result of |
| ↓ | decrease |
| ↑ | increase |
| \$ | dollars |
| ex., e.g. | example |
| K | thousand |
| % | percent |

| | |
|-----|-----------------------------|
| * | important |
| M | man/men |
| W | woman/women |
| 4 | for |
| 2 | to |
| ppl | people |
| / | per |
| "" | ditto; repeated information |
| re | regarding; about |
| ft | feet |
| yr | year |

READING DIAGNOSTIC PRE-TEST

30 minutes



TOEFL iBT TEST

PAUSE TEST SECTION EXIT

VOLUME HELP OK NEXT

Reading

Section Directions

This section measures your ability to understand academic passages in English.

Most questions are worth one point each. Some questions are worth more than one point. The directions for these questions will state how many points each is worth.

You will now start the Reading Diagnostic Pre-Test. There is one passage and twenty questions in the diagnostic pre-test. You will have **30 minutes** to read the passage and answer the questions.

Read the passage and answer the questions that follow.

Paragraph

Aggression

- 1▶ Aggressive behavior is any behavior that is intended to cause injury, pain, suffering, damage, or destruction. While aggressive behavior is often thought of as purely physical, verbal attacks such as screaming and shouting or belittling and humiliating comments aimed at causing harm and suffering can also be a type of aggression. What is key to the definition of aggression is that whenever physical or verbal harm is inflicted, it is intentional.
- 2▶ Aggression was likely an early survival mechanism for humans, much in the same way it was for animals. Despite this, it is generally thought that aggressive behavior was not named as such before the seventeenth century, when the term was used to refer to an unprovoked physical attack. The term expanded beyond the description of purely physical aggression to include a psychological dimension in the early twentieth century, as psychiatrists put more emphasis on aggressive behavior and its potential motives.
- 3▶ Questions about the causes of aggression have long been of concern to both social and biological scientists. Theories about the causes of aggression cover a broad spectrum, ranging from those with biological or instinctive emphases to those that portray aggression as a learned behavior.
- 4▶ Numerous theories are based on the idea that aggression is an inherent and natural human instinct. 9A Aggression has been explained as an instinct that is directed externally toward others in a process called displacement, and it has been noted that aggressive impulses that are not channeled toward a specific person or group may be expressed indirectly through socially acceptable activities such as sports and competition in a process called catharsis. 9B Biological, or instinctive, theories of aggression have also been put forth by ethologists, who study the behavior of animals in their natural environments. 9C A number of ethologists have, based upon their observations of animals, supported the view that aggression is an innate instinct common to humans. 9D
- 5▶ Two different schools of thought exist among those who view aggression as instinct. One group holds the view that aggression can build up spontaneously, with or without outside provocation, and violent behavior will thus result, perhaps as a result of little or no provocation. Another suggests that aggression is indeed an instinctive response but that, rather than occurring spontaneously and without provocation, it is a direct response to provocation from an outside source.
- 6▶ In contrast to instinct theories, social learning theories view aggression as a learned behavior. This approach focuses on the effect that role models and reinforcement of behavior have on the acquisition of aggressive behavior. Research has shown that aggressive behavior can be learned through a combination of modeling and positive reinforcement of the aggressive behavior and that children are influenced by the combined forces of observing aggressive behavior in parents, peers, or fictional role models and of noting either positive reinforcement for the aggressive behavior or, minimally, a lack of negative reinforcement for the behavior. While research has provided evidence that the behavior of a live model is more influential than that of a fictional model, fictional models such as those seen in movies and on television, do still have an impact on behavior. 10A On-screen deaths or acts of violent behavior in certain television programs or movies can be counted in the tens, or hundreds, or even thousands; while some have argued that this sort of fictional violence does not in and of itself cause violence and may even have a beneficial cathartic¹ effect, studies have shown correlations between viewing of violence and incidences of aggressive behavior in both childhood and adolescence. 10B Studies have also shown that it is not just the modeling of aggressive behavior in either its real-life or fictional form that correlates with increased acts of violence in youths; a critical factor in increasing aggressive behaviors is the reinforcement of the behavior. 10C If the aggressive role model is rewarded rather than punished for violent behavior, that behavior is more likely to be seen as positive and is thus more likely to be imitated. 10D

GLOSSARY

1. *cathartic*—providing emotional release; therapeutic

1. Which of the following is NOT defined as aggressive behavior?
 - Ⓐ inflicting pain accidentally
 - Ⓑ making insulting remarks
 - Ⓒ destroying property
 - Ⓓ trying unsuccessfully to injure someone
2. The author mentions "belittling and humiliating comments" in paragraph 1 in order to
 - Ⓐ demonstrate how serious the problem of aggression is
 - Ⓑ clarify the difference between intentional and unintentional aggression
 - Ⓒ provide examples of verbal aggression
 - Ⓓ illustrate the nature of physical aggression
3. The word "intentional" in paragraph 1 is closest in meaning to
 - Ⓐ deliberate
 - Ⓑ estimated
 - Ⓒ forbidden
 - Ⓓ intermittent
4. According to paragraph 2, which of the following is true about aggression?
 - Ⓐ Aggression was not a typical behavior for humans before the seventeenth century.
 - Ⓑ There was probably no specific term to describe aggressive behavior until the seventeenth century.
 - Ⓒ Animals were much more likely to display aggressive behavior than humans, at least until recently.
 - Ⓓ The psychological definition of aggression has been around as long as the physical one has.
5. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? *Incorrect* choices change the meaning in important ways or leave out essential information.
 - Ⓐ Biological theories of aggression emphasize its instinctive nature.
 - Ⓑ Theories that consider aggression biological are more accepted than those that consider it learned.
 - Ⓒ Various theories about aggression attribute it to either natural or learned causes.
 - Ⓓ Various theories try to compare the idea that aggression is biological with the idea that it is learned.
6. According to paragraph 4, "displacement" is
 - Ⓐ internally directed aggression
 - Ⓑ a modeled type of aggression
 - Ⓒ aggression that is unintentional
 - Ⓓ aggression that is directed outward
7. It can be inferred from paragraph 4 that
 - Ⓐ is a positive process
 - Ⓑ involves channeling aggression into
 - Ⓒ is studied by ethologists
 - Ⓓ should be negatively reinforced
8. An ethologist would be most likely to study
 - Ⓐ learned catharsis in a certain species of monkey
 - Ⓑ the evolution of a certain type of fish
 - Ⓒ the bone structure of a certain type of dinosaur
 - Ⓓ how a certain male lion fights other male lions
9. Look at the four squares [■] that indicate where the following sentence could be added to paragraph 4.
One may, for example, release aggression by joining a football team or a debate team or even a cooking competition.
 Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.
10. The phrase "schools of thought" in paragraph 5 is closest in meaning to
 - Ⓐ institutions of higher learning
 - Ⓑ lessons to improve behavior
 - Ⓒ methods of instruction
 - Ⓓ sets of shared beliefs
11. It is NOT mentioned in paragraph 5 that some believe that instinctive aggression may occur
 - Ⓐ without being provoked
 - Ⓑ in order to cause provocation
 - Ⓒ in response to minor provocation
 - Ⓓ in response to clear provocation
12. The word "it" in paragraph 5 refers to
 - Ⓐ aggression
 - Ⓑ an instinctive response
 - Ⓒ provocation
 - Ⓓ a direct response
13. The author begins paragraph 6 with the expression "In contrast to instinct theories" in order to
 - Ⓐ introduce the instinct theories that will be presented in paragraph 6
 - Ⓑ indicate that paragraph 6 will present two contrasting theories
 - Ⓒ contrast instinctive theories of aggression with biological theories of aggression
 - Ⓓ provide a transition to the idea that will be presented in paragraph 6
14. It is NOT mentioned in paragraph 6 that aggression can be learned by observing
 - Ⓐ others of the same age
 - Ⓑ violent programs on TV
 - Ⓒ one's mother or father
 - Ⓓ professional football games

15. The word “that” in paragraph 6 refers to
- research
 - evidence
 - the behavior
 - a live model
16. What is stated in paragraph 6 about the modeling of aggressive behavior?
- Fictional models are as likely to cause aggressive behavior as are live models.
 - Little correlation has been found between viewing of aggressive behavior on television and acting aggressively.
 - Aggression in works of fiction may cause aggressive behavior.
 - Aggression in society has an effect on the type of violence in movies and on television.
17. The phrase “in and of itself” in paragraph 6 is closest in meaning to
- internally
 - single-handedly
 - genuinely
 - semi-privately
18. The word “critical” in paragraph 6 could best be replaced by
- negative
 - considerate
 - crucial
 - studied
19. Look at the four squares [■] that indicate where the following sentence could be added to paragraph 6.
- Thus, it is more common for a youth to in aggressors who have been rewarded than who have been punished.**
- Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.
20. The word “imitated” in paragraph 6 is closest in meaning to
- repeated
 - copied
 - exhibited
 - initiated
21. Which situation would most likely result in increased aggressive behavior in children?
- witnessing TV shows in which the aggressor gets away without being punished
 - watching two friends compete in a wrestling match
 - viewing a verbal argument between parents
 - viewing TV shows in which the hero defeats the aggressor

22. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points** (2 points for 3 correct answers, 1 point for 2 correct answers, and 0 points for 1 or 0 correct answers).

Aggression, which causes harm to those affected by it, has been accounted for by numerous theories.

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Answer Choices (choose 3 to complete the chart):

- (1) Various theories indicate that learned aggression occurs as a result of observation of this type of behavior and reward for it.
- (2) Various theories indicate aggression is neither instinctive nor learned.
- (3) Various theories indicate that instinctively caused aggression is always cathartic.
- (4) Various theories indicate that instinctively caused aggression may occur with or without provocation.
- (5) Various theories indicate that aggression may be instinctive or learned.
- (6) Various theories indicate that learned aggression results from displacement of anger.

Turn to pages 591–595 to diagnose your errors and record your results.

READING OVERVIEW

The first section on the TOEFL iBT® test is the Reading section. This section consists of three passages*, and each passage is followed by 12–14 questions. Most of the questions accompanying a passage are worth one point each. However, the last question in each set has multiple answers, and is worth 2–4 points, depending on its length. Test takers are given a total of 60 minutes to complete the whole Reading section. While it is advisable to allow approximately 20 minutes to answer the questions for each passage, test takers are not given the passages in separately timed, 20-minute blocks. In other words, for a three-passage Reading section, the test taker is given 60 minutes at the beginning of the section. It is the test taker's responsibility to monitor the time and use it to answer the questions accordingly.

- The **passages** are lengthy readings (approximately 700 words each) on academic topics.
- The **questions** cover the following areas: fact and negative fact, vocabulary; pronoun reference; sentence restatement; where sentences can be inserted into the passage; stated and unstated details; inferences; rhetorical purpose; and overall organization of ideas.

| Reading Section | Approximate Passage Length | Number of Questions |
|-----------------|----------------------------|---------------------|
| Passage 1 | 700 words | 12–14 questions |
| Passage 2 | 700 words | 12–14 questions |
| Passage 3 | 700 words | 12–14 questions |

*Some tests have four reading passages instead of three. 80 minutes is given for the test taker to complete a four-passage Reading section.

The following strategies can help you in the Reading section.

STRATEGIES FOR READING

1. **Be familiar with the directions.** You can look at a sample test on the ETS website by using this link: <http://www.ets.org/toefl> to see the directions. The directions on every test are the same, so it is not necessary to spend time reading them when you take the test. Dismiss the directions as soon as they come up. Click on **Continue** as soon as it appears and use your time on the passages and questions.
2. **Do not worry if a reading passage is on a topic that is not familiar to you.** All of the information that you need to answer the questions is included in the passages. You do not need any special background knowledge to answer the questions.
3. **Scroll to the end of the passage to see the questions.** Use the scrollbar on the right side of the box containing the passage. Once you get to the end of the passage, click on **Next** in the top right-hand corner of the screen. The first question should appear. You can move back and forth among questions for each reading passage by clicking on **Next** and **Back** in the top right-hand corner. If you skip a question, write the number down so you remember to return to it later.
4. **Do not spend too much time reading the passages.** You may not have time to read each passage in depth, and it is quite possible to answer some of the questions correctly without first reading the passages in detail.

- 5. Skim each passage and its questions to determine the main idea and overall organization of ideas in the passage.** You do not need to understand every detail in each passage to answer the questions correctly. Skimming the questions will help you understand what information you need to look for. Most of the questions are asked in the order that information appears in the passage, except for the final chart or table question. In addition, many of the questions indicate where you need to look for information in the passage by using highlighted words/phrases or arrows pointing to a particular section. Using these location hints in the passage and questions can save you time when reading for information.
- 6. Look at each question to determine what type of question it is.** The type of question tells you how to proceed to answer the question. Refer to the chart at the end of this section for more information.
- For *vocabulary questions*, the targeted word will be highlighted in the passage. Find the highlighted word, and read the context around it.
 - For *referent questions*, the targeted word will be highlighted in the passage. Find the highlighted target word, and read the context preceding it.
 - For *paraphrasing questions*, the targeted sentence will be highlighted in the passage. Read the highlighted sentence carefully. It may also be helpful to read the context around the highlighted sentence.
 - For *sentence insertion questions*, there will be darkened squares indicating where the sentence might be inserted. Read the context around the darkened squares carefully.
 - For *factual information questions* (including detail and unstated detail questions) and *negative factual information questions* the paragraph number will be included in the question. Skim the paragraph for key words from the question and read the sentences around the key words in the paragraph. For *negative factual information questions*, the words NOT and EXCEPT will be included in the questions.
 - For *inference questions*, choose a key word from the question, and skim for the key word (or a related idea) in order in the passage. Read the part of the passage around the key word (or related idea).
 - For *rhetorical purpose questions*, the targeted word or phrase will be highlighted in the passage. Read the highlighted word or phrase and the context around it to determine the rhetorical purpose.
 - For *overall ideas questions*, such as summary information and organizational (schematic) table questions, focus on the main ideas rather than minor details of the passages. The main ideas and important details are most likely explained in the introductory paragraph and at the beginning or end of each supporting paragraph.
- 7. Choose the best answer to each question.** You may be certain of a particular answer, or you may eliminate any definitely incorrect answers and choose from among the remaining answers.
- 8. Do not spend too much time on a question you are completely unsure of.** If you do not know the answer to a question, simply guess and go on. You can return to this question later (while you are still working on the same passage) if you have time.
- 9. Monitor the time carefully on the title bar of the computer screen.** The title bar indicates the time remaining in the section, the total number of questions in the section, and the number of the question that you are working on.
- 10. Guess to complete the section before time is up.** It can only increase your score to guess the answers to questions that you do not have time to complete. (Points are not subtracted for incorrect answers.)

- 11. Remember the information from previous questions.** Information used to answer earlier questions can help you answer later questions, especially chart or table questions. Remember that the information in one question may have a connection to other questions, and help to connect the ideas in the passage. Understanding and using these connections will help to increase your score.

Improving Reading Comprehension

The following tips will assist you in improving your overall reading comprehension abilities. Making use of these tips will help to increase your score on the Reading section of the test.

- **Read in English every day.** Choose academic material that is typical of what is covered on the TOEFL iBT® test: history, anthropology, social and other sciences, literature, music, and the arts. Major newspapers and topic-specific magazines have articles in these areas that often use vocabulary and some sentence structures used on the TOEFL iBT® test.
- **Read out loud sometimes.** For some people, reading out loud forces them to pay attention to the words they are reading. It is not practical to do this on the actual test, but reading out loud can help you improve overall comprehension, which will help you on the test.
- **Look at any titles, subheadings or questions given along with a reading.** Titles and subheadings provide information about the topic and how it is broken down. Questions that are given with the reading tell you what information you can expect to be answered in the reading.
- **Ask yourself questions about the reading.** Use the *wh-* question words to make up the questions (i.e., Who is involved in the action? What is the main point of this paragraph? When is the passage taking place?).
- **Pay attention to transition words and phrases.** Words and phrases such as *in addition*, *however*, *on the other hand*, and *so on* provide important information about the relationship between ideas. They provide especially important information about the organization of ideas (cause-effect, comparison-contrast, chronological, etc.). Understanding the relationships will help you to understand the reading more effectively.
- **Summarize the main points of the reading.** When you finish reading the material you have chosen, spend a few minutes summarizing the main points of the reading for yourself. Use the questions you make up to help you summarize. If you are hesitant about a main point, go back and re-read that part of the passage.
- **Time yourself.** A native speaker of English reads around 250 words per minute on average. This means that it would take him just under three minutes to read a TOEFL iBT® test passage. Although the TOEFL iBT® test does give more time for you to read the passage, you should still try to increase your reading speed to meet this average. It will be very helpful for you in your future academic studies. Time yourself regularly on passages similar to the TOEFL iBT® test in length.

(around 700 words). Practice the strategies above until you are using them more easily and have increased your speed.

Improving Vocabulary Skills

As with reading comprehension, you must study and use new vocabulary regularly in order to improve.

- **Set aside a certain amount of time each day to study.** Pick a regular time when you are free (at least 20 minutes), and commit yourself to studying during that time. Review words using flash cards, smartphone applications (apps), or other tools.
- **Practice vocabulary at the level you need to do well on the TOEFL iBT® test.** A good place to start is with the Academic Word List, which can be found on the Internet. The words on this list and their synonyms appear often in all of the sections of the test.
- **Study the entire word family.** Don't just study a single part of speech (noun, adjective, verb, adverb) for a word. Many words in English, especially at the academic level, can be formed into different parts of speech by, for example, adding *suffixes* to the end of the word: *communicate* (verb); *communication* (noun); *communicative* (adjective). It is important for you to understand all of the different forms and how they are used in sentences.
- **Learn synonyms instead of definitions.** The TOEFL iBT® test consistently uses synonyms in its reading and listening passages. Therefore, it is not enough to learn just a word and its definition; you need to understand what other words with the same meaning can replace that word. For example the verb *to stress* can be replaced by *to emphasize*.
- **Study words in the context of a sentence.** It is not enough to know the meaning or synonym of a word; you must also understand *how the word is used* to express ideas. Many words have different meanings depending on how they are used. For example, the noun *house* means a building to live in, while the verb *house* means to provide shelter or provide a living space. In addition, many words that may be synonyms in one context are not synonyms in another context. Reading and hearing words in the correct context help you to understand when and how to use them effectively.
- **Listen to and say the word.** Since the TOEFL iBT® test recycles vocabulary throughout the test, it is important that you can both recognize and use a word by knowing how it's pronounced.
- **Don't focus on technical words.** Don't spend a lot of time studying words from specific disciplines, such as biology or astronomy. Words that are specific to a field are often explained in context on the test or they are defined for you in a pop-up glossary. Once you begin your area of study in college, then you can focus on the words specific to that area.



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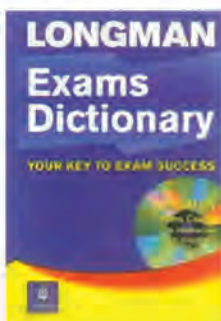
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