

FOURTH EDITION

LONGMAN PREPARATION COURSE FOR THE TOEFL iBT[®] TEST

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DEBORAH PHILLIPS



Pearson

Sample Material

Longman Preparation Course for the TOEFL iBT® Test: Fourth Edition

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ABOUT THIS COURSE

PURPOSE OF THE COURSE

This course is intended to prepare students for the TOEFL iBT® test. It is based on the most up-to-date information available on the TOEFL iBT® test. This fourth edition has been updated to feature test-length reading and listening passages, and the latest question types found on the TOEFL iBT® test.

Longman Preparation Course for the TOEFL iBT® test: Fourth Edition 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.
- › 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 which, 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 hour and 10 minutes each) of the test.
- › Two **Complete Tests** allow students to simulate the experience of taking actual tests using full-length versions (approximately 1 hour and 40 minutes each) of the test.
- › **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.

ABOUT THE TOEFL iBT® TEST

OVERVIEW OF THE TOEFL iBT® TEST

The TOEFL iBT® test is an exam to measure the language proficiency and academic skills of non-native 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 two 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, fact and negative fact, and overall organization of ideas.
- › The **Listening** section consists of five long passages and questions about the passages. The passages consist of two campus conversations and three 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 four tasks: one independent task and three integrated tasks. In the independent task, students must answer an opinion question about some aspect of academic life. In the integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and say how the ideas in the two passages are related. In the integrated listening and speaking task, students must listen to a passage and then summarize and offer opinions on the information in the passage.
- › The **Writing** section consists of two tasks: one integrated task and one writing for an academic discussion 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 writing for an academic discussion task, students must contribute their opinion to an online discussion on an academic topic.

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

	iBT	APPROXIMATE TIME
READING	2 passages and 20 questions	35 minutes
LISTENING	5 passages and 28 questions	36 minutes
SPEAKING	4 tasks and 4 questions	16 minutes
WRITING	2 tasks and 2 questions	30 minutes

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.

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 using the Reading Diagnosis on page 518 or Listening Diagnosis on page 519.
3. After you complete the Speaking or Writing Diagnostic Pre-Test, complete the checklists on pages 520–526 to assess the skills used.
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 9–9.5 minutes for the writing for an academic discussion task.
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 diagnose your results.
8. Go to the ets.org website to access the latest scoring guides (rubrics). Use these to critically assess your answers.

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 ones. 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 an 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 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 types of tests:

- › While reviewing the Diagnostic Pre-Tests, you should encourage students to use the Diagnosis and Assessment section on pages 518–526 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 1–3	12
	Skills 4–5	8
	Skills 6–8	12
	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	1 ½
	Skills 1–4	5
	Skills 5–7	4
	Skills 8–10	4
	Skills 11–13	4
	Post-Test	1 ½
WRITING SKILLS	Pre-Test	2
	Skills 1–8	12
	Skills 9–17	13
	Post-Test	2
MINI-TEST 1	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 2	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 3	Reading	1
	Listening	1

	BOOK SKILLS	HOURS
MINI-TEST 3	Speaking	½
	Writing	1
MINI-TEST 4	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 5	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 6	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 7	Reading	1
	Listening	1
	Speaking	½
MINI-TEST 8	Writing	1
	Reading	1
	Listening	1
COMPLETE TEST 1	Speaking	½
	Writing	1
	Reading	1
	Listening	1
COMPLETE TEST 2	Speaking	1
	Writing	1
	Reading	1
	Listening	1
COMPLETE TEST 2	Speaking	1
	Writing	1
	Reading	1
APPENDIX		74
		174 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 1–3	12
	Skills 4–5	8
LISTENING SKILLS	Pre-Test	1
	Skills 1–2	6
	Skills 3–4	6
SPEAKING SKILLS	Pre-Test	1 ½
	Skills 1–4	5
	Skills 5–7	4
WRITING SKILLS	Pre-Test	2
	Skills 1–9	13
MINI-TEST 1	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 2	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 3	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 4	Reading	1
	Listening	1
	Speaking	½
	Writing	1
COMPLETE TEST 1	Reading	1 ½
	Listening	1 ½
	Speaking	1 ½
	Writing	1 ½
APPENDIX		12
		92 ½ hours

SESSION 2	BOOK	HOURS
READING SKILLS	Skills 6–8	12
	Post-Test	2
LISTENING SKILLS	Skills 5–6	6
	Post-Test	1
SPEAKING SKILLS	Skills 8–10	4
	Skills 11–13	4
	Post-Test	1 ½
WRITING SKILLS	Skills 10–17	12
	Post-Test	2
MINI-TEST 5	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 6	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 7	Reading	1
	Listening	1
	Speaking	½
	Writing	1
MINI-TEST 8	Reading	1
	Listening	1
	Speaking	½
	Writing	1
COMPLETE TEST 2	Reading	1 ½
	Listening	1 ½
	Speaking	1 ½
APPENDIX		21
		85 ½ hours

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

SESSION 1	BOOK	HOURS
READING SKILLS	Pre-Test	2
	Skills 1–3	12
LISTENING SKILLS	Pre-Test	1
	Skills 1–2	6
SPEAKING SKILLS	Pre-Test	2
	Skills 1–4	5
	Skills 5–7	4
MINI-TEST 1	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 2	Reading	1
	Listening	1
	Speaking Writing	1 1
MINI-TEST 3	Reading	1
	Listening	1
	Speaking	1
	Writing	1
APPENDIX		21
		65 hours

SESSION 2	BOOK	HOURS
READING SKILLS	Skills 4–5	8
	Skills 6–7	8
LISTENING SKILLS	Skills 3–4	6
SPEAKING SKILLS	Skills 5–7	4
	Skills 8–10	4
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
		66 hours

SESSION 3	BOOK	HOURS
READING SKILLS	Skills 8–10	12
	Post-Test	2
LISTENING SKILLS	Skills 5–6	6
	Post-Test	1
SPEAKING SKILLS	Skills 11–13	4
	Post-Test	2
WRITING SKILLS	Skills 9–17	13
	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
		68 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.

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 section 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
— Mariner's crft 1960s-70s	— X little gray/ grn being
— 21st cent- nasa collet geochems fr surfc mars	— Rovers missns discvr chems & mins nee 4 life

Abbreviations and Symbols

Abbreviations (shortened words) and symbols are used so that you can reduce both the time and the amount of writing needed in your 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!	Op (opinion):
MPS:	M- X like policy X pets
- 4 comf/safe, bldg X accom	W- reas = prof's snake in pres off
- excp disabil	R4 (reasons for opinion):
- X follow = immed act by univ	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: —provide essntl info abt child care to prvnt abuse & neglct —↑ standrd of parenting = future gen X burdnd w/ anti-social behvr → —cost of child spprt systems —Classes = stndrdzd info frm ++ profsnls, → qulty prntng	MPS: —X data links ↓ parental abuse + neglect w/ prnt ed —Prnts know best, X ok & gov 2 intrfr w/ role of prnt —Stndrdzd practs X = unique blfs & cstms of fam, X 2 child need same prntng

&, +	and; also
++	more
w/	with
w/o	without
=	equals, is, means, is the 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 as long as the connections will remain clear to you later.
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."*

&, +
 ++
 w/
 w/o
 =
 ≠
 X
 b/c
 >
 <
 1st, 2nd, 3rd

and; also
 more
 with
 without
 equals, is, means, is same as
 unequal to, is not the same as
 no, not
 because
 greater than, bigger than, more than
 fewer than, smaller than, less than
 first, second, third

b/f or b/4
 aft
 @
 →
 ←
 ↓
 ↑
 \$
 ex., e.g.
 K
 %

before
 after
 at
 leads to; causes
 comes from; result of
 decrease
 increase
 dollars
 example
 thousand
 percent

*
 M
 W
 4
 2
 ppl
 /
 ""
 re
 ft
 yr

important
 man/men
 woman/women
 for
 to
 people
 per
 ditto; repeated information
 regarding; about
 feet
 year

Sample Material