

An Analysis of Vocabulary Used in STEP 1st and Pre-1st Grades, TOEFL, and TOEIC

Akiyo Hirai

Abstract

In Japan, four commercialized English proficiency tests, TOEFL (Test of English as a Foreign Language), TOEIC (Test of English for International Communication), STEP (the Society for Testing English Proficiency) 1st grade, and STEP pre-1st grade, are popular among learners of English who want to improve their practical level of English ability. In order to investigate whether studying for one test helps prepare learners for any of the other tests as well, vocabulary items used in the reading section of each test were compared using a computer software program called *VocabProfile, Word, and Range* (1996). The results indicated that each test had some unique differences, but the kinds of vocabulary items found in these tests were similar. Thus, learners who study in order to pass or get high scores on one of the tests can, if they study wisely, gain advantages in taking the other tests. This paper suggests what kinds of word study can be effective in preparing especially for the reading section of these tests.

Introduction

There are several kinds of standardized English proficiency tests which are widely used in Japan. They include STEP (the Society for Testing English Proficiency) tests, TOEFL (Test of English as a Foreign Language), and TOEIC (Test of English for International Communication).

TOEFL is basically for students who want to study in American universities since most American universities require foreign students to take TOEFL. However, because TOEFL has a long history and provides some uniform standard, regardless of whether students study abroad or not, some Japanese

universities and colleges have students take TOEFL in order to know what level they are at.

A test that has gained popularity in recent years is TOEIC. It is said that many companies take TOEIC scores into consideration in hiring people (Kimura, 1991), so many college students who are job-hunting take TOEIC.

STEP tests, recognized by the Ministry of Education, have six grade levels. While TOEFL and TOEIC provide scores, STEP tests give 'pass' or 'fail' ratings. In particular, the highest two, STEP 1st and pre-1st grades, share candidates with TOEFL and TOEIC. According to a study book published by the Society for Testing English Proficiency (STEP), STEP pre-1st grade has been set at the level of learners who have finished a junior college program with the test covering about a 7,500 word-level vocabulary. STEP 1st grade has been set at the level of learners who have finished a four-year university program and who have the ability to understand English used in a broad range of daily life, and to express one's views with fluent English. The test covers somewhere between the 10,000 and 15,000 word-level. Since these standards are set by STEP, some Japanese universities have begun to give some course credits to students who have obtained pre-1st or 1st grade.

Since all of these tests are supposed to measure overall English language proficiency, it is assumed that studying for one of the tests is helpful in taking any of the other tests. However, there has been little research on how similar these popular tests are in terms of vocabulary use. Thus, the purpose of this study is to compare vocabulary used in these tests and to suggest what kind of word study can be effective in taking especially reading section of these tests. The vocabulary comparison was made only across the reading section of the tests. This was mainly because all the tests have a reading section in a similar format, making vocabulary comparison possible.

Method

Materials

Two long reading passages usually appear in the STEP 1st and pre-1st grade tests. Thus, four STEP 1st and four STEP pre-1st reading passages were taken from the spring and fall of 1997 tests for the analysis. As for TOEFL and

TOEIC, since previous tests had not been published, TOEFL reading passages were taken from mock tests in the *Regents / Prentice Hall TOEFL Prep Book* (Lougheed, 1992) and TOEIC reading passages were taken from mock tests in the *TOEIC Reading — Basic training course for a 30 day-program* (Kimura, 1991). To attain a length of text similar to that of the STEP tests for the purpose of comparison, all five passages were chosen from the reading section of one TOEFL test, together with the third reading passage of another TOEFL test.

As for TOEIC, all the passages of one complete reading section were used. Thus, in total, six TOEFL and nine TOEIC reading passages were examined. The total words of the STEP 1st, pre-1st, TOEFL, and TOEIC were 1526, 1375, 1479, and 1425 words, respectively. These passages were analyzed using *VocabProfile, Word, and Range* software (Nation & Heatley, 1996).

Analyses and Discussion

Vocabulary level

Table 1 shows how much of the four texts is covered by the three base lists. According to the computer-based analysis, Word List One includes the most frequent 1000 words of English. Word List Two includes the second most frequent 1000 words. Those 2000 words are regarded as high frequency words¹.

Word List Three includes academic words which are not in the first 2000 words of English but which are frequent in upper secondary school and university texts from a wide range of subjects. All of these base lists include the base forms of words and derived forms. The first 1000 words thus consist of around 3000 forms. The sources of these lists are *A General Service List of English Words* by Michael West (1953) for the first 2000 words, and *The University Word List* (UWL) by Xue and Nation (1984) for the third list (Nation, 1998a).

¹ The first 1000 words of *A General Service List of English Words* are usually those in the list with a frequency higher than 332 occurrences per 5 million words, plus months, days of the week, numbers, titles (Mr., Mrs., Miss, Ms, Mister), and frequent greetings (Hello, Hi, etc.) The lists include both American and British spellings. Apostrophes are treated as spaces, so 'I've' is counted as two items, as is 'Jane's.'

Table 1. *Text Coverage of the Four Tests by the Most Frequent 2000 Words of English and the University Word List*

Test	Word list	Tokens / %	Types / %	Families / %
STEP 1 st	One	1116 / 73.1	418 / 58.2	323
	Two	71 / 4.7	61 / 8.5	57
	Three	130 / 8.5	87 / 12.1	77
	Not in the lists	209 / 13.7	152 / 21.2	
	Total	1526	718	457
STEP pre-1st	One	1065 / 77.5	375 / 60.1	292
	Two	76 / 5.5	63 / 10.1	56
	Three	91 / 6.6	72 / 11.5	66
	Not in the lists	143 / 10.4	114 / 18.3	
	Total	1375	624	414
TOEIC	One	1063 / 74.6	341 / 57.1	278
	Two	84 / 5.9	61 / 10.2	51
	Three	65 / 4.6	48 / 8.0	43
	Not in the lists	213 / 14.9	147 / 24.6	
	Total	1425	597	372
TOEFL	One	1026 / 69.4	317 / 49.1	254
	Two	109 / 7.4	83 / 12.9	72
	Three	145 / 9.8	100 / 15.5	82
	Not in the lists	199 / 13.5	145 / 22.5	
	Total	1479	645	413
Four tests above	One	4270 / 73.6	948 / 47.7	619
	Two	340 / 5.9	244 / 12.3	193
	Three	431 / 7.4	264 / 13.3	213
	Not in the lists	764 / 13.2	533 / 26.8	
	Total	5085	1989	1025

As shown in Table 1, the STEP pre-1st test seems to be the easiest because 83.0% (=77.5 + 5.5) of the total words are from the first 2000 word lists (i.e., high frequency words). This gives the highest coverage among the

four tests. Also, the percentage of words not covered by any of the lists is the lowest at 10.4%. This may be plausible because STEP pre-1st grade is regarded as an easier test than STEP 1st grade.

The next easiest test seems to be TOEIC because 80.5% of the total words are high frequency words, the highest percentage next to STEP pre-1st grade. Though the non-coverage is the highest at 14.9% in the TOEIC passage, many of these words are proper nouns. For example, in the first TOEIC passage (see Appendix A), 6 out of 17 words are proper nouns (28.3% total not covered). Among them, the word 'Macintosh' appears 5 times. This word may be familiar to readers as it is used with the similar pronunciation in Japanese, and most readers will probably know this famous computer name. As for the second text in Appendix B, 13 out of 26 words were proper nouns, making up the half of the words. Because the text is a business letter, the letterhead, the inside address, and the signature contain proper nouns. These proper nouns are not difficult and probably do not interfere with readers' comprehension of the passage, but rather help their comprehension. On average, 29.6% of the words not included in the lists are proper nouns in all the TOEIC reading texts, while this ratio is 26.0% in STEP 1st, 26.7% in STEP pre-1st, and 17.3% in TOEFL. In this respect, TOEIC seems to be easier than the other tests. Like the example of a TOEIC reading text in Appendix B, the reason why relatively many proper nouns appear in TOEIC reading passages is that more authentic real-life materials such as advertisements, business contracts, bills, menu lists, and business letters are used. On the other hand, TOEFL deals with more general or academic topics such as speech communication, technological advancement, and controversial theory.

The STEP 1st grade and TOEFL seem to be similar in word difficulty since the proportion covered by each word list is similar. High frequency words make up 77.8% in the STEP 1st grade and 76.8% in the TOEFL, whereas academic words make up 8.5% and 9.8%, and words not included in the list make up 13.7% and 13.5%, respectively.

Overall, the proportion of high frequency words was the largest in all of the four texts. One of the best ways to increase knowledge of high frequency words is to read graded readers, in which high frequency to lower frequency words are used step by step in accordance with the grade level of the books. By

encountering the same high frequency words repeatedly, learners can retain those words in memory. Another advantage of using graded readers is that students can increase reading fluency by concentrating on the content of a book without being interrupted by many unknown words since they can choose their appropriate level of reading difficulty.

Academic words

If we compare the proportion of these test texts with other types of texts, one obvious difference is that the proportion of words covered by the UWL is relatively large in these test texts as shown in Table 2 provided by Nation (1998b).

Table 2. *Text type and text coverage by the most frequent 2000 words of English and the UWL*

Text Type	Word List	Proportion
Conversation	1st 1000	84.3%
	2nd 1000	6.0%
	UWL	1.9%
	Other	7.8%
Novels for younger readers	1st 1000	90%
	Incl. proper nouns	95%
Fiction	1st 1000	82.3%
	2nd 1000	5.1%
	UWL	1.7%
	Other	10.9%
Newspapers	1st 1000	75.5%
	2nd 1000	4.7%
	UWL	3.9%
	Other	15.7%
Academic	1st 1000	73.5%
	2nd 1000	4.6%
	UWL	8.5%
	Other	13.3%

In detail, academic words in the STEP 1st grade and TOEFL examined in this study make up 8.5% and 9.8%, which is similar to the proportion of the academic text Nation (1998b) examined and larger than the other types of texts.

Therefore, in order to cope with TOEFL or STEP 1st grade, students will need to spend much time on academic words besides high frequency words.

Specifically, what academic words frequently appear in these tests? The analysis was conducted by using *Range*, as shown in Table 3. *Range* can compare the vocabulary of up to 32 different texts at the same time. For each word in the texts, it provides a range of distribution figure (how many texts the word occurs in), a headword frequency figure (the total number of times the actual headword type appears in all the texts), a family frequency figure (the total number of times the word and its family members occur in all the texts), and a frequency figure for each of the texts the word occurs in (Nation, 1998a).

Table 3. *High Frequency Academic Words*

UWL	RANGE	TYPE	FAMILY	STEP 1	STEP pre	TOEIC	TOEFL
AREA	3	3	4	0	1	1	2
ASSET	1	0	5	0	5	0	0
ATMOSPHERE	2	5	5	0	0	1	4
COMMUNICATE	2	1	7	1	0	0	6
CONSUME	2	0	6	5	0	1	0
CONTINENT	1	8	8	0	8	0	0
CULTURE	2	1	5	0	0	1	4
ECONOMY	3	0	14	9	3	0	2
ENERGY	2	18	18	14	0	0	4
ENVIRONMENT	3	4	6	3	1	0	2
EQUIPMENT	3	6	6	2	0	2	2
ESTIMATE	2	0	5	3	2	0	0
EXPERT	3	1	4	2	1	1	0
INCOME	2	9	9	0	1	8	0
MAJOR	3	7	7	4	2	0	1
RESEARCH	3	6	9	6	1	0	2
RESOURCE	2	0	5	1	4	0	0
SATELLITE	1	4	7	0	0	0	7
TECHNOLOGY	2	3	6	3	0	0	3
THEORY	3	3	4	1	1	0	2
TOTAL	45	79	140	54	30	15	41

Academic words that appear either at least five times or across three tests were chosen in the Table 3. The words ECONOMY, ENERGY, and ENVIRONMENT suggest that current issues discussed worldwide are taken up in the tests. Words related to these issues such as ASSET, CONSUME, ESTIMATE, INCOME, AREA, ATMOSPHERE, CONTINENT, EQUIPMENT, EXPERT, RESOURCE, and TECHNOLOGY appear in the table. Another group of words seem to be related to culture or academic study such as COMMUNICATION, CULTURE, MAJOR, RESEARCH, and THEORY. In this way, the most frequent academic words can be related with each other under a certain topic. Therefore, it may be effective to read several passages on the same topic or issue intensively. By doing so, the learners may encounter academic words appearing more frequently in the tests. At the same time, they will be able to become familiar with a particular field that they choose. While increasing vocabulary and knowledge of the field, the learners may increase their reading speed, which is an important skill for success in these tests.

Two other strategies are suggested by Nation (1990). One is to learn directly from the UWL. The UWL has 836 headwords in total, which is not an impossible vocabulary size to learn directly from a list. The other strategy is to learn prefixes and roots. Because many words in the UWL are of Latin derivation, they contain important prefixes and roots, which can help learners remember and guess the words.

'Not in the lists' words

Words not covered by any of the lists make up around 13% on average. These words may be worth analyzing since studies by Deville (1985) and Laufer (1989) claim that reading comprehension at an academic level requires 95% lexical coverage, i.e. the knowledge of 95% of word tokens in a given text. So, what kind of words commonly appear in the text passages examined using the *Range* program?

Table 4 shows 'not in the lists' words which appear at least in two of the tests. Among the 19 words shown in Table 4, ten words (AMERICA, AMERICAN, COMPUTERS, EUROPE, GOODS, JAPAN, NORWAY, OPERA, PERCENT, TELEVISION) are loan words or proper nouns which are

pronounced similarly in Japanese. Thus, most Japanese learners may already know or may easily learn these words. Yoshida (1978) found that English loan words in Japanese helped children to learn the related English words quickly. On this point, Nation (1990) reports that the more predictable and regular the features of the word the lighter the learning burden. In this case, pronunciation, part of the learning burden, has been reduced.

Table 4. *Types of 'Not in the List' Words Appearing at Least in Two Tests*

Type	Range	Freq	STEP 1	STEPpre1	TOEIC	TOEFL
ABUNDANT	2	2	1	1	0	0
AMERICA	2	5	0	4	1	0
AMERICAN	3	7	3	3	1	0
COMPUTERS	2	4	2	0	0	2
DEFICIT	2	3	1	2	0	0
EUROPE	2	2	1	0	0	1
GOODS	2	2	0	1	1	0
GROSS	2	7	0	1	6	0
HOUSEHOLD	2	2	1	0	1	0
JAPAN	3	6	4	1	1	0
NORWAY	2	2	0	1	0	1
OPERA	2	8	0	0	1	7
PERCENT	3	12	4	7	0	1
PERCENTAGE	2	2	1	0	0	1
PREDICT	2	2	1	0	0	1
REMOTE	2	2	0	1	0	1
SEEMINGLY	2	2	0	1	1	0
TELEVISION	2	2	0	1	0	1
VIA	2	2	1	0	0	1
TOTAL	41	74	20	24	13	17

The rest of the words seem to be technical words of a particular genre or topic. For example, ABUNDANT, DEFICIT, GROSS, and HOUSEHOLD may

often appear when we discuss economy, and REMOTE and VIA may be frequently used in a topic about traveling. Since topics on economics, energy problems, environment, culture, and travel seem to be often taken up by standardized tests, these words seem to be important. A teacher may thus teach important prefixes, roots, and suffixes to help learners remember the meaning of these words by analyzing the words ABUNDANT, DEFICIT, and REMOTE.

Another way to look at these words is to examine only words appearing five times or more, as shown in Table 5. Most of these words were found to be proper nouns such as names of countries (AMERICA, JAPAN), people (AMERICAN, ASIAN), place (ANTARCTICA, ASIA, and ORLEANS); coined words (LESSEE, LESSOR, MACINTOSH, and VELLUTINO) are also used.

Table 5. *Words 'Not in the List' Which Appear Five Times or More*

Type	Range	Freq	STEP 1	STEPpre1	TOEIC	TOEFL
AMERICA	2	5	0	4	1	0
AMERICAN	3	7	3	3	1	0
ANTARCTICA	1	6	0	6	0	0
ASIA	1	8	8	0	0	0
ASIAN	1	7	7	0	0	0
DYSLEXIA	1	6	6	0	0	0
FILE	1	8	0	0	8	0
GROSS	2	7	0	1	6	0
JAPAN	3	6	4	1	1	0
LESSEE	1	5	0	0	5	0
LESSOR	1	6	0	0	6	0
MACINTOSH	1	5	0	0	5	0
OPERA	2	8	0	0	1	7
ORLEANS	1	7	0	0	7	0
PERCENT	3	12	4	7	0	1
SUNSPOTS	1	5	0	0	0	5
VELLUTINO	1	5	5	0	0	0
TOTAL	26	113	37	22	41	13

Other words such as GROSS, OPERA, and PERCENT are also listed in Table 4 and these words are pronounced similarly in Japanese. A difficult word DYSLEXIA appears six times within a passage of STEP 1st grade, but the meaning is explained at the beginning of the passage as saying, "Dyslexia, the inability to learn how to read, is the most frequently diagnosed learning disability in the United States . . ." Therefore, learners who do not know the meaning of this word probably will not have any problem here. The word FILE is also a loan word and often used in Japanese. The meaning of the word SUNSPOTS may be guessed from the context and by dividing the word into 'SUN' and 'SPOT.' Thus, among 'not in the list' words appearing relatively frequently, there are almost no words which seem to interfere with comprehension.

The rest of the many words not covered by any of the lists are low frequency words. Thus, learners do not have to spend so much time in learning those words since they will not encounter them frequently. However, it is assumed that those who expect to pass STEP 1st grade or score over 600 in TOEFL already know the first 2000 words and almost all of the academic words in UWL. For this level of student, what is recommended is to read authentic materials extensively, especially current issues as in English newspapers, *NEWSWEEK* or *TIME* magazines, or from practice passages for STEP 1st grade or TOEFL, in order to increase receptive vocabulary including low frequency words. Also, learners may benefit from the extensive reading because it will prevent them from forgetting high frequency words and academic words in UWL.

Another strategy learners at this level can use is to use a dictionary effectively. Learners should try to guess the meaning of a word from the context or word roots as much as possible and use a dictionary only if the word disturbs their comprehension.

Conclusion

In this study, the number of texts used for the analyses was relatively small, which may threaten the generalizability of the results. Therefore, a larger scale study of this kind would be necessary in the future. However, even with such a small number of texts from each test, the results revealed that the four tests are

slightly different in terms of word level. The STEP pre-1st grade test seems to be the easiest. If examinees still have problems with high frequency words, they need to spend time on these words because the high frequency words make up more than 80% of the total words. One way to cover the high frequency words is an extensive reading program using graded readers. Also, Nation (1994, 1998b) emphasizes that teachers should teach target words through the following four strands of classroom activities: learning from meaning-focused input, form-focused input, meaning-focused output, and fluency development to strengthen students' vocabulary learning. As a follow-up exercise, the teacher can provide these high frequency words in context in order to see if students acquire them.

The next easiest test seems to be TOEIC. This test also includes high frequency words at about 80%, so it is worth spending time on these words. One unique point of the TOEIC texts is that relatively many proper nouns are used because reading passages are adapted from advertisements, bills, business letters, and business contracts. In as much as these words are recognized as proper nouns by learners, these may not be difficult, but rather help the learners comprehend that type of text. However, the learners may need to become familiar with these specific passage forms.

The most difficult tests are STEP 1st grade and TOEFL. In these tests, a relatively high proportion of academic words appear. Thus, in order to pass a STEP 1st grade test or get a high score on TOEFL, the learners need to learn these academic words as well as high frequency words, using the UWL (or AWL²). It may be useful to learn the meaning of prefixes and roots and to read passages relevant to topics frequently taken up in the tests.

Also, low frequency words cannot be ignored because more than 10% of the words in all the four tests are not included in any of the lists. Thus, learners particularly at a higher level of proficiency may try to increase low frequency words receptively by extensive reading of authentic materials, practicing guessing

² Nation later re-selected about 600 words from the UWL and categorized these as *the Academic Word List (AWL)* (Nation, 1998b). He recommended using the AWL for direct study since these 600 words are important for academic reading, it is, therefore, worthwhile spending time on these words.

the meanings of words in context, and learning of prefixes and roots.

As we have seen so far, there are differences in difficulty and types of words used in these tests. However, it is obvious that studying for one test helps the other tests because it was found that besides the importance of high frequency words, the proportion of academic words is relatively large in all of the four tests. Thus, studying academic words will certainly help learners take these tests. Also, as discussed above, academic words and low frequency words which appear in the tests are related to some specific topics. Thus, by reading about current topics or academic topics often taken up in the test, learners can master these words. In this way, there are efficient ways to learn test vocabulary. As Laufer (1989) claims, learners should keep in mind that 95% word coverage of a reading passage leads to sufficient comprehension.

References

- Deville, G. (1985). *Measuring a FL learner's lexical needs*. Paper presented at the 5th LSP Symposium, Leuven, Belgium.
- Kimura, M. (1991). *TOEIC Reading - Basic training course for a 30 day-program*. (Trans.) Tokyo: Aruku
- Laufer, B. (1989). What percentage of lexis is essential for comprehension?
In Lauren, C. and Nordman, M. (Eds.), *From Humans Thinking to Thinking Machines*. Clevedon: Multilingual Matters, pp. 316-23.
- Lougheed, L. (1992). *Regents/Prentice Hall TOEFL Prep Book*. New Jersey: Instructional Design International, Inc.
- Nation, I. S. P. (1990). *Teaching and Learning Vocabulary*. Mass.: Heinle & Heinle.
- Nation, I. S. P. (1994). *Teaching Listening and Speaking*. Tokyo: Temple University Japan.
- Nation, I.S.P. and Heatley, A. (1996). *VocabProfile, Word, and Range: programs for processing text*, LALS, Victoria University of Wellington, New Zealand.
- Nation, I. S. P. (1998a). *VocabProfile, WORD, and Range Programs for PCS using MS-DOS*. The reference material delivered in the 98' spring course at Temple University Japan.

- Nation, I. S. P. (1998b). *Teaching and Learning Vocabulary*. Workshop activities for the 98' spring course at Temple University Japan. Tokyo: Temple University Japan.
- Pifer, G. (1987). *Building Skills for TOEIC Reading Skills Book 3*. New York: Longman.
- Yoshida, M. (1978). The acquisition of English vocabulary by a Japanese speaking child. In *Second Language Acquisition*, E. M. Hatch (Ed.). Newbury House, New York: 91-100.
- West, M. (1953). *A General Service List of English Words*. London: Longman
- Xue, G. and Nation, I. S. P. (1984). A University Word List. *Language Learning and Communication* 3, 2: 215-229.

Appendix A

TOEIC Passage 1

Words marked +word+ are in BASEWRD2.DAT

Words marked =word= are in BASEWRD3.DAT

Words marked *word* are not in any list

So, why don' t you come to see *Macintosh*?

+Apple+ =computer= *Co*. has +arranged+ a special ' Meet *Macintosh*' +program+ at the Press +Club+ (2nd Floor) on Monday and Tuesday March 18 th and 19 th for you businessmen and *professional* leaders. At 10:30 a. m. or 2:00 p.m. on either day, you can get *hands-on* experience with *Macintosh* and +key+ *software* +programs+ which can =enhance= your reports and =correspondence=, *budgeting* and accounting, *graphics* and =data= +management+. At 4:00 p.m., we' ll have a special *session* on =project= planning. And if your time is limited, we'll have two open houses daily for you to get *acquainted* with *Macintosh*: from +noon+ to 2 p.m. with *sandwiches*, and from 5:30 to 8:00 p. m. with light *refreshments*.

Just fill out and +mail+ the +enclosed+ +card+ and we'll reserve a space for you (or someone you *designate*). =Incidentally=, if you accept our +invitation+, you may win a *Macintosh*, so we look +forward+ to seeing you. (Adopted from Building Skills for TOEIC Reading Skills Book 3 by George Pifer (1987). Longman Group.)

Appendix B
TOEIC Text 2

C. J. *Bennett* *CO*. *Inc*.
1213 West *Bradford* *Ave*.
Buffalo, New *York*

May 8, 1985

Ando Trading Company
3-56 *Minami* *Aoyama*
Minato-ku, *Tokyo* 103, *Japan*

Gentlemen:

On May 5 th, our order No. *K-6543* for 50 sets of +weight+ lifting =equipment= arrived in five separate cases with each case +weighing+ over 3000 *lbs*.

We had =specified= in our order that the cases not +weigh+ more than 1000 *lbs* a piece, since we do not have the proper =transporting= =equipment= to +handle+ heavier +weights+. To =transport= the *goods* to our *warehouse*, we were =obliged= to *unpack* the cases and *repack* the +weights+ into smaller cases.

The time spent on *repacking* and the cost of materials for smaller cases resulted in our having to pay additional costs of \$1,200.

We would +request+ that your company +arrange+ to =compensate= us for the additional costs *incurred* and that our =instructions= regarding future orders be *confirmed* in writing by your office.

+Sincerely+ yours,

William *Grassman*

+Manager+