

**Skimming and Scanning**

Two reading techniques often used in academic studies are skimming and scanning.

- **SKIMMING** means reading parts of a text, such as the title, sub-headings and the first sentence in paragraphs, to understand its purpose, its organisation and the main ideas.

**SKIM** → to decide which are the most important sections (to go back and read in detail later)

**SKIM** → to decide if it would be worth reading the entire text at all

**SKIM** → to get an idea of the writer's general view on the topic

- **SCANNING** means looking quickly through a text for specific information.

**SCAN** → to find definitions / key terms

**SCAN** → to find statistics / numbers / dates / names

As you read in preparation for writing an essay, would you skim or scan a text to find:

- (1) The most important sections to read. \_\_\_\_\_
- (2) Definitions of key terms. \_\_\_\_\_
- (3) If it would be worth reading the text in detail. \_\_\_\_\_
- (4) What the writers general view on the topic is. \_\_\_\_\_
- (5) Statistics to include in the essay. \_\_\_\_\_

**Reading PART 1 (Skimming):**

Skim the text on the following page and decide which sentence best summarises the main idea.

- (1) National governments are good at prioritising, so they should also decide the order in which global problems are dealt with.
- (2) We cannot deal with all global problems at the same time, so we have to find ways of deciding the order in which they are dealt with.
- (3) The world's major problems are all of equal importance, so we should try to deal with them all at the same time.

**Reading PART 2 (Identifying the Sequence of Ideas):**

As you read an academic text it is important to understand the sequence of ideas in order to follow the writer's argument. Here are the main ideas in the text on Page 2. Read the text in detail and put the ideas in the order that they appear.

- a) We can use economics to compare the costs and benefits of projects. \_\_\_\_\_
- b) All global welfare projects should be worked on at the same time. \_\_\_\_\_
- c) Both developed and developing countries still have problems. \_\_\_\_\_
- d) International agencies are not motivated to compare the effectiveness of their work. \_\_\_\_\_
- e) The quality of life for most people has been improving. 1
- f) People understand that governments have to prioritise national spending. \_\_\_\_\_
- g) We need to face the problem of how to prioritise problems. \_\_\_\_\_
- h) It is difficult to compare the costs and benefits of global welfare projects. \_\_\_\_\_

## The Text

**[PARAGRAPH 1]** Tremendous progress has been made in our lifetimes. People in most countries live longer, healthier lives; air and water quality in the developed world is generally getting better; and a much larger population is being adequately fed.

**[PARAGRAPH 2]** But there are still many problems to **tackle**. The minority of us lucky enough to have been born in the developed world **take for granted** universal education, an assured food supply and clean, piped water. Hundreds of millions of people are not so lucky. And although the world's problems fall disproportionately heavily on the developing world, rich countries also have their own problems, including drugs, conflicts and corruption.

**[PARAGRAPH 3]** When it comes to the globe's toughest issue, policy-makers have a huge list of spending possibilities **akin to** a gigantic menu at a restaurant. But this menu comes without prices or serving sizes. If an international agency spends \$10m on one project instead of another, how much more good will it do? Global leaders can rarely answer that question. They need better information and so do ordinary citizens. Economics gives us the tools to look at the costs of taking effective action and measure the expected benefits. When we know the costs and benefits, it will be a lot easier to choose the best projects-the projects which do the most good with the money available.

**[PARAGRAPH 4]** National governments prioritize all the time. Government revenues are finite and there are many competing demands for expenditure. Responsible economic management means balancing priorities between defence, education, healthcare and welfare. This prioritization is straightforward enough in a democratic state: although the debate may be **vigorous** and **high-pitched**, the result is an explicitly acknowledged trade-off between different segments of society and different problem areas for a share of a finite pot of money. There is widespread recognition that governments do not have infinite resources and that they must satisfy important social needs without running unsustainable deficits.

**[PARAGRAPH 5]** But when we come to global welfare projects, the situation gets **murky**. We seem to believe that we can achieve anything, that the pool of money is infinite, and that everything should be tackled at once.

**[PARAGRAPH 6]** In effect, the majority of the big decisions are made by international agencies that receive money from rich nations and use it for the benefit of the world, especially developing countries. Each such organization has its own remit, scope of work and funding base. But most operate as independent silos. There is little **incentive** for cross-agency comparison. After all, there is little to be gained and much to lose if the organization's work turns out to be costlier or less effective than that of another. As a result, there are few attempts to contrast the work of, say, the United Organization (UNESCO), and almost no **overt** efforts at comparing the outcomes achieved by development charities such as Oxfam and Médecins Sans Frontières.

**[PARAGRAPH 7]** Of course, in principle we ought to deal with all the world's problems. We should win the war against hunger, and conflicts, stop communicable diseases, provide clean drinking water, step up education and halt climate change. But we don't, we live in a world with limited resources and even more limited attention for our biggest problems.

**[PARAGRAPH 8]** This means we have to start asking the crucial questions: if we don't do it all, what should we do first?

*Please note that this text is written in a RATHER INFORMAL style, as pronouns are used throughout – that is because this is an article.*

*Articles (from newspapers, magazines, websites, etc.) often use less formal language and style because they want to make a personal connection with the reader – ACADEMIC TEXTS ARE MEANT TO BE OBJECTIVE, NOT PERSONAL; therefore, more formal language and style (meaning use of register) is both preferred and expected.*

*Why is this not a very good example of a true Academic Text?*

*The very first sentence: "Tremendous progress has been made in our lifetimes."*

*University-level Academic Writing should look more like the following:*

*"Tremendous progress has been made in the past (decade, century, etc.)"*

*The second sentence in the second paragraph: "The minority of us lucky enough to have been born..."*

*University-level Academic Writing should look more like the following: "The minority of people lucky enough to have been born..."*

## Vocabulary Building – Adjectives:

[Page 3]

Complete the sentences below (1 - 6) using one of the following adjectives (from the text) with a similar meaning to the word or phrase in brackets.

ASSURED / COMMUNICABLE / CRUCIAL / FINITE / INFINITE / STRAIGHTFORWARD / UNIVERSAL / WIDESPREAD

- (1) Governments have a \_\_\_\_\_ amount of money to spend.  
(LIMITED)
- (2) Prioritising spending is quite \_\_\_\_\_ in democracies.  
(SIMPLE)
- (3) We should prevent \_\_\_\_\_ diseases.  
(PASSED FROM ONE PERSON TO ANOTHER)
- (4) We need to start asking \_\_\_\_\_ questions.  
(EXTREMELY IMPORTANT)
- (5) In the developed world we take for granted \_\_\_\_\_ education and an \_\_\_\_\_ food supply.  
(FOR EVERYONE) (GUARANTEED)
- (6) There is \_\_\_\_\_ recognition that governments do not have \_\_\_\_\_ resources.  
(AMONG MANY PEOPLE AND IN MANY PLACES) (UNLIMITED)

## Synonyms:

Synonyms are different words that have the same or similar meanings. They come in every part of speech, including nouns, verbs, adjectives, adverbs, and prepositions.

As one of the most commonly used words, *good* has a lot of synonyms that mean the same or almost the same thing: *fine*, *excellent*, *satisfactory*, *wonderful*, *superb*, etc.

Notice how the meanings are not always identical; for example, *excellent* is a high degree of good, while *satisfactory* is more like a minimal amount of good. Still, the central idea is the same: All these synonyms refer to something that is positive and not bad.

There are three different types of synonyms, based on how similar the meanings of the words are.

**Absolute synonyms** are words that mean exactly the same thing; there is no difference in meaning. You can use absolute synonyms interchangeably; one synonym can replace another without changing the message.

Examples: IDENTICAL — INDISTINGUISHABLE / DRINK — BEVERAGE / INSECT — BUG

**Partial synonyms** are words that mean almost the same thing, and the differences are only slight. What separates them can be a degree or amount, such as the difference between good and excellent, or one word can be a specific type of a more general word—the way a puppy is still a dog.

If you replace a word with its partial synonym, the meaning changes a little, but the main message remains the same.

Examples: CAR — VEHICLE / RUN — SPRINT / BIG — GIGANTIC

**Near synonyms** are words that have different meanings, but their meanings are still related. These words cannot be used interchangeably; if you replace a word with a near synonym, the message becomes different. However, because they're related, a near synonym could be a better and more accurate word choice than the original.

Examples: SMART — WITTY / RIVER — CREEK / HAIRY — FURRY

For each of the questions (1 - 8) about the text on Page 2, choose the best answer (a, b, c or d).

**CIRCLE** your answer (a, b, c or d).

- (1) In the second paragraph, the word **"tackle"** could best be replaced by which of the following?  
a) decide      b) make      c) deal      d) solve
- (2) What does the phrase **"take for granted"** in the second paragraph mean?  
a) count with      b) count on      c) count to      d) count by
- (3) In the third paragraph, the phrase **"akin to"** could best be replaced by which of the following?  
a) similar to      b) comparable      c) the same like      d) comparing to
- (4) What does the word **"vigorous"** in the fourth paragraph mean?  
a) hard      b) violent      c) forced      d) energetic
- (5) In the fourth paragraph, the phrase **"high-pitched"** could best be replaced by which of the following?  
a) sharp      b) loudly      c) ugly      d) clear
- (6) What does the word **"murky"** in the fifth paragraph mean?  
a) cloudy      b) stupid      c) unclear      d) dirty
- (7) In the sixth paragraph, the word **"incentive"** could best be replaced by which of the following?  
a) interest      b) motivation      c) reward      d) wish
- (8) In the sixth paragraph, the word **"overt"** could best be replaced by which of the following?  
a) obvious      b) definite      c) worthy      d) subtle

Phrasal verbs are multi-word verbs that have two parts: a verb and one or two adverb particles or prepositions which create a meaning different from the original verb. The most common adverb particles or prepositions are: *at, down, in, off, out, over* and *up*.

Many phrasal verbs **take an object**. Some of these phrasal verbs are **separable** (the verb and the preposition can be separated, putting the object in the middle), while others are **inseparable** (the object must come at the end because the verb and the preposition must stay together).

### Separable phrasal verbs

If a phrasal verb is separable, it means you can separate the two words and put the direct object in the middle.

'Write down' is an example of a separable verb.

- His students **write down** everything he says.
- His students **write** everything he says **down**.

### Inseparable phrasal verbs

Some phrasal verbs cannot be separated. This means that when we want to use an object (a noun or a pronoun), it must always come after the complete phrasal verb.

'Grow up' is an example of an inseparable verb.

- We **grew up** together. (NOT: ~~We grew together up.~~)

### EXAMPLES:

#### Phrasal Verb / Multi-Word Verb

BRING sb (e.g.: a child) UP / BRING UP sb (e.g.: a child)	[SEPARABLE]
CALL sth (e.g.: a wedding) OFF / CALL OFF sth (e.g.: a wedding)	[SEPARABLE]
CARRY ON with sth / CARRY ON doing sth	[SEPARABLE]
COME ACROSS sb / sth	[INSEPARABLE]
COME UP	[INSEPARABLE]
CUT DOWN ON sth	[INSEPARABLE]
CUT OUT	[SEPARABLE]
FIND OUT	[INSEPARABLE]
GO OFF	[INSEPARABLE]
GET OFF sth (e.g.: a train / bus)	[INSEPARABLE]
LOOK FORWARD TO sth / doing sth	[INSEPARABLE]
LOOK INTO sth	[INSEPARABLE]
LOOK UP sth / LOOK sth UP	[SEPARABLE]
PAY ATTENTION TO sb / sth	[INSEPARABLE]
PUT sth (e.g.: a meeting) OFF / PUT OFF sth (e.g.: a meeting)	[SEPARABLE]
RUN OUT OF sth (e.g.: petrol)	[INSEPARABLE]
START OFF	[INSEPARABLE]
TAKE CARE OF sb / sth	[INSEPARABLE]
TAKE OFF	[INSEPARABLE]
TAKE sth (e.g.: a coat) OFF / TAKE OFF sth (e.g.: a coat)	[SEPARABLE]
TAKE PART IN sth	[INSEPARABLE]
TAKE sth (e.g.: a hobby) UP / TAKE UP sth (e.g.: a hobby)	[SEPARABLE]
TALK ABOUT	[INSEPARABLE]
THINK ABOUT	[INSEPARABLE]
THROW sth (eg: trash) AWAY (OUT) / THROW AWAY (OUT) sth (eg: trash)	[SEPARABLE]

#### Single-Word Verb

= RAISE
= CANCEL
= CONTINUE
= ENCOUNTER / FIND
= ARISE
= REDUCE
= REMOVE
= DISCOVER
= EXPLODE / HAPPEN
= DEPART / EXIT
= AWAIT / ANTICIPATE
= RESEARCH / INVESTIGATE
= SEEK / ATTEMPT TO FIND
= OBSERVE / FOCUS ON
= POSTPONE / DELAY
= DEplete / EXHAUST
= BEGIN
= MAINTAIN / MANAGE
= DEPART/LEAVE (the ground)
= REMOVE
= PARTICIPATE / JOIN
= START / BEGIN
= DISCUSS
= CONSIDER
= DISCARD

**NOTE:** Phrasal Verbs / Multi-Word Verbs WILL BE tested on the B2-1 Mid-Term Test, HOWEVER – they WILL NOT BE tested as their own section on the B2 Exam. Knowledge of Phrasal Verbs / Multi-Word Verbs will be helpful in OTHER sections such as the Key Word Sentence Transformations (which will be introduced in the WEEK 3 Materials)

**Phrasal Verbs - PRACTICE:****[Page 5]**

Fill in the gaps in the sentences below (1 - 30) with the proper phrasal verb / multi-word verb from the previous page.

Some of the phrasal verbs must be used more than once. You may need to change the form of the verb.

- (1) Some people \_\_\_\_\_ yoga to aid relaxation. [START]
- (2) The police decided to \_\_\_\_\_ the search when there was no hope of finding the missing child alive. [CANCEL]
- (3) I will \_\_\_\_\_ with a brief intro. [BEGIN]
- (4) \_\_\_\_\_ the bus times in the local timetable. [ATTEMPT TO FIND]
- (5) We're trying to \_\_\_\_\_ the amount of paperwork involved. [REDUCE]
- (6) Never \_\_\_\_\_ until tomorrow what you can do today. [POSTPONE]
- (7) I want to \_\_\_\_\_ at the next station. [DEPART / EXIT]
- (8) The time is approaching when we must \_\_\_\_\_ buying a new house. [CONSIDER]
- (9) They never \_\_\_\_\_ who the murderer was. [DISCOVER]
- (10) They have \_\_\_\_\_ ideas. [DEplete / EXHAUST]
- (11) I'm not worried about her - she can \_\_\_\_\_ herself. [MAINTAIN / MANAGE]
- (12) Many women still take career breaks to \_\_\_\_\_ children. [RAISE]
- (13) I had to stay late at work, because something important \_\_\_\_\_. [ARISE]
- (14) People who \_\_\_\_\_ sports must be in condition. [PARTICIPATE]
- (15) The bomb used an old-fashioned alarm clock that was timed to \_\_\_\_\_ at 12 o'clock. [EXPLODE]
- (16) We \_\_\_\_\_ hearing from you soon. [AWAIT]
- (17) Can the human race \_\_\_\_\_ expanding and growing the same way that it is now? [CONTINUE]
- (18) The teacher told the student to \_\_\_\_\_ his spelling. [FOCUS ON]
- (19) We've just \_\_\_\_\_ an old friend we haven't seen for ages. [ENCOUNTER]
- (20) The plane \_\_\_\_\_ for LA, lost an engine as it climbed, and crashed just off the runway. [DEPART]
- (21) He \_\_\_\_\_ his clothes \_\_\_\_\_ and got into the bath. [REMOVE]
- (22) So when are you going to \_\_\_\_\_ those old magazines of yours? [DISCARD]
- (23) An independent committee will \_\_\_\_\_ alleged human rights abuses. [INVESTIGATE]
- (24) His widowed mother \_\_\_\_\_ him \_\_\_\_\_. [RAISE]
- (25) The union threatened a strike but \_\_\_\_\_ it \_\_\_\_\_ at the last minute. [CANCEL]
- (26) I tore the letter to bits and \_\_\_\_\_ it \_\_\_\_\_. [DISCARD]
- (27) They decided to \_\_\_\_\_ the wedding \_\_\_\_\_ until his brother had returned from Brazil. [POSTPONE]
- (28) I am really \_\_\_\_\_ tonight. [AWAIT / ANTICIPATE]
- (29) My parents were \_\_\_\_\_ throwing a surprise birthday party for my sister. [DISCUSS]
- (30) Try to \_\_\_\_\_ the foods that are making you fat. [REMOVE]

**Academic Vocabulary / Word Formation**

Complete the following sentences (1 - 25) by filling in the blank spaces with **the proper form of the word given for that sentence**. Use ONLY ONE word per blank space: DO NOT add any words [e.g. prepositions].

- (1) ACHIEVE His most significant political \_\_\_\_\_ was the abolition of the death penalty.
- (2) ACKNOWLEDGEMENT They refused to \_\_\_\_\_ the new government.
- (3) ASSURE We were \_\_\_\_\_ that everything possible was being done.
- (4) ATTEMPT Numerous \_\_\_\_\_ have been made to hide the truth.
- (5) AVAILABLE Abortion rates are high because the \_\_\_\_\_ of contraceptives is limited.
- (6) BENEFIT Although development is taking place it is mainly \_\_\_\_\_ the middle and upper class communities.
- (7) COMMUNICATE Lack of \_\_\_\_\_ in a marriage causes serious problems.
- (8) COMPARE Without more data we cannot make a meaningful \_\_\_\_\_ of the two systems.
- (9) COST Having professionally made curtains can be \_\_\_\_\_, so why not make your own?
- (10) DEVELOP A \_\_\_\_\_ country is a poor agricultural country that is seeking to become more advanced economically and socially.
- (11) DEVELOP A \_\_\_\_\_ country, also known as an industrialized or high-income country, is a sovereign state that has a high quality of life, as well as an advanced economy and technological infrastructure relative to other less industrialized nations.
- (12) ECONOMY \_\_\_\_\_ refers to the science of economics.
- (13) ECONOMY \_\_\_\_\_ means 'not wasting money'.
- (14) EFFECT This style of decoration is simple yet \_\_\_\_\_.
- (15) EQUAL Women are still struggling for true \_\_\_\_\_ with men.
- (16) ORGANIZE She is looking for a personal assistant with good \_\_\_\_\_ skills.
- (17) PREPARE The best \_\_\_\_\_ for tomorrow is doing your best today.
- (18) PRIORITY Make lists of what to do and \_\_\_\_\_ your tasks.
- (19) PROPORTIONATELY The flu outbreak has reached epidemic \_\_\_\_\_.
- (20) RECOGNIZE As a result of the horrific accident, his body was crushed and mangled beyond \_\_\_\_\_.
- (21) SURE She is slowly but \_\_\_\_\_ getting her strength back.
- (22) SUSTAIN We must make a \_\_\_\_\_ effort to get this task finished this week.
- (23) UNDERSTAND Nothing in life is to be feared, it is only to be \_\_\_\_\_.
- (24) UNIVERSE Congress rejected the proposal for \_\_\_\_\_ health insurance.
- (25) WORTH If you need him on this project, you've got to make it financially \_\_\_\_\_ for him.  
(= you will have to pay him a suitable amount of money for the amount of work involved)

**Prepositions**

Complete the following sentences by filling in the blank spaces (1 - 16) with the proper preposition. You may use ONLY ONE word for each blank space.

- Two reading techniques often used (1) \_\_\_\_\_ academic studies are skimming and scanning.
- Skimming means reading parts (2) \_\_\_\_\_ a text, such as...
- Scanning means looking quickly through a text (3) \_\_\_\_\_ specific information.
- University students are often asked to summarise the main idea (4) \_\_\_\_\_ a text.
- This can be done (5) \_\_\_\_\_ skimming the text.
- National governments are good (6) \_\_\_\_\_ prioritising...
- We cannot deal (7) \_\_\_\_\_ all global problems (8) \_\_\_\_\_ the same time...
- The minority (9) \_\_\_\_\_ us lucky enough to have been born in the developed world...
- When it comes to the globe's toughest issue, policy-makers have a huge list (10) \_\_\_\_\_ spending possibilities...
- If an international agency spends \$10m (11) \_\_\_\_\_ one project instead of another...
- Economics gives us the tools to look (12) \_\_\_\_\_ the costs of taking effective action...
- In effect, the majority (13) \_\_\_\_\_ the big decisions are made (14) \_\_\_\_\_ international agencies that receive money (15) \_\_\_\_\_ rich nations and use it (16) \_\_\_\_\_ the benefit of the world...