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** \rightarrow 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

Reading

University students are often asked to **summarise the main idea** of a text. This can be done by skimming the text (HINT: the main idea is usually found in the introduction paragraph/section or the concluding paragraph/section). By skimming the text it can be found in the last two paragraphs that sentence #2 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.

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 (1) to tackle. The minority of us lucky enough to have been born in the developed world (2) 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 (3) 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 **(4) 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 **(5) vigorous** and **(6) 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 **(7) 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

(unlimited)

organization has its own remit, scope of work and funding base. But most operate as independent silos. There is little (8) 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 (9) 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 (10) woes. 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?

Identifying the Sequence of Ideas:

(among many people and in many places)

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 previous text. 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. 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. 	
Synonyms:	
Match the highlighted words from the previous text (1 - 10) with the synonyms below (a - j):	
a) income f) obvious	
b) unclear g) similar	
c) problems h) count on	
d) solve i) sharp	
e) energetic j) motivation	
Vocabulary Building – Adjectives: Complete the sentences below (1 - 6) using one of the following adjectives with a similar meani word or phrase in brackets.	ng to the
ASSURED / COMMUNICABLE / CRUCIAL / FINITE / INFINITE / STRAIGHTFORWARD / UNIVERSAL / WI	DESPREAD
(1) Governments have a FINITE amount of money to spend.	
(2) Prioritising spending is quite in democracies (simple)	
(3) We should prevent COMMUNICABLE (iseases. (passed from one person to another)	
(4) We need to start asking <u>CRUCIAL</u> questions. (extremely important)	
(5) In the developed world we take for granted UNIVERSAL (for everyone) education and an ASSURED (guaranteed)	ood supply
(6) There isWIDESPREAD recognition that governments do not haveINFINITE resources	j.

Phrasal Verbs [Page 3]

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			Single-Word Verb
BRING sb (e.g.: a child) UP / BRING UP sb (e.g.: a child)	1	SEPARABLE]	= RAISE
CALL sth (e.g.: a wedding)OFF / CALL OFF sth (e.g.: a we	edding)	SEPARABLE]	= CANCEL
CARRY ON with sth / CARRY ON doing sth	1	SEPARABLE]	= CONTINUE
COME ACROSS sb / sth	[INSEPARAI	BLE]	= ENCOUNTER / FIND
CUT DOWN ON sth	[INSEPARAI	BLE]	= REDUCE
GO OFF	[INSEPARAI	BLE]	= EXPLODE / HAPPEN
GET OFF sth (e.g.: a train / bus)	[INSEPARAI	BLE]	= DEPART / EXIT
LOOK FORWARD TO sth / doing sth	[INSEPARAI	BLE]	= AWAIT / ANTICIPATE
LOOK INTO sth	[INSEPARAI	BLE]	= RESEARCH / INVESTIGATE
LOOK UP sth / LOOK sth UP	1	SEPARABLE]	= SEEK / ATTEMPT TO FIND
PAY ATTENTION TO sb / sth	[INSEPARAI	BLE]	= OBSERVE / FOCUS ON
PUT sth (e.g.: a meeting) OFF / PUT OFF sth (e.g.: a meeting	ng) I	SEPARABLE]	= POSTPONE / DELAY
RUN OUT OF sth (e.g.: petrol)	[INSEPARAI	BLE]	= DEPLETE / EXHAUST
TAKE CARE OF sb / sth	[INSEPARAI	BLE]	= MAINTAIN / MANAGE
TAKE OFF	[INSEPARAI	BLE]	= DEPART/LEAVE (the ground)
TAKE sth (e.g.: a coat) OFF / TAKE OFF sth (e.g.: a coat)	1	SEPARABLE]	= REMOVE
TAKE PART IN sth	[INSEPARAI	BLE]	= PARTICIPATE / JOIN
TAKE sth (e.g.: a hobby) UP / TAKE UP sth (e.g.: a hobby)	1	SEPARABLE]	= START / BEGIN
TALK ABOUT	[INSEPARAI	BLE]	= DISCUSS
THROW sth (eg: trash)AWAY (OUT) / THROW AWAY (OUT) sth ((eg: trash)	SEPARABLE]	= 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 4]

Fill in the gaps in the sentences below (1 - 25) 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 TAKE UP yoga to aid relaxation.	[START]
(2) The police decided to <u>CALL OFF</u> the search when there was no hope of finding the missing child alive.	[CANCEL]
(3) LOOK UP the bus times in the local timetable.	[ATTEMPT TO FIND]
(4) We're trying to CUT DOWN ON the amount of paperwork involved.	[REDUCE]
(5) Never PUT OFF until tomorrow what you can do today.	[POSTPONE]
(6) I want to GET OFF at the next station.	[DEPART / EXIT]
(7) They have RAN OUT OF ideas.	[DEPLETE / EXHAUST]
(8) I'm not worried about her - she can <u>TAKE CARE OF</u> herself.	MAINTAIN / MANAGE]
(9) Many women still take career breaks to BRING UP children.	[RAISE]
(10) People who TAKE PART IN sports must be in condition.	[PARTICIPATE]
(11) The bomb used an old-fashioned alarm clock that was timed to GO OFF at 12 o'clock FORWARD TO	
(12) We hearing from you soon.	[AWAIT]
(13) Can the human race <u>CARRY ON</u> expanding and growing the same way that it is now	
(14) The teacher told the student to LOOK AT his spelling.	[FOCUS ON]
(15) We've just CAME ACROSS an old friend we haven't seen for ages.	[ENCOUNTER]
(16) The plane TOOK OFF for LA, lost an engine as it climbed, and crashed just off the runv	Way. [DEPART]
(17) He TOOK his clothes OFF and got into the bath.	[REMOVE]
(18) So when are you going to THROW AWAY those old magazines of yours?	[DISCARD]
(19) An independent committee will LOOK INTO alleged human rights abuses.	[INVESTIGATE]
(20) His widowed mother him	[RAISE]
(21) The union threatened a strike but <u>CALLED</u> it <u>OFF</u> at the last minute.	[CANCEL]
(22) I fore the letter to bits and THREW it AWAY.	[DISCARD]
(23) They decided to PUT the weddingOFF _ until his brother had returned from Brazil	. [POSTPONE]
LOOKING FORWARD TO (24) I'm really tonight. [A	WAIT / ANTICIPATE]
(25) My parents were TALKING ABOUThrowing a surprise birthady party for my sister.	[DISCUSS]

PREFIXES [Page 5]

A **prefix** is a letter or group of letters added to the beginning of a word to make a new word:

- In the word "unimportant", "UN-" is a prefix.
- In the word "irreplaceable", "IR-" is a prefix.
- In the word "inefficient", "IN-" is a prefix.
- In the word "illegal", "IL-" is a prefix.

(subheading, subsonic)

• In the word "impatient", "IM-" is a prefix.

7 The above are the most common examples of prefixes added to make a word have the opposite meaning.

EXAMPLES (of common Academic Prefixes):

	,	·
(2) intra -	(intrafamily, intracompany)	= within / into
(3) pro -	(pro-vaxxer, pro-life)	= supporting / approving
(4) post -	(postgraduate, post-industrial)	= after / later than
(5) under -	(underfunded, underrate)	= not enough / below / less important
(6) super -	(super-virus, superabundance)	= more than usual / over / above
(7) extra -	(extra-tropical, extraordinary)	= outside / in addition to / beyond

= under / below / less important / smaller part

(anti-freeze, anticlockwise [BrE] [AmE = counter-clockwise]) = opposed to / against / opposite of / preventing

(9) pre - (prerequisite, prerecord) = before

(10) OVER - (over-ambitious, overheat) = too much / more than / on / above / on top of

PRACTICE:

(1) sub -

Use the prefixes above to complete the following sentences. Use each prefix ONLY ONCE.

- (1) There were also reports that he was having an EXTRA marital affair.
- (2) Companies are going to have to be more PRO active about environmental management.
- (3) There were so few opportunities, and everything was PRE arranged.
- (4) In nuclear reactions, a <u>SUB</u> <u>atomic</u> particle collides with an atomic nucleus and causes changes to it.
- (5) Originally the contractor gave me a price of €2,000, but now they say they <u>UNDERestimated</u> and it's going to be at least €3,000.
- (6) Don't OVER load the washing machine, or it won't work properly.
- (7) The district's efforts to build schools and the lack of clean sites in the city was the central issue in INTRA departmental disputes.
- (8) An experiment in the new <u>SUPERcollider</u> is supposed to find proof of gravitons and strings.
- (9) The surgery was followed by POST operative radiation to kill cancer cells.
- (10) The market for ANTI bacterial soaps last year surpassed \$ 500 million.

COMMON PREFIXES

Prefix	Definition	Examples
anti	against	antiperspirant, antibiotic
com-	together, with	commune, communicate
de-	away, from	defrost, demote
dis-	apart, opposite of	disconnect, dishonest
en-	in, put into	enliven, ensnare
ex-	out, former	exit, extinguish, ex-wife
il-	not	illegal, illicit
im-	not	improper, immature
in-	Into, not	insight, incorrect
inter-	between	intersection, interrupt
ir-	not	irregular, irreversible
non-	not	non-fat, nonsense
over	beyond, too much	overweight, oversleep
post	after	post-test, post-war
pre-	before	prevent, predict
pro	forward	proceed, progressive
re-	again	review, recycle
semi-	half	semicircle, semisweet
sub-	under	submerge, submarine
trans	across	transportation, transmit
un-	not	unable, unreal
under-	beneath, too little	undershirt, undernourished

COMMON SUFFIXES

COMMON SUFFIXES		
Suffix	Definition	Examples
-ance (n)	having the quality of	appearance, endurance
-ence (n)	having the quality of	independence, inference
-tion/-sion (n)	a thing, a noun	invention, suspension
-ity (n)	having the quality of	creativity, acidity
-ment (n)	quality or act	requirement, excitement
-ness (n)	quality or act	kindness, wildness
-ure (n)	action, result	closure, pleasure
-ant (adj)	having the quality of	significant, pleasant
-able/-ible (adj)	able to	believable, incredible
-ent (adj)	having the quality of	obedient, independent
-est (adj)	most	biggest, brightest
-er (adj)	more	higher, stronger
-ic/-ical (adj)	relating to	catastrophic, comical
-ive (adj)	having the quality of	supportive, argumentative
-less (adj)	without	careless, motionless
-ly (adv)	having the quality of	carefully, weekly
-ward (adv)	having the quality of	forward, homeward
-ate (v)	to make a certain way	complicate, agitate
-ify (v)	to make a certain way	simplify, verify
-ize (v)	to make a certain way	categorize, plagiarize

(1) I tried to speak to the protesso	or, but he was		
a) nonavailable	b) <mark>unavailable</mark>	c) disavailable	d) misavailable
(2) Students have to for the	new course by the end	of April.	
a) registrate	b) registration		d) <mark>register</mark>
(3) The accident was			
a) disavoidable	b) misavoidable	c) unavoidable	d) imavoidable
(4) My keys seem to have I			
a) reappeared	b) unappeared	c) disappeared	d) misappeared
(5) Understood: I think I've	Could vou please repea	t the directions?	
a) misunderstood			d) disunderstood
(6) The purpose of this deve	eloned seed is to limit the	e use of herbicides	
a) newly		c) newest	d) newness
(7) Kevin is so His room is al	ways a mess.		
a) <mark>untidy</mark>		c) imtidy	d) mistidy
(8) She was devastated when she	e realised he had been		
a) nonhonest b)		A	d) dishonest
(9) I thought she was very	She kept interrupting me		
a) unpolite	b) impolite		d) mispolite
(10) I was told she would be at th	e meetina, but clearly I v	was .	
	b) uninformed		d) noninformed
(11) The company and sells	steel.		
a) fabricifies		c) fabrications	d) fabricizes
(12) Technology has had an	_ impact on society.		
a) nonreversible		c) irreversible	d) disreversible
(13) This video shows you how to	a television set.		
a) unassemble	b) disassemble	c) antiassemble	d) deassemble
(14) Fingerprints were first in	1823 by a Czech anator	mist, Jan Evangelista Purkinje.	
a) classificated	b) classifized	c) classified	d) classificationed
(15) Choosing furniture is largely of	a matter of personal	<u>.</u> .	
a) preference b)	preferring	c) preferment	d) preferable
(16) He does not well with the	he other students.		
a) interact	b) react	c) enact	d) transact

Adding affixes (prefixes & suffixes) to existing words (the base) to form new words is common in academic English. Prefixes are added to the front of the base (like right arrow dislike), whereas suffixes are added to the end of the base (active right arrow activate). Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word.

The most common prefixes used to form new verbs in academic English are: re-, dis-, over-, un-, mis-, out-. The most common suffixes are: -ise/ize, -en, -ate, -(i)fy.

By far the most common affix in academic English is -ise/ize.

FOR EXAMPLE: verbs + prefix → verb

Prefix	Meaning	Examples
re-	again or back	restructure, revisit, reappear, rebuild, refinance
dis-	reverses the meaning of the verb	disappear, disallow, disarm, disconnect, discontinue
over-	too much	overbook, oversleep, overwork
un-	reverses the meaning of the verb	unbend, uncouple, unfasten
mis-	badly or wrongly	mislead, misinform, misidentify
out-	more or better than others	outperform, outbid
be-	make or cause	befriend, belittle
со-	together	co-exist, co-operate, co-own
de-	do the opposite of	devalue, deselect
fore-	earlier, before	foreclose, foresee
inter-	between	interact, intermix, interface
pre-	before	pre-expose, prejudge, pretest
sub-	under/below	subcontract, subdivide
trans-	across, over	transform, transcribe, transplant
under-	not enough	underfund, undersell, undervalue, underdevelop

PRACTICE:

Complete the following sentences (1 - 8) by choosing the correct word (in blue) from the table above. You may need to change the form of the verb.

(1) He had been asked to an ancient manuscript.
(2) Never try to fix a broken machine without it from the electricity supply.
(3) The cathedral was completely in 1425 after it had been destroyed by fire.
(4) These two chemicals with each other at a certain temperature to produce a substance which could cause an explosion.
(5) We are with another company on this joint venture.
(6) I missed the bus this morning because I again.
(7) While at college, he had a young student from China who seemed lonely.
(8) I am not your guilt or innocence.

FOR EXAMPLE: Suffix used to form verbs with the meaning "cause to be".

Suffix	Example
-ise	stabilise, characterise, symbolise, visualise, specialise
-ate	differentiate, liquidate, pollinate, duplicate, fabricate
-fy	classify, exemplify, simplify, justify
-en	awaken, fasten, shorten, moisten

PRACTICE:

Complete the following sentences (1 - 15) by choosing the correct word (in bl	ue) from the table above
You may need to change the form of the verb.	

(1) Businesses should make sure important records and files are and stored in another location
(2) To some, we are living in a new world order: others it as a new world disorder.
(3) It is important to between fact and opinion.
(4) The books in the library are according to subject.
(5) They were by the sound of gunfire.
(6) I cannot really taking another day off work.
(7) She hired a lawyer who in divorce cases.
(8) your seatbelt.
(9) The company's main business is metal parts for the aerospace industry.
(10) He suffered a second heart attack two days ago but his condition has now
(11) The government are trying to the rather confusing regulations.
(12) Someone who a business closes it and sells what it owns.
(13) Bees the plants by carrying the pollen from one flower to another.
(14) I would like to have these trousers by about two inches.
(15) I was so surprised when I saw him - I had someone much older

FOR EXAMPLE: noun+prefix → noun

Prefix	Meaning	Examples	
anti-	against	anticlimax, antidote, antithesis	
auto-	self	autobiography, automobile	
bi-	two	bilingualism, biculturalism, bi-metalism	
со-	joint	co-founder, co-owner, co-descendant	
counter-	against	counter-argument, counter-example, counter-proposal	
dis-	the converse of	discomfort, dislike	
ex-	former	ex-chairman, ex-hunter	
hyper-	extreme	hyperinflation, hypersurface	
in-	the converse of	inattention, incoherence, incompatibility	
in-	inside	inpatient,	
inter-	between	interaction, inter-change, interference	
kilo-	thousand	kilobyte	
mal-	bad	malfunction, maltreatment, malnutrition	
mega-	million	megabyte	
mis-	wrong	misconduct, misdeed, mismanagement	
mini-	small	mini-publication, mini-theory	
mono-	one	monosyllable, monograph, monogamy	
neo-	new	neo-colonialism, neo-impressionism	
out-	separate	outbuilding,	
poly-	many	polysyllable	
pseudo-	false	pseudo-expert	
re-	again	re-organisation, re-assessment, re-examination	
semi-	half	semicircle, semi-darkness	
sub-	below	subset, subdivision	
super-	more than, above	superset, superimposition, superpowers	
sur-	over and above	surtax	
tele-	distant	telecommunications,	
tri-	three	tripartism	
ultra-	beyond	ultrasound	
under-	below, too little	underpayment, under-development, undergraduate	
vice-	deputy	vice-president	

PRACTICE: [Page 11]

Complete the following sentences (1 - 20) by choosing the correct word (in blue) from the table above (previous page).

You do not need to change the form of the word.

(1) A student at a college or university who has not yet received a bachelor's degree is referred to as an
(2) Her disappointing exam results are entirely due to her in class.
(3) The fact of being able to use two languages equally well is known as
(4) The government's in the policies of a sovereign foreign nation has been widely criticized.
(5) The remaining half circle is then divided up by marking 180 equally spaced dashes along the circumference of the
(6) You will experience some minor during the treatment.
(7) India, Russia, and China are all aspiring global
(8) In mathematics, a set of numbers or things that is part of another, larger set is known as a
(9) She is of Sales and Marketing of the publisher's New York division.
(10) In, a single male pairs with a single female.
(11) Tony Blair's was a bestseller.
(12) Shortly before the crash the pilot had reported a of the aircraft's navigation system.
(13) Jerry Yang, a of Yahoo, began the company with college classmate David Filo.
(14) Technological advances in computing and will reduce the need for many people to travel to work.
(15) A word that contains only one syllable is referred to as a
(16) The company may announce a of management before the end of this year.
(17) There is no known for this poison.
(18) Most women will be offered an scan during pregnancy, although it is not obligatory.
(19) If too little is deducted from one's weekly wages for income tax it results in an at the end of the year.
(20) In 2009, General Motors Corp. finally give up the leading position to TOYOTA after over 77 years in the global industry.

Suffix	Meaning	Examples
-tion	action/instance of V-ing	alteration, demonstration
-ity	state or quality of being A	ability, similarity, responsibility
-er	person who V-s something used for V-ing person concerned with N	advertiser, driver computer, silencer astronomer, geographer
-ness	state or quality of being A	darkness, preparedness, consciousness
-ism	doctrine of N	Marxism, Maoism, Thatcherism
-ment	action/instance of V-ing	development, punishment, unemployment
-ant/-ent	person who V-s	assistant, consultant, student
-ship	state of being N	friendship, citizenship, leadership
-age	collection of N action/result of V	baggage, plumage breakage, wastage, package
-ery/-ry	action/instance of V-ing place of V-ing	bribery, robbery, misery refinery, bakery

PRACTICE:

Complete the following sentences (1 - 15) by choosing the correct word (in blue) from the table above. You do not need to change the form of the word.

(1) A piece of equipment that you use on a gun to reduce the noise made when it fires is called a
(2) The former general now serves as a to the Pentagon.
(3) Many people think that the death penalty is too severe a for any crime.
(4) Ten years of marriage to that horrible man have made her life a
(5) The purpose of an oil is to refine crude petroleum.
(6) The courier has just delivered a for you.
(7) He was granted Canadian last year.
(8) The dress fits her almost perfectly and will not need much
(9) She had the to explain things clearly and concisely.
(10) Most standard insurance policies do not cover, which is the damage caused by breaking something.
(11) It is her to ensure the project finishes on time.
(12) He lost after his accident and never recovered.
(13) The protests were part of their campaign against the proposed building in the area.
(14) There have been allegations of and corruption over a huge arms contract.
(15) The army is in a state of for war.

Many adjectives are formed from a base of a different class with a suffix (e.g. -less, -ous). Adjectives can also be formed from other adjectives, especially by the negative prefixes (un-, in- and non-). The most common suffixes are -al, -ent, -ive, -ous, -ful, -less.

FOR EXAMPLE: Suffix added to verbs or nouns → adjective

Suffix	Examples		
-al	central, political, national, optional, professional		
-ent	different, dependent, excellent		
-ive	attractive, effective, imaginative, repetitive		
-ous	continuous, dangerous, famous		
-ful	beautiful, peaceful, careful		
-less	endless, homeless, careless, thoughtless		
-able	drinkable, countable, avoidable,		

PRACTICE:

Complete the following sentences (1 - 15) by choosing the correct word (in blue) from the table above. You do not need to change the form of the word.

(1) My wife seems to think that I have an supply of money.
(2) Most accidents are easily
(3) It is very easy to become on sleeping pills.
(4) He's in a really bad mood so be what you say to him.
(5) A small group of demonstrators staged a protest outside the UN Headquarters.
(6) Accommodation needs to be found for thousands of families.
(7) Tourists often get lost and stray into areas.
(8) English is compulsory for all students, but art and music are
(9) The word "person" is a noun; the plural of which is "people".
(10) I'm sorry I was late – it was of me not to call.
(11) He is an snooker player, but he has never won a major trophy.
(12) His job consists of boring, work.
(13) How a drug is depends on many factors, including how consistently the patient follows the instructions for taking it.
(14) Prevention also plays a role in traditional medicine.
(15) She wants to become a cook.

Prefix	Examples		
un-	unfortunate, uncomfortable, unjust		
im-/in-/ir-/il-	immature, impatient, improbable, inconvenient, irreplaceable, illegal		
non-	non-fiction, non-political, non-neutral		
dis-	disloyal, dissimilar, dishonest		

DE	Λ (\sim 1	IC	E
ГГ	М	u	1	Е

•	sentences (1 - 5) by choosing the correct word (in blue) from the table above. nge the form of the word.
(1) is w	ing that is about real events and facts, rather than stories that have been invented.
(2) I do not like him, an	it would be of me to pretend otherwise.
(3) She has inherited he	father's looks, which is very
(4) We are growing	with the lack of results.
(5) She is rather	for her age, don't you think?

FOR EXAMPLE: base with both prefix and suffix

	-able	-tion	-tive	-ment	-ar
un-	uncomfortable unavoidable unforgettable		unimaginative		
mis-		misinformation		misjudgement mismanagement	
re-	recoverable recyclable	reformulation	reproductive	realignment repayment	
in-	irreplaceable	incoordination inattention	inactive inoperative		
dis-		disconnection		disappointment	
semi-			semiconductive		semi-circular

PRACTICE:

Complete the following sentences (1 - 5) by choosing the correct word (in blue) from the table (above
You do not need to change the form of the word.	

You do not need to change the form of	the word.
(1) Not all doctors truly understand the _	cycle of human beings.
(2) He found it difficult to hide his	when she did not show up for their date.
(3) I could not sleep at all last night beco	ause the bed was so
(4) There is a lot of abou	t AIDS that needs to be corrected.
(5) Try not to get too comfortable in your	r position no one is in the workplace

Academic Vocabulary / Word Formation

· · · · · · · · · · · · · · · · · · ·	ng sentences (1 - 25) by filling in the blank spaces with <u>the proper form</u> of the word ce. Use <u>ONLY ONE</u> word per blank space: <u>DO NOT</u> add any words [e.g. prepositions].
(1) ACHIEVE	His most significant political ACHIEVEMENT was the abolition of the death penalty.
(2) ACKNOWLEDGEMENT	They refused to CKNOWLEDGE the new government.
(3) ASSURE	We were ASSURED that everything possible was being done.
(4) ATTEMPT	Numerous ATTEMTS have been made to hide the truth.
(5) AVAILABLE	Abortion rates are high because the AVAILABILITY of contraceptives is limited.
(6) BENEFIT	Although development is taking place it is mainly BENEFICIAL the middle and upper class communities.
(7) COMMUNICATE	Lack of COMMUNICATION in a marriage causes serious problems.
(8) COMPARE	Without more data we cannot make a meaningful COMPARSION of the two systems.
(9) COST	Having professionally made curtains can be <u>COSTLY</u> , so why not make your own?
(10) DEVELOP	A <u>DEVELOPING</u> country is a poor agricultural country that is seeking to become more advanced economically and socially.
(11) DEVELOP	A <u>DEVELOPED</u> 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	FCONOMIC refers to the science of economics.
(13) ECONOMY	ECONOMICAL means 'not wasting money'.
(14) EFFECT	This style of decoration is simple yet <u>EFFECTIVE</u> .
(15) EQUAL	Women are still struggling for true EQUALITY with men.
(16) ORGANIZE	She is looking for a personal assistant with good skills. ORGANIZATIONAL
(17) PREPARE	The best PREPARATION for tomorrow is doing your best today.
(18) PRIORITY	Make lists of what to do and PRIOR your tasks.
(19) PROPORTIONATELY	The flu outbreak has reached epidemic PROPORTIONS.
(20) RECOGNIZE	As a result of the horrific accident, his body was crushed and mangled beyond RECOGNITION
(21) SURE	She is slowly but SURELY getting her strength back.
(22) SUSTAIN	We must make a SUSTAINED effort to get this task finished this week.
(23) UNDERSTAND	Nothing in life is to be feared, it is only to be MISUNDERSTOOD
(24) UNIVERSE	Congress rejected the proposal for UNIVERSAL health insurance.
(25) WORTH	If you need him on this project, you've got to make it financially WORTHY for him. (= you will have to pay him a suitable amount of money for the amount of work involved)
	ng sentences by filling in the blank spaces (1 - 15) with the proper preposition. NE word for each blank space.
Two reading technique	s often used (1) IN academic studies are skimming and scanning.
Skimming means reading parts (2) OF a text, such as	
Scanning means looking	g quickly through a text (3) FOR specific information. often asked to summarise the main idea (4) OF a text. BY skimming the text. are good (6) AT prioritising TH all global problems (8) AT the same time us lucky enough to have been born in the developed world
University students are o	often asked to summarise the main idea (4) OF a text.
This can be done (5)	skimming the text.
National governments of	are good (6) AT prioritising
We cannot deal (7)	all global problems (8) AT the same time us lucky enough to have been born in the developed world
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) OF spending possibilities	
If an international agency spends \$10m (11) one project instead of another Economics gives us the tools to look (12) UP the costs of taking effective action	
In effect, the majority (13) OF the big decisions are made (14) BY international agencies that receive money (15) FROM rich nations and use it (16) FOR the benefit of the world	