

## 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

## 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

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:

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.                              | <u>1</u> |
| 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 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)

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]
CUT DOWN ON sth	[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]
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]
THROW sth (eg: trash) AWAY (OUT) / THROW AWAY (OUT) sth (eg: trash)	[SEPARABLE]

#### Single-Word Verb

= RAISE
= CANCEL
= CONTINUE
= ENCOUNTER / FIND
= REDUCE
= EXPLODE / HAPPEN
= DEPART / EXIT
= AWAIT / ANTICIPATE
= RESEARCH / INVESTIGATE
= SEEK / ATTEMPT TO FIND
= OBSERVE / FOCUS ON
= POSTPONE / DELAY
= DEplete / EXHAUST
= MAINTAIN / MANAGE
= DEPART/LEAVE (the ground)
= REMOVE
= PARTICIPATE / JOIN
= START / BEGIN
= DISCUSS
= 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 \_\_\_\_\_ 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) \_\_\_\_\_ the bus times in the local timetable. [ATTEMPT TO FIND]
- (4) We're trying to \_\_\_\_\_ the amount of paperwork involved. [REDUCE]
- (5) Never \_\_\_\_\_ until tomorrow what you can do today. [POSTPONE]
- (6) I want to \_\_\_\_\_ at the next station. [DEPART / EXIT]
- (7) They have \_\_\_\_\_ ideas. [DEplete / EXHAUST]
- (8) I'm not worried about her - she can \_\_\_\_\_ herself. [MAINTAIN / MANAGE]
- (9) Many women still take career breaks to \_\_\_\_\_ children. [RAISE]
- (10) People who \_\_\_\_\_ sports must be in condition. [PARTICIPATE]
- (11) The bomb used an old-fashioned alarm clock that was timed to \_\_\_\_\_ at 12 o'clock. [EXPLODE]
- (12) We \_\_\_\_\_ hearing from you soon. [AWAIT]
- (13) Can the human race \_\_\_\_\_ expanding and growing the same way that it is now? [CONTINUE]
- (14) The teacher told the student to \_\_\_\_\_ his spelling. [FOCUS ON]
- (15) We've just \_\_\_\_\_ an old friend we haven't seen for ages. [ENCOUNTER]
- (16) The plane \_\_\_\_\_ for LA, lost an engine as it climbed, and crashed just off the runway. [DEPART]
- (17) He \_\_\_\_\_ his clothes \_\_\_\_\_ and got into the bath. [REMOVE]
- (18) So when are you going to \_\_\_\_\_ those old magazines of yours? [DISCARD]
- (19) An independent committee will \_\_\_\_\_ alleged human rights abuses. [INVESTIGATE]
- (20) His widowed mother \_\_\_\_\_ him \_\_\_\_\_. [RAISE]
- (21) The union threatened a strike but \_\_\_\_\_ it \_\_\_\_\_ at the last minute. [CANCEL]
- (22) I tore the letter to bits and \_\_\_\_\_ it \_\_\_\_\_. [DISCARD]
- (23) They decided to \_\_\_\_\_ the wedding \_\_\_\_\_ until his brother had returned from Brazil. [POSTPONE]
- (24) I'm really \_\_\_\_\_ tonight. [AWAIT / ANTICIPATE]
- (25) My parents were \_\_\_\_\_ throwing a surprise birthday 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 "**un**important", "**UN-**" is a prefix.
- In the word "**ir**replaceable", "**IR-**" is a prefix.
- In the word "**ine**fficient", "**IN-**" is a prefix.
- In the word "**il**legal", "**IL-**" is a prefix.
- In the word "**im**patient", "**IM-**" is a prefix.

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

### EXAMPLES (of common Academic Prefixes):

(1) sub -	(subheading, subsonic)	= under / below / less important / smaller part
(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
(8) anti -	(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:

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

- (1) There were also reports that he was having an \_\_\_\_\_ **marital** affair.
- (2) Companies are going to have to be more \_\_\_\_\_ **active** about environmental management.
- (3) There were so few opportunities, and everything was \_\_\_\_\_ **arranged**.
- (4) In nuclear reactions, a \_\_\_\_\_ **atomic** 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 \_\_\_\_\_ **estimated** and it's going to be at least €3,000.
- (6) Don't \_\_\_\_\_ **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 \_\_\_\_\_ **departmental** disputes.
- (8) An experiment in the new \_\_\_\_\_ **collider** is supposed to find proof of gravitons and strings.
- (9) The surgery was followed by \_\_\_\_\_ **operative** radiation to kill cancer cells.
- (10) The market for \_\_\_\_\_ **bacterial** soaps last year surpassed \$ 500 million.

### More on Affixes (prefixes & suffixes)

[Page 6]

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
co-	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 blue) 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.

The most common prefixes used to form new nouns in academic English are: co- and sub-. The most common suffixes are: -tion, -ity, -er, -ness, -ism, -ment, -ant, -ship, -age, -ery. By far the most common noun affix in academic English is -tion.

**FOR EXAMPLE: noun+prefix → noun**

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



**PRACTICE:****[Page 9]**

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

**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.

- (1) \_\_\_\_\_ is writing that is about real events and facts, rather than stories that have been invented.
- (2) I do not like him, and it would be \_\_\_\_\_ of me to pretend otherwise.
- (3) She has inherited her 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.

- (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 because the bed was so \_\_\_\_\_.
- (4) There is a lot of \_\_\_\_\_ about AIDS that needs to be corrected.
- (5) Try not to get too comfortable in your position, no one is \_\_\_\_\_ in the workplace.

**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 - 15) 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...

## Reading Comprehension PRACTICE:

[Page 14]

Read the following passage - then choose the best answer (a, b, c or d) for each of the questions (1 - 5).

### Tools of Persuasion

Persuasion is the art of convincing someone to agree with your point of view. According to the ancient Greek philosopher Aristotle, there are three basic tools of persuasion: ethos, pathos, and logos.

Ethos is a speaker's way of convincing the audience that he or she is a **credible** source. An audience will consider a speaker credible if he or she seems trustworthy, reliable, and sincere. This can be done in many ways. For example, a speaker can develop ethos by explaining how much experience or education he or she has in the field. After all, you would be more likely to listen to advice about how to take care of your teeth from a dentist than a firefighter. A speaker can also create ethos by convincing the audience that he or she is a good person who has their best interests at heart. If an audience cannot trust you, you will not be able to persuade them.

Pathos is a speaker's way of connecting with an audience's emotions. For example, a speaker who is trying to convince an audience to vote for him or her might say that he or she alone can save the country from a terrible war. These words are intended to fill the audience with fear, thus making them want to vote for him or her. Similarly, a charity organization that helps animals might show an audience pictures of injured dogs and cats. These images are intended to fill the viewers with pity. If the audience feels bad for the animals, they will be more likely to donate money.

Logos is the use of facts, information, statistics, or other evidence to make your argument more convincing. An audience will be more likely to believe you if you have data to back up your claims. For example, a commercial for soap might tell you that laboratory tests have shown that their soap kills all 7,000,000 of the bacteria living on your hands right now. This piece of information might make you more likely to buy their brand of soap. Presenting this evidence is much more convincing than simply saying "our soap is the best!" The use of logos can also increase a speaker's ethos; the more facts a speaker includes in his or her argument, the more likely you are to think that he or she is educated and trustworthy.

Although ethos, pathos, and logos all have their strengths, they are often most effective when they are used together. Indeed, most speakers use a combination of ethos, pathos, and logos to persuade their audiences. The next time you listen to a speech, watch a commercial, or listen to a friend try to convince you to lend him or her some money, be on the lookout for these ancient Greek tools of persuasion.

(1) As used in paragraph 2, what is the best antonym for **credible**?

- a) unintelligent      b) boring      c) dishonest      d) amazing

(2) Amy is trying to convince her mother to buy her a pair of \$200 shoes. She says: "Mom, the shoes I have are really old and ugly. If I don't get these new shoes, everyone at school is going to laugh at me. I will be so embarrassed that I will want to die." What form of persuasion is Amy using here?

- a) pathos      b) ethos      c) logos      d) a combination of ethos, pathos, and logos

(3) According to the passage, logos can build ethos because...

- a) ...an audience is more easily convinced by facts and information than simple appeals to emotions like pity or fear  
b) ...an audience is more likely to trust a speaker who uses evidence to support his or her argument  
c) ...a speaker who overuses pathos might make an audience too emotional; audiences who are too frightened or too sad are unlikely to be persuaded  
d) ...a speaker can use misleading or false information to make his or her argument seem more convincing

(4) Gareth is running for mayor. He tells his audience: "Under our current mayor, there have been 15,000 new cases of unemployment. If he stays in office, who knows how many more people will lose their jobs? The number could go up even higher. When I was the CEO of Magnatech, I helped to create over 1,000 new jobs. I can do the same thing for this city if you vote for me."

Which form of persuasion is Gareth using here?

I. pathos

II. Logos

III. Ethos

- a) I only      b) I and II only      c) II and III only      d) I, II, and III

(5) According to the passage, the most effective tool of persuasion is...

- a) ...ethos, because you cannot persuade an audience that does not trust you  
b) ...logos, because it can also be used to build ethos  
c) ...a combination of ethos, pathos, and logos  
d) ...pathos, because human beings are most easily persuaded by emotion