

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

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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.

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

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 professor, but he was _____.
 a) nonavailable b) unavailable c) disavailable d) misavailable
- (2) Students have to _____ for the new course by the end of April.
 a) registrate b) registration c) registify d) register
- (3) The accident was _____.
 a) disavoidable b) misavoidable c) unavoidable d) imavoidable
- (4) My keys seem to have _____. I can't find them anywhere!
 a) reappeared b) unappeared c) disappeared d) misappeared
- (5) Understood: I think I've _____. Could you please repeat the directions?
 a) misunderstood b) ununderstood c) deunderstood d) disunderstood
- (6) The purpose of this _____ developed seed is to limit the use of herbicides.
 a) newly b) newer c) newest d) newness
- (7) Kevin is so _____. His room is always a mess.
 a) untidy b) distidy c) imtidy d) mistidy
- (8) She was devastated when she realised he had been _____.
 a) nonhonest b) unhonest c) mishonest d) dishonest
- (9) I thought she was very _____. She kept interrupting me.
 a) unpolite b) impolite c) dispolite d) mispolite
- (10) I was told she would be at the meeting, but clearly I was _____.
 a) disinformed b) uninformed c) misinformed d) noninformed
- (11) The company _____ and sells steel.
 a) fabricifies b) fabricates c) fabrications d) fabricizes
- (12) Technology has had an _____ impact on society.
 a) nonreversible b) unreversible 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 anatomist, Jan Evangelista Purkinje.
 a) classificated b) classifized c) classified d) classificationed
- (15) Choosing furniture is largely a matter of personal _____.
 a) preference b) preferring c) preferment d) preferable
- (16) He does not _____ well with the other students.
 a) interact b) react c) enact d) transact

More on Affixes (prefixes & suffixes)

[Page 8]

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:

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...