VOCABULARY PRACTICE

Verbs for natural processes | Verbs and adjectives associated with scientific study | Nouns associated with climate | Recognizing antonyms

Vocabulary

Natural processes:

- **condense (condenses, condensing, condensed)**
  VERB When a gas or vapour **condenses**, or **is condensed**, it changes into a liquid. ▪ [+ to-inf] *Water vapour condenses to form clouds.* ▪ [+ *into*] *The compressed gas is cooled and condenses into a liquid.* ▪ [+ *out of*] *As the air rises it becomes colder and moisture condenses out of it.*
- **contract (contracts, contracting, contracted)**
  VERB When something **contracts** or when something **contracts** it, it becomes smaller or shorter. ▪ *Blood is only expelled from the heart when it contracts.* ▪ *New research shows that an excess of meat and salt can contract muscles.*
- **expand (expands, expanding, expanded)**
  VERB If something **expands** or **is expanded**, it becomes larger. ▪ *Engineers noticed that the pipes were not expanding as expected.* ▪ *The money supply expanded by 14.6 per cent in the year to September.* ▪ [V-ing] *a rapidly expanding universe*
- **flow (flows, flowing, flowed)**
  VERB If a liquid, gas, or electrical current **flows** somewhere, it moves there steadily and continuously. ▪ [+ *into*] *A stream flowed into the valley.* ▪ [+ *into*] *The current flows into electric motors that drive the wheels.*

Verbs associated with scientific study:

- **estimate (estimates, estimating, estimated) (also overestimate, underestimate)**
  VERB If you **estimate** a quantity or value, you make an approximate judgment or calculation of it. ▪ [+ *that*] *The Academy of Sciences currently estimates that there are approximately one million plant varieties in the world.* ▪ *He estimated the speed of the winds from the degree of damage.*
- **predict (predicts, predicting, predicted)**
  VERB If you **predict** an event, you say that it will happen. ▪ *Chinese seismologists have predicted earthquakes this year in Western China.* ▪ [+ *that*] *Some analysts were predicting that online sales during the holiday season could top $10 billion.* ▪ [+ *when*] *tests that accurately predict when you are most fertile*
- **state (states, stating, stated)**
  VERB If you **state** something, you say or write it in a formal or definite way. ▪ *The table clearly states the amount of fat found in commonly used foods.* ▪ [+ *that*] *The police report stated that he was arrested for allegedly assaulting his wife.* ▪ *Buyers who do not apply within the stated period can lose their deposits.*

Adjectives:

- **accurate (**opposite **inaccurate)**
  ADJECTIVE **Accurate** information, measurements, and statistics are correct to a very detailed level. An **accurate** instrument is able to give you information of this kind. ▪ *Accurate diagnosis is needed to guide appropriate treatment strategies.* ▪ *a quick and accurate way of monitoring the amount of carbon dioxide in the air*
- **likely (**opposite **unlikely)**
  ADJECTIVE You use **likely** to indicate that something is probably the case or will probably happen in a particular situation.

LIVEWORKSHEETS

▪ *Experts say a 'yes' vote is still the likely outcome.* ▪ [+ *that*] *If this is your first baby, it's far more likely that you'll get to the hospital too early.*

Nouns associated with climate:

- **current (currents)**
  1 NOUN A **current** is a steady and continuous flowing movement of some of the water in a river, lake, or sea. ▪ [+ *of*] *The ocean currents of the tropical Pacific travel from east to west.* ▪ *The couple were swept away by the strong current.*
  2 NOUN A **current** is a steady flowing movement of air. ▪ [+ *of*] *a current of cool air* ▪ *The spores are very light and can be wafted by the slightest air current.*
- **drought (droughts)**
  NOUN A **drought** is a long period of time during which no rain falls. ▪ *Drought and famines have killed up to two million people here.*
- **flood (floods)**
  NOUN If there is a **flood**, a large amount of water covers an area which is usually dry, for example when a river flows over its banks or a pipe bursts. ▪ *More than 70 people were killed in the floods, caused when a dam burst.* ▪ *Floods hit Bihar state, killing 250 people.*
- **glacier (glaciers)**
  NOUN A **glacier** is an extremely large mass of ice which moves very slowly, often down a mountain valley. ▪ *University of Alaska scientists report that the state's glaciers are melting faster than expected.* ▪ *Twenty thousand years ago, the last great ice age buried the northern half of Europe under a massive glacier.*
- **hurricane (hurricanes)**
  NOUN A **hurricane** is an extremely violent wind or storm. ▪ *In September 1813, a major hurricane destroyed US gunboats and ships that were defending St Mary's, Georgia, from the British.* ▪ *Around eight hurricanes are predicted to strike America this year.*
- **typhoon (typhoons)**
  NOUN A **typhoon** is a very violent tropical storm. ▪ *large atmospheric disturbances such as typhoons* ▪ *a powerful typhoon that killed at least 32 people*

Practice exercises

1 **Complete each sentence 1–6 with an appropriate word.**

1 This mountain range was formed by _ l _ _ _ _ _s millions of years ago.
2 Tropical storms and _ y _ _ _ _ _ s are common in the South Pacific at this time of year.
3 The Horn of Africa has been afflicted with severe _ _ _ _ g _ _ s for many years.
4 You need to be careful when swimming in these waters as there's a very strong _ _ r _ _ _ t.
5 The cost of repairing properties damaged by the _ l _ _ _ ran into billions of pounds.
6 We've been advised to board up the windows and stay indoors as the _ u r _ _ _ _ _ _ is approaching fast.

2 **Read the questions 1–4 about the words in Exercise 1. Then listen to Track 14 to find answers.**

14

1 Is a hurricane more likely to cause a flood or a drought?
2 What is the difference between a hurricane and a typhoon?
3 Where might you find a glacier?
4 Where might you feel a current: in the air, in the water, in both air and water?

LIVEWORKSHEETS

Exam tip: The prefixes *un-*, *in-*, *il-*, *ir-* and *dis-* are commonly used to make words negative.

Examples: *necessary – unnecessary, accurate – inaccurate*

Learning to recognize negative prefixes can help you work out the meaning of words.

3 **Make words 1–5 negative by adding a prefix.**

1 agree
2 consistent
3 likely
4 legal
5 responsible

Exam tip: The word pairs above are antonyms (words with opposite meanings). Other prefixes that are commonly used to form antonyms include:

prefix	meaning	example		prefix	meaning	example
col- com- con-	coming together	*collect* *combine* *connect*	vs.	ex-	moving apart or outwards	*exclude* *expel*
over-	too much	*overstate*	vs.	under-	too little	*understate*
pre-	before	*pre-industrial*	vs.	post-	after	*post-industrial*

Knowing the meaning of these prefixes can help you work out the meaning of unfamiliar words and their opposites.

4 **Match the prefixes 1–4 with the word roots a–d.**

1 con-
2 ex-
3 pre-
4 over-
a -pand
b -estimate, -flow
c -dense, -tract
d -historic

5 **Choose words from exercises 3 and 4 to complete sentences 1–7. Make any necessary changes to verb forms.**

1 Water vapour _____ to form clouds.
2 When water turns into ice, it _____.
3 In _____ times, people endured ice ages, that is prolonged periods of intense cold.
4 During the flooding, rivers and streams _____ their banks in countless places.
5 Climate scientists came to different conclusions because the data was _____.
6 Global warming is _____ to slow down in the near future.
7 Politicians _____ over how to deal with climate change.

15 **6** **Listen to sentence pairs 1–4. Complete the table with the antonyms that you hear.**

	sentence a	sentence b
1		
2		
3		
4		

LIVEWORKSHEETS

WRITING PRACTICE

Writing
Task 1

1 Work in pairs. Match each sentence beginning **1–7** with an ending **a–g**. There may be more than one possible answer

1 The town centre	**a** replaced the old hospital.
2 Several old buildings	**b** was completely transformed over the period.
3 A new school	**c** were turned into flats.
4 The old houses	**d** was built in place of the old meeting house.
5 Some old derelict factories	**e** was chopped down to widen the road.
6 A line of old trees	**f** was converted into a restaurant and a cinema.
7 The bank	**g** were knocked down/demolished to make way for a new supermarket.

2 Underline the verbs used to describe change in each sentence in exercise 1.

3 Underline the most suitable verb in *italics* in sentences **1–8** below. Then put it into the correct tense.

1 The railway *extend/expand* to the centre of town, and three new stations were built.

2 As the town *extend/expand*, all the open spaces were used up for housing.

3 An airport *construct/become* on a green field site on the edge of the town.

4 The neighbourhood completely *change/demolish* with the building of new apartments.

5 The area around the town *turn into/become* more built-up.

6 A number of dramatic developments *take place/convert*, which *alter/expand* the character of the town completely.

7 The area *turn into/become* less rural and leafy with the building of new offices.

8 The empty space near the university *develop/become* into a park.

4 Decide which verbs in exercise 3 can be turned into nouns with the following endings: *-ation, -ition, -sion, -tion, -ment.*

5 Work in pairs. Describe an area you know that has changed in recent years, using the nouns in exercise 4 where possible.

6 Look at the two maps in the Task 1 question on page 112. Describe the map of Wetherby in 2000 in your own words. Use the following expressions:

in the north/south/east/west of …

north/south/east/west of …

to the north/south/east/west of …

there is … ,

… lies, is situated, is sited, is located

stands, runs

Example:

In the north west of Wetherby there is some farmland.
Main Street runs west to east through the middle of Wetherby.

LIVEWORKSHEETS

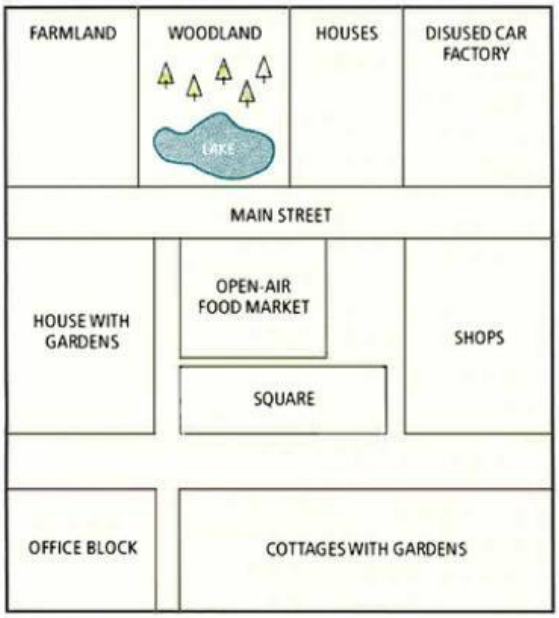
WRITING TASK 1

You should spend about 20 minutes on this task.

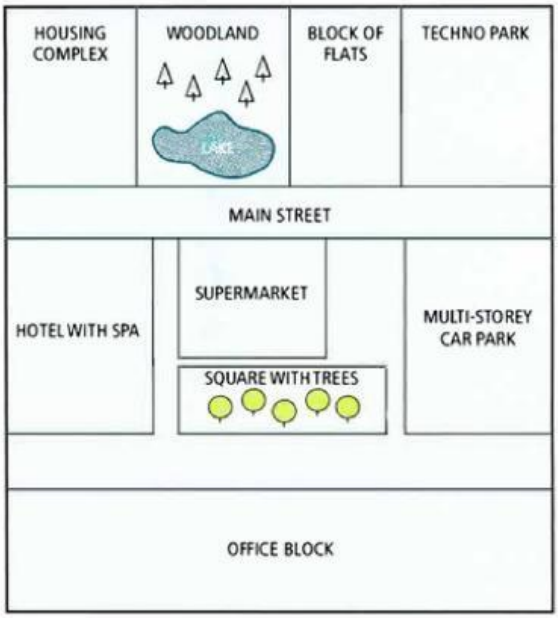
The maps below show the changes experienced by the town of Wetherby at the beginning of the 21st Century.
Summarise the information by selecting and reporting the main features, and make comparisons where necessary.

Write at least 150 words.

Wetherby 2000



Wetherby 2016



7 Describe the changes to the maps in exercise 6 using the following words and phrases:

1 build in place of
2 give way to
3 build on the site of
4 not change
5 turn into
6 give over to
7 become
8 reconstruct to become
9 replace/build
10 urban transformation

8 Work in pairs. Underline the adverbs of location in each phrase **a–g** below which relate to the maps in exercise 6. Decide if the adverbs are correct and make any necessary changes.

a the shops in the north-east of the area
b the square south of the open-air market
c the woodland with the lake to the north of the farmland
d the disused car factory in the north-east
e the farmland in the north-east of Wetherby
f South of Main Street, the area witnessed even greater change
g the office block west of the house in 2016 was extended

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9 Look at the model. Insert items **a–g** from exercise 8 into the correct spaces **1–7**.

The maps illustrate the changes that took place in Wetherby between 2000 and 2016. Overall, it is clear that the town underwent a complete transformation with the conversion of some areas and the replacement of others.

Over the period, the neighbourhood north of Main Street, experienced a significant change. For example, **1** _____ was turned into a housing complex, while **2** _____ remained the same. **3** _____ was converted into a techno park with the houses to the west being replaced with blocks of flats. **4** _____.
The house with gardens in the northwest of the area became a hotel with a spa. Moreover, by 2016 **5** _____, replacing all the cottages. The open-air market had given way to a supermarket and **6** _____ had become a multi-storey car park. Trees had also been added to **7** _____.

10 Identify the verbs only in each sentence. Decide which tense is used and give reasons.

Don't forget!

You need to write an overview.

- Avoid listing the information.
- You cannot summarise trends, but you can summarise overall changes.

11 Identify the overview in the model in exercise 9 and rewrite it in your own words.

12 Work in pairs.

Student A: Look at the map of Sandring in 2016 on page 208, which has the names of places **1–10** missing. Listen to Student B's description and write the name of each place.

Student B: Look at the map of Sandring in 2016 on page 210, which has the names of the places marked. Describe to Student A where each place is. When you have finished, show Student A your map to check their answers.

13 Write your own answer for the Task 1 question on page 208. When you have finished, check your answer using the checklist on page 139.

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