


8

The history of geography

Vocabulary 1: Nouns relating to places

- 1  Work in groups. Describe the similarities and the differences between the maps. Then discuss the questions below.



- What do you think the purpose is of each map?
- When was the last time you consulted a map of some kind? Why did you use it?
- How has technology changed the way we prepare maps?
- Do you think satellite maps invade our privacy?

2 For 1–8 below, decide which of the nouns in brackets go in each gap. Some nouns are interchangeable. Make any necessary changes.

- 1 The poor _____ I grew up in is very different now. It used be a very rough _____, but now it is a quiet residential street. (area/neighbourhood)
- 2 Yes I had a favourite _____ I liked to visit, but it has become a real tourist _____, so I don't go there anymore. (place/spot)
- 3 The park in the business _____ is surrounded by a pedestrian _____, which makes it a real haven of peace. (zone/district)
- 4 My family home is in a magnificent _____ overlooking the sea. It's a _____ famed for its views. (region/location)
- 5 The _____ I now live in is quite built-up, but it still has quite a lot of big open _____ . (area/space)
- 6 There have been a few burglaries in the _____ recently, but by and large it is a very safe _____. (vicinity/neighbourhood)
- 7 India has some beautiful _____ to visit, especially in the northern _____ of the country, where you can avoid most of the tourist hot _____. (regions/spots/places)
- 8 The house was built in a beautiful _____ on a hillside with a stream and surrounded by trees. This whole _____ is spectacular at any time of the year but especially in the autumn. (region/setting)

3 Work in pairs. You can build up a description of a place by adding phrases after the noun. Decide which phrases 1–10 you associate most with phrases a–j. There may be more than one possible answer:

- | | |
|-------------------------|---|
| 1 on a cliff top | a surrounded by trees |
| 2 on a hillside | b overlooking the sea |
| 3 a wooded hillside | c with no houses, just endless fields |
| 4 an open space | d covered with trees |
| 5 an empty desert | e with lots of cars and people |
| 6 a noisy neighbourhood | f covered with rock and crags |
| 7 a temperate zone | g fed by a high waterfall and disturbed only by birdsong |
| 8 a sandy beach | h with huge sand dunes and no people |
| 9 a secluded lake | i teeming with wildlife |
| 10 a rugged mountain | j stretching into the distance and pounded by the Pacific Ocean |

4 For 1–4 below, put the words in *italics* into the correct order:

- 1 I live in a block of flats, *small a overlooking garden*. It's in a really beautiful and quiet *old buildings neighbourhood with*. And though it's in the heart of the city, it is a peaceful area, *sound only the odd by the of birds and disturbed car*.
- 2 My family home is on a beach *seashore miles along the stretching for*. It's an ideal place for sports enthusiasts *opportunity of boating with for lots of plenty and swimming*. The house, though *two built years ago hundred*, is still in good condition.
- 3 My family come from a village *by mountains beautiful surrounded*. In summer the mountainside, *purple its with flowers*, is a blaze of colour.
- 4 My dream location for a house would be a secluded lake with *a height falling by trees great waterfall from a surrounded* or even a hillside *with covered views out but with looking trees* over the countryside.

Speaking

IELTS Part 2

- 1 Work in pairs. Make questions with the phrases below.

a region of your country

the neighbourhood you live in

a place with fond memories

a square you like

a seaside town you like

Useful expressions


Can you describe ... ?

Where ... ?

When ... ?

How often ... ?

Why do you ... ?


- 2  Work with a new partner. Take turns asking and answering the questions you made in exercise 1.

- 3 Work in pairs. It is important to try to control the rhythm of your speech. Mark the stress in the words in the sentence beginnings 1–5 below. Put *o* above the syllables which have a secondary stress and *O* above the syllables which have the main stress.

Example:

o o o O o

We went to a nice place by the sea yesterday.

- 1 I was living in a small flat when I first came here, but then I ...
 - 2 We stayed in a nice hotel overlooking the sea, because ...
 - 3 The place is very special to me, because it ...
 - 4 The place I'm going to describe for you is ...
 - 5 I like the area very much, because it's ...
- 4  Work in pairs. Practise saying the phrases in exercise 3. First say the words with the stressed syllables (*went nice place sea yesterday*). Then say the sentence (*We went to a nice place by the sea yesterday*).
- 5 Work in pairs. Make notes for the following Part 2 task card. Where possible, use words from Vocabulary 1 on page 104 and the sentence beginnings in exercise 3.

Describe a place which is special for you.

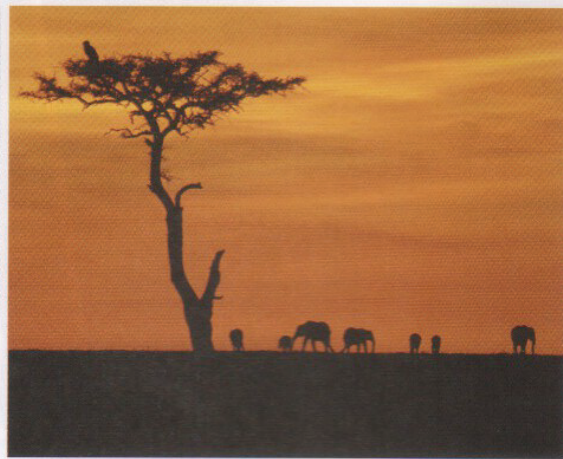
You should say:


where it is

when you first went there

what appeals to you about it

and explain why this place is special to you.




- 6  Take turns talking about the topic. When your partner has finished speaking, give him/her feedback using the checklist on page 210. Then practise talking about the topic again.


Don't forget!

- Time yourselves. You should speak for up to two minutes

Listening

IELTS Section 4

- 1  How are lectures usually organized? How can you understand the main ideas in a lecture?
- 2 Read the notes in questions 31–40 below. Decide what the subject of the lecture you will hear is. Then decide how many major sections there are.
- 3 Look at each gap in the notes and answer questions 1–6 below.
 - 1 What kind of information is missing? Is it a noun, adjective, verb, adverb or number?
 - 2 If it is a noun, is the noun singular or plural?
 - 3 Which answers relate to time?
 - 4 Which answers relate to a reason for something?
 - 5 Which is an idea suggested by the other words in the notes?
 - 6 Which is a number or a percentage?

 2.1 SECTION 4 Questions 31–40

Questions 31–40

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Migration of early humans

Human migration has occurred throughout history

First significant migration occurred approximately 31 years ago

Early pioneers did not survive

Earth experienced changes in 32 about 70,000 years ago

New band of modern humans left Africa

Colonization

- China about 50,000 years ago and Europe about 33 years ago

- the open steppes of Siberia some 40,000 years ago

- roughly 20,000 years ago arriving in Japan, then linked to the main 34

- Australia was reached across the sea on 35 50,000 years ago

- America via Alaska some time between 15 and 13,000 years ago

Migration within Africa

Bantu occupied around 36 of the African continent by 1,000 AD

Stimulus for the Bantu migration was perhaps the farming of the 37

Population expansion led to movement into surrounding areas that were not heavily populated

Iron production introduced from 38

The Bantu used iron tools to fell trees, clear forests and 39

Iron meant they had a 40 over their neighbours

Language focus: Referring in a text

- 1 Look at the following extracts from the listening practice on page 107. Decide what the words in **bold** refer to.

*If we look at the first slide here, we can see the route **this first group of modern humans** took as they made their way across the Red Sea here, which was then a dry bed. Then through Arabia and into what is now the Middle East. But **these early pioneers** soon died out.*


*But at that time, just like today, the earth was subject to shifts in temperature. About 70,000 years ago, **the planet** became warmer and another group ...*

- 2 Look at sentences 1–3 below. What does the word in **bold** refer to in each sentence?

- 1 The neighbourhood is very noisy because **it** is full of shops and restaurants.
- 2 As the region is full of large farms, **it** is very rich.
- 3 The cost of farming has increased dramatically over the period. **This** (rise) has led to inflation.

- 3 Why is it not possible to use *this* instead of *it* in sentences 1 and 2?

- 4 It is not possible to use *it* instead of *this* in sentence 3, although you can leave out the word *rise*. Decide why.

 Read more about referring in a text in the Grammar reference on page 223.

- 5 Underline the correct alternative in *italics* in 1–8 below.

- 1 The poor neighbourhood where I live now was very different a few years ago. *The neighbourhood/It/This* used to be much more pleasant then.
- 2 The region is full of many places to see. *That/This/It* is what makes *this/it/that* such a fantastic place to live.
- 3 The location for the new airport has been changed to somewhere completely different. *This new development/It/They* will cost a lot of money.
- 4 When I first discovered the woodland *it/this/that* was not known by many people, but now *it/this/that* is visited by dozens of people everyday.

- 5 The area has been transformed by the building of new factories and a business park. *This/It/That* has unfortunately made the place less attractive.

- 6 Various industrial sites are for sale at the moment, but *they/it/these* are too expensive. *This/That/It* will stop the area from developing.

- 7 The neighbourhoods in the north of the city are industrialized, while *these/they/those* in the south are more residential.

- 8 More people have moved away from the city centre to the suburbs. As a result, *these/they/these areas* are becoming more crowded and expensive.

- 6 For 1–7 below, remove the repetition in each sentence by using a suitable reference.

- 1 The price of property in this region is increasing, and the increase in the price of property in this region is set to continue.

- 2 The neighbourhood was poor once but the neighbourhood is rich now.


- 3 I like visiting the seaside when nobody is around; visiting the seaside when nobody is around is very relaxing.

- 4 If people make an effort to clean up after themselves when people visit parks, then parks will be much more inviting for the public in general.

- 5 He suggested I should go away for a couple of days. The suggestion that I should go away for a few days is okay, but the suggestion that I should go away for a couple of days is an expensive solution.

- 6 The government should pass laws to protect more areas of great natural beauty. Passing laws to protect more areas of great natural beauty would benefit all of us.

- 7 Progress cannot be stopped. Progress is inevitable, even if the progress is very slow and the progress stops altogether for a while. But progress stopping altogether for a while is unlikely to happen.

- 7  Work in groups. Discuss the idea in sentence 7 in exercise 6. To what extent do you agree or disagree?

Reading

IELTS Reading Passage

- 1 Work in pairs. As quickly as you can, find words in the reading passage which have the same meaning as words 1–10 below.

- | | |
|-------------------|--------------------|
| 1 intricate | 6 future |
| 2 intangible | 7 non-spiritual |
| 3 representations | 8 man-made objects |
| 4 associations | 9 deep |
| 5 local | 10 assemble |

- 2 Work in groups. Bring together the information you **have about the text** so far.

READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the reading passage below.

Cartography



The history and study of cartography or map making shows how maps have influenced human affairs in the past. It necessarily involves not only the technical process used to make maps, but also observes the motives for their making and their role in forming society's views of space and place. All humans possess a complex spatial knowledge of their environment. This 'cognitive mapping' is created through direct experience and by communication with others. However, the more formal activity of map making usually arises from the social needs of complex, extensive, and often highly bureaucratic societies. For societies in which humans live and communicate within small groups, there is little need to make maps of the terrestrial environment. Thus, it is probable that the function of a few petroglyphs that can broadly be identified as maps from the Upper Palaeolithic period, c. 30,000 BC, was probably magical and cosmographical (perhaps associated with agricultural fertility rites), and most of the images are in abstract as if viewed from above. Important Neolithic examples include a representation of the Anatolian town Çatal Hüyük (in present-day Turkey) from about 6200 BC, and a series of complex topographical images from the foothills of the Italian Alps in Valcamonica dating from around 1500 BC.

The very terms 'map' and 'cartography', with their strong Western overtones, are unsatisfactory for small indigenous local cultures, even though iconic representations of territory that approach the European functions of maps have existed. The form of these spatial expressions may be in an oral or kinaesthetic ritual performance rather than an inscription industrial societies normally regard as a map.

There are several characteristics that indigenous maps share cross-culturally. One is to serve as a record of a creation story or genealogical lineage of a people, as in many Ojibwa migration charts. Here, where migrations, astronomical events, battles, and other events are recorded for posterity, the representation of time and space is conflated in the form of the map, so that events separated by many centuries may appear side by side. In Australia, reconstructions of the legendary tracks of ancestors, the Dreamings, are recorded in bark paintings and other media of Aboriginal art. Sacred and secular uses are often merged, so that a representation of the cardinal directions in the cosmos may be embodied in the plan of a village or house, as in the Dogon peoples of the Sahara.

There are also didactic or mnemonic uses of maps in local indigenous cultures. For example, the stick charts of the people of the Marshall Islands (the only group that made these forms of map) are a training aid for navigators for understanding the location and pattern of ocean swells. In Africa, memory boards are used in initiation rites establishing lineage of kingships and recalling the location of famous events. Among the Apache, notched sticks were used to remember landmarks for expeditions.

Surviving artefacts from the civilizations of Mesopotamia show a profound knowledge of astronomy for astrological purposes, as well as a practical knowledge of geometry and surveying in field surveys for taxation and irrigation purposes. These are mainly in the form of hundreds of clay tablets recording cadastral (landownership) information, mostly dating from the 1st millennium BC. Fewer map artefacts survive from ancient Egypt, but there is graphic evidence in wall

paintings, inscriptions, and manuscripts of surveying instruments used to survey buildings and re-establish field markers after the annual flooding of the Nile had swept them away. The A'h-mosè or Rhind mathematical papyrus in the British Museum (dating between 1750 and 1580 BC) is an important source of such information.

Different types of maps were made in the European Middle Ages. The first of these are manuscript sea charts, mainly of the Mediterranean (the so-called portolan charts), originating from the 13th century. From the earliest



known chart, the Carte Pisane (c 1275), to charts of the 17th century, the method of construction appears to have been the same: they seem to have been compiled from bearings and rough distances gleaned from repeated voyages, written itineraries, or other charts. The radiating lines of constant direction commonly found on these charts appear to have been used for navigation purposes rather than in their compilation, for they are usually added later, and are rarely found in the same place on two charts. The mention of the magnetic compass on board ship in the 13th century has led some to associate it with these lines.

How to go about it

For questions 1–5:

- First read the sentence beginnings and then the endings.
- Check for beginnings and endings that don't fit together.
- Scan the reading passage for words or paraphrases of words in the sentence beginnings. Put a box around the words in the text to help you refer to them.
- Match the endings to the words you have located in the text.

Complete each sentence with the correct ending, **A–G**, below.

- 1 The analysis of a map
- 2 Awareness of one's surroundings
- 3 A land map
- 4 A Neolithic example
- 5 The term cartography

- A** teaches us about the trade and commerce.
B indicates the main settlements in antiquity.
C reveals its impact on human development.
D conjures up images that are related to developed, as opposed to traditional societies.
E develops through practice and contact with different people.
F serves very little purpose for isolated communities.
G contains an image of a town.

Questions 6–11

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

The ways different groups used maps

People	Use
Ojibwa	employed maps where 6 and were brought together
Australian Aborigines	recorded information on various materials including 7
Dogon	combined bearings in the 8 with the 9 of their living spaces

Apache	marked sticks as a memory aid for 10
Mesopotamians	used geometry and surveying for various reasons with details recorded on 11

Questions 12 and 13

Choose **TWO** letters, **A–E**.

Which **TWO** features of the creating of manuscript sea charts are mentioned by the writer in the passage?

- A The lines on the maps were drawn as the maps were made.
- B The lines on the maps seem to be used for map reading at sea.
- C The lines are always located in the same place on sea charts.
- D Other charts were not used in the creation of sea charts.
- E The process of making the maps is apparently identical in each case.

Reacting to the text

Is modern technology like satnavs lessening our ability to interact with the environment first-hand and reducing spatial awareness in people?

Vocabulary 2: Verbs relating to changes in maps

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 centre of the town | a replaced the old hospital. |
| 2 Several old buildings | b were knocked down to make way for a new supermarket. |
| 3 A new school | c were pulled down, with a new multi-storey car park taking their place. |
| 4 The old houses | d were demolished to create a large open space which was turned into a park. |
| 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 the cinema was torn down. |
| 7 The bank | g was completely transformed over the ten year period. |

2 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 greenfield 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.

- 3 Work in pairs. Decide which verbs in exercise 2 can be turned into nouns with the endings below.

-ation -ition -sion -tion -ment

- 4 For 1–8 in exercise 2, decide if it is possible to rewrite the sentences using a noun and adding the verbs below. Rewrite the sentences where possible.

be happen occur take place

- 5 In the following sentence, underline the phrase which would give a good overview. The area *underwent a complete transformation/became different/turned into something new* over the period.


Writing:

IELTS Task 1

- 1 Work in pairs. Underline the adverbs in each sentence 1–5 below which relate to the map on page 206 and decide if they are in the correct position. If they need to be moved, decide if you need to make any other changes to the sentence.

- 1 A residential area is located in the north-west of the town.
- 2 To the north - east of the residential area there are several derelict warehouses.
- 3 South of the warehouses in the north are located some offices.
- 4 West of the river and south of the residential area is situated the Arts Centre.
- 5 The university is sited in the north-east, west of the woodland.

- 2 Work in pairs. Write sentences to describe where the remaining places 6–11 are on the map.

- 3  Work in pairs.

Student A: Look at the map of the town of Sandring in the year 2009 on page 206, which has the names of places 1–11 missing. Listen to Student B's description and write down the name of each place.

Student B: Look at the map of the town of Sandring in the year 2009 on page 208, which has the names of the places marked. Describe to Student A where each place is located. When you have finished, show Student A your map to check their answers.

Useful 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/flows

- 4 Look at the map of the town of Sandring in 2000 on page 206 and the Student B map of Sandring in 2009. Decide if sentences 1–10 below about Sandring in 2009 are true or false.

- 1 The hospital in the west of the town was converted into a hotel.
- 2 Where the park stands there used to be a university.
- 3 The public gardens in the south-east of the town were destroyed to make way for an entertainment area.
- 4 The school was still in the same place in the west of the town.
- 5 In place of the park there is an industrial wasteland.
- 6 The fields on the south-west border of the town have become an industrial zone.

- 7 The quarry just south of the centre of the town has been transformed into a lake.
- 8 The coach station in the centre of the town was converted into a railway station.
- 9 A shopping centre was built in the north of the town, replacing part of the residential area.
- 10 Overall, the town has become much less rural with more buildings being constructed.

5 Words and phrases 1–10 below can all be used to describe change. Rewrite each sentence 1–10 in exercise 4 using the words below. There may be more than one possible answer:

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

6 Write an answer for the Task 1 question below. When you have finished, check your answer using the checklist on page 209.

Don't forget!

You need to write an overview.
Avoid listing the information.
You cannot summarize trends, but you can summarize overall changes.

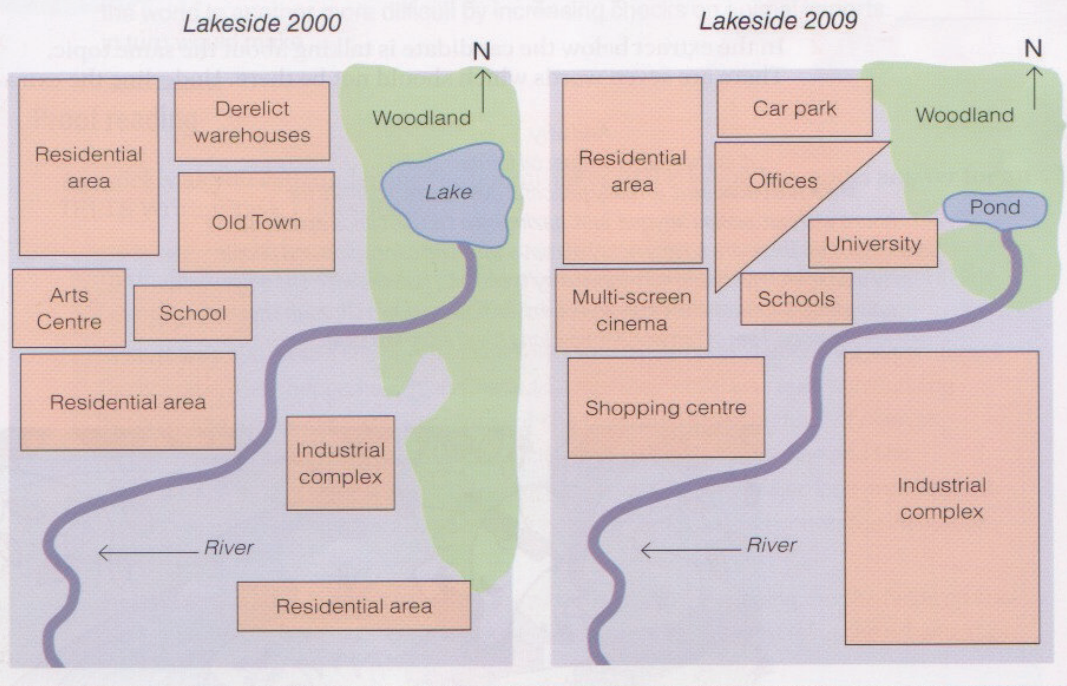
WRITING TASK 1

You should spend about 20 minutes on this task.

The maps below show the changes experienced by the town of Lakeside 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.



8

Review

Vocabulary

Some of the underlined nouns in sentences 1–8 below have been moved between the sentences. Decide which sentences are correct.

- 1 The world is a wonderful region teeming with life of all kinds.
- 2 The mountainside provided a perfect location for the end of the film.
- 3 This animal is only found in the southern place of Africa and nowhere else.
- 4 The world is divided into different climate spaces.
- 5 There are very few open zones in the centres of major cities.
- 6 This is the exact spot on the river where I first learnt to swim.
- 7 There are very few empty houses in the district as there is a shortage of housing.
- 8 The financial vicinity of the city stretches along the river bank for miles.

Speaking

- 1 In the extract from IELTS Speaking Part 2, the candidate is describing a special place. Complete gaps 1–5 with a phrase a–e.

- a If I remember rightly, the first time
- b What I particularly like about it is the
- c And why do I like it so much?
- d it would have to be
- e breathtaking setting of any place

- 2 In the extract below the candidate is talking about the same topic. There are seven words which should not be there. Underline the extra words.

And why
it is this place so special for me? Well, I think it's because it is really peaceful over there. I can sit for hours without seeing anyone, just gazing into the distance space; it is so relaxing. There are no any noisy streets with the car radios and people, only a peaceful riverbank surrounded by trees and flowers with the only sounds be those of the birds and the river flowing down through the wood. I am often wonder how long it will stay like that.

I think
 1 _____ a sandy beach near where I was born. It has the most 2 _____ I have seen in the world. I don't believe it can be beaten.
 3 _____ I laid eyes on it I was about 15 years of age. 4 _____ sand seems to stretch as far as the eye can see. On the other side of the bay there are mountains sweeping gently down to the sea.
 5 _____
 Well, it's



- 3 Mark the stress in the words in phrases 1–5 below. When you have finished, practise saying the phrases. First read the words with the stressed syllable. Then practise saying the whole phrase.
- 1 The place I'd like to describe is a hillside covered ...
 - 2 A place that's special for me is a mountain with ...
 - 3 The place I like the best is a park stretching ...
 - 4 It has to be a forest teeming ...
 - 5 I'd like to tell you about a valley surrounded ...
- 4 Complete the sentence beginnings 1–5 in exercise 4.

Referring in a text

For 1–6 below, complete the gaps with *it*, *this*, *that* or *these*.

- 1 My neighbourhood is improving gradually. _____ is now a safer place to walk around at night.
- 2 The map was created by craftsmen of the highest standard. It is clear _____ were highly trained.
- 3 The Bantu migrated through huge areas of central and southern Africa. _____ led to the spread of the language from its origins in West Africa.
- 4 The government should try to improve facilities for people in your area, as _____ would surely help reduce crime.
- 5 And what can be done about the problem of the rubbish in scenic areas? _____ can be cleared away, but _____ is not the best solution to the problem. _____ needs more drastic measures. _____ can take the form of fines for people who dump their waste wherever they want rather than taking _____ to special rubbish dumps.
- 6 It is surely the government's responsibility to protect animals in the wild. _____ could be done by making the smuggling of endangered species from one region of the world to another more difficult by increasing checks on animal imports. _____ in turn would make ...

Proof reading

As quickly as you can, underline the ten mistakes in the following model answer for an IELTS Writing Task 1 question.

The maps illustrates how the town of Marsden underwent a total tranformation in the twenty years between 1988 and 2008, changing from a small to a large town.

First, it lost the park in the north of the town, which was substituted by a supermarket. The hospital was chopped down and instead a five-star hotel was built surrounding by trees and a huge car park. The centre of the town also saw a number of change. Moreover, several skyscrapers erected on the site of the old factories and the university halls of residence were turned offices. The territory is also less green than it used to be with the main park east of the shopping complex being converted into a car park.

As the population increase there was a greater demand for housing. So the fields on the edge of the town were given over to housing estates, further increasing the urbanization of the area.