

Homework - Unit 4

Listening

Focus on Word Form

When doing a gap-fill exercise, it is never necessary to change the word form. You will need to understand the structure of the question-sentence so that you are able to put the right word in the gap provided – exactly as you hear it (you cannot manipulate the word form to fit).

In summary, what you write in each gap must fulfil three conditions:

1. It must be (a) word(s) which is exactly what you heard on the recording.
2. It must fit within the allowable word limit in the instructions.
3. It must make grammatical sense in the context of the words surrounding the gap. (If it doesn't make grammatical sense, you should not manipulate the word form – you have simply chosen incorrectly. All you can do is have a guess if the chance to listen to the relevant segment of the recording has passed.)

Task 2 { Track 035 }

Complete the summary using **no more than THREE words and/or a number** for each answer.

Amongst the ancient indigenous peoples of South and Central America, two of the most advanced civilisations were the Olmecs, who were indigenous to the west of Mexico and the Chavin people found on 1 _____ of northern Peru. Previously nomadic, they eventually built settlements and relied on 2 _____ for their livelihood. The discovery of archaeological artefacts has substantiated that they were not only literate but also engaged in 3 _____. The Aztec civilisation, however, was far more recent, lasting for approximately four hundred years until its ultimate collapse early in the 4 _____. The Aztecs grew in power and 5 _____, and at the peak of their powers they ruled over 10 million people. This was achieved by both the extensive trading of goods and the collection of 6 _____ from conquered local tribes. There was also strong evidence to suggest that they followed a religion which included human sacrifice to their Sun god. Despite the bloodshed and cruelty, their society contained highly-skilled people such as musicians, 7 _____, poets and sculptors.

Task 3 { Track 036 }

Write **no more than THREE words and/or a number** for each answer.

1. Thomas Savay's steam engine was used for _____ water out of the mines.
2. Twice as much coal was _____ between 1750 and 1800.
3. The 'flying shuttle' was invented by _____ in the 1730s.
4. Richard Arkwright's spinning frame was powered by _____.
5. The extensive network of canals made transportation of heavy goods _____ and more efficient.

Focus on Signposting

In Part Four listening, you will hear the lecturer use words or phrases which indicate the main stages in the lecture such as a **change of topic** or the **listing of key points**. These phrases are called **signpost language** as they help to guide you through the different parts of the lecture while you are looking at the test paper.

Here are some typical examples which you might find in a lecture.

Function in the lecture:

Introduction

Sequencing

Changing topic

Concluding

Examples:

So let's begin with ...

Firstly ..., Secondly ...

Now, I'd like to turn to ...

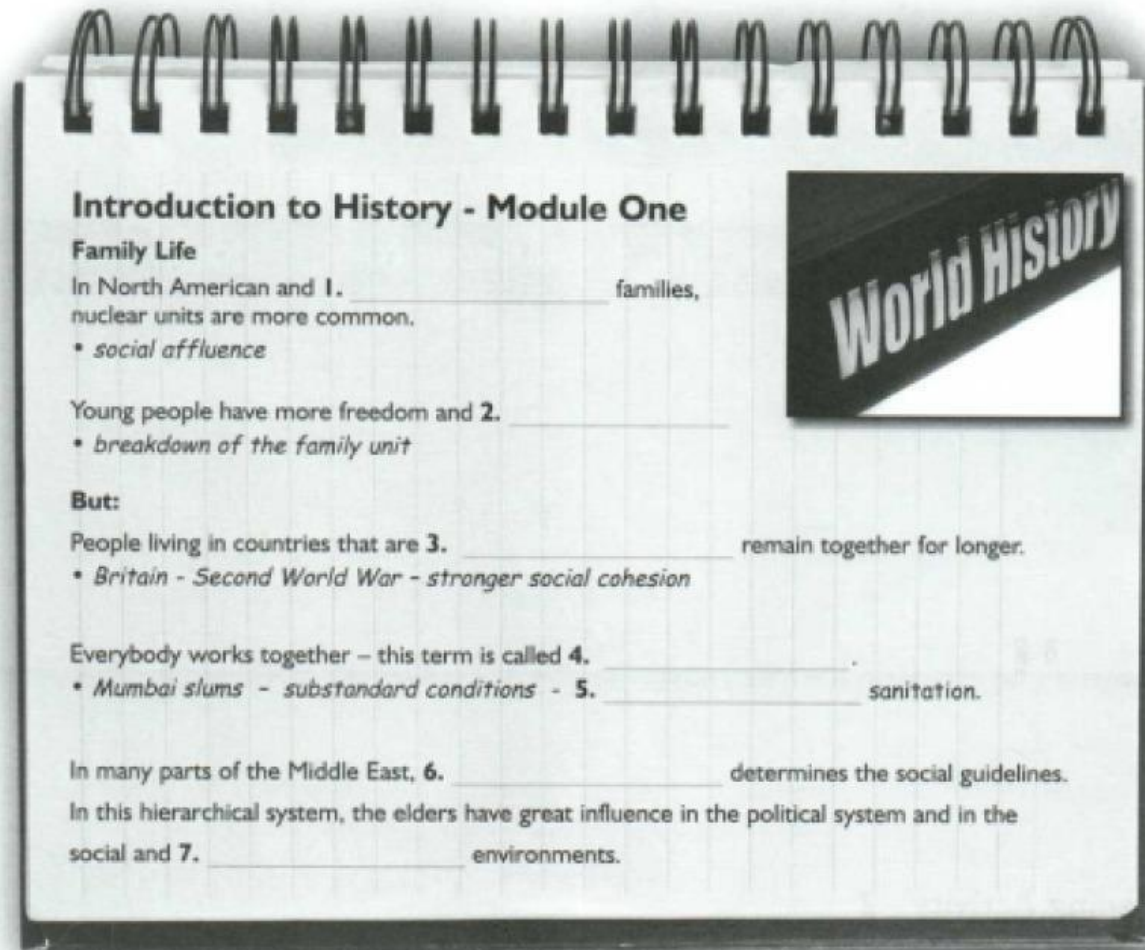
So, we've looked at ...

Main Listening

Task 4 { Track 037 }

You will hear a lecturer giving an introductory talk to students for their *Ancient History* course module.

4A Write **no more than THREE words and/or a number** for each answer.



Introduction to History - Module One

Family Life

In North American and 1. _____ families,
nuclear units are more common.

- *social affluence*

Young people have more freedom and 2. _____

- *breakdown of the family unit*

But:

People living in countries that are 3. _____ remain together for longer.

- *Britain - Second World War - stronger social cohesion*

Everybody works together – this term is called 4. _____

- *Mumbai slums - substandard conditions - 5. _____ sanitation.*

In many parts of the Middle East, 6. _____ determines the social guidelines.

In this hierarchical system, the elders have great influence in the political system and in the social and 7. _____ environments.

4B { Track 038 }

Write no more than **THREE words and/or a number** for each answer.

- The earliest _____ were established in Mesopotamia by the Sumerians.
- Herodotus, who was _____ by birth, is considered to have been the first historian.
- Thousands of years ago, in primitive tribal communities, people fought _____.
- Over thirty million people populate the city of _____.
- The population of Mexico City is predicted to have grown _____ by 2015.
- The trend in both Jakarta and Lagos indicates that the population of each city will _____ greatly over a short period of time.
- Mass starvation could result from the growing number of people affected by the destruction _____.

IELTS Listening Unit 8

Post-listening Activity - 1

In this unit we have looked at signpost language and its role in guiding us through the monologues of Part Four listening. In this section you should put the expressions into the correct categories in the columns below. In some cases the phrases may be put into two categories.

- Having looked at
- So we've seen that
- In the first part of today's lecture
- I will start by examining
- I'd now like to move on to
- First of all
- To sum up then
- Secondly, I'll explain
- Now, let's take a look at
- Finally, I intend to

INTRODUCTION	SEQUENCING	CHANGING TOPIC	CONCLUDING

Post-listening Activity - 2

Now, take a look at the audioscript for **Task 4** (page 80) and underline or highlight the same or other signpost words or phrases that you find, and decide which category they fit into. This will help you to understand how lectures are organised and you will therefore feel more confident when you are listening [refer to the audioscript].

Reading 1

8 Mapping the world

Reading

Questions 1–13

- 1 Work in pairs. As quickly as you can, find words or phrases in the Reading Passage which have the same meaning as words 1–8 below.

1 advanced

2 natural to

3 makes up

4 main

5 showing

6 linked

7 system

8 development

- 2 Work in groups. Bring together the information you have about the Reading Passage so far.

READING PASSAGE

You should spend about 20 minutes on Questions 1–13, which are based on the Reading Passage below.

Cartography



Cartography, from the Greek word *kharthes* meaning 'map' and *graphein* meaning 'write', is a science that is at its simplest level the study and practice of making maps. At a more sophisticated level, it is not just a science, but an art that seeks to give in a simple and beautiful form, to the spatial information in the human environment. Cartography, along with science and aesthetics, obviously involves technical expertise, which has been developing over millennia.

Historically, maps have sought to utilise the complex knowledge of the environment, innate in the majority of the human race, to suit the needs of people who seek to use them. Communities living in small groups and not travelling very far have little need of complex maps, while urban dwellers, seafarers or traders operating in a much more complex and/or wider environment need something more sophisticated, either to delineate boundaries and define

ownership, or to travel routes beyond the immediate confines of their communities. As humanity's needs have changed and the world they encountered has changed, so have the maps they need to shape or navigate that world.

What exactly constitutes a map has made the identification of the first maps not easy. Early dot maps of the night sky from the 17,000 BC have been found in caves at Lascaux in France, but even earlier representations of mountains and routes dated to 25,000 BC have been identified in the Czech Republic. At present-day Catalhuyuk in Anatolia, an aerial map-like plan of the town has been dated to about 7,000 years BC, while at Valcamonica in the Italian Alps, examples of images date to the 4th millennium BC.

The primary function of the creation of maps is to locate the place of humanity in their world and to guide. Drawings of totemic ancestors, such as crocodiles or birds, and their actions, have been made on bark and cave walls by Australian Aboriginals, as well as through songs and rituals, to act as maps to help guide souls through the world in Dream Time. In the Marshall Islands in the Pacific Ocean are found stick charts, which give an idea of what maps in ancient times might have looked like. The charts are memory aids showing the swells of the ocean that were studied and learnt prior to a sea voyage. They recorded different features from today's maps, but nonetheless their contribution to cartography is not insignificant.

In Mesopotamia, in modern day Iraq, ancient clay tablets dating back as far as the 3rd Century BC have been found depicting estates and, at times, cities such as Nippur, south of Babylon, with marking for irrigation channels, a river and estate boundaries. These tablets are title deeds for an urbanising world. A clay tablet dated about 600 BC has a world map with Babylon and the Euphrates near its centre. The Nazca lines in Peru in South America have also been variously associated with irrigation and celestial maps. By contrast, there are few maps from Ancient Egypt with those that are relating to the maintenance of the boundaries of properties after the annual Nile floods. However, the Turin papyrus map dating from about the 12th Century BC was used for those on quarrying expeditions and contains topographical features such as mountains, wells and road networks.

At a much later date, in The Middle Ages, remarkably accurate sea charts, called portolans, were used with the magnetic compass, which was not invented in Europe until the latter part of the 12th century. These sea charts were all created in the same way from vellum from goats or sheep skin. Further, they were rectangular in shape with the neck skin of the animal still attached. They also all had line drawings in coloured ink. The charts basically consisted of a network of line drawings, with the cartographer drawing a hidden circle around a central point and then vertical and horizontal lines through the centre. A series of other circles were drawn with similar lines. Depending on the direction, these lines were then drawn in different colours. Another characteristic of the maps was the enlarged headlands because they were important for seafarers. Names going clockwise around the Mediterranean Sea were written perpendicular to the coastline to avoid obscuring the coastline.

With three-dimensional and digital maps, modern-day cartographers have very sophisticated digital tools at their disposal to make sense, shape and refine our place in the world and to guide us. As in the past, cartography as a science is still having a huge impact on human progress.

How to go about it

For Questions 1–5:

- 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 **circle** around the words in the text to help you refer to them.
- Match the endings to the words you located in the text.

Questions 1–5

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

- 1 At a basic level, cartography is a subject that
- 2 Cartography also
- 3 A complex map
- 4 The identification of what a map is
- 5 The main purpose of cartography

- A teaches us about politics and commerce.
- B indicates the main human settlements in late antiquity.
- C is connected with studying and making maps.
- D is for guidance and location of people.
- E includes art and technical know-how.
- F is of little use to people in small communities.
- G is a difficult process.

Questions 6–11

Complete the table below.

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

Maps among different peoples

People	Artefacts	Purpose	Other notes
Australian Aboriginals	6 and drawings of animals	to guide souls in 7	contained representations of totemic ancestors
Marshall Islanders	stick chart	memory 8 for navigators at sea	huge contribution to cartography map
Mesopotamians	9	10 for a more urban society	containing details of ownership of land/ mainly from 1st millennium BC
Ancient Egyptians	Turin papyrus	used on 11 to quarry stones	contains drawings of mountains, wells and roads

Questions 12 and 13

Choose **TWO** letters, A–E.

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

- A** A wide range of animal skins were used in their production.
- B** Coloured lines were used on the maps to indicate direction.
- C** The lines differed depending on where the sea charts were made.
- D** The features on all the sea charts were to scale and not distorted.
- E** The process of making the maps is apparently identical in each case.

- 3  Do you think using interactive maps on smart phones and GPS is making life easier or reducing spatial awareness in people? Give reasons and examples.



Reading

Questions 1–13

READING PASSAGE

You should spend about 20 minutes on Questions 1–13, which are based on the Reading Passage below.

Maps in history

Humans have been sketching maps for millennia, but Claudius Ptolemy was the first to use math and geometry to develop a manual for how to map the planet using a rectangle and intersecting lines – one that resurfaced in 13th-century Byzantium and was used until the early 17th century. The Alexandria-based Greek scholar, who may never have drawn a map himself, described the latitude and longitude of more than 8,000 locations in Europe, Asia, and Africa, projecting a north-oriented, Mediterranean-focused world that was missing the Americas, Australasia, southern Africa, the Far East, the Pacific Ocean, and most of the Atlantic Ocean. Ptolemy's *Geography* was a 'book with a 1,500-year legacy,' says Brotton, a professor of Renaissance studies at Queen Mary University of London.

The map produced by the German cartographer Martin Waldseemüller in 1507 is considered to be the most expensive map in the world because, as Brotton notes, it is 'America's birth certificate' – a distinction that prompted the Library of Congress in Washington, USA, where it still survives today, to buy it from a German prince for \$10 million. It is the first map to recognise the Pacific Ocean and the separate continent of 'America', which Waldseemüller named in honour of the then still-living Amerigo Vespucci, who identified the Americas as a distinct landmass. The map consists of 12 woodcuts and incorporates many of the latest discoveries by European explorers (you get the sense that the woodcutter was asked at the last minute to make room for the Cape of Good Hope). 'This is the moment when the world goes bang, and all these discoveries are made over a short period of time,' Brotton says.

Maps often have political undertones to them and this is the case with the map produced by the Portuguese cartographer Diogo Ribeiro. Ribeiro's World Map of 1529 was composed during a bitter dispute between Spain and Portugal over the Moluccas, an island chain in present-day Indonesia and hub for the spice trade. In 1494, the two countries had signed a treaty dividing the world's newly discovered lands in two. After Ferdinand Magellan's expedition circumnavigated the globe for the first time in 1522, Ribeiro, working for the Spanish crown, placed the 'Spice Islands', inaccurately, just inside the Spanish half of his seemingly scientific world map. Ribeiro may have known that the islands (which appear on the far-left and far-right sides of the map) actually belonged to Portugal, but he also knew who paid the bills. 'This is the first great example of politics manipulating geography,' Brotton says.

Beginning under Louis XIV, four generations of the Cassini family presided over the first attempt to survey and map every metre of a country. The Cassinis used the science of triangulation to create a nearly 200-sheet topographic map of France, which French revolutionaries nationalised in the late 18th century. This, Brotton says,



'is the birth of what we understand as modern nation-state mapping ... whereas, before, mapmaking was in private hands. Now, in the Google era, mapmaking is again going into private hands.'

In 1569, Mercator, the Flemish-German cartographer, produced a map designed for European navigators. Mercator's allegedly Eurocentric projection was a map depicting countries and continents according to their actual surface area – hence the smaller-than-expected northern continents, and Africa and South America appearing, in Brotton's words, 'like long, distended tear drops.' In 1973, the left-wing German historian Arno Peters unveiled an alternative to the 'equal area' projection, which was nearly identical to an earlier design by the Scottish clergyman James Gall and was a hit with the press and progressive NGOs (non-governmental organisations). But critics argued that any projection of a spherical surface onto a plane surface involves distortions, and that Peters had amplified these by committing serious mathematical errors. 'No map is any better or worse than any other map,' Brotton says. 'It's just about what agenda it pursues.'

In June 2012, Brian McClendon, an executive at Google, wrote in a blog post that Google was engaged in nothing less than a 'never-ending quest for the perfect map'. 'We've been building a comprehensive base map of the entire globe – based on public and commercial data, imagery from every level (satellite, aerial and street level) and the collective knowledge of our millions of users,' McClendon noted. By strapping cameras to the backs of intrepid hikers, mobilising users to fact-check map data, and modelling the world in 3D, he added, Google was moving one step closer to mapmaking perfection. 'All cultures have always believed that the map they valorise is real and true and objective and transparent,' Brotton, a professor of Renaissance studies at Queen Mary University of London, told me. All maps are always subjective ... Even today's online geospatial applications on all your mobile devices and tablets, be they produced by Google or Apple or whoever, are still to some extent subjective maps. There are, in other words, no perfect maps – just maps that (more-or-less) perfectly capture our understanding of the world at discrete moments in time.

Questions 1–5

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

- | | |
|--|---|
| <p>1 People originally</p> <p>2 Claudius Ptolemy possibly</p> <p>3 The Greek scholar's work</p> <p>4 The most valuable map</p> <p>5 America was named after the person who</p> | <p>A didn't draw a map himself.</p> <p>B didn't include the Mediterranean.</p> <p>C didn't use maths to create maps.</p> <p>D included the continent of America.</p> <p>E is no longer in the American Library of Congress.</p> <p>F mainly described the Mediterranean.</p> <p>G identified it as a separate area of land.</p> |
|--|---|

**Questions 6–10**

Do the following statements agree with the information in the Reading Passage?

Write:

- TRUE** if the statement agrees with the information
- FALSE** if the statement disagrees with the information
- NOT GIVEN** if there is no information on this

- 6 Diogo Ribeiro produced a non-political map.
- 7 Spain and Portugal controlled many newly discovered countries.
- 8 Spain was Portugal's main trading partner.
- 9 One family produced the first map of a single country.
- 10 Revolutionaries used the France map to nationalise the country.

Questions 11–13

Answer the questions.

Write **ONE WORD ONLY** from the passage for each answer.

- 11 When looking at Peters' map, what did critics say was caused when you take something from a round surface to a flat one?
- 12 What type of mistakes had Peters made?
- 13 What is Google getting nearer to doing at the highest level?