

# 1. Reading (uploaded test)

## The questions about math abilities that provoke discussion:

- Are you born with good math skills, or is it a product of practice?
- Math Skills: Nature or Nurture?
- Are Math Abilities Learned or Innate?
- To what extent is mathematical ability inborn?
- Do Humans Have An Innate Capacity For Mathematics?

# 2. Listening (uploaded test)

## The beliefs about one's abilities to learning mathematics

### • NATURE

The belief of the abilities in learning math comes from natural endowment and born talent.

# 3. Speaking (uploaded cue card)

Recent scientific studies suggest that we are born with at least some mathematical ability already "hardwired" into our brains.

Creative and engineering types alike, listen up: some people are just better at math than others, and it's because they're born that way, according to new research.

While practice always makes perfect, researchers at Johns Hopkins University found that math ability in preschool children is strongly linked to their inborn and primitive "number sense," called an "Approximate Number System," or ANS.

### • NURTURE

The belief that sufficient facilitation and the learner's own effort can overcome difficulties in learning mathematics.

A recent research study conducted by the researchers from the University of California Los Angeles shows that it is motivation and study skills which help with mathematical success, not some innate natural born ability or a child's IQ. This means that dedicated and motivated parents can play an important role in helping to ensure mathematical success.

The researchers argue that attitude and perceiving math as achievable is far more important than innate ability. They cite research that shows the grades of students who are taught to believe that their intelligence isn't predetermined had the ability to improve their grades through hard work.

... preparation, discipline, practice and diligence become the watchwords for those looking to succeed.

### • BOTH NATURE AND NURTURE

#### A

Mathematical ability may be attributed to nature and nurture. ... it appears to be partially in the genetics just like the ability to learn a language. However, it is also a function of nurture. If someone is brought up in a home of mathematicians, logically, they will pick up the love for it, the terminology, and the methods.

#### B

But what I want to concentrate on is not whether there is, in fact, a genetic component to math ability. The scientific bottom line is that we don't know. Rather, I want to concentrate on what we do know: namely, that if you believe that math abilities are fixed, you may be compromising your and your children's potential in math.

When one believes that intelligence is malleable, it more naturally follows that effort activates intelligence. When you have an incremental theory that your intelligence can change, finding something difficult becomes a challenge, rather than a threat.

If you care about your child's math achievement, don't hurry out to see if you can somehow get your hands on the diagnostic assessment tool of your child's "math sense." Chances are you'll do more good to your child by encouraging your child to reconstruct difficulty not as something that tells them about their limitations, but as something that is growing their intelligence. Not all of us can be math geniuses, but we don't have to be prodigies to excel in math -- or any other domain.

### • OPEN QUESTION

Mathematical ability is known to be heritable and related to several genes that play a role for brain development. But it has not been clear how math-related genes might sculpt the developing human brain. As a result, it is an open question how genetic variation could give rise to differences in mathematical ability.

Only time and more research will tell whether nurture prevails over nature, which I hope it does. Ultimately, like other great debates of science, I see the end result that will be the most explanatory of the human condition as a composite of the two theories. If it is, we have a lot of work to do as a culture to orient ourselves away from the excuse of "I'm just not good at math" and embrace hard work and perseverance as the cornerstone of success.

# EDUCATING PSYCHE

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning. One theory discussed in the book is that proposed by George Lozanov, which focuses on the power of suggestion.

Lozanov's instructional technique is based on the evidence that the connections made in the brain through unconscious processing (which he calls non-specific mental reactivity) are more durable than those made through conscious processing. Besides the laboratory evidence for this, we know from our experience that we often remember what we have perceived peripherally, long after we have forgotten what we set out to learn. If we think of a book we studied months or years ago, we will find it easier to recall peripheral details – the colour, the binding, the typeface, the table at the library where we sat while studying it – than the content on which we were concentrating. If we think of a lecture we listened to with great concentration, we will recall the lecturer's appearance and mannerisms, our place in the auditorium, the failure of the air-conditioning, much more easily than the ideas we went to learn. Even if these peripheral details are a bit elusive, they come back readily in hypnosis or when we relive the event imaginatively, as in psychodrama. The details of the content of the lecture, on the other hand, seem to have gone forever.

This phenomenon can be partly attributed to the common counterproductive approach to study (making extreme efforts to memorise, tensing muscles, inducing fatigue), but it also simply reflects the way the brain functions. Lozanov therefore made indirect instruction (suggestion) central to his teaching system. In suggestopedia, as he called his method, consciousness is shifted away from the curriculum to focus on something peripheral. The curriculum then becomes peripheral and is dealt with by the reserve capacity of the brain.

The suggestopedic approach to foreign language learning provides a good illustration. In its most recent variant (1980), it consists of the reading of vocabulary and text while the class is listening to music. The first session is in two parts. In the first part, the music is classical (Mozart, Beethoven, Brahms) and the teacher reads the text slowly and solemnly, with attention to the dynamics of the music. The students follow the text in their books. This is followed by several minutes of silence. In the second part, they listen to baroque music (Bach, Corelli, Handel) while the teacher reads the text in a normal speaking voice. During this time they have their books closed. During the whole of this session, their attention is passive; they listen to the music but make no attempt to learn the material.

Beforehand, the students have been carefully prepared for the language learning experience. Through meeting with the staff and satisfied students they develop the expectation that learning will be easy and pleasant and that they will successfully learn several hundred words of the foreign language during the class. In a preliminary talk, the teacher introduces them to the material to be covered, but does not 'teach' it. Likewise, the students are instructed not to try to learn it during this introduction.

Some hours after the two-part session, there is a follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do not focus their attention on trying to remember the vocabulary, but focus on using the language to communicate (e.g. through games or improvised dramatisations). Such methods are not unusual in language teaching. What is distinctive in the suggestopedic method is that they are devoted entirely to assisting recall. The 'learning' of the material is assumed to be automatic and effortless, accomplished while listening to music. The teacher's task is to assist the students to apply what they have learned paraconsciously, and in doing so to make it easily accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of a foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hypnosis and trance states, but found such procedures unnecessary. Hypnosis, yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos. Lozanov acknowledges that the ritual surrounding suggestion in his own system is also a placebo, but maintains that without such a placebo people are unable or afraid to tap the reserve capacity of their brains. Like any placebo, it must be dispensed with authority to be effective. Just as a doctor calls on the full power of autocratic suggestion by insisting that the patient take precisely this white capsule precisely three times a day before meals, Lozanov is categorical in insisting that the suggestopedic session be conducted exactly in the manner designated, by trained and accredited suggestopedic teachers.

While suggestopedia has gained some notoriety through success in the teaching of modern languages, few teachers are able to emulate the spectacular results of Lozanov and his associates. We can, perhaps, attribute mediocre results to an inadequate placebo effect. The students have not developed the appropriate mind set. They are often not motivated to learn through this method. They do not have enough 'faith'. They do not see it as 'real teaching', especially as it does not seem to involve the 'work' they have learned to believe is essential to learning.

### Questions 27–30

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 27–30 on your answer sheet.

- 27 The book *Educating Psyche* is mainly concerned with

- A the power of suggestion in learning.
- B a particular technique for learning based on emotions.
- C the effects of emotion on the imagination and the unconscious.
- D ways of learning which are not traditional.

- 28 Lozanov's theory claims that, when we try to remember things,

- (C) unimportant details are the easiest to recall.
- B concentrating hard produces the best results.
- C the most significant facts are most easily recalled.
- D peripheral vision is not important.

- 29 In this passage, the author uses the examples of a book and a lecture to illustrate that

- A both of these are important for developing concentration.
- (B) his theory about methods of learning is valid.
- C reading is a better technique for learning than listening.
- D we can remember things more easily under hypnosis.

- 30 Lozanov claims that teachers should train students to

- A memorise details of the curriculum.
- B develop their own sets of indirect instructions.
- (C) think about something other than the curriculum content.
- D avoid overloading the capacity of the brain.

### Questions 31–36

Do the following statements agree with the information given in Reading Passage 3?

In boxes 31–36 on your answer sheet, write

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

- 31 In the example of suggestopedia teaching in the fourth paragraph, the only variable that changes is the music. False

- 32 Prior to the suggestopedia class, students are made aware that the language experience will be demanding. False

- 33 In the follow-up class, the teaching activities are similar to those used in conventional classes. False True

- 34 As an indirect benefit, students notice improvements in their memory. not given

- 35 Teachers say they prefer suggestopedia to traditional approaches to language teaching. not given

- 36 Students in a suggestopedia class retain more new vocabulary than those in ordinary classes. Not given/True?

### Questions 37–40

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Complete the summary using the list of words, A–K, below.

Write the correct letter, A–K, in boxes 37–40 on your answer sheet.

Suggestopedia uses a less direct method of suggestion than other techniques such as hypnosis. However, Lozanov admits that a certain amount of ritual..... is necessary in order to convince students, even if this is just a placebo..... Furthermore, if the method is to succeed, teachers must follow a set procedure. Although Lozanov's method has become quite well known..... the results of most other teachers using this method have been unpleasant.....

- |                 |              |            |
|-----------------|--------------|------------|
| A spectacular   | B teaching   | C lesson   |
| D authoritarian | E unpopular  | F ritual   |
| G unspectacular | H placebo    | I involved |
| J appropriate   | K well known |            |

**SECTION 3 Questions 21–30****Questions 21–23**

Complete the notes below.

Write ONE WORD ONLY for each answer.

## DIFFERENCES BETWEEN INDIVIDUALS IN THE WORKPLACE

Individuals bring different:

- ideas
- 21 .....
- learning experiences

Work behaviour differences are due to:

- personality
- 22 .....

Effects of diversity on companies:

*Advantage:* diversity develops 23 .....

*Disadvantage:* diversity can cause conflict

**Questions 24–27**

Choose the correct letter, A, B or C.

24 Janice thinks that employers should encourage workers who are

- A potential leaders.
- B open to new ideas.
- C good at teamwork.

25 Janice suggests that managers may find it difficult to

- A form successful groups.
- B balance conflicting needs.
- C deal with uncooperative workers.

26 Janice believes employers should look for job applicants who

- A can think independently.
- B will obey the system.
- C can solve problems.

27 Janice believes managers should

- A demonstrate good behaviour.
- B encourage co-operation early on.
- C increase financial incentives.

**Questions 28–30**

Complete the sentences below.

Write ONE WORD ONLY for each answer.

28 All managers need to understand their employees and recognise their company's .....

29 When managing change, increasing the company's ..... may be more important than employee satisfaction.

30 During periods of change, managers may have to cope with increased amounts of .....

**SECTION 4 Questions 31–40****Questions 31–35**

Complete the notes below.

Write ONE WORD ONLY for each answer.

**SEMINAR ON ROCK ART**

Preparation for fieldwork trip to Namibia in 31 .....

Rock art in Namibia may be

- paintings
- engravings

**Earliest explanation of engravings of animal footprints**

They were used to help 32 ..... learn about tracking

But:

- Why are the tracks usually 33 ..... ?
- Why are some engravings realistic and others unrealistic?
- Why are the unrealistic animals sometimes half 34 ..... ?

**More recent explanation:**

Wise men may have been trying to control wild animals with 35 .....

Comment:

Earlier explanation was due to scholars over-generalising from their experience of a different culture.

## PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

**EXAMPLE** Yes, I read ~~Not too much in English on courses and it was very fascinating~~  
I think it's useful to learn a language, we used a certain technique

### Newspapers and Magazines

- I only read National Geographic occasionally because I don't have much time to read and I want it to be useful in articles about some scientific discoveries and research being I'm interested in, it's really interesting and informative
- Which magazines and newspapers do you read? [Why?]
  - What kinds of article are you most interested in? [Why?]
  - Have you ever read a newspaper or magazine in a foreign language? [When/Why?]
  - Do you think reading a newspaper or magazine in a foreign language is a good way to learn the language? [Why/Why not?]

Yes at some level, you can learn words from academic texts in context, also some vocabulary on various topics.

## PART 2

Describe a restaurant that you enjoyed going to. A restaurant I visited while I was on vacation in Italy.

You should say:

where the restaurant was in the town Rimini near our hotel.  
why you chose this restaurant it was really cosy looking and situated right between the place we were staying at and the beach.  
what type of food you ate in this restaurant and explain why you enjoyed eating in this restaurant. - a very convenient location.

they mostly served breakfasts and sweet dishes, I particularly enjoyed waffles which are like stuffed pancakes - delicious.

## PART 3

**Discussion topics:** Allowing yourself a little treat.

### Restaurants

Also you don't need to spend time and effort cooking.

**Example questions:** Restaurants have distinct atmosphere of something festive.

Why do you think people go to restaurants when they want to celebrate something?

Which are more popular in your country: fast food restaurants or traditional restaurants?

Why do you think that is? Fast food among young people and older among older first because traditional are more expensive and pH of pH don't Some people say that food in an expensive restaurant is always better than food in a cheap restaurant - would you agree? None. Price isn't always formed like that Sometimes you pay for the reputation of the restaurant, while the food Producing food is average and at a reasonable-priced place food can be great and tasty.

**Example questions:**

Do you think there will be a greater choice of food available in shops in the future or will there be less choice? ~~There's only so many places, and also the world is ending.~~ ~~Food now is produced in an industrial way, it's more artificial~~

What effects has modern technology had on the way food is produced?

How important is it for a country to be able to grow all the food it needs without importing any from other countries? ~~It's very important and very unreal. It allows for greater economic and political independency but it's impossible to reach~~

overpass  
underpass  
geförm

Dedicated lanes

## 1. Agree-disagree essay.

Prepare the topic sentences for the content paragraphs (main body).

In order to solve traffic problems, governments should tax private car owners heavily and use the money to improve public transportation. To what extent do you agree or disagree.  
Some people think that in order to deal with the problem of congestion in cities, privately owned vehicles should be banned in city centers. To what extent do you agree with this statement?

+ having to pay for owning a car will result in fewer cars  
+ right now some people still wealthy use traffic transport because it's underdeveloped and there are no funds to develop it. If these fair income is directed towards the public transport system, it'll become more appealing

- not banned, this is too harsh, some ppl can't use public transport
  - have to provide an alternative, i.e good public transport
- A poor infrastructure hinders under-developed countries from progressing and modernizing.  
Some people think that this should be the first problem tackled by foreign aid. To what extent do you agree or disagree?  
+ agree because it's true and the ability to interconnect resources within the country is however, there are some more immediate fields (e.g. disease, war, poverty, etc) to be dealt with, that need to be first priority.

## 2. Listening

Complete IELTS \_ SB \_ pp 75-76, ex 4 (track 9), ex 6 (track 10)

## 3. Vocabulary ex 1-3 pp 76

## 4. Speaking

Be ready to answer questions about transport (questions are uploaded)

### Part 1

- How much time do you spend commuting daily? about three hours there and back. By underground and trains so it's usually reliable.  
 What do you do in your commute? I tried to rest hours but not in winter. Try to relax, daydream and plan things reliable.
- Are there any problems with the public transport system in your town/city? buses are very unreliable, their schedule is erratic. The underground is crowded.
- Do you use public transport? Why / why not? Yes, I use it a lot, as I can't drive and I've got no one to give me a ride.
- Which type of public transport do you prefer? Why? I prefer trains, they are more regular than buses but I can enjoy the view.
- What is your favorite mode of transportation? I really like car rides but otherwise bus/tram the view, unlike in the underground.
- How good is the public transport where you live? It's good and well-developed. But still has some points of growth.
- How did you get here today? I walked to the metro station then took a train ride.
- Which form(s) of transport do you usually use? Automobiles, planes? rarely, sometimes railway.
- What is the easiest way to get around your town/city? I think it's the underground, the net is quite well-developed, and it's impossible to travel in Moscow by car.

### Part 2

- I'm not a huge fan of personal vehicles but I think if I could buy a dream-car, that would be an electric car with a fancy retro design. I really like how classic cars look, like cadillacs or minicars, but I'm also environmentally-conscious, so I wouldn't like to contribute to air pollution, therefore it has to be an electric car. I'd probably use it for leisure driving in the country and long roadtrips, as it's something I like very much.
- Describe the transport system for commuters in your city or country. You should say
- What kind of vehicle is available  
 • Which kind of transport is the most popular  
 • What the good points and bad points of the transport system is
- And say why you would like to buy a car & start driving?
- Describe well-developed
- What kind of transport is available underground, a very vast net, fast and reliable but crowded, trains, buses, trolleybuses, etc.
- Which kind of transport is the most popular? it still can't handle all commuters, but it's nice and pleasant.
- What the good points and bad points of the transport system is
- And say how you think it should be changed in the future.
- I think it should be electrified to be more eco-friendly and the underground should be constructed in the outskirts.

- Describe a trip that you made by public transport. I once went to a different town to do graduation to have an interview at the MFT university, which is on the other side of Moscow.
- You should say:
- When and where you went the summer of 2019
  - What kind of transport you used I went by bus to the underground, then to the railway station by underground and then by train to the polytechnic
  - How was your trip it was exhausting and I decided I wouldn't apply to that university

- and explain why did you choose to use public transport. I chose to go there by car using the moscow circle motorway but I don't have a drivers licence and my mom is busy so she doesn't go me either.
- Describe a car accident you saw. I once was in a car accident, it was in the autumn, my family and I were getting back to the city from visiting my mother's friends at their countryside house.
- You should say:
- Where the accident occurred Kiyevskoye motorway
  - Where you were then I was in the car with my mother and two sisters
  - How the accident affected you I'm rather anxious on motorways ever since

- to pull into the main lane in which a little behind was a truck. The taxi car didn't quite manage the manoeuvre and got hit and dragged several by the truck. Then it tried to sleep up and crashed, hitting our car, which was in the lane to the left.
- Follow-up Questions:**
- What should be done to reduce the road accident? more control on the speeding, drink-driving, and the state of cars
- Who should be responsible for the accidents? the people who caused it?
- What losses do you think occur when an accident happens? well obviously people can be killed and injured, and so they are psychologically traumatised, obviously vehicles are damaged but it's the least of the problems

Some similar cue card topics that can be answered in a similar fashion:

- Describe a bad experience you have.
- Describe an experience you have that you wish you did not have.
- Talk about a road accident you know about.
- Describe something terrible you witnessed.
- Describe an accident you saw.

- Part 3** I think public transport should be developed in the regions apart from Moscow, also a famous saying about Moscow is one of the two great Russian problems.

How can the transportation problem be improved in your country? collective system of public transport

What measures could be taken to reduce problems of congestion in cities? better

Do you think people should use public transport more? Why / why not? Yes, it's more eco-friendly and actually faster

Do you like the public transport in your country? Yes, it's quite nice, for example different underground

What is the difference between taking a bus and taking a train? Train is faster and more regular but also more boring, in the bus you can enjoy the view

Train is faster and more regular but also more boring, in the bus you can enjoy the electric view

The first part of the question for an IELTS opinion essay will be a statement. You will then be asked to give your own opinion about the statement. Here is some typical wording that might be used:

Agree Disagree Essay

- What is your opinion?
- Do you agree or disagree?
- To what extent do you agree or disagree?
- How true is the statement?
- Is this a positive or negative development?

### 3 major options for your opinion:

- You completely agree (provide 2 ideas that strengthen the statement)
- You completely disagree (provide 2 ideas that weaken the statement)
- You agree or disagree partly (provide 1 idea that strengthens the statement and 1 idea that weakens it)

#### Paragraph 1- Introduction

Sentence 1- Paraphrase Question

Sentence 2- Thesis Statement

Sentence 3- Outline Statement

#### Paragraph 2- Supporting Paragraph 1

Sentence 1- Topic Sentence

Sentence 2/3- Explain Topic Sentence

Sentence 3/4- Example

#### Paragraph 3- Supporting Paragraph 2

Sentence 1- Topic Sentence

Sentence 2/3- Explain Topic Sentence

Sentence 3/4- Example

#### Paragraph 4- Conclusion

Sentence 1- Summary and reiteration of your opinion.

#### Model answer

In some countries an increasing number of people are suffering from health problems as a result of eating too much fast food. It is therefore necessary for governments to impose a higher tax on this kind of food. To what extent do you agree or disagree?

It is argued that governments should levy a tariff on junk food because the number of health risks associated with consuming this kind of food is on the rise. This essay agrees that a higher rate of tax should be paid by fast food companies. Firstly, this essay will discuss the fact that

alcohol and tobacco companies already pay higher taxes and secondly, discuss how higher taxes would raise prices and lower consumption.

Higher excise on liqueur and cigarettes has proven to be successful at curbing the harm caused by these substances. This revenue has been used to treat health problems associated with these products and has proven useful in advertising campaigns warning people about the dangers of alcohol and tobacco abuse. Tax from fast food could be used in the same way. The United Kingdom is a prime example, where money from smokers is used to treat lung cancer and heart disease.

Increasing taxes would raise prices and lower consumption. Fast food companies would pass on these taxes to consumers in the form of higher prices and this would lead to people not being able to afford junk food because it is too expensive. Junk food would soon become a luxury item and it would only be consumed occasionally, which would be less harmful to the general public's health. For instance, the cost of organic food has proven prohibitively expensive for most people and that is why only a small percentage of the population buy it regularly.

In conclusion, junk food should be taxed at a higher rate because of the good precedent set by alcohol and tobacco and the fact that the increased cost should reduce the amount of fast food people buy.

290 words (band score 9)

## Listening Section 3

1 Work in pairs. You are going to hear two students on an environmental studies course talking to their tutor about a photography assignment. First discuss these questions.

- How does photographing nature differ from photographing people?
- What makes a 'good' nature photograph?
- Have you ever tried photographing animals? How easy or difficult was it?

2 Work in pairs. You are going to hear the first half of the students' conversation. Before you listen, read Questions 1–3, look at the map and answer these questions.

- What does the map show?
- How many woodland areas are there, where are they, and how do they compare in size?
- What shape are the lochs? Explain in your own words where they are on the map.
- How many rivers are there, and where are they?
- Take turns to explain where each letter on the map is situated.

### Questions 1–3

Label the plan below.

Write the correct letter, A–F, next to questions 1–3.

1 Oldest Scots pine trees

C



2 Red deer

F



3 Red squirrels

A



Loch Affric in Scotland



BBC Wildlife

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3 Look at Questions 4–5 below and underline the key ideas.

### Questions 4–5

Answer the questions.

Write ONE WORD ONLY for each answer.

- What can cause someone to miss a good photograph? **hesitation**
- What personal quality do wildlife photographers particularly need? **patience**

4 Now listen and answer Questions 1–5.

### Exam advice

#### Labelling a plan

- Look at the location of each option on the map and think about how each one might be described.
- The answers will come in the same order as the questions.
- Listen for the things named in each question and follow the speaker's directions to locate them.

5 Work in pairs. Look at Questions 6–10 below.

1 Underline the key ideas, then think of paraphrases that you might hear on the recording.

Example: bad weather → mist / driving rain

2 What type of information is needed to complete each gap?



### Questions 6–10

Complete the sentences.

Write NO MORE THAN TWO WORDS for each answer.

6 In bad weather, think more carefully about the **landscape** **reflections**.

7 Take advantage of **reflections** when photographing near water.

8 Use a piece of equipment called an 'angle finder' to avoid **neck-pain**.

9 Use the work of both artists and **designers** to generate ideas.

10 Think about **conservation** issues when deciding on what to photograph.

6 Now listen and answer Questions 6–10.

### Exam advice Sentence completion

- The recording will use paraphrases or synonyms of the words in the questions, so you should focus carefully on the meaning of what the speakers are saying, rather than listening for identical words.
- You will hear the exact word(s) you need to complete the sentences.
- Read the completed sentences to check they make sense and reflect what you have understood.

7 Work in pairs. Take one minute to prepare, then take turns to tell each other about the best place to take photos where you live. Say where it is, what people can take photos of there, and how they can get there.

## Vocabulary

### Idiomatic expressions

1 In order to achieve a high band score, you must be able to use some idiomatic expressions naturally. Complete these expressions from the Listening section using the words from the box.

**experience** **breath**

2 It's like anything, you have to **put it down to** **experience**.  
3 Suddenly something will take your **breath** away and you'll realise it's all been true!

4 Well, yes, but I wouldn't worry – in the long **run**, you'll still get your pictures.

5 It does mean that you need to take the landscape into **account**.

6 I want to make the **most** of all the stunning reflections in the water.

7 Just take your **time**, and you might capture an amazing reflection.

8 It's just something to **bear** in mind.

9 Find expressions in Exercise 1 which mean the following.

1 profit from in a positive way **5**  
2 you will learn from something, rather than get **upset by it**

3 be patient **6**

4 eventually **3**

5 surprise and amaze you **2**

6 consider / think about (two expressions) **7 4**

10 Work in pairs. Discuss occasions when you might ...

- take someone's age into account. **when throwing a party**
- make the most of bad weather. **when learning a language**
- make the most of good weather. **at home and relax**
- bear in mind a friend's preferences. **going to the cinema**
- see something that takes your breath away. **read strips? art-galleries?**
- be happy about the way things turned out in the long run. **get to the university**
- put a mistake down to experience. **getting an F on a test!**

You may be given maps of the same area but in the different time periods. In this case you have to talk about the changes that occurred between the one period of time and the next. To do this, it is useful to know a range of verbs to describe change. It is important to remember that we can't always use the same verbs with *size* as with *number*.

<b>make the size bigger</b>	<b>make the size smaller</b>	<b>make the number bigger</b>	<b>make the number change or take away smaller</b>	<b>make better add</b>	
increase	reduce	increase	reduce	replace (by, with)	construct
grow	shrink ( shrank, shrunk)	grow	decrease	remove	build
enlarge		add (to)	decline	relocate - move to a different place	erect
extend		rise	drop	convert ... into	introduce
expand			fall	transform	plant (trees)
				turn into	open up
				... take (their) place	(facilities)
				build in place of	
				reconstruct to become...	
				make way for*	
				give way to**	
				give over to / give up to***	
				<b>сносить здания:</b>	
				knock down / pull down /	
				demolish / tear down ****	
				<b>вырубать деревья:</b>	
				chop down / cut down	

\* If one person or thing *make way for* another, the first is replaced by the second.

\*\*If one thing *give way to* another, the first thing is replaced by the second.

\*\*\*If something is *given over* or *given up to* a particular use, it is used entirely for that purpose.

\*\*\*\* tear[teə], tore, torn; don't mix up with tear [tɪə]-слеза

#### **Buildings\_examples:**

*The government demolished the industrial estate and developed a sports ground.*

*They removed the shops and replaced it with a skyscraper.*

*A port was constructed at the edge of the river.*

*The factory in the city centre was demolished and relocated to the north of the city.*

*The old warehouses were replaced with new hotels.*

*The factory was converted into apartments.*

#### **Trees and forests\_examples:**

*The forest was cut-down and replaced with a shopping centre.*

*The trees were cleared to make way for houses.*

*Roads, bridges and railways lines- constructed, built, extended, expanded and removed.*

*The main road was extended and a new bridge built over the river.*

#### **Leisure facilities\_examples**

*A skate park was set up next to the swimming pool.*

*A park was developed beside the forest.*

## Language of location

- We can see / witness considerable changes / developments
- Sth is located in the centre, next to, adjacent to, within easy reach of, not far from
- Sth is located / is situated / lies / can be seen / stand / is sited\*

\*If something is sited in a particular place or position, it is put there or built there.

### Examples:

*In the center of the town there are two bridges crossing the river.*

*On the bank of the river. But: On the coast (sea/ocean). Not the same as a beach.*

*The railway line runs along the coast.*

*The road runs ...*

*A river flows from the mountains in the north of the island of Simia to the east coast.*

*Dramatic changes took place in the city centre.*

*To the south of the town, there is a golf course surrounded by trees.*

*A new school was built next to the swimming pool.*

*The old road running from north to south was replaced by a new motorway.*

*A marina was built on the banks of the river.*

## Describing the points of the compass [kʌmpəs] (части света)

- We usually use *north, south, east, west*, not *northern, southern, eastern, western*, to refer to specific places or to direction of movement. We can use *north, south, east* and *west* as adjectives or adverbs and occasionally as nouns:

*More and more people are buying second homes on the south coast of Ireland. (adjective)*

*After Bangkok, we drove north for about six hours without stopping. (adverb)*

*Strong Atlantic winds are forecast in the west of Portugal. (noun)*

*The hospital is located in the north-east corner of the map.*

*The factory is situated in the south of the town.*