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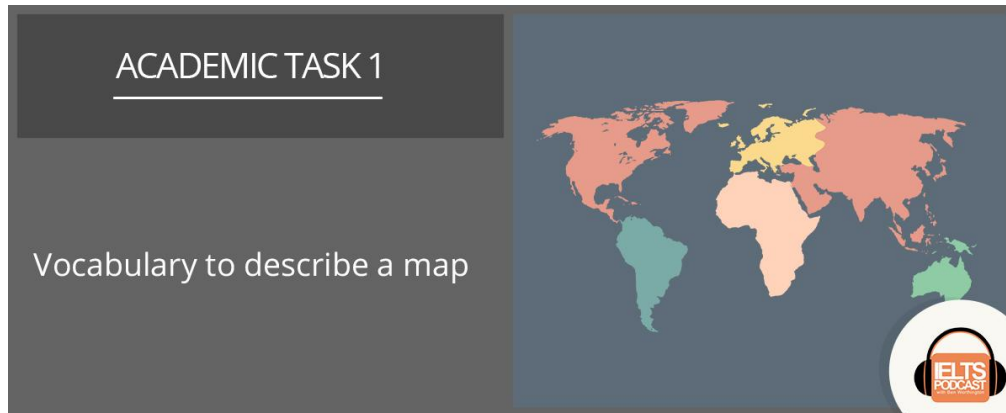
**Female Voice:** You are now listening to the IELTS Podcast. Learn from tutors and ex-examiners who are masters of IELTS preparation. Your host, Ben Worthington.

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### Introduction

**Ben:** IELTS Task 1 map vocabulary, grammar, prepositions, and phrases. Hello there, IELTS students. My name is Ben Worthington and in this tutorial, we are looking at IELTS Academic Task 1 map vocabulary, grammar, prepositions, and phrases as you just heard me say.

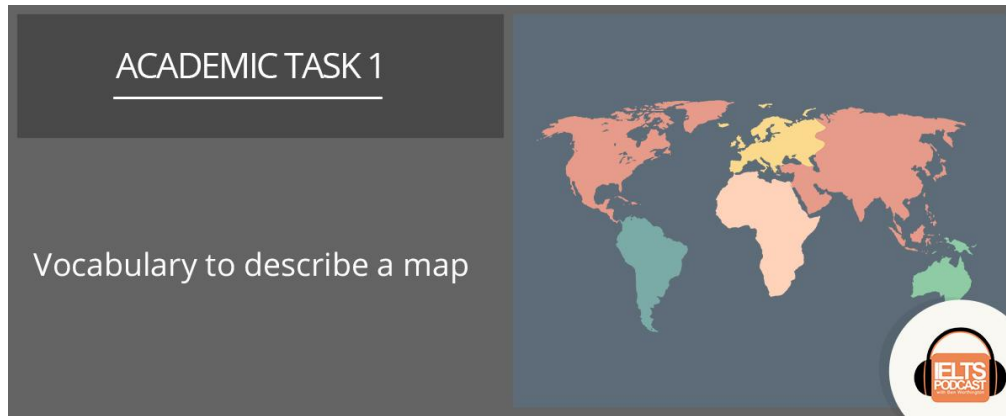
So, let's jump right into it. Again, grab a pen because I think this is going to be an incredibly practical useful tutorial and we've got the whole tutorial at IELTS Podcast. Just go to Google or



whatever and put in IELTS Podcast map vocabulary and there you'll see the whole tutorial and it's free.

And I strongly recommend you go there especially if you're struggling with the map vocabulary and just by listening to the tutorial-- actively listening, taking a pen and writing down the phrases and then you can even check the phrases with what you see online with a new tutorial I wrote out. So, let's jump straight into it.

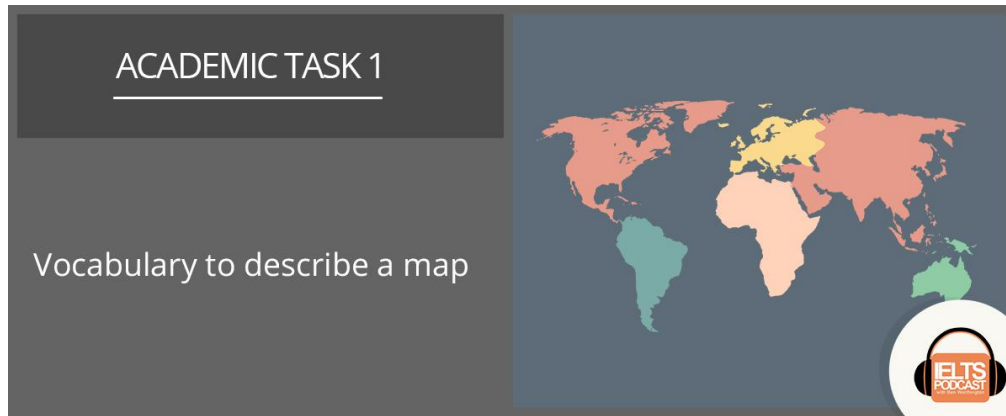
So, now then, the maps will usually consist of two maps that have undergone a change. So, perhaps they replanted a forest. Perhaps they destroyed a forest. Perhaps it's an island and they developed the island and put some hotels on there or perhaps it's a town and they reconstructed the town center by building a supermarket and converting a park or even just changing an abandoned factory into a green space. It's quite varied, all right?



But what we can usually be safe on is that there will be a change there and you will be asked to summarize the information by selecting and reporting the main features and make comparisons where necessary. Make comparisons. That's an incredibly useful little hint there which I will develop further and share more about in a few minutes.

And generally speaking, we usually spend around 20 minutes on this because it's worth about 30% of the points and also at least about 150 words, but I wouldn't worry about it that much. Obviously, we want to spend 40 minutes on Task 2, so it's usually the procedure for students to do Task 2 first where they're going to pick up the bulk of the points and then go back to Task 1.

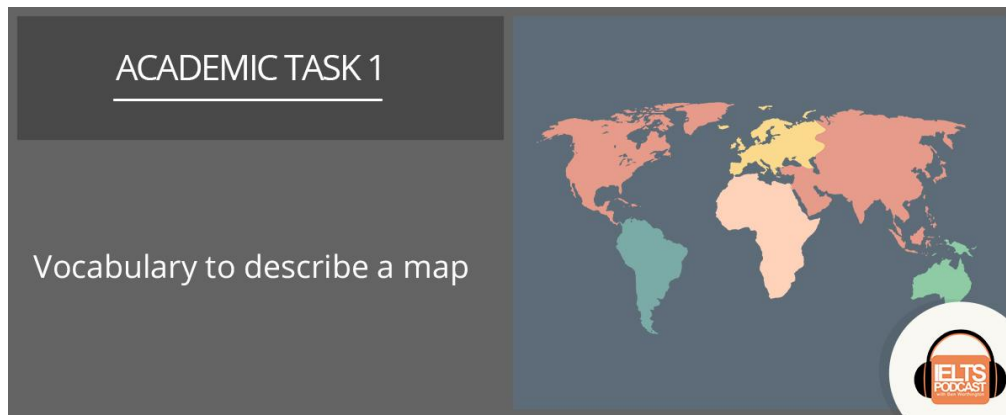
Now, cardinal directions. If you don't know what cardinal directions are, you're totally excused there's no problem because I didn't know that they were called cardinal directions until I started writing this out. Cardinal directions means north, east, south, and west.



As we say in England, never eat shredded wheat. That's how we remember the order of the compass points. In my upbringing and especially at scouts, we just called them the compass points and this is the first time I've heard them being called the cardinal directions. So, anyway north, east, south, and west. Those are the four main ones.

Obviously, then we've got the inter-cardinal directions: northeast, southeast, southwest, and northwest. Now, in English we do not need a capital letter for them and they can also work as adjectives. So, we can say the southwestern corner as an adjective and we can also use them as a noun and say something like in the northeast. In the northeast of England or in the northwest of England, there is a town famous for producing IELTS tutors. Just joking.

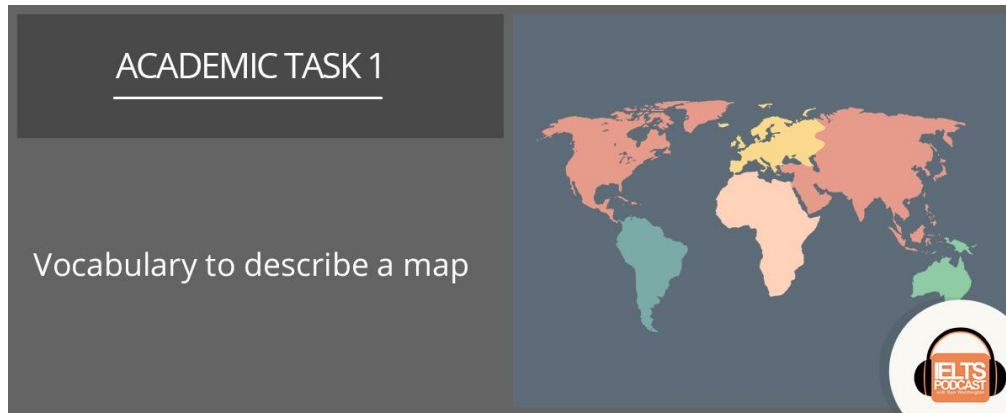
By the way, I'm from the northwest of England and it's not famous for producing IELTS tutors thank goodness. It's famous for other things such as sheep and wool production back in the industrial age. Anyway, I might as well just introduce it. So, if you're not familiar with who I am,



my name is Ben Worthington. I'm from England and I left England when I finished my university course, did one year studying in Spain learning Spanish, struggling with a foreign language. So, I've been there. I know how difficult it is.

And then I started specializing in teaching students English eventually focusing on IELTS because that's where the results are. That's where I could get results from my students and I loved it. And I wanted to get better at it, so I interviewed all the experts: language experts, linguistic experts, speech therapists. I still do. That's how I keep improving my teaching skills and my online course. And then I put what works into the course and if it doesn't work, I reject it. I find out if it works or not by testing it on my students.

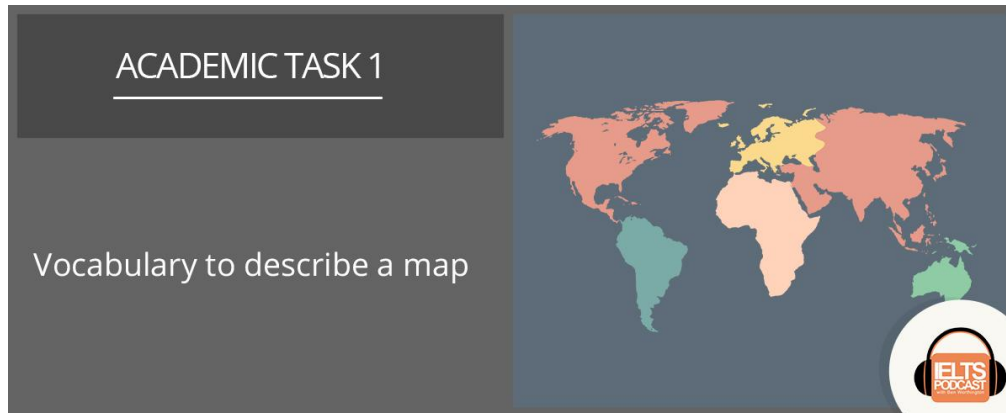
Why did I get into IELTS? Because I was struggling. When I started teaching it, I was struggling and the agree-disagree question drove me crazy. And if I wanted to describe a map, there was nobody really doing it or giving tutorials telling me how to describe a map with a viewpoint on



scoring high for the IELTS exam, with a viewpoint of including the four criteria: lexical resource, task response, task achievement, and all of that.

So, that's what we're going to do today. So, as we just mentioned, learning the cardinal directions -- never eat shredded wheat: north, east, south, west-- is going to be incredibly useful especially the inter-cardinal directions, but we also need our prepositions of place.

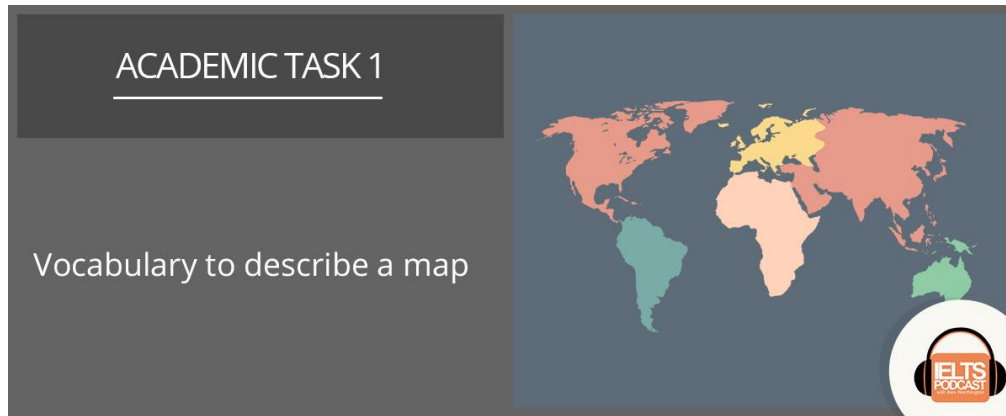
Now, I was going to write something about this, but I searched online and I saw over 18 million articles already on this. And this is also one of the first things we learn when we learn English or any language, so there's no point going into it. However, I just could not resist sharing some beautiful prepositions of place which definitely you won't find among those 18 million articles because they're a little bit more advanced and these ones will just help you with increasing your score especially if you're going for like a band 9, band 8, okay?



So, we've got the first one. Perpendicular to: that just means at right angles to. The main road is perpendicular to the train station. You drop that in there and we are scoring high. Another one which I really liked: clockwise. Following the rotating-- this basically means to follow the rotating direction of the clock hands.

So, we could use it when we're describing the map in a way such as moving in a clockwise direction from the hospital, we can see the new car park. An examiner immediately knows now to move sort of like to the left and probably upwards a little bit from the hospital and they'll find the new car park. This is quite a sophisticated little phrase there that we can drop in and would definitely help us.

Then we've got along which isn't the most sophisticated, but as you probably know, when I make lists, I like them to be in threes and fives and along isn't the worst one, but we could say along the roadside, we can see new retail area and more office developments. So, perpendicular to,

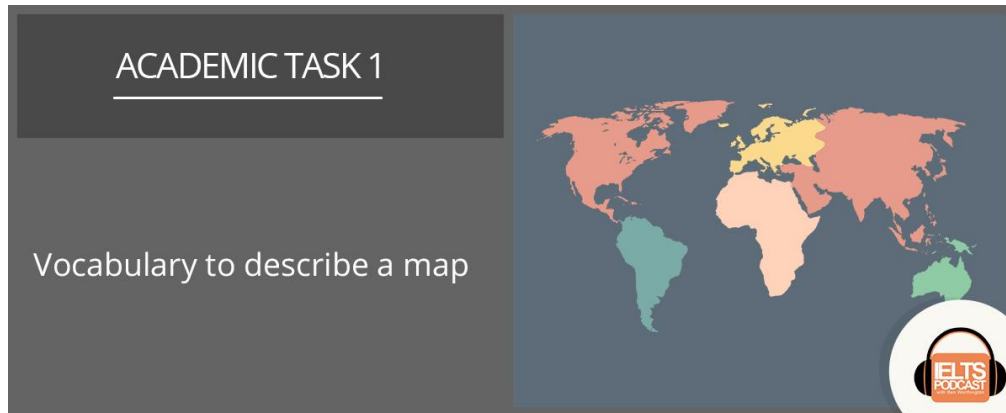


clockwise, and along. Write them down. Try and integrate them into your next IELTS Task 1 map description task.

Verbs; what verbs are we going to use for describing a map? Well, as you know, at the beginning we know that more often than not we have two maps and there has been a change. So, if the map-- wherever the map is; if it's a town center, a landscape, or an island then we're definitely going to have to use these verbs which are build, construct. A new road was constructed next to the town.

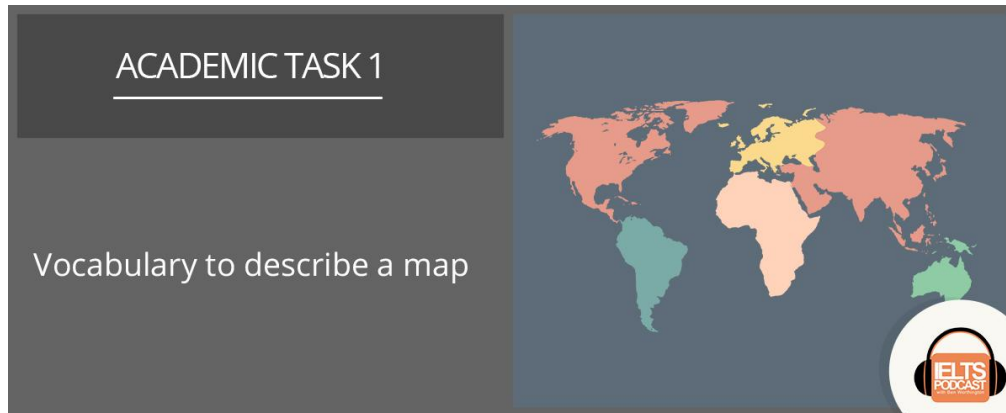
Extend-- it's very useful-- the main road into town was extended by 20 meters. Expand: the car park was expanded to accommodate an extra 50 cars. Span: the bridge spans the width of the river. Span is a very useful one and again, it's a little bit higher level. You're less likely to see that in band 7s and band 6s; possibly in band 8 and 9 where it is appropriate.





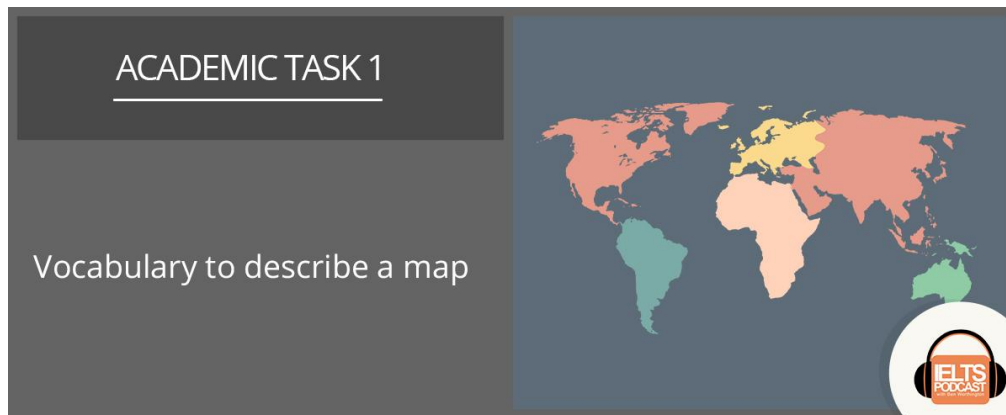
Remove: the developers removed the old post box near the retail area. Now, you also especially if you're going for a higher band level-- the higher band scores, we want to be familiar with length, width, depth, and height for describing the area. So, we can use nouns length, width, depth, and height and the adjectives long, wide, deep, and high to talk about area and size. So, I'll give you some examples. The width of the car park is over 100 meters. The length of the pond is probably just under 20 meters. The height of the building is almost 70 meters.

Now, hopefully you picked up on two things there that firstly, to be able to use these-- the width, length, and height and depth and whatnot-- we need to be paying attention to the scale on the map. So, we might be using kilometers. We might be using meters. We might be even using yards or acres. So, just be aware. This is an important tip. Pay attention to the scale on the map. Very, very important indeed.



Now, also the second thing that hopefully you may have picked up on is it's like the fancy sentences we call them. This is from the online course. That if you are interested in going for a band 7 or above, then these phrases will help you: just over, just under, almost double that of the previous year. And we can also use these fancy statements in our map description as you just heard. Just under 20 meters. Almost: the height of the first building is almost 70 meters.

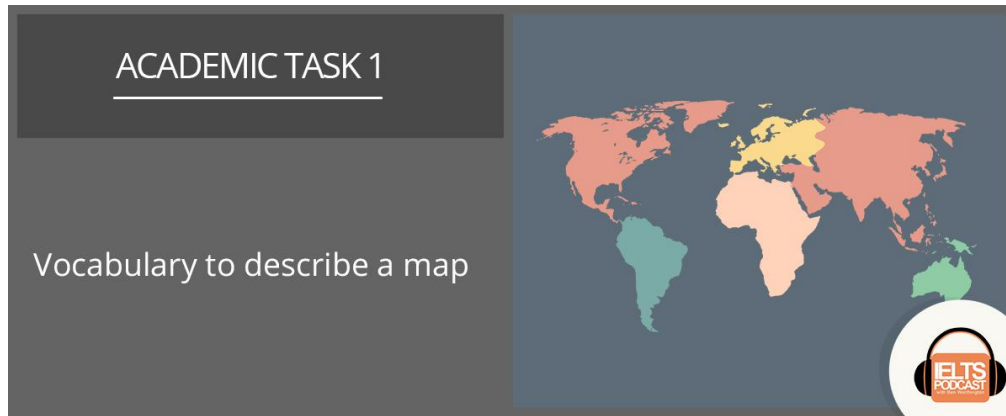
So, the next time you describe a map, look for opportunities to use those little fancy phrases and just upgrade your writing a little bit. It's only one small component, but every little helps with stacking the deck, okay? So, it's not going to take you to a band 9, obviously. However, you do that little feature in your writing and then you also in the earlier sentence before that, you correctly used and accurately used a verb to describe a change such just construct or extend or expand and then before that, you used clockwise as your preposition of place and now you're slowly building up the case for a high scoring essay.



And again, what I'm going to give you now is a list of vocabulary for a city or town. And again, on their own, they won't get you to a band 7, 8, or 9. However, if you use it in conjunction with the high scoring-- with the accurate descriptions of the length and the width, with the fancy sentence of just under, with the accurate use of the verbs and then the prepositions, it's all one by one building a stronger case for your band 7.

So, let's quickly go through the vocabulary. Now, if you can use this vocabulary instead of saying the path next to the road, for example, or saying the big area in front of the supermarket, if you can use more specific vocabulary then you are on to getting a high scoring grade assuming everything else is under control, okay? Assuming that you are communicating it clearly and accurately i.e. no grammar mistakes and with clear concise sentences.

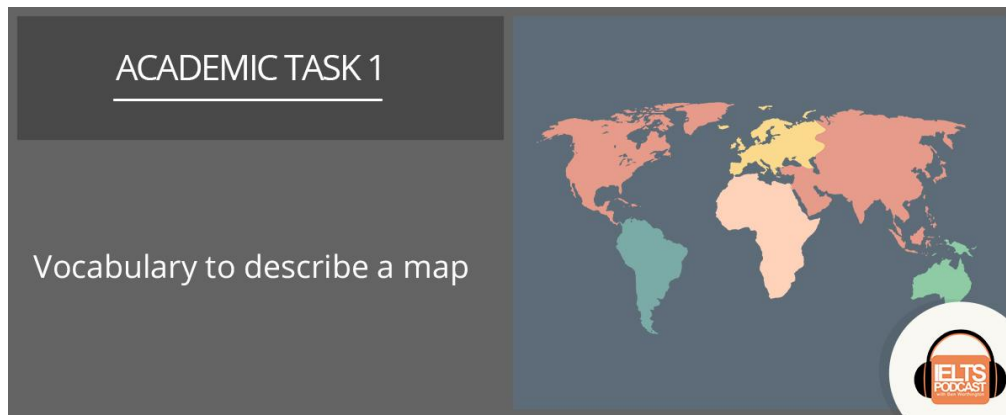
Let's go. So, community greens. This is a shared open green space in a residential neighborhood. Greenbelt. That does not mean a belt holding up your trousers and that's green. A greenbelt



means a policy used in urban planning. So, it's basically an area around a city that has to be kept green just to avoid the urban sprawls, so to avoid the city just expanding and eating up everything.

Greenfield land: this is untouched and pristine land. My village used to be full of greenfield land. Now, it's all developed with houses and whatnot. Greyfield land: this is like abandoned buildings and whatnot. It's economically useless. Grid plan. A grid plan should be obvious. This would be very useful. So, we could say-- where it's relevant-- we could say the first image shows a grid plan of a city. The second image or the second diagram shows the new proposed plan which is more of a natural shape, for example.

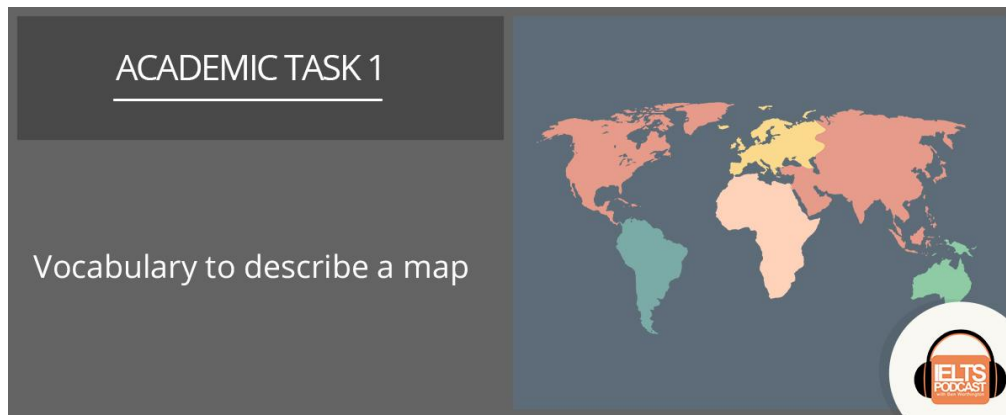
Pavement. This is basic vocabulary, but it's useful. Instead of saying the parts of the street used for pedestrians or dedicated to just pedestrians, say the pavements. In the U.S., they say sidewalk. Roundabout: this is a circular intersection common in England, not so much in North



America-- common in the UK and Europe, not so much in North America I've heard, but it's basically where you hit a junction and then you just go round instead of waiting at a crossroads.

Roadside: at the side of the road. Quite obvious, but it's useful. You could say at the roadside, there are three retailers. And again, it's like next level. Instead of staying next to the road there are three real retailers, we say at the roadside, there are three retailers. And again, as I keep saying, little things like this will stack up and help you improve your score. Final one. Zone of transition: this is an area that's moving from one status to another, so maybe from the city center to the greenbelt. In between that, we've got a zone of transition.

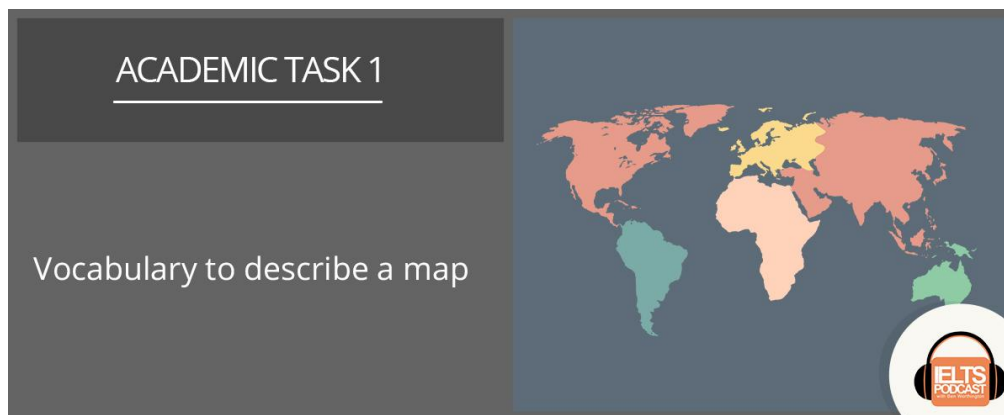
Now, before we go into useful grammar phrases, let me just share some possible landscape vocabulary that you could use because as we said, you're probably either going to get a town or city sort of like redevelopment map or village or something like that some construction or maybe



a landscape where it's an island or just a more rural area in which the following vocabulary is going to help you.

So, we have a bay which is a small sea. We have an archipelago. I can't remember how to pronounce that. Oh my word. Archipelago I think which is basically a group of islands. We have a bog which is like wet spongy ground. Canal-- lots of canals where I'm from in Manchester-- which is basically a long straight waterway. A canyon: a deep narrow valley. A hedge: the row of shrubs forming a boundary. Moor-- lots of moors where I'm from also. The Yorkshire moor. It's like the Yorkshire ripper. That's what I wanted to say. Strait which is a narrow waterway. And then stream: small river. Summit: the highest point of the mountain. Tide which is the rise and fall of sea level and then valley which is like a long depression between two hills.

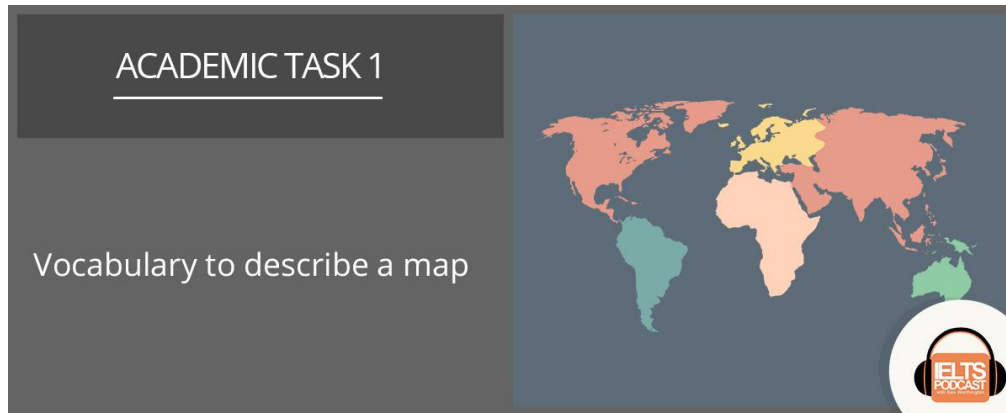
Again, as I keep saying, this won't get you to band 9 on its own, but it's definitely-- for example, if you can say the valley instead of the long space between the two hills, you're showing the



examiner you've got topic-specific vocabulary. You've got vocabulary specific for this topic of describing a map which is very useful.

Now, useful grammar. It's definitely going to be useful to use the present passive. So, we can say overall, there are significant changes that can be found in the island-- probably better say on the island-- particularly the new accommodation facilities. Overall, there are significant changes that can be found on the island particularly the new accommodation facilities.

Now, future passive will be useful especially if there's like a proposal for a new development. So, we've got the current map and then a proposal of the changes. So, in this case, we're going to say overall, the resort will be built on the island and will include a hotel, a reception, houses, an artificial lake, and a pier. So, this is exceptionally useful when there's a proposed change in the second map.

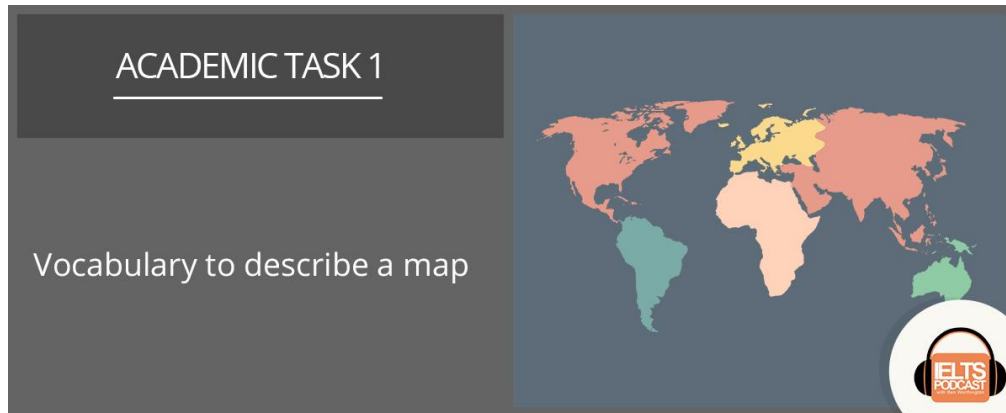


Now, if there is two maps in front of you and they show a change that has already been implemented, then we're going to use the perfect passive. And we'll say something like overall, the island has been transformed into a new resort which includes a hotel, reception, houses, and so on. So, we have the present passive, the future passive, and the perfect passive. And just get familiar before you jump into your writing which ones you're going to be using.

And just double-check like we're going to double-check the scale on the map to see if we're going to be talking in kilometers or meters or yards or feet or whatever, we're going to double triple check that. We're also just going to check the time frame exactly like we do with Task 1 Academic, with all the other tasks. The units of measurements and the time frames are incredibly important.

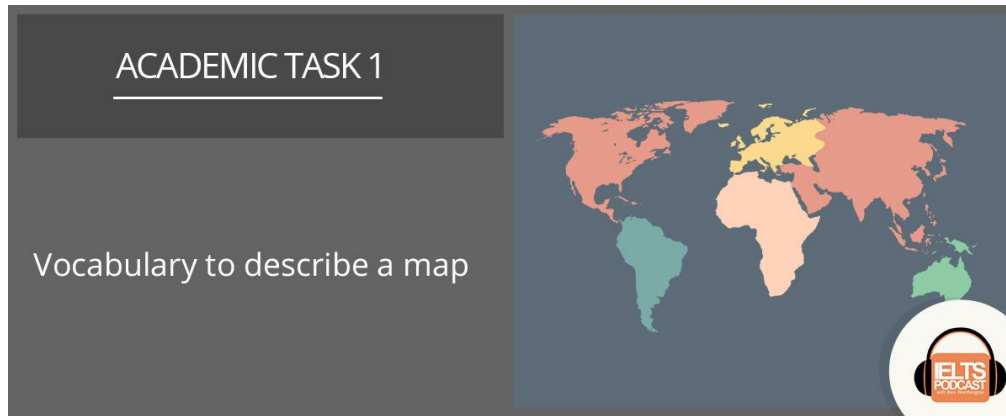
Now, to finish off, I'm just going to give you some example sentences. So, we have on the western side. On the western side of the lake, there are no longer any greyfield sites or





wasteland. In the northwestern corner: in the northwestern corner of the rubric, we can see the tallest of the three buildings. In the center-- quite straightforward-- in the center of the island, there is a new hotel. To the east of: to the east of the first car park, we can see three new buildings. Significant-- it's a very useful adjective-- there were significant developments in the second map.

Now, learning those sentences on their own won't get you to band 9 surprisingly. However, as I've been saying, it's improving-- first working on your vocabulary and then we work on your grammar and then we work on your prepositions so your cohesion in your essay. And slowly mastering each little component makes it incredibly easier and this is why we're able to consistently get results for our students. We break it up into the smallest components, we master them, and then we see a rapid improvement.





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ACADEMIC TASK 1

Vocabulary to describe a map



[Music]

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