# Identifying the Main Ideas in a Text

Part 1: Read the following text and for each of the blank spaces (1 - 15) fill in the proper preposition.

TEXT:

### **Location on Earth**

Perhaps as soon as people began to **communicate** with each other, they also began to **develop** a language of location, using landscape features (1) AS directional cues. Today, we still use landmarks to help us find our way. When ancient peoples began to sail the oceans, they recognized the need for ways of finding directions and describing locations. Long before the first compass was developed, humans understood that the positions of the sun and the stars – rising, setting, or circling the sky – could provide accurate locational information. **Observing** relationships (2) ETWEE The sun and the stars to find a position on Earth is a basic skill in **navigation**, the science of location and wayfinding. Navigation is basically the process of getting from where you are to where you want to go.

## Maps and Mapmaking

- [B] The first maps were probably made by humans who drew locational diagrams on rocks or in the soil. Ancient maps were fundamental (3) TO the beginnings of geography as they helped humans communicate spatial thinking and were useful in finding directions. The earliest known maps were constructed of sticks or were drawn on clay tablets, stone slabs, metal plates, papyrus, linen, or silk. Throughout history maps have become increasingly more common, as a result of the appearance of paper, followed (4) BY the printing press, and then the computer. Today, we encounter maps nearly everywhere.
- [C] Maps and globes convey spatial information through graphic symbols, a "language of location," that must be understood to appreciate and comprehend the rich store (5) OF information that they display. Although we typically think of maps as being representations (6) OF Earth or a part of its surface, maps and globes have now been made to show extraterrestrial features such as the moon and some of the planets.
- **Cartography** is the science and profession of mapmaking. Geographers who specialize (7) IN cartography supervise the development of maps and globes to ensure that mapped information and data are accurate and effectively presented. Most cartographers would agree that the primary purpose (8) OF a map is to **communicate** spatial information. In recent years, computer technology has revolutionized cartography.
  - [E] Cartographers can now gather spatial data and make maps faster than ever before within hours and the accuracy (9) OF these maps is excellent. Moreover, digital mapping enables mapmakers to experiment with a map's basic characteristics (for example, scale, projections), to combine and manipulate map data, to transmit entire maps electronically, and to produce unique maps (10) ON demand.

United States Geological Survey (USGS) Exploring Maps, page 1

- [F] The changes in map data collection and **display** that have **occurred** through the use of computers and digital techniques are dramatic. Information that was once collected manually from ground observations and surveys can now be collected instantly by orbiting satellites that send recorded data back to Earth (11) AT the speed of light. Maps that once had to be hand-drawn can now be **created** on a computer and printed (12) IN a relatively short amount of time. Although artistic talent is still an advantage, today's cartographers must also be highly skilled users of computer mapping systems, and of course understand the principles (13) OF geography, cartography, and map design.
- We can all think of reasons why maps are important for conveying spatial information in navigation, recreation, political science, community planning, surveying, history, meteorology, and geology.

  Many high-tech locational and mapping technologies are now in widespread use (14) BY the public, through the Internet and also satellite-based systems that display locations for use in hiking, travelling, and direction finding for all means (15) OF transportation.

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PARAGRAPH A: a) People first needed to describe location when they started sailing across oceans

b) Language to describe location = used since people started to communicate  $\sqrt{\phantom{a}}$ 

PARAGRAPH B: a) Maps developed only after invention of paper

b) Maps drawn since early human history

**PARAGRAPH C:** a) People need to know what symbols represent so they can understand maps

b) Maps = locations on Earth vs. globes = locations elsewhere

PARAGRAPH D: a) Geographers make maps

b) Cartographers make maps

PARAGRAPH E: a) Mapmakers now use advanced computational techniques

b) Mapmakers use computational techniques to experiment with map design

PARAGRAPH F: a) Technological changes → dramatically changed how maps are made

b) Need to gather more information  $\rightarrow$  slowed down mapmaking

**Part 3:** Vocabulary building: single-word verbs and multi-word verbs. Some single-word verbs and multi-word verbs express the same meaning (e.g. discuss and talk about).

In general, where there is a choice, the single-word verb is preferred in academic writing, and the multi-word verb equivalent is often preferred in informal writing and speech. For example: This chapter will mainly **discuss** culture as shared psychology. (NOT talk about) However, some multi-word verbs are common in academic writing. For example: account for, be associated with, be based on, carry out, consist of, focus on, look at, result in.

#### **EXAMPLES:**

**TRANSMIT** 

(2) If I'd board abildram I maight board I OOKED AT

ES:				NOTE $\rightarrow$ A good knowledge of	
Single-Word Verb (from the	e TEXT)	Phrasal Verb / Multi-Word Verb		single-word verbs and multi-	
COMBINE	=	JOIN UP	[INSEPARABLE]	word verbs will help you in the	
COMMUNICATE	=	PUT ACROSS	[SEPARABLE]	READING section, on the	
CREATE	=	PUT TOGETHER	[SEPARABLE]	KEY WORD SENTENCE	
DEVELOP	=	BUILD UP	[SEPARABLE]	TRANSFORMATION section	
DISPLAY	=	LAY OUT	[SEPARABLE]	and with your speaking.	
ENCOUNTER	=	COME ACROSS	[INSEPARABLE]		
OBSERVE	=	LOOK AT	[INSEPARABLE]		
OCCUR	=	COME ABOUT	[INSEPARABLE]		

[SEPARABLE]

<u>Part 4</u>: Complete the sentences below (1 - 9) using the correct phrasal verb / multi-word verb from Part 3. You may have to change the tense. Use each phrasal verb / multi-word verb only once.

life differently

SEND OUT

(1) It to had children i might have Looked At	_ life differently.	[OR2EKAF]
(2) The torch [BrE] / flashlight [AmE] SENDS OUT	_ a powerful beam of light.	[TRANSMIT]
LAYOUT	olate of her famous	[DISPLAY]
(4) She joined the company in 2000 and has <u>BUILT U</u> considerable experience in marketing.	<u> </u>	[DEVELOP]
(5) He PUT TOGETHER a wonderful meal from ve	ery few ingredients.	[CREATE]
	rst place?	[OCCUR]
(7) Good communication between suppliers JOINS L supply chain and improves efficiency.	JP the	[COMBINE]
(8) When I go out for my afternoon walk I usually <u>CON</u> a group of children playing.	ME ACROSS	[ENCOUNTER]
(9) It's an interesting idea and I thought he PUT	it ACROSS well.	[COMMUNICATE]

Complete the following	IPage 4] ing sentences (1 - 15) by filling in the blank spaces with the proper form of the word ce. Use ONLY ONE word per blank space: DO NOT add any words [e.g. prepositions].
(1) COMBINE (2) COMMUNICATE	This drug can be safely used in <u>COMBINATION</u> with other medicines.  A <u>COMMUNICABLE</u> disease is one that can be passed on to other people.
(3) COMMUNICATE (4) CREATE	Unable to speak a word of the language, he <a href="COMMUNICATED">COMMUNICATED</a> with his hands.  She was responsible for the <a href="CREATION">CREATION</a> of a new charity.
(5) DEVELOP (6) DIRECTION	The documentary traced the <u>DEVELOPMENT</u> of popular music through the ages.  The fork in the tongue gives snakes a sort of <u>DIRECTIONAL</u> sense of smell and
(7) DISPLAY	taste simultaneously.  Signs DISPLAYING both Chinese and English are common throughout the territory.
(8) ENCOUNTER	On their way home they <b>ENCOUNTERED</b> a woman selling flowers.
(9) GLOBE (10) LANDMARK	English is considered to be the <u>GLOBAL</u> lingua franca (common tongue).  The Rock of Gibraltar is one of Europe's most famous <u>LANDMARKS</u> .
(11) LOCATION	The school is LOCATED near the river.
(12) OBSERVE	An OBSERVANT doctor can often detect depression from expression, posture, and movement.
(13) OCCUR	Evidence suggests that errors may indeed be OCCURRING.
(14) TRANSMIT	Malaria is a dangerous, easily <u>TRANSMITTABLE</u> disease known to be carried by mosquitoes.
(1 <b>5)</b> SPACE	Some of us are more <u>SPATIALLY</u> intelligent than others.
↑ REMEMBER - Spel	ling counts 1

Students lose MANY points on this part of the B2 Exam

Preposition Practice  Complete the following sentences (1 - 10) by filling in the blank spaces with the proper preposition. You may use ONLY ONE word for each blank space.
(1) We turned the box upside down and used it <u>AS</u> a makeshift table.
(2) I cannot see the relationship BETWEEN the figures and the diagram.
(3) In English, the letter Q is always followed BY the letter U.
(4) What is the purpose OF the meeting?
(5) There are many small engineering firms, some specialising IN scientific instruments.
(6) The doctors were astonished AT the speed of her recovery.
(7) Political correctness is the principle OF avoiding language or behaviour that may offend certain groups of people.
(8) Television, movies, music, and computer games are now available ON demand in homes over high-speed data links.
(9) It was all over IN a relatively short space of time.
(10) Great care is taken to ensure the accuracy OF each item.

SUPPLEMENT: PRACTICE [Page 5]

> Please note that pronouns are used throughout this text - that is because this is from an online

article. Online articles & websites often use

personal pronouns and less formal language

with the reader - ACADEMIC TEXTS ARE

MEANT TO BE OBJECTIVE, NOT PERSONAL;

therefore, pronouns are rarely used and more formal language is both preferred and expected.

NOTE - you should be aware of the differences

· informal

• simple

• rhythm

explicit

· organized

d) But

d) basical

detached (objective)

between spoken and written English

FEATURES OF SPOKEN ENGLISH:

· use of slang and colloquialism

• narrative form (based on actions/events)

FEATURES OF WRITTEN ENGLISH:

because they want to make a personal connection

Read the following text and for each of the blank spaces (1 - 45) choose the correct answer (a, b, c or d) from those listed at the bottom of each page. CIRCLE your answer (a, b, c or d).

THE IMPORTA	NCE	OF	REGISTE	RIN	<b>ENGLISH</b>
					_

Language register is the scale (1) formality we use when we write and speak. Think about the differences in the way you communicate with your boss, doctor, teacher, classmates, friends, or even your pet. What (2) the difference in (3) \_\_\_\_\_ you communicate in these situations is your formality register.

#### THE MAIN REGISTERS IN ENGLISH

a) Despite

a) base

(11)(12)

Register in linguistics is divided (4) six levels describing different types of register or formality definitions in writing and speaking. The main registers in English are high formal, formal, neutral, informal, vulgar, and static. These are also sometimes called address registers because we use them to address (5) in different situations in life as a speaker or writer.

Registers work to increase the variety of a language as well as the appropriateness of writing and speaking.

The term register also defines the differences between when, why, and (6) \_\_\_\_\_ we use formal or informal language in our day-to-day lives. • permanent Writers adapt their language to suit the purpose and their audience. A writer can use a high register (formal) or low register (informal) language, • dense (more grammatically complex) depending (7) \_\_\_\_\_ the situation.

b) While

b) basic

The (8) \_\_\_\_\_ of register affects the tone of the writing and (9) \_\_\_\_\_ the reader perceives it. Examples of high(er) register language might include academic papers, legal documents, certain types of letters / emails and business reports. Low register language includes text messages, social media posts, and casual emails to friends.

The most important point to remember is that you (10) \_\_\_\_\_ never mix formal and informal registers. You can refer to the table below to ensure that you stay in your selected level of formality.

there are some minor differences in register between United States and British English, the (12)\_ (11)r

c) However

c) basis

rules	of maintaining regi	ster are relatively con	sistent across all forms	of English.	
(1)	a) on	b) for	c) <mark>of</mark>	d) with	
(2)	a) gives	b) mak <mark>e</mark> s	c) does	d) starts	
(3)	a) how	b) way	c) however	d) the way how	
(4)	a) up	b) in	c) by	d) <mark>into</mark>	
(5)	a) persons	b) pe <mark>o</mark> ple	c) peoples	d) the people	
(6)	a) how	b) way	c) however	d) the way how	
(7)	a) to	b) with	c) on	d)	
(8)	a) choose	b) chose	c) chosen	d) choice	
(9)	a) how	b) way	c) however	d) the way how	
(10)	a) shall	b) not	c) should	d) ever	_/

c) nearest

c) another

c) due to

d) close

d) an other

d) considering

a) near

a) other

a) thanks to

(20) (21)

(22)

b) convenient

b) the other

b) as result

( <b>23)</b> conj		guages, which have		d informal subject prono y of vocabulary and gro	
	ench, for instance, the two forms of the second with the second to the s	ond person subject		clearly identify formality	because French
	first is <b>formal</b> using <b>vo</b> eriors, acquaintances		ppropriate with people	(25) are not close	friends, such as
•	•	· ·	g with family, close frier		
	-	· · · · · · · · · · · · · · · · · · ·	second-person subject er it is singular or plural).	· · · · · · · · · · · · · · · · · · ·	') when it is the firs 'You' DOES NOT
We (	control language reç	gister, or formality d ammar, vocabular	_	three language points. ese elements are (28)	to all linguistic
The	table below (29)	_ the key difference	es between the basic fo	ormal and informal regist	ters.
	HIGH FORMAL	FORMAL	NEUTRAL INFORMA	L VULGAR	FROZEN/STATIC
		Registe	er in English		
	Formal	Features	Inform	al Features	
		Voca	abulary Items		
	Latin and French base Uncommon words	ed words	Anglo Saxon words a Common words	and phrasal verbs	
		P	unctuation		
	Full words		Abbreviations Contractions		
			Grammar		
	Passive constructions Noun phrases Complex sentences Indirect Questions	s	Active constructions Verb phrases Simple sentences Direct Questions		
(23) (24) (25) (26) (27) (28)	a) Contrary a) far a) , who a) solely a) via a) regular	b) Different b) farther b) who b) just b) with b) common	c) Unlike c) further c) , that c) hardly c) by c) usual	d) Opposite d) furthest d) which d) only d) on d) classical	

c) informs

d) explains us

a) shows

(29)

b) shows us

VOCABULARY (30) centuries in Britain, Anglo-Norman French was the language in everyday use by the aristocracy, law courts, formal education in schools and universities, and some sections of the gentry. Latin was the language of business and the church.
(31) that time, English was the language of the common people. (32) this history of language in Britain, French, and to a lesser extent, Latin have both remained integrated with modern English. Therefore, the choice of words and verbs, in particular, based (33) their etymology, governs modern English registers.
Latin and French-based verbs are always one full word, quite long, and are generally used in formal writing and speaking. Most single-word Anglo-Saxon verbs are recognizably very short. Think about to do, to hit, to put, to look, to give, to run, and to jump. These are informal.
English phrasal verbs are always a short root verb plus one or two particles (34) are mostly prepositions. Examples are, give up, call in, take off and get on with.
If we take a few Latin and French-based verbs, such as to receive, to purchase, to comprehend, to appreciate, to tolerate, to schedule, to consider, to approve, and to accommodate, they are noticeably much longer. These formal verbs would be replaced in informal register (35) to get, to buy, to get, to like, to put up with, to set up, to think about, to okay, and to put up.
Common and uncommon words are often words such as linking words. And, but and so are informal, while furthermore, however, and therefore are the formal equivalents.
WHAT IS VULGAR LANGUAGE OR VOCABULARY? Examples of common or vulgar words and expressions are, 'ta' for thank you, 'ta-ta' for goodbye, 'tummy' for the stomach, and 'belly button' for the navel. This also includes non-standard forms of words such as 'gonna', 'gotta', and 'wanna'.

For vocabulary register, you can use this general rule. You would use long words and verbs if you are wearing formal attire and you attend a formal dinner or formal garden party. However, you would use short words that are informal when (36) \_\_\_\_\_ with friends or family at a picnic.

# **PUNCTUATION**

Register punctuation is the use of contraction and abbreviation both in writing and speaking. (37) \_\_\_\_\_ contractions or abbreviations, it is formal language, and with all contractions and abbreviations, it is informal.

While asap, memo and HQ are informal because they are abbreviations, as soon as possible, memorandum and headquarters are formal because they are written or (38) \_\_\_\_\_ in full.

As for contraction, when speaking to a friend, one might say, "I wouldn't've baked a cake if I'd known you weren't coming." But if you use this phrase when speaking to your boss, it would change to the formal structure of, "I would not have arranged the meeting if I had known you would not be available."

(30)	a) <mark>For</mark>	b) During	c) In	d) At
(31)	a) While	b) During	c) By	d) However
(32)	a) Thanks to	b) As result	c) In spite	d) Because of
(33)	a) with	b) to	c) <mark>on</mark>	d) from
(34)	a) , which	b) which	c) , that	d) what
(35)	a) of	b) for	c) at	d) <mark>with</mark>
(36)	a) conversating	b) conversation	c) conversing	d) conversion
(37)	a) Missing	b) Without	c) Beyond	d) Leaving out
(38)	a) told	b) asked	c) said	d) requested

		planatory. But the or	nes (40) do need	
put, a noun phrase	uses an object as the	e subject of a phrase	and not a subject pro	noun or name.
this results in creating	g the passive voice. F	for instance:		
<ul> <li>Joe and Charles</li> </ul>	attended the meetin	g. IN	FORMAL	
• The meeting was	attended by Joe and	d Charles. FC	DRMAL	
Joe and Charles	thought the meeting	was a success. IN	FORMAL	
• The meeting was	thought to have bee	en a success. FC	DRMAL	
Robert Mortimer I	built the house in 1789	9. IN	FORMAL	
• The house was bu	uilt in 1789 by Robert i	Mortimer. FC	DRMAL	
important gramn	nar point is in construc	cting correct indirect	questions.	
ways means structur	ing the first verb phra	se as the question ar		
		es the verb <b>to be</b> . In	the second, the auxilic	rry <b>do</b> drops in the
• What <b>is</b> your nam	ne?		THIS IS A DIRECT INFO	RMAL QUESTION
• Could you please	e tell me what your no	ame is?	THIS IS AN INDIRECT F	ORMAL QUESTION
• <b>Do</b> you have time	e for a quick chat?		THIS IS A DIRECT INFO	RMAL QUESTION
• I was wondering	if you have time for a	quick discussion?	THIS IS AN INDIRECT F	ORMAL QUESTION
ion sentences and c urse.	lauses are also quite (	common in formal wi	riting but are rare in an	y form of informal
e other <b>(45)</b> , qu	uestion tags are alway	ys informal (e.g., You l	ive in San Francisco, <b>don't y</b> o	ου <sup>ջ</sup> ).
<ul><li>a) overhead</li><li>a) , that</li><li>a) The other</li><li>a) take</li><li>a) grammatic</li><li>a) With</li></ul>	<ul><li>b) above</li><li>b) what</li><li>b) Other</li><li>b) give</li><li>b) grammarly</li><li>b) In</li></ul>	c) on top c) , which c) Another c) be c) grammar c) During	d) beyond d) that d) Some other d) have d) grammarian d) By	
	explanation are not put, a noun phrase this results in creating.  Joe and Charles.  The meeting was.  Joe and Charles.  The meeting was.  Robert Mortimer is mould always (42)	explanation are noun and verb phrases.  If put, a noun phrase uses an object as the this results in creating the passive voice. F  Joe and Charles attended the meetin The meeting was attended by Joe and Joe and Charles thought the meeting The meeting was thought to have bee Robert Mortimer built the house in 1789 The house was built in 1789 by Robert in important grammar point is in construct ways means structuring the first verb phra It is a common cause of (43) mistake the two examples below, the first move ct or polite question form.  What is your name? Could you please tell me what your not Do you have time for a quick chat? I was wondering if you have time for a tion sentences and clauses are also quite a tions entences and clauses are also quite a tion sentences and tion sentences and tion sentences and tion sentences and tion sentenc	explanation are noun and verb phrases.  If put, a noun phrase uses an object as the subject of a phrase this results in creating the passive voice. For instance:  Joe and Charles attended the meeting.  The meeting was attended by Joe and Charles.  Joe and Charles thought the meeting was a success.  The meeting was thought to have been a success.  Robert Mortimer built the house in 1789.  The house was built in 1789 by Robert Mortimer.  Important grammar point is in constructing correct indirect mould always (42) care to ensure that you use only one que ways means structuring the first verb phrase as the question are atticted to repolite question form.  The two examples below, the first moves the verb to be. In cet or polite question form.  What is your name?  Could you please tell me what your name is?  Do you have time for a quick chat?  I was wondering if you have time for a quick discussion?  To you have time for a quick chat?  I was wondering if you have time for a quick discussion?  To you have time for a quick chat?  I was wondering if you have time for a quick discussion?  To you have time for a quick chat?  I was wondering if you have time for a quick discussion?  To you have time for a quick chat?  I was wondering if you have time for a quick discussion?  To you have time for a quick chat?  To you have time for a quick chat?	this results in creating the passive voice. For instance:  Joe and Charles attended the meeting.  Joe and Charles attended the meeting.  Joe and Charles thought the meeting was a success.  Joe and Charles thought the meeting was a success.  The meeting was thought to have been a success.  Robert Mortimer built the house in 1789.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  The house was built in 1789 by Robert Mortimer.  Thus Is a common cause of (43) mistakes.  The two examples below, the first moves the verb to be. In the second verb phone it is a common cause of (43) mistakes.  The two examples below, the first moves the verb to be. In the second, the auxiliance of a politic question form.  What is your name?  This is A Direct info This is An Indirect

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## HIGHLIGHTING THE DIFFERENCES IN LANGUAGE REGISTER FORMALITY

**GRAMMAR** 

When you learn how to write a formal letter, there are several conventions you need to follow.

With formal letter writing (which includes emails) you know that you should write Dear Sir or Madam before the first paragraph of your letter and Yours sincerely or Yours faithfully at the end.

When it comes to writing the letter, the body of the text will use register to control formal writing. It applies to any form of communication, both in writing and orally.

There are two example forms of a letter on the following page. Both cover the same subject matter but are in different registers.

Compare the changes from the first letter to the second letter to understand how the formality differs with the use of grammar, vocabulary, and punctuation.

### **EXAMPLE FORMAL LETTER**

∠ Please note that 'Dear Mr. or Mrs.' is NOT English

Dear Sir / Madam.

I am writing to thank you for the letter we received on the 14th of September 2018.

A copy has been sent to company headquarters in addition to a memorandum concerning your financial situation.

A meeting has been scheduled for the 3rd October 2018 at 11 am to discuss your request for a further bank loan. Therefore, please inform us of your availability for this meeting at the earliest opportunity.

However, a number of issues concerning your income and expenditure may be queried prior to a loan being granted.

Furthermore, the General Manager needs to be contacted in order to authorize bank loans of this nature. Moreover, your previous failure to meet payment arrangements will first have to be considered.

Nevertheless, in the interim, you are required to complete the enclosed business plan, which should be brought to the meeting.

Yours sincerely

**FULL NAME** 

**EXAMPLE INFORMAL LETTER** 

Thanks for your letter. We got it on 14 Sept.

We've sent a copy to comp. H.Q. along with a memo re. your financial situation. I've set a meeting for 3 Oct at 11 am to talk about another bank loan.

So, please let us know if you can make it a.s.a.p. But, we might ask you a few things to do with your inc. and exp. before giving you a loan.

Also, I gotta get in touch with the G.M. to okay it.

Plus, we'll first have to think about the last time you didn't keep up with your payments. Anyway, in the meantime, you need to fill in this business plan. Bring it to the meeting with you.

Have a nice day.

In English, if/when you DO NOT
KNOW the name of the person to whom
you are writing — you may ONLY use:
Dear Sir / Madam, OR
To Whom It May Concern:

NOTE: Most formal letters begin with WHY you are writing.
Introducing yourself is not truly necessary

Cial as you will state your name at the end.

ALSO - please note that PARAGRAPHS are used.

Please be aware – one of the Writing
Options on the FEL B2 English Written
Examination is a Formal Letter.
In addition to grammar, vocabulary, etc.,
your knowledge of register, format and
structure will be assessed in the writing
you submit.

← Many students who read this may find this 'informal example' humorous, or perhaps ridiculous . . . HOWEVER — this example is closer to what the majority of students submit on the FEL B2 English Exam than the 'formal example' above.

FORMAL LETTER WRITING will be discussed in further detail in WEEK 7 of the B2-2 course