

## Unit 3 Cause and Effect

### Task 1 Discussion

Many things can have an effect on our daily lives. Work in pairs and discuss the impact of two or more of the following phenomena on your lives. Give reasons and examples.

- Transport
- Accommodation
- Technology
- The environment
- Education

### Task 2 Cause and effect – searching for connections

Work in pairs. Speculate on how two or more of the following phenomena can be connected using cause and effect relationships. Suggest possible reasons.

1. drug abuse and increasing alcohol consumption among younger people
2. rapidly increasing urban populations
3. social problems such as homelessness
4. more reporting by doctors of cases of depression
5. more students dropping out of school
6. greater awareness of environmental issues
7. an increase in the number of single-person households

### Task 3 Identify the nouns and verbs relating to cause and effect in sentences 1-6.

1. Reducing speed limits should lead to fewer deaths on the roads.
2. The financial collapse was triggered by a computer failure.
3. Ideas and discoveries from past civilizations such as the Greeks and Sumerians still have a huge impact on our lives today.
4. The main cause of change in the modern world is not technological advances, but human imagination.
5. Human behaviour has contributed most to the changes that we see in the planet today.

### Task 4 Academic language Cause and Effect (2)

Compare the sentences below using the word **result** and notice the word class.

One **result of** long-term stress is a higher risk of cardiovascular disease. (noun)

Stress is a significant phenomenon. **As a result**, people are at a higher risk of cardiovascular disease. (adverbial)

Cardiovascular disease may occur **as a result of** long-term stress. (prepositional phrase)

Stress may **result in** cardiovascular disease. (verb)

Cardiovascular disease may **result from** stress. (verb)

Now complete the sentences with prepositions **in, of, from**.

1. Headaches may result \_\_\_ stress and dehydration.
2. One result \_\_\_ improving secondary school education is likely to be greater competition for university places.
3. Sudden adoption of a low-calorie diet may not result \_\_\_ weight loss as intended.
4. Arguably this phenomenon results \_\_\_ three major causes.

**Write at least three sentences containing the phrases result in, from, as a result about your area of study.** (Tasks 1-5 adapted from Chazal, E.; McCarter, S. *Oxford EAP. A Course in English for Academic Purposes*. Upper-Intermediate. OUP, 2012)

## Task 5 Listening - Science of stress

**Before you listen: What are the major causes of stress in general/ for yourself?**

**Watch the video and note down:**

- What are the main types of stress?
- What do they cause?
- How can we prevent stress-related diseases?
- Is stress always negative?

**Check the vocabulary:** *to kick in, to take the toll on sth., rush hour delay, physical boost, to gauge, treadmill, high gear, release, to soar, excess cortisol, to handle, a dose*

(<http://video.nationalgeographic.com/video/science/health-human-body-sci/human-body/science-stress-sci/>)

**After you listen:**

**Write a paragraph summarising the main causes and effects of stress.**

### Extra task Word formation

**Complete the sentences using a noun form of the verbs in brackets, and adding any other words necessary. Give alternatives where possible.**

1. I prefer continuous \_\_\_\_\_ to a final exam. (assess)
2. The model provided a framework for \_\_\_\_\_. (analyse)
3. When the changes were introduced, we noted the \_\_\_\_\_ of employees.  
(respond)
4. The World Wide Web has grown rapidly since its \_\_\_\_\_ in 1991. (create)
5. The first stage of the project was \_\_\_\_\_ of strengths and weaknesses in the company. (identify)
6. He's been having \_\_\_\_\_ (treat) for three months now without any \_\_\_\_\_.  
(improve)
7. The attempt was a complete \_\_\_\_\_. (fail)
8. She proposed a new \_\_\_\_\_ about the function of dreams. (hypothesise)

(adapted from Hewings, M. *Cambridge Academic English*. CUP, 2012)