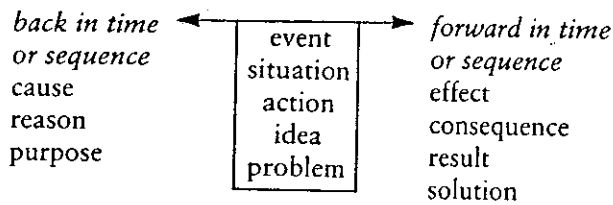


# Unit 9 Cause and Effect

In academic writing, events or actions are frequently linked with their *cause* and *effect*. Look at the following diagram which summarises this relationship.



There are a large number of ways to express the relationship shown in the diagram on the left. You will need to look at *Appendix 8: Connectives* (section e: Result, page 120) and especially the *Structure and Vocabulary Aid* at the end of this unit (page 60).

Now look at these examples of the cause and effect relationship.

*connective*

Heat	causes	<u>iron to expand.</u>
Prices rose.	As a result	<u>fewer goods were sold.</u>
<u>Any marks on the leaves are probably</u>	due to	the same virus.

Sometimes the cause will be named before the effect; sometimes the effect will be named first. e.g.

1)	X causes	Y (active verb)
	↑	↑
	cause	effect
2)	Y is caused by	X (passive verb)
	↑	↑
	effect	cause

The cause is in a box; the effect is underlined.

## Stage 1 Connectives and Markers

Look carefully at the *Structure and Vocabulary Aid* at the end of this unit (page 60), then do the following exercises.

1 The parts of the sentences below have been mixed up. Join the 6 parts on the left with the correct parts from the 9 on the right.

<ol style="list-style-type: none"> <li>1 There is acid in that bottle: <i>therefore</i> . . .</li> <li>2 The <i>effect</i> of the fluctuation in temperature . . .</li> <li>3 Bad labour relations <i>caused</i> . . .</li> <li>4 The accident occurred <i>because of</i> . . .</li> <li>5 He passed his examination <i>because</i> . . .</li> <li>6 Delayed treatment often <i>results in</i> . . .</li> </ol>	<ol style="list-style-type: none"> <li>a the road was icy.</li> <li>b he was unsuccessful.</li> <li>c prolonged illness</li> <li>d it must be handled very carefully.</li> <li>e careful storage.</li> <li>f the icy road conditions.</li> <li>g the strike.</li> <li>h he worked hard.</li> <li>i was to kill the laboratory specimens.</li> </ol>
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2 Making use of the information in the correct answers from the previous exercise complete the following sentences. Inside the box write the appropriate connective or verb marker (see the *Structure and Vocabulary Aid*). The first one has been done as an example.

- e.g. Icy road conditions caused the accident . . .
- a                    he worked hard . . .
  - b Prolonged illness is often                    . . .
  - c The strike was                    . . .
  - d The laboratory specimens were killed                    . . .
  - e That bottle must be handled very carefully                    . . .

Stage 2  
Identifying Relationships



top: glacier  
centre: spruce trees  
bottom: silver birch

1 Read the following carefully.

Climate

For the last hundred years the climate has been growing much warmer. This has had a number of different effects. Since the beginning of the 20th Century, glaciers have been melting very rapidly. For example, the Muir Glacier in Alaska has retreated 2 miles in 10 years. Secondly, rising temperatures have been causing the snowline to retreat on mountains all over the world. In Peru, for example, it has risen as much as 2700 feet in 60 years.

As a result of this, vegetation has also been changing. In Canada, the agricultural cropline has shifted 50 to 100 miles northward. In the same way cool-climate trees like birches and spruce have been dying over large areas of Eastern Canada. In Sweden the treeline has moved up the mountains by as much as 65 feet since 1930.

The distribution of wildlife has also been affected, many European animals moving northwards into Scandinavia. Since 1918, 25 new species of birds have been seen in Greenland, and in the United States birds have moved their nests to the north.

Finally, the sea has been rising at a rapidly increasing rate, largely due, as was mentioned above, to the melting of glaciers. In the last 18 years it has risen by about 6 inches, which is about four times the average rate of rise over the last 9000 years.

Now look at the following cause and effect table. From the text above copy into the table where necessary the *causes* and *effects* mentioned; also write in the central column, the appropriate connective or marker of the cause/effect relationship. Where an example (e.g.) is asked for, only write the first one if more than one is given in the text. The first section has been done as an example.

Table 1: Climate

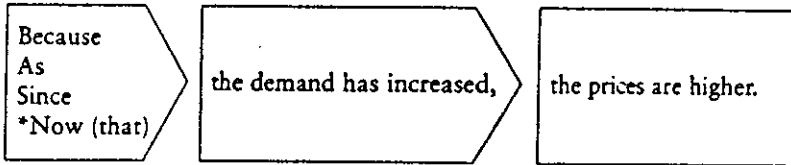
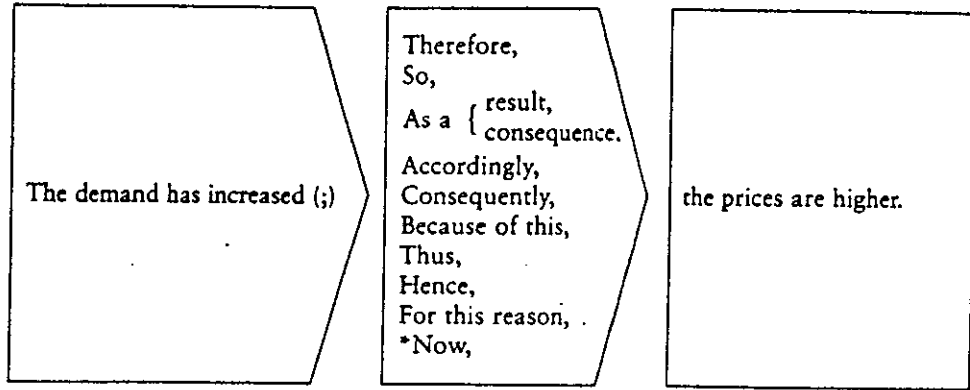
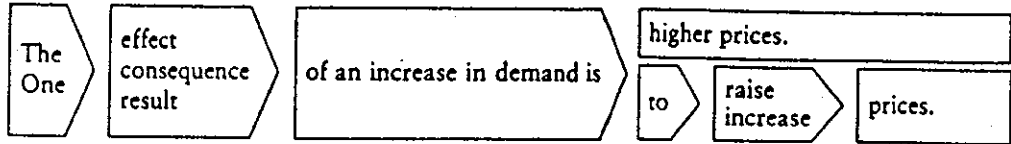
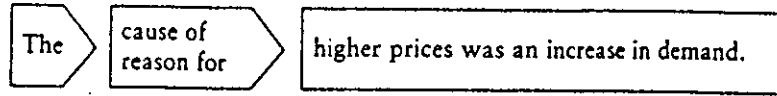
Cause	Connective or Marker	Effect
The climate has been growing much warmer	(different) effects	1 glaciers have been melting very rapidly, e.g. the Muir Glacier in Alaska has retreated 2 miles in 10 years
		2 e.g.
		3 e.g.
		4 e.g.
		5 e.g.

# Structure and Vocabulary Aid

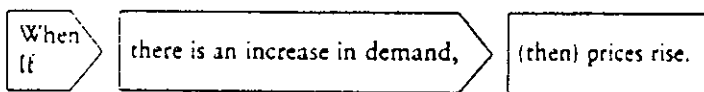
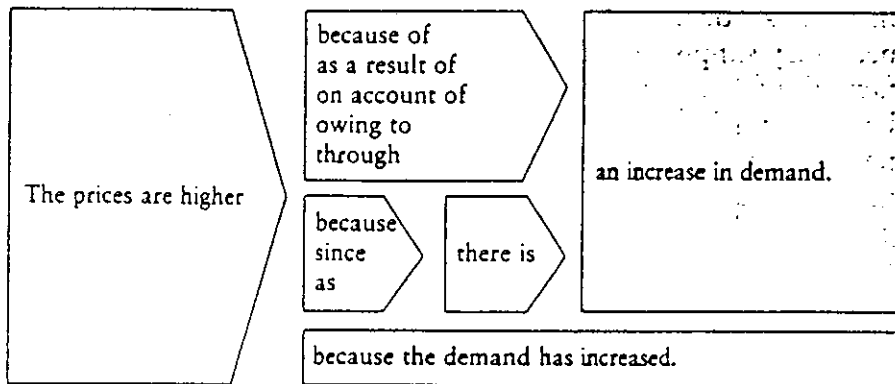
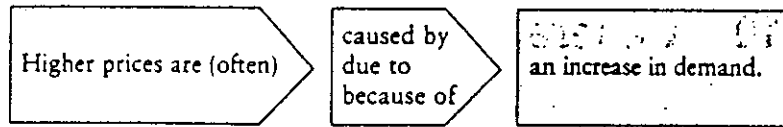
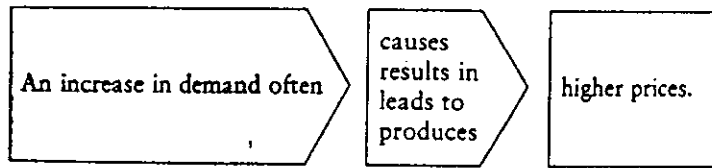
## Cause-effect relationships

Look carefully at the connectives or markers of cause-effect relationships shown below. Notice particularly how they are used in a sentence construction. The shaded boxes refer to causes.

Jordan



(\* includes in its meaning a present time element)



Look at this diagram relating to the situation in the Czech Republic. Write one paragraph describing some of the causes and effects. Give a title to your writing. *underline the key words*

SOME CAUSES
enough/lack of experience
qualifications
lack of education
age (→23)
age (45→)
single woman
married woman
- with small children
- with mature children
- without children
single man
married man
illness

SOME EFFECTS
<u>in/adequate, in/sufficient or no</u>
<u>opportunities</u>
possessions
comforts
wages/salaries
stress
unemployment
alcohol, gambling
dis/satisfaction
lack of confidence
enormous self-confidence
frustration
resignation
high/low status

## Tvoření otázek – testování

a) Vytvoření otázky se zadaným tázacím slovem ( které se vztahuje k výchozí větě)

Example: Susan has been married for 30 years. Who ...**has been married for 30 years**?

I have been living here for ten years. How long.....here?

She can speak many languages. How many .....?

He passed the exam on May 12<sup>th</sup>. When .....?

Helen did not attend the seminar last year. Who ..... last year?

The tsunami was caused by an earthquake. What.....by?

The missing child was found last week. When .....?

b) Vytvoření otázky z dané slovní zásoby (někdy je více správných možností)

e.g. How / you / hear / this job? ..... How **did** you hear **about** this job?

What / you / look at ? .....

She / like /swimming? .....

When / you / go dancing? .....

Who / kill / Abel? .....

He / be asked / to come? .....

When / you / be told / that? .....

c) Vytvoření otázky na zvýrazněnou část věty = Ask so that you can answer by the underlined words ( v hovoru se tak ptáme na část věty, které jsme nerozuměli)

Example: Much of the recycling and redistribution of the earth's water takes place in the atmosphere. **Question: What takes place in the atmosphere?**

Susan got married **in 1977**. .....

Particles settle **to the bottom**. .....

The slopes **of the riverbed** have become more gentle. ....

**Gravity** causes a rockslide. ....

Rainfall can cause **a landslide**. ....

The wedding ceremony took place **in the local church**. ....

Champagne is made **in France**. ....

They were taken **to the hospital**. ....

**3 000** people came to watch the ceremony. ....

The house was buried by **a landslide**. ....

elaborated by Tere Kravčová