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GRAMMAR AND BEYOND 4

Second Edition

with Academic Writing

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Randi Reppen
John D. Bunting, Luciana Diniz

GRAMMAR AND BEYOND 4

Second Edition

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About the Authors

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Advisory Panel

The ESL advisory panel has helped to guide the development of this series and provided invaluable information about the needs of ESL students and teachers in high schools, colleges, universities, and private language schools throughout North America.

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Scope and Sequence

Unit	Theme	Grammar	Topics
PART 1	**Social Responsibility**	**Cause and Effect**	
UNIT 1 page 2	Cause and Effect 1: The Environment and You	Sentence Structure; Common Patterns with Nouns That Show Cause	Sentence Structure: Simple and Compound Sentences (p. 4) Complex Sentences (p. 8) Common Patterns with Nouns That Show Cause (p. 11)
UNIT 2 page 18	Cause and Effect 2: Consumer Behavior	Subordinators and Prepositions That Show Cause; Transition Words and Common Patterns with Nouns That Show Effect	Subordinators and Prepositions That Show Cause, Reason, or Purpose (p. 20) Transition Words and Phrases That Show Effect (p. 23) Common Patterns with Nouns That Show Effect (p. 26)
UNIT 3 page 34	Cause and Effect 3: Social Responsibility	Real and Unreal Conditionals; Common Phrases with *If* and *Unless*	Present and Future Real Conditionals (p. 36) Present and Future Unreal Conditionals (p. 40) Common Phrases with *Unless* and *If* (p. 43)
UNIT 4 page 50	Cause and Effect 4: Alternative Energy Sources	*-ing* Participle Phrases and Verbs That Show Cause and Effect	*-ing* Participle Phrases That Show Effect (p. 52) *-ing* Participle Phrases That Show Cause (p. 54) Verbs That Show Cause and Effect (p. 56)

Avoid Common Mistakes	Academic Writing
Avoiding fragments; avoiding *cuz* and *coz* in written academic English; avoiding beginning sentences with *and* in written academic English	About thesis statements Write an introductory paragraph Avoid fragments with *because*
Remembering the correct preposition in expressions with *cause, result,* and *effect*; remembering *of* in *because of*	About hooks Write an introductory paragraph
Remembering the base form of the verb following a modal; remembering the correct form of the modal in real and unreal conditionals	About paragraph order Write an introductory and three body paragraphs Avoid using the pronoun *you*
Remembering to use *result in* and *result from* correctly; remembering subject-verb agreement with *contribute to*	About paraphrasing Write a cause and effect essay Use quotations and references

Avoid Common Mistakes	Academic Writing
Avoiding omitting the relative pronoun in subject relative clauses; avoiding *the same than*	About topic sentences Write one body paragraph (block method) Improving your internet searches
Remembering parallel structure	About supporting details Write one body paragraph (point-by-point method) Avoid using the quantifiers *a lot of* and *lots of*
Avoiding using both *more* and *-er* in comparisons; avoiding using *most* before nouns; remembering *the* in *the same as*	About summarizing Write a comparison and contrast essay Make personal stories more academic
Avoiding *another* in *on the other hand*; avoiding *but* in sentences with adverb clauses of concession	About conclusions Write a comparison and contrast essay Academic email messages
Remembering to use the past participle with the past perfect	About sentence variety Write a narrative paragraph to illustrate a topic Avoid the simple present in narratives
Remembering to use *this/that* with singular nouns and *these/those* with plural nouns	About audience and purpose Write a narrative essay Avoid vague references
Remembering to put the adverb after the modal in passive sentences	About classifying Write an introductory and one body paragraph Irregular plurals in academic writing
Remembering to use the correct form in definitions; remembering to use *who* only with animate nouns	About cohesive devices Write a classification and definition essay Use thought-provoking questions

Unit	Theme	Grammar	Topics
PART 5	Nutrition and Health	Problem–Solution	
UNIT 13 page 186	Problem–Solution 1: Food and Technology	Present Perfect and Present Perfect Progressive; Noun Phrase Structures	Present Perfect and Present Perfect Progressive (p. 188) Common Noun Phrase Structures (p. 192)
UNIT 14 page 202	Problem–Solution 2: Children and Health	Reporting Verbs; Adverb Clauses and Phrases with *As*; Vocabulary for Describing Information in Graphics	Reporting Verbs (p. 204) Adverb Clauses and Phrases with *As* (p. 207) Common Vocabulary for Describing Information in Graphics (p. 210)
UNIT 15 page 218	Problem–Solution 3: Health and Technology	Adverb Clauses and Infinitives of Purpose; Reduced Adverb Clauses; Vocabulary to Describe Problems and Solutions	Adverb Clauses of Purpose and Infinitives of Purpose (p. 220) Reducing Adverb Clauses to Phrases (p. 224) Common Vocabulary to Describe Problems and Solutions (p. 227)
UNIT 16 page 234	Problem–Solution 4: Leading a Healthy Life	*It* Constructions; Transition Words to Indicate Steps of a Solution	*It* Constructions (p. 236) Common Transition Words to Indicate Steps of a Solution (p. 241)
PART 6	Social Issues and Technology	Summary–Response and Persuasion	
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UNIT 18 page 264	Persuasion 1: Violence in the Media	Nonidentifying Relative Clauses; Phrases That Limit Overgeneralization	Nonidentifying Relative Clauses (p. 266) Phrases That Limit Overgeneralization (p. 270)
UNIT 19 page 278	Persuasion 2: Living in an Age of Information Overload	Noun Clauses with *Wh-* Words and *If / Whether*; Phrases for Argumentation	Noun Clauses with *Wh-* Words and *If / Whether* (p. 280) Phrases for Argumentation (p. 283)
UNIT 20 page 292	Persuasion 3: Social Media	Expressing Future Actions; Common Words and Phrases in Persuasive Writing	Expressing Future Actions (p. 294) Common Words and Phrases in Persuasive Writing (p. 298)

Avoid Common Mistakes	Academic Writing
Avoiding the plural with noncount nouns; avoiding *this* in *the fact that*	About emphasizing the significance of a problem Write two paragraphs describing a problem and explaining its significance
Remembering to use the base form of *be* after modals in the passive	About narrowing down a topic Write two body paragraphs for a problem-solution essay Citing sources in academic writing
Avoiding the plural with *for example*; avoiding a comma before *so that*	About evaluating proposed solutions Write two paragraphs related to solutions Use a thesaurus to build your vocabulary
Remembering *to* or *for* after *impossible*; avoiding *than* to introduce next steps	About describing the steps of a solution Write a problem-solution essay Keep an error log
Remembering to use the past participle after modals in past unreal conditionals	About summary-response writing Write a two-paragraph summary-response to an article *In fact*
Remembering the relative pronoun in nonidentifying relative clauses; avoiding *that* in nonidentifying relative clauses	About the introductory paragraph to a persuasive essay Write an introductory and two body paragraphs Use adverbs to avoid overgeneralizations
Avoiding *whether* to express a condition; remembering to spell *whether* correctly	About presenting and refuting opposing views Write two body paragraphs of a persuasive essay Using scare quotes
Remembering when to use the noun or verb forms of *claim* and *argue*; avoiding *according for* and *according with*	About writing strong arguments Write a persuasive essay

Introduction to Grammar and Beyond, 2nd edition

Grammar and Beyond is a research-based and content-rich grammar series for beginning to advanced-level students. The series focuses on the most commonly used English grammar structures and practices all four skills in a variety of authentic and communicative contexts.

Grammar and Beyond is Research-Based

The grammar presented in this series is informed by years of research on the grammar of written and spoken English as it is used in college lectures, textbooks, academic essays, high school classrooms, and conversations between instructors and students. This research, and the analysis of over one billion words of authentic written and spoken language data known as the *Cambridge International Corpus*, has enabled the authors to:

- Present grammar rules that accurately represent how English is actually spoken and written

- Identify and teach differences between the grammar of written and spoken English

- Focus more attention on the structures that are commonly used, and less on those that are rarely used, in writing and speaking

- Help students avoid the most common mistakes that English language learners make

- Choose reading topics that will naturally elicit examples of the target grammar structure

- Introduce important vocabulary from the Academic Word List

Special Features of *Grammar and Beyond*

Realistic Grammar Presentations

Grammar is presented in clear and simple charts. The grammar points presented in these charts have been tested against real-world data from the *Cambridge International Corpus* to ensure that they are authentic representations of actual use of English.

Data from the Real World

Many of the grammar presentations and application sections include a feature called Data from the Real World. Concrete and useful points discovered through analysis of corpus data are presented and practiced in exercises that follow.

Avoid Common Mistakes

Each unit features an Avoid Common Mistakes section that develops students' awareness of the most common mistakes made by English language learners and gives them an opportunity to practice detecting and correcting these errors. This section helps students avoid these mistakes in their own work. The mistakes highlighted in this section are drawn from a body of authentic data on learner English known as the *Cambridge Learner Corpus*, a database of over 35 million words from student essays written by non-native speakers of English and information from experienced classroom teachers.

Academic Vocabulary

Every unit in *Grammar and Beyond* includes words from the Academic Word List (AWL), a research-based list of words and word families that appear with high frequency in English-language academic texts. These words are introduced in the opening text of the unit, recycled in the charts and exercises, and used to support the theme throughout the unit. By the time students finish each level, they will have been exposed several times to a carefully selected set of level-appropriate AWL words, as well as content words from a variety of academic disciplines.

Academic Writing Practice

Students develop valuable skills for college composition and mainstream classes with content based on research of a collection of freshmen writing. The research helped identify grammar features used by writers, and tasks that entering college students are often asked to perform (e.g., compare and contrast, argue a particular position). Extensive writing research also helped to identify the linguistic features that are strongly associated with particular writing tasks. In addition to considering the types of text, *Grammar and Beyond* also considers the function of the task. The section on narrative texts reflect the use of narratives in informational writing, rather than the often-presented personal narratives found in most ESL/ EFL textbooks.

Series Levels

The following table provides a general idea of the difficulty of the material at each level of *Grammar and Beyond*. These are not meant to be interpreted as precise correlations.

	Description	TOEFL IBT	CEFR Levels
Level 1	Beginning	20 – 34	A1 – A2
Level 2	Low Intermediate to Intermediate	35 – 54	A2 – B1
Level 3	High Intermediate	55 – 74	B1 – B2
Level 4	Advanced	75 – 95	B2 – C1

Student Components

Student's Book with Online Practice

Each unit, based on a high-interest topic, teaches grammar points appropriate for each level in short, manageable cycles of presentation and practice. Academic Writing focuses on the structure of the academic essay in addition to the grammar rules, conventions, and structures that students need to master in order to be successful college writers. Students can access both the Digital Workbook and Writing Skills Interactive using their smartphones, tablets, or computers with a single log-in. See pages xvi–xxi for a Tour of a Unit.

Digital Workbook

The Digital Workbook provides additional practice to help master each grammar point. Automatically-graded exercises give immediate feedback for activities such as correcting errors highlighted in the Avoid Common Mistakes section in the Student's Book. Self-Assessment sections at the end of each unit allow students to test their mastery of what they learned. Look for [image] in the Student's Book to see when to use the Digital Workbook.

Writing Skills Interactive

Writing Skills Interactive is a self-grading course to practice discrete writing skills, reinforce vocabulary, and give students an opportunity with additional writing practice. Each unit has:

■ Vocabulary review

■ Short text to check understanding of the context

■ Animated presentation of target unit writing skill

■ Practice activities

■ Unit Quiz to assess progress

Teacher Resources

A variety of downloadable resources are available on Cambridge One (cambridgeone.org) to assist instructors, including the following:

Teacher's Manual

■ Suggestions for applying the target grammar to all four major skill areas, helping instructors facilitate dynamic and comprehensive grammar classes

■ An answer key and audio script for the Student's Book

■ Teaching tips, to help instructors plan their lessons

■ Communicative activity worksheets to add more in-class speaking practice

Assessment

■ Placement Test

■ Ready-made, easy-to-score Unit Tests, Midterms, and Final in .pdf and .doc formats

■ Answer Key

Presentation Plus

Presentation Plus allows teachers to digitally project the contents of the Student's Books in front of the class for a livelier, interactive classroom. It is a complete solution for teachers because it includes easy-to-access answer keys and audio at point of use.

Acknowledgements

Tour of a Unit

UNIT
5
Comparison and Contrast 1: Identifying Relative Clauses; Comparatives with *As . . . As*; Common Patterns That Show Contrast

Family Size and Personality

1 Grammar in the Real World

You will read an essay that discusses how a child's birth order in the family may affect his or her personality as an adult. The essay is an example of a type of comparison and contrast writing in which the ideas are organized using the block method.

A Before You Read How many siblings do you have? Do you think that some of their personality traits come from the order of their birth? Read the essay. How strong are the effects of birth order, according to the essay?

B Comprehension Check Answer the questions.

1 How are former presidents Jimmy Carter, George W. Bush, and Barack Obama connected to the main idea of the text?

2 According to the writer, why are firstborn children usually more ambitious than their siblings?

3 Which of the different birth order types – firstborn, middle born, youngest, and only child – do you think has the fewest advantages in life? Explain.

C Notice Follow the instructions below to help you notice and understand comparison and contrast sentences from the essay that use *as . . . as*.

1 Read the *as . . . as* sentence in the third paragraph. Are middle children likely to be equally, more, or less determined than firstborn children? Explain.

2 Read the *as . . . as* sentence in the fourth paragraph. Are youngest children likely to be equally, more, or less creative than middle children? Explain.

3 Read the *as . . . as* sentence in the fifth paragraph. Are only children likely to be equally, more, or less intelligent than children with siblings? Explain.

D Academic Writing Underline the sentence that gives the main idea of each body paragraph. This sentence is called the *topic sentence*.

Birth Order
and Adult Sibling Relationships

What do U.S. Presidents Jimmy Carter, George W. Bush, and Barack Obama all have in common? In addition to being elected president of the United States, these men all share the same birth order. Each one is the oldest child in his family. In fact, many very successful people in government and business have been "firstborn" children. While there is always some variation, some experts agree that birth order can have an influence on a person's personality in childhood and in adulthood.

Firstborn children often share several traits. First, in contrast to their siblings, they are more likely to be responsible, ambitious, and authoritarian. This is probably because they are born into an environment of high expectations, and they usually receive a great deal of attention. They are used to being leaders, taking responsibility for others, and sometimes taking on an almost parental role.

Middle children, on the other hand, exhibit different characteristics from firstborns. They are often not as determined as firstborns. They tend to be more passive and solitary. Having to share family attention with older and younger siblings, middle children have a tendency to be more realistic, creative, and insightful.

Youngest children are often more protected than their older siblings. As a result, they are more likely to be dependent and controlling. They are often as creative as middle children, but usually more easygoing and social.

A child with no siblings, or an "only child," also exhibits some unique characteristics. While some parents worry that an only child will have difficulties socializing and making friends, studies show that an only child is just as intelligent, accomplished, and sociable as a child with siblings. In fact, some research indicates that being an only child has some benefits. These children tend to have better vocabulary, perform better at school, and maintain closer relationships with their parents than children with siblings.

Even though it is assumed that birth order dictates some personality traits, individuals can free themselves from the roles they played when they were young, but it can be difficult. According to Vikki Stark, family therapist and author of *My Sister, My Self*, change requires letting go of familiar ways of being and patiently asserting new behaviors that express one's true self (Kochan, para. 14).

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Family Size and Personality **65**

2 Identifying Relative Clauses

Grammar Presentation

A relative clause modifies a noun and follows the noun it modifies. Identifying relative clauses provide necessary information about the noun. They are used in all kinds of academic writing, but they are especially useful in comparison and contrast writing to describe characteristics of elements that are being compared.

Children *who/that have no siblings* are often very close to their parents. People gradually behave in ways *which/that are more consistent with their preferred self-image*.

2.1 Identifying Relative Clauses

A An identifying relative clause modifies a noun. It begins with a relative pronoun: *that, which, who, whom,* or *whose.* (It is often called a *restrictive relative clause.*)

An identifying relative clause answers the question, "Which one?" It gives necessary information about the noun or noun phrase in the main clause. Without that information, the sentence would be incomplete.

IDENTIFYING RELATIVE CLAUSE
People *who do not have children* may not be aware of differences in birth order.

IDENTIFYING RELATIVE CLAUSE
Creativity is a trait *that all middle children share*.

B *Who, that,* and *whom* refer to people. Use *whom* for object relative clauses. In informal speaking and writing, the use of *who* for *whom* is common.

PEOPLE
Researchers *who/that study families* have different views.
My siblings are the people in my life *whom I will always trust*.

C *Whose* shows possession. It is followed by an animate or inanimate noun in academic writing.

POSSESSION
Researchers *whose work focuses on families* disagree about the importance of birth order.
She cited a study *whose results supported previous research*.

Which and *that* refer to things. In academic writing, *that* is often preferred to *which* in identifying relative clauses.

THINGS
The study examines characteristics *that/which are common in firstborn children*.

🌐 **DATA FROM THE REAL WORLD**

In academic writing, the relative pronoun *who* is more commonly used than *that* to refer to people.

In speaking, the relative pronoun *that* is more commonly used than *who* to refer to people.

Grammar Application

Exercise 2.1 Identifying Relative Clauses

A Read the paragraph about birth order. Complete each sentence with *that, who, whom,* or *whose.* Sometimes more than one answer is possible.

Birth order researchers have discovered some interesting information ___that___ can help us understand our colleagues better. Do you have a difficult boss _____ authoritarian personality makes your life difficult? If so, your boss might be a firstborn child. Children _____ are born first are often more authoritarian than their younger siblings. Do you have a co-worker _____ is passive, but particularly creative and insightful? This person may be a middle child. People _____ have both older and younger siblings are often passive because their older siblings were responsible for their well-being when they were young. The creativity _____ they exhibit might be the effect of their having spent a lot of time on their own due to having to share parental attention with their older and younger siblings. People _____ you work with _____ are controlling may be youngest children. These people are also likely to be more social than co-workers _____ are middle children. Of course, these are only generalizations. There are countless factors _____ help form people's personalities, but birth order research may shed some helpful light on people's behavior in the workplace.

DATA FROM THE REAL WORLD

takes students beyond traditional information and teaches them how the unit's grammar is used in authentic situations, including differences between spoken and written use.

QR CODES

give easy access to audio at point of use.

DATA FROM THE REAL WORLD

In academic writing, 75 percent of relative clauses with *whose* modify inanimate nouns.

The report included the results of a study funded by an organization whose *mission is to help children reach their potential.*

Exercise 3.2 Comparatives with *As . . . As*

A Listen to the story of two famous sisters – Venus and Serena Williams. Complete the chart.

	Venus Williams	Serena Williams
1 Birth date	June 17, 1980	
2 Height	6'1"	
3 Year turned professional		
4 Wimbledon singles victories (individual years)		
5 U.S. Open singles victories (individual years)		

B On a separate sheet of paper, use the information from A and the cues below to write sentences as with the following *as . . . as* phrases: *almost as . . . as; just as . . . as; not nearly as . . . as* and *not quite as . . . as.* Sometimes more than one answer is possible.

1 Serena / is / tall / Venus.
   Serena is not quite as tall as Venus.
2 Serena / has / played / long / Venus.
3 Serena / is / old / Venus.
4 Serena / has / experience / Venus.
5 Serena / is / important to U.S. sports / Venus.
6 Serena / has / won / Wimbledon singles / Venus.
7 Venus / is / famous / Serena.
8 Serena / has had / Wimbledon singles victories / Venus has had.
9 Venus / has had / success in business / Serena. They are both successful businesswomen.

C Pair Work Tell a partner about two people you know well. Compare them using *as . . . as* structures. Next, write five sentences about them using *as . . . as.* Use adjectives, adverbs, and noun phrases as well as phrases such as *almost, not nearly,* and *not quite* in your sentences where possible.

Younsil does not have as many children as Victoria.
Younsil is not quite as shy as Victoria.
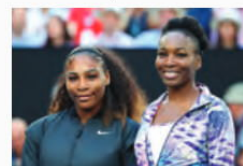
Serena and Venus Williams

HOW TO USE A QR CODE

1 Open the camera on your smartphone.

2 Point it at the QR code.

3 The camera will automatically scan the code. If not, press the button to take a picture.

* Not all cameras automatically scan QR codes. You may need to download a QR code reader. Search "QR free" and download an app.

CONTEXTUALIZED PRACTICE

moves from controlled to open-ended, teaching meaningful language for real communicative purposes.

AVOID COMMON MISTAKES

is based on a database of over 135,000 essays. Students learn to avoid the most common mistakes English language learners make and develop self-editing skills to improve their speaking and writing..

Vocabulary Application

Exercise 4.1 Vocabulary That Shows Contrast

A Complete the following sentences about children in the United States using the words and phrases in the box.

differ from	major difference between	unlike
in contrast	significantly different from	

1 One *major difference between* children in the United States in 1900 and now is that children in the past didn't get a lot of individual attention from their parents, while children today get a lot of individual attention.

2 Another way that today's children are _____ children in the past is that in the past, children often worked to help their families, but children now often work for their own extra spending money.

3 Today's children also _____ children in 1900 in that they are required to attend school.

4 Children in the past often had large families with several siblings. _____, many children today have one or two siblings or are only children.

5 In 1900, children were very independent. _____ them, children today depend on their parents a lot.

B Pair Work With a partner, draw a chart like the one below. Write five contrasting pieces of information about children in the 1900s and now in a culture that you are familiar with. Then present your information to the class, using vocabulary from A.

Children in the 1900s	Children Now

One major difference between young children in my native country today and in the 1900s is that in the 1900s, they used to work in factories. Today that's illegal.

5 Avoid Common Mistakes ⚠

1 Do not use *who* with inanimate nouns.
   that
   A study *who* showed the benefits of being an only child was published last year.

2 Do not omit the relative pronoun in subject relative clauses.
   who
   Children ∧ have older siblings tend to be somewhat dependent.

3 Remember that the subject and the verb must agree in relative clauses.
   have
   Children who *has* siblings often become secure and confident adults.

4 Use *the same as*, not *the same than*.
   as
   Middle children often have the same level of creativity *than* youngest children.

Editing Task

Find and correct eight more mistakes in this body paragraph from an essay comparing trends in families in the past and today.

Families Past and Present

   that
A major way that families have changed is the number of families ∧ have only one child. The number of families had only one child was low in the United States in the 1950s and 1960s. However, one-child families began increasing in the 1970s and are very common today. This is especially true in households who have only one parent.

5 One reason families are smaller is the cost of living. It is not the same than it was 40 years ago. For example, it costs about 10 times more to send a child to college than it did 40 years ago. As a result, many parents choose to have only one child because they do not have enough money for more children.

10 In addition, attitudes about only children are also not the same than attitudes about them in the past. In the 1950s and 1960s, people avoided having only one child. At that time, many people thought that children did not have siblings had many disadvantages. For example, people thought that they did not learn good social skills. However, recent studies who focus on only children show a different picture.

15 These studies show that only children tend to have the same social skills than children who has siblings.

THEME-RELATED EXERCISES

boost fluency by providing grammar practice in a variety of different contexts.

EDITING TASK

gives learners an opportunity to identify and correct commonly made errors and develop self-editing skills needed in their university studies.

6 Academic Writing

In this section, you will write an outline and one body paragraph for a comparison and contrast essay using the block method. Before you start writing, you will learn how to write effective topic sentences.

About Topic Sentences

Topic sentences introduce the main idea of a body paragraph. In academic essays, they often appear at the beginning of body paragraphs. Although not all body paragraphs have topic sentences, it will help you to organize your writing if you always include one.

The following guidelines will help you write effective topic sentences:

1 An effective topic sentence should contain a claim or an opinion that needs to be supported with evidence. It should not be a fact that is widely accepted as true. Notice the difference in the following sentences:

   ■ Some families are small. (a fact)

   ■ Small families are better than large families. (a claim that needs to be supported with evidence)

2 The content of the topic sentences should relate back to the thesis statement of the essay.

   ■ Siblings have different personality traits because of birth order. (thesis statement)

Organize Your Ideas

A For this assignment, you will use the block method of comparison and contrast for organizing your ideas.

Look at the block method outline for the essay on birth order below. Use the blank outline that follows to create an outline for your topic.

Title of Essay: Birth Order

Paragraph 1. Introductory paragraph. Thesis Statement: Experts agree that birth order tends to dictate some basic personality traits in children and adults.

Paragraph 2. Topic Sentence: Firstborn children often share several common traits.
• Traits: responsible, ambitious, authoritarian

Paragraph 3. Topic Sentence: Middle children exhibit unique characteristics.
• Traits: passive, solitary, realistic, creative, insightful

Paragraph 4. Topic Sentence: Youngest children have typical characteristics as well.
• Traits: dependent, controlling, creative, easygoing, social

Title of Essay: _____

Paragraph 1. Introductory paragraph. Thesis Statement: _____

Paragraph 2. Topic Sentence: _____

• Details: _____

Paragraph 3. Topic Sentence: _____

• Details: _____

Paragraph 4. Topic Sentence: _____

• Details: _____

B Pair Work Share your outline with a partner and discuss your ideas.

Writing Task

Write one of the body paragraphs from your outline. Follow the steps below.

1 Make sure that you have a clear topic sentence that follows the guidelines in About Topic Sentences on page 76.

2 Include the following in your paragraph:

   ■ identifying relative clauses;

   ■ as . . . as;

   ■ common patterns that show contrast;

   ■ at least three of these academic words from the essay in this unit: *adulthood, assumed, author, benefit, creative, environment, exhibit, expert, indicate, individual, insightful, intelligent, maintain, passive, research, role, unique.*

3 After you write your paragraph, review it and make sure that you avoided the mistakes in the Avoid Common Mistakes chart on page 75.

> **Academic Writing Tip**
> **Improving Your Internet Searches**
> When you do an Internet search, use quotation marks around important ideas. For example, "large families" will eliminate results with only "large" or "family" alone.

Peer Review

A Exchange your outline and paragraph with a partner. Answer the following questions as you read your partner's outline and work, and share your responses.

1 Is the outline organized using the block method?

2 Does the topic sentence relate to the thesis statement?

3 Are any identifying relative clauses, as . . . as, or common patterns that show contrast used in the paragraph?

4 Is anything confusing? Write a question mark (?) next to it.

5 Provide one compliment (something you found interesting or unusual).

B Use your partner's comments to help you revise your paragraph. Use the Writer's Checklist on page A2 to review your paragraph for organization, grammar, and vocabulary.

Kahoot!

for Grammar and Beyond
cambridge.org/kahoot/grammarandbeyond

What is Kahoot!?

Kahoot! is a game-based learning platform that makes it easy to create, share and play fun learning games and trivia quizzes in minutes. You can play Kahoot! on any mobile device or laptop with an internet connection.

What can you use kahoots for?

Kahoots can be used for review, formative assessment or homework.

When should you play Kahoot?

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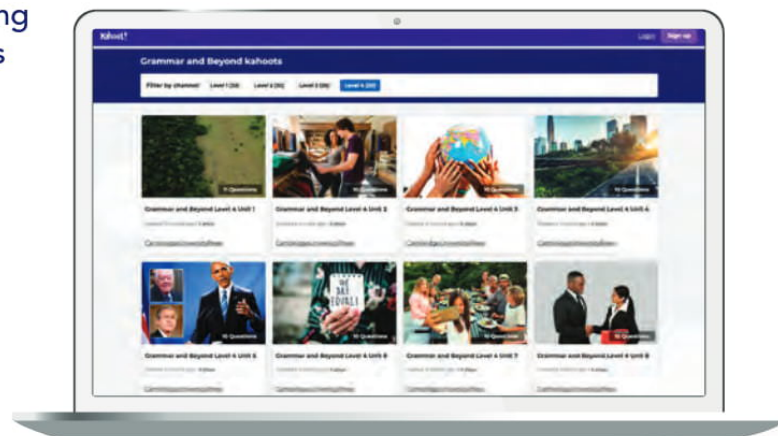
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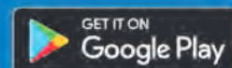
Cause and Effect 1: Sentence Structure; Common Patterns with Nouns That Show Cause

The Environment and You

1 Grammar in the Real World

You will read an essay about ecological footprints, a measurement of the impact each person has on the world's natural resources. The essay is an example of one kind of cause and effect writing in which one cause leads to several effects.

A Before You Read What are three common things that people do in their everyday lives that have an impact on the environment? Read the essay. According to the writer, what might be one effect of mining for natural resources such as coal and oil?

B Comprehension Check Answer the questions.

1 In your own words, what is an ecological footprint? Provide examples of activities that could cause a large and a small ecological footprint.

2 According to the essay, what are three major consequences of large ecological footprints?

3 "We do not inherit the Earth from our ancestors; we borrow it from our children" is a Native American proverb. How is it related to the essay?

C Notice Follow the instructions below to help you notice sentence structures that state causes and describe effects.

1 In the first paragraph, find the sentence about easily accessible resources and large ecological footprints on lines 10–13. Write *C* above the clause that gives a reason or cause and *E* above the clause that states the effect. Circle the word that introduces the cause.

2 In the fourth paragraph, find the sentence that states the effect of releasing dangerous gases in the air. Circle the phrase that introduces the effect.

3 In the fourth paragraph, underline the first sentence. Does the sentence describe a cause or an effect? What phrase does the writer use to introduce it?

D Academic Writing Reread the introductory paragraph of the essay and underline the sentence that tells the reader the main idea. This sentence is called the *thesis statement*.

Ecological Footprints

Environmentalists are increasingly concerned about the impact that individuals have on our planet, and many people now want to help
5 protect the environment. A good place to start is reducing one's ecological footprint. An ecological footprint is an estimate of how much land, water, and other natural resources are being used by a person
10 or a group. Because resources are easily accessible in developed countries like the United States, people in these countries tend to have large ecological footprints. For example, they may take long showers,
15 leave their computers on for the whole day, buy new things they do not need, and fly frequently between cities. The consequences of large ecological footprints can be disastrous.[1]

20   One of the worst effects of large ecological footprints is the loss of natural resources, such as oil, water, and wood. These resources are being consumed so fast that the Earth does not have time to
25 renew them. Approximately 95 million barrels of oil are produced daily in the world (BP, 2019, p.16). People use oil to run their cars, heat their homes, and create products such as clothes, paint, and plastic.

30   Plastic is now one of the biggest threats to our environment, and in fact to each of us. The naturalist David Attenborough shocked the world by showing images of sea birds attempting to feed their young on
35 plastic shopping bags. It is estimated that eight million tons of plastic end up in our oceans every year (BBC, 2017). Unless this stops, there will be more plastic than fish in the ocean by 2050. Already, billions of
40 people around the world are drinking water that is contaminated by plastic. The United States is the country worst affected, with 94% plastic contamination in its tap water (Morrison & Tyree, 2017).

45   Large ecological footprints also lead to higher greenhouse gas emissions. The mining of oil, natural gas, and coal, as well as the use of these resources in electrical power plants and automobiles, releases dangerous
50 gases into the air, where they trap[2] heat. As a result, the Earth gets warmer.

    It is our responsibility to find ways to decrease our impact on our planet. Even small changes can make a difference
55 and help to protect the environment. If we do not start reducing our ecological footprints right away, it may be too late for future generations to contain[3] the damage.

[1]**disastrous:** causing a lot of damage

[2]**trap:** prevent from leaving

[3]**contain:** limit

2 Sentence Structure: Simple and Compound Sentences

Grammar Presentation

In cause and effect writing and in academic writing in general, it is effective to use a variety of sentence types. Writers use simple sentences to express facts or opinions strongly. They use compound sentences to link related ideas such as causes and effects.

Simple sentence:
Lack of natural resources is one of the results of large ecological footprints.

Compound sentence:
Large ecological footprints cause many problems, and it is our social responsibility to solve them.

2.1 Simple Sentences

A A simple sentence has only one clause, called a *main clause* or an *independent clause*. Like all sentences, a simple sentence must have a subject and a verb.

SUBJECT .... VERB
Millions of barrels of oil are produced daily.

Many different elements may come after the verb, including:

object

SUBJECT ...... VERB ...... OBJECT
Plastic pollution has devastated our oceans.

prepositional phrase

SUBJECT ...... VERB ...... PREP. PHRASE
Ozone and other greenhouse gases are often in the news.

adjective

SUBJECT ...... VERB ...... ADJECTIVE
The Earth is becoming warmer.

adverb

SUBJECT ...... VERB ...... ADVERB
Natural resources that provide energy will run out eventually.

B The subject of a sentence must be a noun phrase. There are many different kinds of noun phrases, including:

adjective + noun

pronoun

noun and noun

noun + prepositional phrase

noun + relative clause

gerund

Small changes can make a difference.

This has devastated many oceans.

Ozone and other greenhouse gases are often in the news.

The health of our oceans remains critical.

Natural resources that provide energy will run out eventually.

Reducing our ecological footprints is crucial.

2.1 | Simple Sentences (continued)

C The verb of a sentence can consist of a single main verb or a main verb with an auxiliary verb such as *be*, *do*, and *have*, or a modal such as *can* and *will*.

A verb phrase can consist of more than one verb.

MAIN VERB
*The health of our oceans **remains** critical.*

AUXILIARY VERB
*This **has** devastated many oceans.*

MODAL
*People **may** take long showers.*

*The average temperature **rises and falls**.*

2.2 | Using Simple Sentences

A Use short simple sentences to emphasize an important point within the larger discourse.

The consequences of these footprints can be disastrous.

B If the subject or a verb is missing, the sentence is incomplete. It is called a *fragment*.

Avoid fragments by making sure all sentences have a subject and a verb.

FRAGMENT (MISSING SUBJECT): *In the future, will probably be much warmer on Earth.*

CORRECTION: *In the future, **the temperature** will probably be much warmer on Earth.*

FRAGMENT (MISSING VERB): *The worst effect of large ecological footprints the loss of natural resources.*

CORRECTION: *The worst effect of large ecological footprints **is** the loss of natural resources.*

C Academic writers connect independent clauses with transition words to make the relationship between two ideas very clear.

Some examples of transition words are:
as a result, consequently, furthermore, however

You can use a period or a semicolon before a transition word to connect the independent clauses. Use a comma after a transition word.

*These gases trap heat in the air. **As a result**, the Earth gets warmer.*

*These gases trap heat in the air; **as a result**, the Earth gets warmer.*

D You can connect two independent clauses with a semicolon. This is a good choice if the ideas in the two clauses are closely related.

INDEPENDENT CLAUSE 1　　INDEPENDENT CLAUSE 2
People should buy less; they should replace items only when absolutely necessary.

2.3 Compound Sentences

A Use compound sentences to connect two ideas. A compound sentence includes at least two independent clauses that are connected by a coordinating conjunction (*and, but, or, so, yet*). Use a comma before the coordinating conjunction.

INDEPENDENT CLAUSE 1
Some people are concerned about the environment,

INDEPENDENT CLAUSE 2
so they recycle as much as they can.

B Avoid run-on sentences and comma splices. A run-on sentence is two independent clauses without a coordinating conjunction.

Use a comma and coordinating conjunction when connecting two independent clauses.

A comma splice is two independent clauses combined with a comma.

Use a period between the two independent clauses.

RUN-ON: *These gases trap heat in the air the Earth gets warmer.*

CORRECTION: *These gases trap heat in the air, **so** the Earth gets warmer.*

COMMA SPLICE: *Humans are the cause of many environmental problems, it is our responsibility to resolve them.*

CORRECTION: *Humans are the cause of many environmental problems. It is our responsibility to resolve them.*

C The use of *and* and *but* to introduce a sentence is common in some types of writing, such as in newspapers and magazines. However, it is not usually appropriate in academic writing.

*Natural resources are being consumed so fast that the Earth does not have time to renew them. **And** as a result, these resources are becoming scarce.*

*There are efforts to clean up the oceans. **But** the health of our oceans remains critical.*

Grammar Application

Exercise 2.1 Subjects and Verbs

Read about energy resources in Iceland. Underline the subject, and circle the verb in each independent clause.

1 Iceland has huge frozen glaciers, but it also has more than 100 volcanoes.

2 In 1998, Iceland decided to become independent from fossil fuels.

3 It began to increase its use of renewable energy sources.

4 Electricity in Iceland's homes is generated by geothermal springs, or it comes from the energy of the rivers and glaciers.

5 The water in geothermal springs is already hot, so Icelanders use it instead of fossil fuels to heat their homes.

6 Basic services such as transportation in Iceland are switching to electric vehicles, and all ships in the large fishing industry may eventually operate on hydrogen fuel.

7 Iceland satisfies its country's need for energy without relying heavily on fossil fuels.

Exercise 2.2 Fragments, Run-on Sentences, and Comma Splices

A Read the following sentences about the environment. Check (✓) each complete sentence. Write *F* for each fragment, *R-O* for each run-on, and *CS* for each comma splice.

1 (a) ____✓____ Over time, people have destroyed the natural habitats of many plants and animals in order to build more homes and grow more food. (b) ____F____ For this reason, many of our forests now gone. (c) ___R-O___ Plants and animals are losing their homes they may become extinct.

2 (a) _____ Water pollution a serious problem. (b) _____ For many years, people got rid of waste by dumping it into the water. (c) _____ As a result, the quality of the water in many of our oceans, rivers, and lakes unacceptable. (d) _____ In fact, nearly about two billion people in the world do not have safe drinking water, and over two million people die each year from diseases related to water.

3 (a) _____ Environmentalists are constantly trying to come up with ideas to protect the environment nobody knows what the environment will be like in the future. (b) _____ However, researchers believe that much has already improved. (c) _____ Individuals are becoming more aware of the environment around them.

4 (a) _____ Trying to protect nature in various ways. (b) _____ Some people are helping to clean up the environment by driving electric cars, others are working to preserve endangered plants and animals. (c) _____ These efforts will allow future generations to have clean air and water and to enjoy the world's natural beauty.

5 (a) _____ The forests of the Earth are being cut down. (b) _____ The destruction of the forests is the result of human and natural disasters. (c) _____ Has negative consequences on the environment.

B Rewrite the fragments, run-ons, and comma splices in A. Use coordinating conjunctions, transition words, and punctuation to correct run-ons and comma splices. Check your answers with a partner.

1 *For this reason, many of our forests are now gone. Plants and animals are losing their homes. As a result, they may become extinct.*

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

3 Complex Sentences

Grammar Presentation

Another way to link cause and effect ideas is with complex sentences. Complex sentences have one independent clause and at least one dependent clause.

Because resources are readily accessible in developed countries like the United States, people in these countries tend to have large ecological footprints.

3.1 Complex Sentences

A complex sentence has an independent clause and a dependent clause introduced by a subordinator. Subordinators show the relationship between the two ideas.

Some examples of subordinators are: *although, after, as if, because, before, if, since, whereas, whether, while*

When the dependent clause comes first, use a comma to separate it from the independent clause.

INDEPENDENT CLAUSE
Future generations will suffer

DEPENDENT CLAUSE
if pollution is not reduced.

DEPENDENT CLAUSE
Although people try to save energy,

INDEPENDENT CLAUSE
global demand for energy increases every year.

3.2 Using Complex Sentences

A In academic writing, use complex sentences with the subordinators *because, if, since,* and *when* to express cause and effect relationships.

CAUSE   EFFECT
If pollution is reduced, global health will improve.

B A dependent clause that is not connected to an independent clause is a fragment.

Avoid dependent clause fragments in the following ways:

Connect the dependent clause to an independent clause. (Remember to use a comma after a dependent clause if it comes before an independent clause.)

OR

Change the subordinator to a transition word that can introduce an independent clause.

FRAGMENT: *Because energy use is high in the developed world. People there use a lot of resources.*

DEPENDENT CLAUSE
CORRECTION: *Because energy use is high in the*

INDEPENDENT CLAUSE
developed world, people there use a lot of resources.

CORRECTION: *Energy use is high in the developed world. As a result, people there use a lot of resources.*

Grammar Application

Exercise 3.1 Complex Sentences

A For each pair of sentences about bald eagles, write *C* next to the sentence that shows the cause and *E* next to the sentence that shows the effect. Next, combine the sentences using *because*, *if*, *since*, or *when*. Sometimes more than one answer is possible.

1 __*E*__ The United States government declared bald eagles an endangered species.

__*C*__ Bald eagles were almost extinct in the 1960s.

Because bald eagles were almost extinct in the 1960s, the United States government declared them an endangered species.

2 _____ The bald eagle showed the qualities of impressive strength and courage.

_____ The bald eagle was chosen in 1782 to be the symbol for the United States.

_____

_____

3 _____ The government enacted laws that included banning the use of the pesticide DDT.

_____ The bald eagle population began to recover.

_____

_____

4 _____ In 2007, the bald eagle was taken off the Endangered Species Act's "threatened" list.

_____ The bald eagles' numbers had greatly increased since the 1960s.

_____

_____

5 _____ The bald eagle population may decrease once more.

_____ The habitats of the bald eagles are not protected in the future.

_____

_____

6 _____ Some biologists are urging wind energy companies to develop safer turbines.

_____ The birds are sometimes killed by the blades of wind turbines.

_____

_____

7 _____ People can help protect the bald eagle.

_____ People volunteer to clean up the habitats where eagles nest.

_____

B Pair Work With a partner, think of two endangered animals. Discuss why the animals are endangered (habitat loss, pesticides, overfishing, etc.) and what is being done to protect the animals. Next, do the role play below. Use *because*, *if*, *since*, and *when* where possible.

A You are a reporter. Interview Partner B about one of the animals you talked about. Ask why the animal is endangered and what the impact of environmental policies has been.

B You are an environmentalist. Answer Partner A's questions.

Partner A	*Tell me about an endangered animal that people should know about.*
Partner B	*Sea turtles are an endangered animal.*
Partner A	*Why are they endangered?*
Partner B	*One reason is the fishing industry. Many turtles die when they bite the hooks and get caught in the fishing lines.*
Partner A	*How are they today?*
Partner B	*Since there are now programs that protect the turtles, their numbers have improved in recent years.*

Switch roles and do the role play again using information about the second animal.

Exercise 3.2 More Complex Sentences

Read the questions below. Then listen to the radio interview about bikeshare programs in large cities. As you listen, take notes. Finally, answer the questions. Use *because*, *if*, *since*, and *when*.
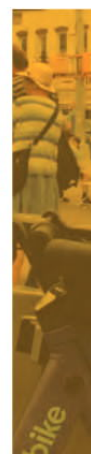
1 Why are bikeshares becoming so popular in large cities?

Bikeshares are becoming popular because they are a great way to reduce pollution.

2 Why do people use a bikeshare?

_____

_____

3 What do people have to do if they want to use the bikes?

_____

_____

4 What happens when riders get a flat tire?

_____

_____

5 If a city wants a bikeshare program to be successful, what two things are required?

_____

_____

6 What can bikeshare riders do in some cities when they want to find a bike or an empty space at a station?

_____

_____

7 Why do some people feel uncomfortable riding the bikes?

_____

_____

4 Common Patterns with Nouns That Show Cause 🌐

Vocabulary Presentation

Cause and effect relationships can be shown in many different ways. One important way is through the use of the nouns *cause*, *reason*, and *factor*.	*One important cause of* overpopulation is lack of education. Low cost *is the primary reason why* many communities use coal for energy. Emissions from cars *are a major factor in* the increase in air pollution.

4.1   Nouns That Show Cause: *Cause, Reason, Factor*

A The following expressions and patterns are commonly used with the noun *cause* and a form of the verb *be*: NOUN PHRASE NOUN PHRASE _____ *is a / one cause of* _____. NOUN PHRASE NOUN PHRASE *Another cause of* _____ *is* _____.	A higher birth rate *is one* major *cause of* overpopulation. *Another* leading *cause of* overpopulation *is* the decline in death rates.
B Expressions with cause generally describe a negative effect. *Cause* does not usually occur with words that are related to success or positive results.	Some researchers believe that the primary cause of *global warming* is large ecological footprints.

C These expressions and patterns are commonly used with the noun *reason* a form of the verb *be*:

CLAUSE   CLAUSE

One reason (why) _____ is _____ .

CLAUSE   NOUN PHRASE

One reason (why) _____ is _____ .

NOUN PHRASE   CLAUSE

The reason for _____ is _____ .

NOUN PHRASE   NOUN PHRASE

The reason for _____ is _____ .

SENTENCE

_____ . For this reason / these

CLAUSE

reasons, _____ .

*One reason (why) the population is growing so fast **is** that death rates have fallen dramatically.*

***One reason (why)** the population is growing so fast **is** the decline in the death rate.*

***The** real **reason for** our concern about overpopulation **is** that our resources are limited.*

***The** primary **reason for** our concern about overpopulation **is** limited resources.*

*People are living longer, healthier lives. **For this reason,** the population has been increasing.*

D These expressions and patterns are commonly used with the noun *factor* and a form of the verb *be*:

NOUN PHRASE   NOUN PHRASE

_____ is a / one factor in _____ .

NOUN PHRASE NOUN PHRASE

Another factor in _____ is _____ .

*Mortality **is one** key **factor in** the current growth in population.*

***Another** critical **factor in** water pollution **is** the increase in fertilizer use by farmers.*

🌐 DATA FROM THE REAL WORLD

Adjectives that most frequently occur with *cause* are: *leading, probable, common, root, underlying, exact, major, likely, main, important, primary*	Scholars are not sure whether poverty is an **underlying cause** of overpopulation.
Adjectives that most frequently occur with *reason* are: *good, major, real, main, primary, biggest*	One **good reason** to recycle is to save money.
Adjectives that most frequently occur with *factor* are: *important, another, major, key, significant, critical*	Decreasing the number of cars on the road is a **critical factor** in the effort to reduce air pollution.

Vocabulary Application

Exercise 4.1 Nouns That Show Cause

A Complete the online article about ways to get around. Use *cause*, *reason*, or *factor* and appropriate adjectives from the Data from the Real World box above.

Changing with the Times

Some experts say that one _leading cause_ of air pollution is the carbon emissions from
(1)

cars. To reduce these emissions, many people have changed how they get around. James Kendall

of Cincinnati, Ohio, sold his gas-guzzling car and purchased a hybrid vehicle. Kendall says,

"One _____ _____ I bought a hybrid is that it's better for the
(2)

environment. However, another _____ _____ in my decision was
(3)

money. I spend a lot less on gas now."

Linda Wong of Los Angeles, California, takes public transportation as often as she can. "Carbon

emissions from cars is the _____ _____ of smog and air pollution
(4)

in L.A.," she explains. "I don't want to add to that. That's the _____ why I don't
(5)

like to drive. Another _____ _____ in my decision is that driving
(6)

in L.A. is very stressful."

Pedro Sandoval of Missoula, Montana, started using a carpool to get to and from work two

years ago because of his concern for the environment, but he says that the _____
(7)

_____ that he has stuck with it has to do with other incentives. "I've met a lot

of really nice people and saved a lot of money." He'll take public transportation, but, as he says,

buses are a _____ _____ of pollution, too.
(8)

B Pair Work With a partner, choose three environmentally related issues. Below are some
ideas. Explain possible causes and effects for each one using expressions with *factor*, *reason*,
and *cause*.

| noise pollution | nuclear safety | overpopulation | water pollution |

*The use of medicines is a factor in water pollution. The medicines we use end up
in our water. For this reason, some communities have started to collect unused
medicines so that they don't end up in our water.*

A Answer the questions about ways that people and cities are lessening their impact on the environment. Use expressions and patterns with *cause*, *reason*, or *factor*, and adjectives from Data from the Real World.

1 What is one reason why some people prefer not to eat meat?

One primary reason why some people prefer not to eat meat is that they don't want animals to be killed for food.

2 What do you think is one reason for the rising interest in locally grown food?

3 What are two causes of pollution in cities?

4 What is one important factor in a city's decision to start a bikeshare program?

5 Some cities have decided to ban the use of plastic bags in grocery stores. What do you think is the reason for this ban?

B Pair Work With a partner, take turns asking and answering the questions in A. Do you agree or disagree with each other's answers? Tell why.

I disagree that people don't eat meat because they don't want animals to be killed. I think that some people don't eat meat because they can't afford it.

5 Avoid Common Mistakes ⚠️

1 **Avoid fragments. Make sure sentences have a subject and a verb.**

The result of a large ecological footprint ⌃ often pollution.
                                      is

2 **Use *because*, not *cuz or coz*, in written academic English.**

Animals are becoming extinct ~~cuz~~ humans have moved into their habitats.
                                         because

3 **Do not confuse *cause* with *because*.**

~~Cause~~ water pollution is widespread, there is a shortage of clean drinking water in many parts of the world.
Because

4 **Avoid beginning sentences with *and* in written academic English.**

Shoppers should bring their own bags to stores because paper bags lead to ~~deforestation. And~~ plastic bags are dangerous for birds and marine life.
                                                                         deforestation, and

Editing Task

Find and correct eight more mistakes in this paragraph from an essay about ocean pollution.

> One significant cause of ocean pollution *is* the accidental spilling of crude oil by large ocean-going ships. The consequences of oil spills can be disastrous to both plant and animal marine life. For example, oil that spills on the surface of the water blocks oxygen from getting to marine plant life. Cause oxygen is necessary for
> 5 survival, marine plants die. And the fish that eat them can die as well. In addition, oil spills can coat the feathers of marine birds. Oil-coated birds can become weighted down, so cannot fly. Furthermore, oil often removes the natural coating on marine birds' feathers. As a result, the birds can die from overexposure cuz the coating protects them from the elements. Oil spills also affect the human food chain.
> 10 This occurs coz shellfish such as mussels and clams filter water through their bodies. If the water is polluted with oil, the flesh of the shellfish becomes polluted as well. And this makes them harmful for human consumption. Cause oil spills affect human, animal, and plant life, many people agree that these spills one of the most serious environmental problems in the world today.

6 Academic Writing

In this section, you will write an introductory paragraph for a cause and effect essay that describes one cause leading to several effects. Before you start writing, you will learn how to write effective thesis statements.

About Thesis Statements

The introductory paragraph of an essay has three parts: the hook, which introduces the topic; additional background information on the topic; and a thesis statement. A thesis statement states the main idea of the essay and gives a preview of what the writer is going to say about the topic. It usually comes at the end of the paragraph.

There are two types of thesis statements:

1 **General thesis statements** A general thesis statement tells the reader the topic of the essay, but not the exact points that will be made. The specific points will appear later in the topic sentences of the body paragraphs.

NON-SPECIFIC IDEAS

*There are **three main reasons** for not driving a car to help build a better future.*

NON-SPECIFIC IDEAS

*Drastic lifestyle changes will have both **positive and negative effects**.*