

UNIT
2.2

Cause and Effect

Academic work frequently involves demonstrating a link between a cause, such as a cold winter, and an effect or result, such as an increase in illness. This unit demonstrates and practises two methods of describing the link, with the focus either on the cause or on the effect.

1 The language of cause and effect

A writer may choose to emphasise either the cause or the effect. In both cases, either a verb or a conjunction can be used to show the link.

(a) Focus on causes

With verbs

The heavy rain *caused* *the flood*
led to
resulted in
produced

With conjunctions

Because of *the heavy rain* *there was a flood*
Due to
Owing to
As a result of

2 Practice A

- Match the causes with their likely effects and write sentences linking them together, deciding whether it is a specific or general situation.

Causes	Effects
Cold winter of 2007	stores closing on high street
Higher rates of literacy	more tourists arriving
Construction of the airport	a new government formed
Last year's national election	greater demand for secondary education
Installing speed cameras on main roads	increased demand for electricity
Opening a new hospital in 2012	a fall in the number of fatal accidents
More people shopping on the Internet	reduced infant mortality

(a) *Owing to the cold winter of 2007, there was increased demand for electricity.*

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

3 Practice B

■ Complete the following sentences with likely effects.

- (a) Increasing use of email for messages _____
- (b) The violent storms last week _____
- (c) The new vaccine for tuberculosis (TB) _____
- (d) Building a high-speed railway line _____
- (e) The invention of the jet engine _____

■ Complete these sentences with possible causes.

- (f) The serious motorway accident _____
- (g) The 1914–1918 war _____
- (h) The increase in obesity _____
- (i) Earthquakes _____
- (j) The rising prison population _____

4 Practice C

■ Use conjunctions or verbs to complete the following paragraph.

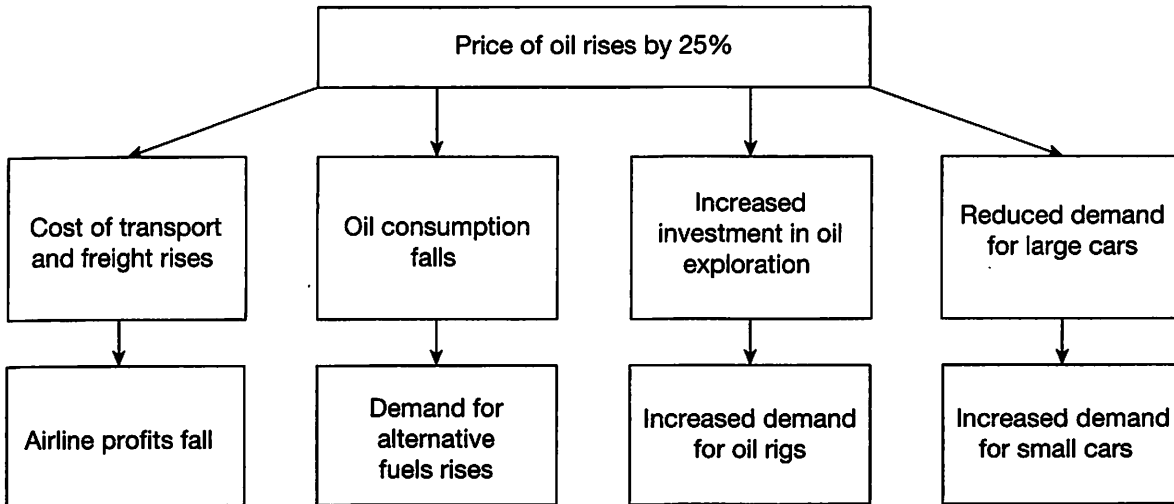
Why Women Live Longer

Some British scientists now believe that women live longer than men

- (a) _____ T cells, a vital part of the immune system that protects the body from diseases. Previously, various theories have attempted to explain longer female life expectancy. Biologists claimed that women lived longer (b) _____ they need to bring up children. Others argued that men take more risks, (c) _____ they die earlier. But a team from Imperial College think that the difference may be (d) _____ women having better immune systems. Having studied a group of men and women they found that the body produces fewer T cells as it gets older, (e) _____ the ageing process. However, they admit that this may not be the only factor, and (f) _____ another research project may be conducted.

5 Practice D

- Study the flow chart below, which shows some of the possible effects of a higher oil price. Complete the paragraph describing this sequence.



An increase of 25 per cent in the price of oil would have numerous results. First, it would lead to ...

- Imagine that the government in your country passed a law making cigarettes illegal. Draw a flow chart showing possible effects, and write a paragraph describing them.
- Choose a situation in your own subject. Draw a flow chart showing some probable effects, and write a paragraph to describe them.