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?

Ecological Footprints

Environmentalists have been concerned about the impact that individuals have on our planet, and many people wonder what they can do to help protect the environment. A good place to start is by 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 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, leave their computers on for the whole day, and buy new things they do not need because the items are on sale. The consequences of large ecological footprints can be disastrous.

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 renew them. According to Adam Grubb (2011, para. 1), co-founder of Energy Bulletin, 85 million barrels of oil are produced daily in the world. People use oil to run their cars, heat their homes, and create products such as clothes, paint, and plastic. In “Forest Facts,” the United Nations Environment Programme (2011) reveals that “36 million acres of natural forest are lost each year” (para. 2). As more people consume products like oil and wood, these natural resources will become even scarcer.

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 gases into the air, where they trap heat. As a result, the Earth gets warmer.

Another result of large ecological footprints is the increased pollution of rivers and streams. A great deal of waste is thrown into rivers and streams daily. Because of pollution, the water in many bodies of water is becoming or has already become unsuitable for human consumption.

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1 disastrous: causing a lot of damage  
2 scarce: difficult to find  
3 trap: prevent from leaving
It is our responsibility to find ways to decrease our impact on our planet. Even small changes can make a difference 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 the damage.

**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 this proverb related to the essay?

**C Notice**

1. **Cause and Effect Writing** In the essay, underline the three effects, or results, of large ecological footprints. There is one in each body paragraph (the paragraphs that follow the introduction and explain each of the writer's main ideas). Draw a chart like the one below on a separate sheet of paper and write the effects.

   ![Cause and Effect Chart]

   **Cause: Large Ecological Footprints**

   Effect 1: ________  Effect 2: ________  Effect 3: ________

2. **Grammar** 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 4–6. 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 third 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?

3. **The Writing Process** 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.
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 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.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal of waste is thrown into rivers and streams daily.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Many different elements may come after the verb, including:
  - object
  - prepositional phrase
  - adjective
  - adverb

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>OBJECT</th>
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<tbody>
<tr>
<td>Pollution has devastated many rivers.</td>
<td></td>
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<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>ADJECTIVE</th>
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<tbody>
<tr>
<td>Ozone and other greenhouse gases are often in the news.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Earth is becoming warmer.</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SUBJECT</th>
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<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural resources that provide energy will run out eventually.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>SUBJECT</th>
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<th>ADVERB</th>
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</thead>
<tbody>
<tr>
<td>Small changes can make a difference.</td>
<td></td>
<td></td>
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<tr>
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<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has devastated many rivers.</td>
<td></td>
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<thead>
<tr>
<th>SUBJECT</th>
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<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>The health of our oceans remains critical.</td>
<td></td>
<td></td>
</tr>
</tbody>
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<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing our ecological footprints is crucial.</td>
<td></td>
<td></td>
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</table>
### 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.

<table>
<thead>
<tr>
<th>MAIN VERB</th>
<th>AUXILIARY VERB</th>
<th>MODAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The health of our oceans <strong>remains</strong> critical.</td>
<td><em>This has</em> devastated many rivers.</td>
<td><em>People may</em> take long showers.</td>
</tr>
<tr>
<td>The average temperature <strong>rises and falls</strong>.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>FRAGMENT (MISSING SUBJECT):</th>
<th>CORRECTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the future, will probably be much warmer on Earth.</td>
<td>In the future, <strong>the temperature</strong> will probably be much warmer on Earth.</td>
</tr>
<tr>
<td>The worst effect of large ecological footprints the loss of natural resources.</td>
<td>The worst effect of large ecological footprints <strong>is</strong> the loss of natural resources.</td>
</tr>
</tbody>
</table>

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.

**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.

<table>
<thead>
<tr>
<th>INDEPENDENT CLAUSE 1</th>
<th>INDEPENDENT CLAUSE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people are concerned about the environment,</td>
<td>so they recycle as much as they can.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>RUN-ON:</th>
<th>CORRECTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>These gases trap heat in the air the Earth gets warmer.</td>
<td>These gases trap heat in the air, so the Earth gets warmer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMA SPlice:</th>
<th>CORRECTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humans are the cause of many environmental problems, it is our responsibility to resolve them.</td>
<td>Humans are the cause of many environmental problems. It is our responsibility to resolve them.</td>
</tr>
</tbody>
</table>

### 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.

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### 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) F Water pollution a serious problem. (b) F For many years, people got rid of waste by dumping it into the water. (c) CS As a result, the quality of the water in many of our oceans, rivers, and lakes unacceptable. (d) F In fact, nearly a 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) F 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) F However, researchers believe that much has already improved. (c) F Individuals are becoming more aware of the environment around them.

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

5. (a) F The forests of the Earth are being cut down. (b) F The destruction of the forests is the result of human and natural disasters. (c) F 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. 

The Environment and You  7
### 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.

<table>
<thead>
<tr>
<th>INDEPENDENT CLAUSE</th>
<th>DEPENDENT CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future generations will suffer</td>
<td>if pollution is not reduced.</td>
</tr>
</tbody>
</table>

### 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**

*If pollution is reduced, global health will improve.*

**EFFECT**

#### 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.)
- 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.*

**CORRECTION:**

- **DEPENDENT CLAUSE**
  *Because energy use is high in the developed world, people there use a lot of resources.*
- **INDEPENDENT CLAUSE**
  *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. $E$ The bald eagle showed the qualities of impressive strength and courage.
   $C$ The bald eagle was chosen in 1782 to be the symbol for the United States.

3. $C$ The government enacted laws that included banning the use of the pesticide DDT.
   $E$ The bald eagle population began to recover.

4. $C$ In 2007, the bald eagle was taken off the Endangered Species Act’s “threatened” list.
   $E$ The bald eagles’ numbers had greatly increased since the 1960s.

5. $E$ The bald eagle population may decrease once more.
   $C$ The habitats of the bald eagles are not protected in the future.

6. $E$ Some biologists are urging wind energy companies to develop safer turbines.
   $C$ The birds are sometimes killed by the blades of wind turbines.

7. $E$ People can help protect the bald eagle.
   $C$ 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.

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**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 ________.

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.
4.1 Nouns That Show Cause: Cause, Reason, Factor (continued)

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

<table>
<thead>
<tr>
<th>Clause</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>One reason (why) ________ is ________ .</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clause</th>
<th>Noun Phrase</th>
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<tbody>
<tr>
<td>One reason (why) ________ is ________ .</td>
<td></td>
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<table>
<thead>
<tr>
<th>Noun Phrase</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason for ________ is ________ .</td>
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</table>

<table>
<thead>
<tr>
<th>Noun Phrase</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The reason for ________ is ________ .</td>
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</table>

<table>
<thead>
<tr>
<th>Sentence</th>
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</thead>
<tbody>
<tr>
<td>________. For this reason / these reasons, ________ .</td>
</tr>
</tbody>
</table>

| 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. |

| 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.

Some experts say that one *leading cause* of air pollution is the carbon emissions from 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 environment. However, another ________________ ________________ in my decision was 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 in L.A.,” she explains. “I don’t want to add to that. That’s the ________________ ________________ why I don’t like to drive. Another ________________ ________________ in my decision is that driving 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 ________________ ________________ 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.

**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.*
Exercise 4.2 More Nouns That Show Cause

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.

Avoid Common Mistakes

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

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

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

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

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

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

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.
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 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 bird 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. 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.

The Writing Process

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.
2. **Specific thesis statements** A specific thesis statement tells the reader the exact arguments or points that will be developed in the essay. Usually, the points are listed in the same order in which they appear in the body paragraphs.

**SPECIFIC ARGUMENTS**

*Becoming a strict vegetarian can lead to a healthier body, a smaller ecological footprint, and a more spiritual life.*

**SPECIFIC POINTS**

*Some ways to lead a healthy life include waking up early, exercising, and meditating.*

### Exercise

**A** Read the thesis statements below. Label each one as general (G) or specific (S).

- 1. A dramatic increase in population will cause several major environmental changes.  
- 2. Environmental policies can reduce air pollution, traffic congestion, and water use.  
- 3. “Green” office buildings will lead to cleaner air, lower costs, and healthier workers.  
- 4. Neighborhood groups can improve the environment in several important ways.

**B** Imagine that each thesis statement in A was in the introduction to an essay. Match each statement below to a thesis statement in A. Write the number (1, 2, 3, 4) on the line.

- a. People can start community gardens that provide fresh local produce.  
- b. Installing solar panels in buildings could reduce heat and electricity costs.  
- c. Water resources may become scarce.  
- d. Raising the tax on gasoline will discourage people from driving.

### Pre-writing Tasks

#### Choose a Topic

**A** Choose one of the essay topics listed below. You will write an introductory paragraph for a cause and effect essay on this topic. This essay will describe one cause (your topic) leading to several effects.

- The impact of overpopulation on the environment  
- Lifestyle changes that can decrease one’s ecological footprint  
- A topic of your own approved by your teacher

**B** **Pair Work** Write a list of effects that you might include in an essay on this topic. Choose three major effects. Then share your ideas with a partner.
**Organize Your Ideas**

**A** Draw a chart like the one below on a separate sheet of paper, and complete it to organize your ideas.

- **Cause:** _______
- **Effect 1:** _______
- **Effect 2:** _______
- **Effect 3:** _______

**B** *Pair Work* Explain your chart to your partner, and discuss how you will organize your introductory paragraph.

**Writing Task**

Write an introductory paragraph. Follow the steps below.

1. Use the information from your chart in Organize Your Ideas to write your introductory paragraph. Your thesis statement should state the cause and three effects.
2. Include the following in your paragraph:
   - a variety of sentence types: simple, compound, and complex;
   - at least one of the phrases that you learned with *cause*, *reason*, and *factor*;
   - at least three of these academic words from the essay in this unit: accessible, consequences, consume, consumption, create, environment, environmentalist, estimate, generation, impact, individual, item, release, resource.
3. After you write your introductory paragraph, review it and make sure you avoided the mistakes in the Avoid Common Mistakes chart on page 14.

**Peer Review**

**A** Exchange your paragraph with a partner. Answer the following questions as you read your partner’s paragraph, and then share your responses.

1. What is the topic?
2. What is the thesis statement? Is the thesis statement general or specific? Underline it.
3. What are the cause and effects that will be addressed in the essay?
4. Are all the sentences complete? Are there any fragments, run-ons, or comma splices?
5. Does the paragraph contain a variety of sentence types and transition words?
6. Is anything confusing? Write a question mark (?) next to it.
7. 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.

**Academic Writing Tip**

**Avoid Fragments with Because**

Remember to connect *because* to an independent clause.

*People buy locally produced food because it is in their long-term interest.*