

ACTIVITY 5 Brainstorming and Outlining Practice

In Activity 1, you chose the five best titles for good cause-effect essays. Choose one of these titles and brainstorm some ideas for the topic. Use a brainstorming technique from Unit 4, pages 103–104. Then with a partner, in a small group, or on your own, develop a general outline for an essay. Below the brainstorm area, indicate what your essay will focus on and how your details will be organized. (You will not write this essay.)

For additional practice, repeat this activity with one of the other four titles.

Topic: How technology effect on hummen

Brainstorm area:

Organizational method (focus): _____

Supporting details: _____

Outline:

I. Introduction

SUPPORT Thesis statement: _____

II. Body Paragraph 1 (Cause or Effect 1): _____

SUPPORT Details: _____

III. Body Paragraph 2 (Cause or Effect 2): _____

SUPPORT Details: _____

IV. Body Paragraph 3 (Cause or Effect 3): _____

SUPPORT

Details: _____

V. Conclusion

Concluding statement: _____

Grammar for Writing

Common Cause-Effect Structures

Study the chart of common cause-effect structures.

For more information on connectors and transitions, see the *Brief Writer's Handbook with Activities*, pages 220–222.

Showing Cause-Effect	
Within a Sentence	Between Sentences
<p>because of + noun because + Subject + Verb another (cause / effect / reason) owing to + noun due to + noun Subject + Verb, so Subject + Verb Subject + Verb so (that) Subject + Verb</p>	<p>As a result / Therefore / Because of this, Subject + Verb</p>

ACTIVITY 6 Analyzing Connectors and Transitions

Reread the essay "Dropping Out," on page 146. Then, copy the sentences from the essay that contain the following connectors and transitions.

1. due to: _____
2. another cause: _____
3. as a result: _____
4. because of: _____

Grammar for Writing

Ways of Expressing Past Actions

Study the four verb tenses that can indicate past actions to help you express these ideas accurately.

Explanation	Examples
<p>Use the simple past tense for an action that is complete.</p> <p>The simple past tense is formed by adding <i>-ed/-d</i> to the base form of regular verbs. Irregular verbs use a variety of forms.</p>	<p>Because she worked so hard, her business became very successful.</p> <p>worked = regular became = irregular</p>
<p>Use the past progressive tense for an action that was in progress in the past and was interrupted by another action.</p> <p>The past progressive tense is formed with <i>was</i> or <i>were</i> + the <i>-ing</i> form of the verb.</p>	<p>I was studying for my final exam <u>when I got the terrible news</u>.</p> <p>was studying = past progressive <u>when I got the terrible news</u> = interruption</p>
<p>The present perfect tense can describe two kinds of past actions.</p> <p>(1) An action that began in the past and continues now.</p> <p>(2) A completed action that is important to the current situation or discussion.</p> <p>The present perfect is formed with <i>have</i> or <i>has</i> + the past participle of the verb.</p>	<p>(1) These people have lived in this area for almost a century.</p> <p>(2) Many citizens are upset because the government has increased taxes again.</p>
<p>Use the past perfect tense when there are two past actions in order to show clearly which one happened first. The earlier action is in the past perfect, and the later action is usually in the simple past tense.</p> <p>The past perfect tense is formed with <i>had</i> + the past participle (<i>gone, worked</i>).</p> <p><i>Note: This tense is not used very often.</i></p> <p><i>Hint: If you cannot think of a specific reason to use the perfect past tense, do not use it. Use the simple past instead.</i></p>	<p>Dinosaurs had disappeared long before humans <u>appeared</u> on the earth.</p> <p>had disappeared = past perfect (1st action) <u>appeared</u> = simple past (2nd action)</p>

ACTIVITY 7 Practicing with Present and Past Tense

Read the following paragraph from beginning to end. Then underline the correct verb tense in parentheses.

Paragraph 23

Possible Causes of Bullying

Bullying behavior can occur for many reasons. Young people often begin bullying because they (1. want / wanted / had wanted) to control those who are weaker than they are. In fact, many bullies act this way because they (2. experience / experienced / have experienced) an attack by a bully themselves. Another reason that some kids bully other children is to establish a well-known identity in school. If they (3. do not have / did not have / have not had) a unique and well-known identity in school before they began bullying, now they (4. do / did / have done). Finally, some children become bullies to get attention. In many households, both parents (5. work / worked / had worked) outside the home, so they have difficulty spending enough quality time with their children. Very often they (6. are not / were not / had not been) even aware of their children's activities. Bullying does not occur in a vacuum. It stems from a number of sources, and it is up to those people closest to the bullies to try to change their destructive and hurtful behaviors.

Building Better Sentences: For further practice, go to Practice 17 on page 243 in Appendix 1.



Grammar for Writing

Preposition Combinations with Nouns

Advanced writers use correct word combinations. Why do we say *the cause of something* but *the reason for something*? There is no real reason to explain these combinations. Mastering them requires memorization and practice. Study these common combinations.

Common NOUN + PREPOSITION Combinations			
cost of	limitations of	source of	lack of
order of	request for	reason for	need for
state of	alternative to	answer to	application for
increase in	decrease in	trouble with	demand for
(have an) effect on	price of	means of	interest in
Common PREPOSITION + NOUN Combinations			
in reality	by hand	in order	at every point
for dinner	in general	in the beginning	in a hurry
for sale	in writing	in stock	in other words
on television	for the record	out of order	in fact
under pressure	out of date	with reference to	at the same time

ACTIVITY 8 Practicing with Preposition Combinations with Nouns

Underline the preposition that best completes each sentence.

Paragraph 24

The Unforeseen Impact of Air Conditioning

I certainly understand that there is a huge need (1. at / by / for / with) air conditioning. (2. By / With / For / At) the same time, however, I am concerned about the negative effects that air conditioning has had (3. at / in / on / with) our lives. To be sure, air conditioning has benefited us, but what has the price (4. of / by / with / in) this benefit been? First of all, people do not get outside as