

JAF04 Unit 6 Connection

Task 1 Discussion

Many things can have an effect on our daily lives. Work in pairs and discuss the impact of two or more of the following phenomena on your lives. Give reasons and examples.

- Transport
- Accommodation
- Technology
- The environment
- Education

Task 2 Cause and effect – searching for connections

Work in pairs. Speculate on how two or more of the following phenomena can be connected using cause and effect relationships. Suggest possible reasons.

1. drug abuse and increasing alcohol consumption among younger people
2. rapidly increasing urban populations
3. social problems such as homelessness
4. more reporting by doctors of cases of depression
5. more students dropping out of school
6. greater awareness of environmental issues
7. an increase in the number of single-person households
8. a widening gap in attainment levels between high-achievers and low-achievers at school

Task 3 Academic language Cause and Effect (1)

In the text above, identify examples of the language used to express cause and effect relationships.

Now identify the nouns and verbs relating to cause and effect in sentences 1-6.

1. Sea fishing on an industrial scale has led to a considerable transformation of the marine development.
2. The safety of modern wards in hospitals owes much to early pioneers in hygiene such as Lister.
3. The financial collapse was triggered by a computer failure.
4. Ideas and discoveries from past civilizations such as the Greeks and Sumerians still have a huge impact on our lives today.
5. The main cause of change in the modern world is not technological advances, but human imagination.
6. Human behaviour has contributed most to the changes that we see in the planet today.

(Tasks 1-3 adapted from Chazal, E.; McCarter, S. *Oxford EAP. A Course in English for Academic Purposes. Upper-Intermediate*. OUP, 2012)

Task 4 Academic language Cause and Effect (2)

Compare the sentences below using the word *result* and notice the word class.

One *result of* stress is depression. (noun)

Stress is a significant phenomenon. *As a result*, people suffer from a number of stress-related diseases. (adverbial)

Depression may occur *as a result of* stress. (preposition)

Excessive stress may *result in* depression. (verb)

Depression may *result from* excessive stress. (verb)

Now complete the sentences with prepositions *in, of, from*.

1. Headaches may result ___ dehydration.
2. One result ___ improving secondary school education is likely to be greater competition for university places.
3. Sudden adoption of a low-calorie diet may not result ___ weight loss as intended.
4. Arguably this phenomenon results ___ three major causes.

Write at least three sentences containing the phrases *result in, from, as a result* about your area of study.

Task 5 Listening – The Doppler Effect

<http://science.discovery.com/video-topics/space-videos/time-doppler-effect.htm>

Watch the video and answer the questions.

1. What causes the Doppler effect?
2. What other discoveries did the Doppler effect discovery bring about?

Task 6 Conjunctions and discourse markers (1)

Complete the text with the conjunctions below. There is one that you do not need.

Therefore (2x) While Compared to If Conversely When

The **Doppler effect** (or **Doppler shift**), named after the Austrian physicist Christian Doppler, who proposed it in 1842 in Prague, is the change in frequency of a wave (or other periodic event) for an observer moving relative to its source. It is commonly heard when a vehicle sounding a siren or horn approaches, passes, and recedes from an observer. (1) _____ the emitted frequency, the received frequency is higher during the approach, identical at the instant of passing by, and lower during the recession.

The relative changes in frequency can be best explained as follows. (2) _____ the source of the waves is moving toward the observer, each successive wave crest is emitted from a position closer to the observer than the previous wave. (3) _____ each wave takes slightly less time to reach the observer than the previous wave. (4) _____ the time between the arrival of successive wave crests at the observer is reduced, causing an increase in the frequency. (5) _____ they are travelling, the distance between successive wave fronts is reduced; so the waves "bunch together". (6) _____, if the source of waves is moving away from the observer, each wave is emitted from a position farther from the observer than the previous wave, so the arrival time between successive waves is increased, reducing the frequency. The distance between successive wave fronts is increased, so the waves "spread out".

(wikipedia.org)

Task 7 Conjunctions and discourse markers (2)

Complete the sentences.

1. Amy completed her thesis although...
2. Amy completed her thesis despite...
3. Some of the studies show positive results, whereas...
4. We thought the figures were correct. However,...
5. I really want to do the experiment. Besides, ...
6. You did very well except...
7. I will do the experiment provided...
8. Only fifty students graduated in January, as opposed to...