

CAMBRIDGE

FINAL

4

DRAFT



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For Level 4: Unit 3 Field Test



# 3

## CAUSE AND EFFECT ESSAYS

SOCIOLOGY: EFFECTS OF GEOGRAPHIC MOBILITY



*"History in its broadest aspect is a record of man's migrations from one environment to another."*

Ellsworth Huntington  
(1876–1947)

### About the Author:

Ellsworth Huntington was an American geographer and professor.

Work with a partner. Read the quotation about migration. Then answer the questions.

- 1 Huntington said that history is "a record of man's migrations from one environment to another." What did he mean by a "record"?
- 2 Give an example of a time in history when people migrated to a new environment. Where did they go and why?
- 3 Have you ever moved to a new place? If so, how did you change? How did you stay the same?

# 1 PREPARE YOUR IDEAS

## A Connect to Academic Writing

In this unit you will learn skills to help you analyze causes and effects. While some of the writing skills that you will use may be new to you, the skill of identifying causes and effects is not new. In your everyday life you identify causes and effects when you ask questions such as *What effect will my major have on my career options?* and *How will moving to the United States change my life?*

## B Reflect on the Topic

In this section you will choose a writing prompt and reflect on it. You will develop these ideas throughout the unit and use them to practice skills that are necessary to write your final essay.

The writing prompt below was used for the Student Model essay on pages 86–87. The student reflected on her topic and used a cause-effect graphic organizer to help her remember specific events and details that made the situation clear in her mind. This helped her think of a possible thesis.



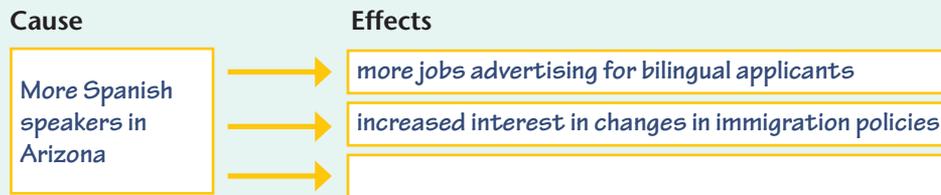
**WRITING PROMPT 1:** Why have so many people moved out of rural communities in recent years? Give at least three reasons.



**My thesis:** *A lack of jobs, entertainment, and educational opportunities is causing many young people to move away from rural towns.*

In writing prompt 1, the student reflected on the *causes* of a situation. At other times, you will need to reflect on the *effects* of a situation, as in the writing prompt below.

**WRITING PROMPT 2:** How has an increased Spanish-speaking population changed Arizona?



**My thesis:** *An increase in the number of Spanish speakers in Arizona has resulted in new job openings and business opportunities as well as changes to immigration policies.*



### 1.1 Notice

Work with a partner. Discuss an additional cause in the first cause-effect graphic organizer and an additional effect in the second one. Share your ideas with the class.

Follow the directions to reflect on your topic.

**A Choose a prompt:**

- Choose a country. Describe a current trend of migration within the country (e.g., rural areas to urban centers, north to south, east to west). Why has it been happening?
- Choose a country. Describe a current trend of migration to or from the country (e.g., people immigrating there from certain countries, or people moving away to certain countries). How has it affected the immigrants and/or the country itself?
- How has the increasing ease and frequency of international travel affected those who travel and the places they go to?
- A topic approved by your instructor

**B Work with a partner and complete the following tasks:**

- 1 Think about your prompt. Decide if you need to write about the causes of something or the effects of something.
- 2 Choose the cause-effect graphic organizer below that best fits your prompt and complete it. Think of everything that might have happened to cause the situation or all the effects that might result from the situation. Add more boxes if you need them.
- 3 Write a possible thesis statement.

**Causes**


**Effect**


**Cause**


**Effects**


**Possible thesis statement:** .....

.....

## 2 EXPAND YOUR KNOWLEDGE

In this section you will learn academic language that you can use in your cause and effect essay. You will also notice how a professional writer uses the language and features of cause and effect.

### A Academic Vocabulary

The words below appear throughout the unit. They are from the Academic Word List. Using these words in your writing will make your ideas clearer and your writing more academic.

document (v)	exhibit (v)	reaction (n)	summarize (v)
enhance (v)	mutual (adj)	subsequently (adv)	sustain (v)



### 2.1 Focus on Meaning

Work with a partner. Read the sentences. Decide the meaning of the bold words and circle the correct answer.

- 1 Many study-abroad programs require students to **document** what they learned overseas in papers and projects after they return home. **Document** means
  - a to record the details of something.
  - b to avoid thinking about something.
- 2 Some residents of Arizona believe that newer immigrants **enhance** their communities, while others believe immigration is not beneficial to them. **Enhance** means
  - a to decrease the quality of something.
  - b to improve the quality of something.
- 3 Children who move to a new town often **exhibit** symptoms of psychological problems such as anxiety and difficulty sleeping. **Exhibit** means
  - a to talk about something.
  - b to show something publicly.
- 4 Expanding internationally offers **mutual** benefits to companies and to their traveling customers. Companies increase revenues, and customers enjoy familiar products and services. **Mutual** means
  - a doing something for each other.
  - b doing two different things.
- 5 When students move to their new college campus, they often have positive **reactions** when they like things and negative ones when they do not. **Reaction** means
  - a statement that one person makes to another.
  - b feeling in response to something.
- 6 Many auto workers in Detroit were laid off in the 1980s. **Subsequently**, the city's population decreased as people left to find work elsewhere. **Subsequently** means
  - a happening after something.
  - b never happening.

- 7 The most recent UN report on urban migration is fascinating but too long for many people to read. However, the first page **summarizes** the key information in the report. **Summarize** means
- to present the most important facts or ideas in a short space.
  - to replace older facts or ideas with new information.
- 8 If a city does not have enough jobs to **sustain** all of its residents who need work, people will begin to leave. **Sustain** means
- to keep something going; to maintain.
  - to generate new revenue for.



## B Academic Collocations

Collocations are words that are frequently used together. Research tells us that the academic vocabulary in Part A is commonly used in the collocations in bold below.

### ACTIVITY 2.2 Focus on Meaning

Read the sentences. Decide the meaning of the phrases in bold and circle the correct answer.

- One of the results of more Spanish-speaking immigrants in Tucson, Arizona, has been that English-language centers are working with job centers for the **mutual support** of those needing bilingual employees and those seeking jobs. **Mutual support** means
  - help that one side gives the other.
  - help that both sides give each other.
- A partnership between ESL centers and job placement services also creates **mutual benefit** for those operations because the partnership makes both of their businesses grow. **Mutual benefit** means
  - no change for either side.
  - positive results for both sides.
- It is easy to identify new residents in a city because they **exhibit behavior** similar to tourists who do not know the public transportation system and need maps. **Exhibit behavior** means
  - to act a certain way.
  - to act in a strange way.
- A very small portion of students have a **negative reaction** to studying abroad and become too homesick to continue. **Negative reaction** means
  - a bad response.
  - a good response.
- The diversity brought to many countries because of increased immigration has **greatly enhanced** the cultural awareness of people around the world, which is valuable in our globalized world. **Greatly enhance** means
  - to make something impossible.
  - to make something stronger.

## C Writing in the Real World

The author of “Moving Is Tough for Kids” uses cause and effect to make her argument clearer and more persuasive.

Before you read, answer these questions: What might make moving tough for kids? What might be easy for them?

Now read the article. Think about your answers to the questions above as you read.

NANCY DARLING

(ADAPTED)

# MOVING IS TOUGH FOR KIDS

1 **The bad news.** The *New York Times* recently **summarized** new research on how kids are affected by moving. The study, published in the *Journal of Social and Personality Psychology*, carefully **documents** the fact that frequent moves are tough on kids and disrupt<sup>1</sup> important friendships. The study reports that these effects are most problematic<sup>2</sup> for kids who are introverted<sup>3</sup> and whose personalities tend toward anxiety and inflexibility. The study also goes on to say that adults who moved frequently as kids have fewer high-quality relationships and tend to score lower on well-being and life satisfaction.

2 **The not-so-bad news.** The reports warns, however, that these findings should be treated with caution because often families that move a lot may be doing so because of already existing problems, such as a divorce or a job loss. In addition, the moves may be taking place during a time when children are already making difficult transitions. They may be going through puberty<sup>4</sup> or moving from primary education to secondary school, which can be a particularly difficult period. So the difficult **behaviors exhibited** by kids (and adults) who move may be **greatly enhanced** by factors that are not directly related to moving.

<sup>1</sup>disrupt: prevent something from continuing as usual

<sup>2</sup>problematic: causing difficulty, or hard to deal with

<sup>3</sup>introverted: shy, quiet, and unable to make friends easily

<sup>4</sup>puberty: the stage of life when a child develops physically into an adult



3 **A touchy subject.**<sup>5</sup> The subject of moving is a touchy one for my family. We know a lot about it because during the first 25 years of my marriage, we moved 10 times. Yes, that's right, 10 times! My oldest son moved five times before college (a very touchy subject) and my youngest has moved three. We were always the ones who moved. I don't remember my kids ever being the ones left behind. Now, however, things have changed. I have become tenured,<sup>6</sup> and we are the ones who are staying. It was my son's best friend who moved away.

<sup>5</sup>a touchy subject: a subject that must be dealt with carefully

<sup>6</sup>become tenured: receive a job for life, usually as a teacher or university professor

- 4 **The child left behind.** After his best friend moved, my son went through a very difficult time. Children react very differently from adults when things don't go well. For kids, **negative reactions** can include inattentiveness, hyperactivity, and acting out – yelling, hitting, and generally being difficult to control. Fortunately, my son did not hit those depths, but he did have trouble sleeping, his attention was poor, and he was sad a lot of the time. This, of course, hit his friend as well, who was perhaps even more seriously upset and, being extroverted, was even more prone to acting out.
- 5 **A different generation.** Fortunately, it is much easier for children today to **sustain** a distant relationship. Technology has changed things a lot. When I was a kid and my best friend moved, we wrote weekly letters, but never made a phone call. It was 7 cents a minute and that was a lot of money. Now the kids use the unlimited phone minutes on their cell phones to call each other. My son and his friend have been video chatting regularly on the Internet. And just seeing each other's faces – and the messiness of

our familiar family room and his messy new bedroom – provides them with **mutual support** and comfort. And the kids today have video games that can be played online and that tend to promote communication since the kids inevitably talk around and through a game as they play.

- 6 **Getting involved.** When we were kids and moved to a new town, my parents would immediately settle themselves in, join organizations, and take on leadership roles. I remember my father saying that one of the reasons that families moving through our community had such a hard time is that they kept their distance and didn't get involved in the community. Often, these families came to town not knowing if they would be there for one year, three years, or a lifetime. As a result, they never really committed to staying; they never made friends; they never set down roots. My father would say – and I agree with him – that although it can be painful to have to tear up roots and leave, it is still better to go through that pain than never to become part of a community.

ACTIVITY

### 2.3 Check Your Understanding

Answer the questions.

- 1 What are some of the effects of moving on children?
- 2 Was the effect of moving mostly positive or mostly negative for the author's son? How convincing is this evidence? What kinds of evidence would be better?
- 3 How does the author's experience differ from your own? What other effects do you think moving can cause for children?

ACTIVITY

### 2.4 Notice the Features of Cause and Effect

Answer the questions.

- 1 Look at the first paragraph. Is this paragraph mostly about the effects of something or the causes of something? What words show you this?
- 2 Is the second paragraph mostly about the effects of something or the causes of something? What language does the author use to show this?

### 3 STUDY ACADEMIC WRITING

In Section 1 on page 80 you saw how the writer of the Student Model reflected on her topic. In this section you will analyze the final draft of her cause and effect essay. You will learn how to structure your ideas for your own essay.

#### A Student Model

Read the writing prompt again and answer the questions.

**WRITING PROMPT:** Why have so many people moved out of rural communities in recent years? Give at least three reasons.

- 1 What cause and effect relationship will the writer focus on?
- 2 Will the essay be about the causes of something or the effects of something? Which organization from Section 1 will fit this essay best?

Read the essay twice. The first time, think about your answers to the questions above. The second time, answer the questions in the Analyze Writing Skills boxes. This will help you notice key features of cause and effect essays.

STUDENT  
MODEL

#### Rural Communities Left Behind

- 1 While many news reports focus on struggling cities like Detroit, there have been few reports about the crisis in many rural communities, which are steadily declining and struggling, too, because of a trend called “outmigration.” Outmigration is when people leave one area and move to another. This problem interests me because I have lived in a rural community for three years and have personally experienced seeing friends move away and businesses close. According to William H. Frey of the Brookings Institution, a 2014 Census report showed that as of July 2013 almost two-thirds of rural counties had become smaller. Outmigration happens for many reasons, but some common factors are fewer good job opportunities, lack of amenities,<sup>1</sup> and inaccessible health care.
- 2 One reason for outmigration is a limited number of decent employment opportunities. There are fewer good jobs and more competition in smaller towns, so it is harder to find a job. Young people are the largest group who are most likely to leave to seek job opportunities (McGranahan, Cromartie, and Wojan). For example, in my town there are not many opportunities for jobs in accounting. Many college students graduate with accounting degrees; **subsequently**, if they want to have a career in accounting, they have to move to a city. In addition, jobs in larger cities usually have a higher salary. In the small town of Macon, Georgia, a paralegal makes around \$20,000, but in Savannah the amount is almost double. A lack of economic opportunities is clearly a key factor in outmigration.

<sup>1</sup>amenities: the desirable or useful features of a place

#### 1 Analyze Writing Skills

Does this essay focus on multiple causes or multiple effects?  
.....

#### 2 Analyze Writing Skills

In paragraph 2, underline all the transition words or phrases that signal reasons or causes.

- 3 Another reason people leave rural areas is that they often do not have a lot of conveniences, such as entertainment and shops. Young people usually leave areas that do not **exhibit** attractive qualities, such as exciting social and cultural events (McGranahan, Cromartie, and Wojan). In my opinion, this is true because when you are young, you want to learn and know about life, and larger cities have many more things to do and experience. In addition, data in a 2013 USDA report also shows that when people retire they will leave for better services and entertainment (“Population”), which **enhance** their quality of life. These quality of life concerns have played a major role in outmigration from many rural areas.
- 4 A lack of access to health care makes people leave. According to the National Council of State Legislatures (NCSL), 90 percent of physicians work in cities, and over three-quarters of rural counties do not have enough health care professionals to serve the population. This means that families with children will have to travel far to get basic health care and older adults will not get the attention that they need. It seems logical that with fewer health care services, both families and older adults would choose to leave for metropolitan areas.
- 5 In sum, a shortage of job opportunities, lack of amenities, and difficulty getting health care are compelling causes of outmigration. More attention should be paid to this phenomenon since 20 percent of the population live in these areas and their quality of life is important, too. I will probably move to the city, but I would like one day to return to my town. However, my town may not be able to **sustain** itself until then.

#### Works Cited

- Frey, William H. “A Population Slowdown for Small Town America.” *Brookings.edu*. Brookings Institution, 31 Mar. 2014. Web. 2 Aug. 2014.
- McGranahan, David, John Cromartie, and Timothy Wojan. *Nonmetropolitan Outmigration Counties: Some Are Poor, Many Are Prosperous*. ERR 107. U.S. Dept. of Agriculture, Nov. 2010. Web. 11 July 2014.
- “Rural Health.” NCSL. National Conference of State Legislatures, n.d. Web. 2 Aug. 2014.
- United States. Dept. of Agriculture. *Population and Migration: Overview*, 3 Apr. 2014. Web. 11 July 2014.

### 3 Analyze Writing Skills

In paragraph 3, the writer uses two sources to support her topic sentence. Circle them.

### 4 Analyze Writing Skills

Look at paragraph 5. What kind of comment does the writer make in the last sentence? Circle your answer.

- a a prediction
- b a recommendation

ACTIVITY

## 3.1 Check Your Understanding

Answer the questions.

- 1 What is the main idea of this essay?
- 2 Which paragraphs deal with reasons people leave rural communities?
- 3 What ideas presented here about rural or urban communities have you experienced?



### 3.2 Outline the Writer's Ideas

Complete the outline for "Rural Communities Left Behind" with the ideas in the box.

- Lack of access to health care makes people leave
- Accounting example
- Families with children have to travel far for health care
- When people retire, they leave for better services and conveniences
- Jobs in larger cities usually have a higher salary
- Rural areas often do not have a lot of conveniences

STUDENT MODEL

#### ESSAY OUTLINE

##### I. Introduction

Thesis Statement

*Outmigration happens for many reasons, but the most important are fewer job opportunities, lack of amenities, and inaccessible health care.*

**Body Paragraph 1: Cause 1**

##### II. Limited number of decent employment opportunities

Supporting Idea 1

###### A. Fewer good jobs and more competition

Detail

*1. Young people want good careers (McGranahan)*

Detail

*2.*

Supporting Idea 2

###### B.

Detail

*1. Paralegal example*

**Body Paragraph 2: Cause 2**

##### III.

Supporting Idea 1

###### A. Young people leave areas that are not attractive and exciting (McGranahan)

Detail

*1. My opinion – young people want to learn and experience new things*

Supporting Idea 2

###### B.

**Body  
Paragraph 3:  
Cause 3**

Supporting  
Idea 1

Detail

Detail

IV. ....  
 A. *90 percent of physicians work in cities (NCSL)* .....  
 1. ....  
 2. *Older adults do not get the medical attention that they need* .....  
 V. *Conclusion* .....

**B Cause and Effect Essays: Organization**

Writers analyze cause and effect relationships to show important reasons why something happened (its causes), or to show how something has changed (its effects). While you may be asked to write a traditional cause and effect essay for a composition class, you will more often use this skill to support an argument.

Read the following outlines that show two ways to organize a cause and effect essay.

Organization A: Many Causes, One Effect	Organization B: Many Effects, One Cause
<b>WRITING PROMPT:</b> Why are more people around the world moving from rural to urban areas?	<b>WRITING PROMPT:</b> How has migration from rural to urban areas changed the way people live?
<b>Introduction</b>  Thesis: <i>Rural-to-urban migration results from a lack of job opportunities, difficult farming conditions, and poor health care in rural areas.</i>	<b>Introduction</b>  Thesis: <i>Urbanization has resulted in overcrowding in many cities, but has also helped people support rural relatives and changed the status of women.</i>
<b>Body paragraph 1 (Cause 1): Lack of rural jobs</b>  A <i>Most work is low-paying farm work</i> B <i>USDA: Rural incomes “substantially lower”</i>	<b>Body paragraph 1 (Effect 1): Overcrowding</b>  A <i>UN: 3 billion people in cities now; will double by 2050</i> B <i>863 million live in dirty, crowded slums</i>
<b>Body paragraph 2 (Cause 2): Farming is difficult</b>  A <i>Major droughts in California and elsewhere</i> B <i>Farm work harder and riskier than before</i>	<b>Body paragraph 2 (Effect 2): Supporting relatives</b>  A <i>City workers send money to rural relatives</i> B <i>\$ 250 billion sent home every year</i>

(CONTINUED)

Organization A: Many Causes, One Effect	Organization B: Many Effects, One Cause
Body paragraph 3 (Cause 3): <i>Poor rural health care</i> A Fewer hospitals nearby B Hard to find specialists, e.g., obstetricians	Body paragraph 3 (Effect 3): <i>Status of women</i> A Women in cities have fewer babies B Women receive more education in cities
Conclusion	Conclusion

### ACTIVITY 3.3 Notice

Look at each organizational pattern. Circle *T* if the statements are true or *F* if the statements are false.

#### Organization A

- |   |   |   |
|---|---|---|
| 1 Rural-to-urban migration is presented as a cause in this essay. | T | F |
| 2 The writer discusses more than one effect in this essay.        | T | F |
| 3 The writer discusses one cause in each body paragraph.          | T | F |

#### Organization B

- |   |   |   |
|---|---|---|
| 1 Rural-to-urban migration is presented as a cause.                 | T | F |
| 2 The body paragraphs in this essay focus on effects.               | T | F |
| 3 The writer discusses more than one effect in each body paragraph. | T | F |

### THE INTRODUCTORY PARAGRAPH IN CAUSE AND EFFECT ESSAYS

Like other introductory paragraphs, a cause and effect introductory paragraph engages readers and prepares them to understand and consider the ideas that the writer will present.

A cause and effect introduction

- mentions the causes or the effects of the situation.
- makes it clear why the topic is important.
- provides background information on the situation.
- states the causes or effects in the thesis statement.

Writers use the language below to indicate causes or effects: The **thesis statement** for a cause and effect essay clearly states whether the writer will focus on causes or effects. Below are examples of good thesis statements that focus on causes. Notice the words in bold that indicate causes.

There are **three main causes of illness** that can occur when moving to another country: changes in diet, being unprepared for a new climate, and stress.

Rural-to-urban migration **results from** a lack of job opportunities, difficult farming conditions, and poor health care in rural areas.

Urban areas in many parts of the world are experiencing tremendous population growth **due to** migration and improved health care.

Language that introduces effects includes: ... consequences of ..., ... leads / has led to ..., ... contributes to ..., ... the effects of ..., because ... and ... has (positive/negative) effects on.

Below are examples of good thesis statements that focus on effects. Notice the words in bold that indicate effects.

Traveling internationally for work **contributes to** personal growth in many ways, including improved communication skills, increased awareness of global politics, and an enhanced ability to get along with diverse groups of people.

Changing demographics in France **has had positive effects on** the country's fashion, food, and popular music.

Some thesis statements do not use the language listed above to introduce causes or effects, yet they clearly show cause and effect relationships through the words in bold. Here are two examples:

Studies have shown that when children live abroad while growing up, they **tend to have** better grades, experience faster emotional growth, and have an increased tolerance for "newness."

Moving to unfamiliar surroundings often **makes** people stressed, disoriented, and isolated.



### 3.4 Notice

Look at the Student Model on pages 86–87. Circle the words that help you know why the issue is important. Underline the thesis. Which words in the thesis tell you whether the focus is on causes or effects?



### 3.5 Complete the Introduction

Read the prompts for cause and effect essays. Then write a thesis statement.

**WRITING PROMPT 1:** What are three reasons that people might choose to leave their home country and start a life in a new one?

Thesis statement: .....

**WRITING PROMPT 2:** Many people agree that moving is stressful. What are the positive or negative effects of moving to a new home?

Thesis statement: .....

Think about the ideas you wrote for your own essay in Section 1 on page 81. Write some sentences for background information on your topic. Remember to tell your reader why your topic is important.

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### BODY PARAGRAPHS

Each **body paragraph** develops a main point, in other words, a single cause or a single effect. The **topic sentence** of a cause or effect body paragraph:

- states the cause or effect idea.
- connects the idea to the thesis statement.

A good cause or effect topic sentence uses connecting words such as *one*, *another*, and synonyms of the cause or effect to connect it to the thesis statement:

- **One** [significant/important/...] effect/cause of ... is ...
- **Another** effect/cause of ... is ...
- **One/Another** reason why ...

Read the example below. Notice that the topic sentence repeats the key words of *outmigration* and *reason* and paraphrases the effect fewer good job opportunities in the thesis statement.

**Thesis statement:** *Outmigration happens for many reasons, but some common factors are*

*(fewer good job opportunities) lack of amenities, and inaccessible health care.*

**Topic sentence, body paragraph 1:** *One reason for outmigration is a*

*(limited number of decent employment opportunities).*

Each body paragraph contains **supporting ideas** and **details** that make the ideas clear and interesting to the reader. Read the example below. Notice how the detail gives an interesting personal example that explains the idea that young people “prefer exciting social and cultural events.”

#### SUPPORTING IDEA

*Young people usually leave areas that do not exhibit attractive qualities, such as exciting social and cultural events (McGranahan, Cromartie, and Wojan). In my opinion, this is true because when you are young, you want to learn and know about life, and larger cities have many more things to do and experience.*

Below in the chart are words and phrases that writers often use to explain cause and effect relationships:

WORDS AND PHRASES TO SHOW CAUSE AND EFFECT	
<i>because</i>	<i>Because they have just moved on to campus, many freshmen get lost easily.</i>
<i>because of</i>	<i>Freshmen get lost easily on campus <b>because of</b> their recent move to campus.</i>
<i>since</i>	<i>Freshmen get lost easily on campus <b>since</b> they have just moved to the university.</i>
<i>due to</i>	<i>Freshmen get lost easily on campus <b>due to</b> the fact that they have just moved to campus.</i>
<i>as a result</i>	<i>Freshmen have just moved to campus and, <b>as a result</b>, get lost easily.</i>
<i>as a consequence/ consequently</i>	<i>Freshmen have just moved to the university and, <b>consequently</b>, get lost easily on campus.</i>
<i>therefore</i>	<i>Freshmen have just moved to campus and, <b>therefore</b>, get lost easily.</i>
<i>so</i>	<i>Freshmen have just moved to campus, <b>so</b> they get lost easily.</i>
<i>so that</i>	<i>Freshmen are given maps to the campus <b>so that</b> they will not get lost easily.</i>
<i>for this reason</i>	<i>Freshmen have just moved to campus, and <b>for this reason</b>, they can get lost easily.</i>



### 3.7 Practice Writing Ideas

Read the writing prompt below. Then complete the first body paragraph by writing the missing topic sentence.

**WRITING PROMPT:** What are three reasons that people might choose to leave their home country and start a life in a new one?

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.....

The desire to improve one’s economic circumstances is very strong. When job prospects in one’s home country are limited, people tend to move to places where they think they can provide a better life for themselves and their families. The search for improved job prospects is the major reason people immigrate, according to the United Nations Population Fund. The UNFPA points out that many countries that previously had large populations moving away for work, such as Argentina, Ireland, and South Korea, are now experiencing their own influx of immigrants looking for better prospects (“Migration”). This trend illustrates one of the most significant reasons that people move from their home country.



### 3.8 Practice Writing Ideas

Read the thesis statement and first body paragraph topic sentence for a cause and effect essay on moving. Complete the body paragraph with your own ideas.

**Thesis:** Moving is considered to be one of the top causes of stress because it’s expensive, it’s disorienting, and it can cause feelings of isolation.

One stressful effect of moving is that people encounter many unexpected expenses.

.....  
.....  
.....



### 3.9 Connect Causes and Effects

Circle the best answers to complete the cause and effect sentences.

- 1 Redevelopment of failing cities in the United States has brought populations back to run-down and abandoned urban centers. People come back due to .....
  - a the lower cost of living in these areas
  - b the lower cost of living in rural areas
- 2 Urban development has been considered a negative thing in many developing nations because .....
  - a it improves the living conditions of everyone, including the poor
  - b it requires funding that might be better used to provide basic needs such as food and health care





- 3 Researching new homes in an unfamiliar city can be challenging. Therefore, .....
  - a many experts suggest consulting a real estate agent
  - b it's a good idea to research new homes on your own
- 4 Studies show that one of the most important parts of preparing children for a move is finding ways to continue their existing friendships so that .....
  - a they will not experience loneliness
  - b they will be able to make new friends
- 5 People tend to ..... Consequently, housing is abundant in many rural areas with closed factories.
  - a remain in rural areas to be near their families
  - b move away from areas lacking in economic opportunities

ACTIVITY

### 3.10 Apply It to Your Writing

YOUR TURN

Use the cause and effect expressions in the chart on page 93 to write three cause and effect sentences about the writing prompt you chose in Section 1 on page 81.

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## THE CONCLUDING PARAGRAPH

A concluding paragraph for a cause and effect essay summarizes the thesis and ends with a final comment. This comment can be an observation, prediction, or recommendation.

Read the concluding paragraph below from the Student Model. Notice that the first sentence of the conclusion restates the thesis and the last sentence gives a prediction.

*In sum, a shortage of job opportunities, lack of amenities, and difficulty getting health care are compelling causes of outmigration. More attention should be paid to this phenomenon since 20 percent of the population live in these areas and their quality of life is important, too. I will probably move to the city, but I would like one day to return to my town. However, my town may not be able to sustain itself until then.*



### 3.11 Write Final Comments

Complete the concluding paragraph with a final comment.

In conclusion, moving can be very traumatic for children because it can cause an increased susceptibility to illness, low self-esteem, and depression. However, the parents' attitude and the way in which they handle a move with their children can make all the difference in the world.

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### 3.12 Apply It to Your Writing



Think about the ideas you wrote for your own essay in Section I. What might your final comment be? Write some ideas below.

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## 4 SHARPEN YOUR SKILLS

In this section you will learn the writing and grammar skills that will help make your writing more sophisticated and accurate.

### A Writing Skill 1: Paraphrasing

Paraphrasing is an essential skill in U.S. academic culture, and you must practice it in different subjects and with different kinds of essays. Paraphrasing means putting someone else's ideas in your own words, changing the order and the language without changing the original meaning. (You must also cite the source of these ideas.) Paraphrasing is important because it gives a consistent voice to your paper and shows that you understand your subject. Here are some useful strategies for creating a good paraphrase.

#### STRATEGIES FOR PARAPHRASING

##### Original Quotation from Robert Huesca:

"When I studied in Mexico City in 1980, telephone access was neither easy nor inexpensive nor of good quality. Attempts to call home were infrequent, costly, and often unsuccessful, which led to feelings of isolation and vulnerability."

1 Use synonyms or antonyms for key words (nouns, verbs, adjectives, etc.).	<i>Huesca says that <u>phone calls</u> from Mexico City in 1980 were <u>expensive</u> and <u>of poor quality</u>.</i>
2 Change the parts of speech of some words (verb to noun, etc.).	<i>According to Huesca, <u>calling home</u> while abroad used to <u>fail</u> regularly and would leave students <u>isolated</u> and <u>vulnerable</u>.</i>
3 Break up the ideas and/or combine them differently.	<i>Huesca points out that students studying abroad often felt lonely because of the difficulty of calling home, which was expensive and often failed.</i>
4 Connect to your own ideas to integrate the quote into your paper topic.	<i>Huesca talks about the problems of calling home while studying abroad over 30 years ago, noting the cost and the poor connections, but he does not point out how technology has changed things.</i>

To successfully paraphrase text, you must:

- 1 Use at least two of the above strategies to change the text so that it reads like your writing – but make sure you do *not* change the ideas.
- 2 Include the name of the source. Use phrases like the following to give credit to the source:  
*According to [author/title], ...*  
*[Author] states/claims that ...*  
*In [name of article/book], [name of author] states/claims that ...*

## 4.1 Practice Paraphrasing

Work with a partner. Read the following quotes. Use the strategies in the chart on page 97 to make good paraphrases.

- 1 “Kids who are economically distressed and those at the top end of the socioeconomic spectrum are more likely to move than those in the middle.” – Nancy Darling, “Moving Is Tough for Kids”  
.....  
.....  
.....
- 2 “Persons who left rural Pennsylvania moved to counties with generally lower unemployment, more business starts, and higher wages.” – Center for Rural Pennsylvania, “The Outs and Ins of Rural Migration”  
.....  
.....  
.....
- 3 “Internal migration within countries is also on the rise, as people move in response to inequitable distribution of resources, services and opportunities, or to escape violence, natural disaster or the increasing number of extreme weather events.” – The United Nations Population Fund  
.....  
.....  
.....
- 4 “We identify two types of cross-cultural contact: a) meetings that occur between two societies when individuals travel from their place of origin to another country for a specific purpose and a limited amount of time [...], and b) meetings within multi-cultural societies among its ethnically diverse permanent residents.” – Stephen Bochner, “Culture Shock Due to Contact with Unfamiliar Cultures”  
.....  
.....  
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## B Writing Skill 2: Avoiding Fragments, Run-On Sentences, and Comma Splices

Complete sentences are expected in academic writing. Using sentence fragments, run-ons, and comma splices undermines the validity of your writing.

- 1 A complete sentence in English has a subject and a verb, and it expresses a complete idea:

<sup>SUBJECT</sup> A significant cause of migration <sup>VERB</sup> is lack of economic opportunity.

- 2 When a sentence has two independent clauses, the clauses are joined by a comma and a conjunction or a semi-colon.

<sup>INDEPENDENT CLAUSE 1</sup> Freshmen have just moved on to campus, <sup>INDEPENDENT CLAUSE 2</sup> so they get lost easily.

Moving is especially stressful for children; the number of changes is overwhelming for them.

Below in the chart are ways to identify and avoid the common errors that writers make.

### HOW TO AVOID FRAGMENTS, RUN-ON SENTENCES, AND COMMA SPLICES

- 1 A **sentence fragment** is a sentence that does not contain a subject or a verb and does not express a complete idea.

**Missing verb:** Another reason people leave rural counties for metropolitan suburbs and  
<sup>is</sup>  
cities for employment.

**Missing a subject:** <sup>It is</sup> is not easy to find a job in a small town.

- 2 A **run-on sentence** has two or more independent clauses that are joined without a comma or a conjunction.

<sup>, and</sup>  
Moving is stressful it can cause physical and emotional problems.

- 3 A **comma splice** is similar to a run-on sentence. It is when two or more independent clauses are connected only by a comma. Notice the three ways that you can correct the sentence.

a **Add and:** There aren't enough services in rural areas, <sup>and</sup> young families are moving out.

b **Add a period:** There aren't enough services in rural areas. <sup>.</sup> young families are moving out.

c **Add a semicolon:** There aren't enough services in rural areas; <sup>;</sup> young families are moving out.

## 4.2 Correct Mistakes

The following sentences are fragments or run-ons, or have comma splices. Rewrite the sentences correctly.

- 1 Moving from one city to another.

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.....

- 2 Tourism has helped the global economy it has harmed the environment.

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.....

- 3 Everyone who comes to the United States must have a visa, people who work in the U.S. must get a special kind of visa and must be supported by a company in a particular field.

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- 4 It has always been challenging for immigrant job applicants to be treated equally they are viewed as less important than citizens.

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- 5 Many believe moving to a warm location like Florida is easy for everyone recent research shows that changing climates can cause depression and anxiety.

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### C Grammar for Writing: Present Perfect and Present Perfect Progressive

In general, we use the **present perfect** to emphasize a time in the past up to now. The time period may or may not be completed, but in both cases, there is a connection to the present. We use the **present perfect progressive** to describe an action that started in the past and to emphasize that it is still going on.

#### PRESENT PERFECT AND PRESENT PERFECT PROGRESSIVE

- 1 The present perfect or the present perfect progressive can be used to talk about habitual actions that began in the past and continue in the present, especially with verbs like *get*, *go*, *increase*, *live*, *study*, and *work*. The meaning is the same.

*In the United States, it is rare to encounter people who **have lived** in the same place their entire lives.*

*In the United States, it is rare to encounter people who **have been living** in the same place their entire lives.*

- 2 The present perfect is for completed actions, and the present perfect progressive is for actions still in progress.

*Immigrants who **have adjusted** to their new country often find it difficult to return home.*

*The refugees **have been adjusting** to a new culture and hope to feel more comfortable here in the future.*

- 3 The present perfect progressive is better for actions that are temporary.

*People **have lived** in this city for hundreds of years.*

*Since the storm, many residents **have been living** with relatives while their homes are being repaired.*

- 4 Use the present perfect to express *how much/many*. Use the present perfect progressive to express *how long*.

*More than 10,000 people **have moved** to the city in the last year. (more than 10,000 = how many)*

*People **have been moving** out of the country for several years now. (for several years = how long)*

- 5 The present perfect progressive cannot be used with *be* and other stative verbs.

*Geographic mobility **has been** on the rise in the United States for several decades. (NOT ~~has been being~~ on the rise)*

ACTIVITY

### 4.3 Practice

Complete the paragraph with the present perfect or present perfect progressive forms of the verbs in parentheses. Sometimes both forms are correct.

Some rural communities ..... (experience) new growth over the last several years because they offer natural beauty and amenities to residents. Part of this change has come about because dozens of new job opportunities ..... (develop) in areas like customer service and tourism. Some residents believe these changes are good, while others ..... (increase) their advocacy work against the influx of certain kinds of businesses. For example, in one small resort town in Wyoming, residents ..... (protest) the recent attempts of a large chain retailer to gain permits to build a new store. The permit has not yet been granted by the town council, and the people believe they can stop this unwanted growth. The debate ..... (be) a difficult one, but it is a common topic for similar communities. What all residents agree on in these growing, rural communities is that they ..... (live) in changing communities for years and that they should be in charge of how their communities change.

## Avoiding Common Mistakes

Research tells us that these are the most common mistakes that students make when using the present perfect and present perfect progressive in academic writing.

- 1 Use the present perfect for an action that is completed. Do not use the present perfect progressive.

Now that workers <sup>have finished</sup> ~~have been finishing~~ the new airport runway, international flights can land there.

- 2 Use *been* when forming the present perfect progressive.

Interns <sup>have been asking</sup> ~~have asking~~ for more low-cost housing in large cities in the United States for many years.

- 3 Use *has* with singular third-person subjects. Use *have* with all other subjects.

Professor Dixon <sup>has</sup> ~~have~~ spent years studying the effects of frequent moves on the children of military families.

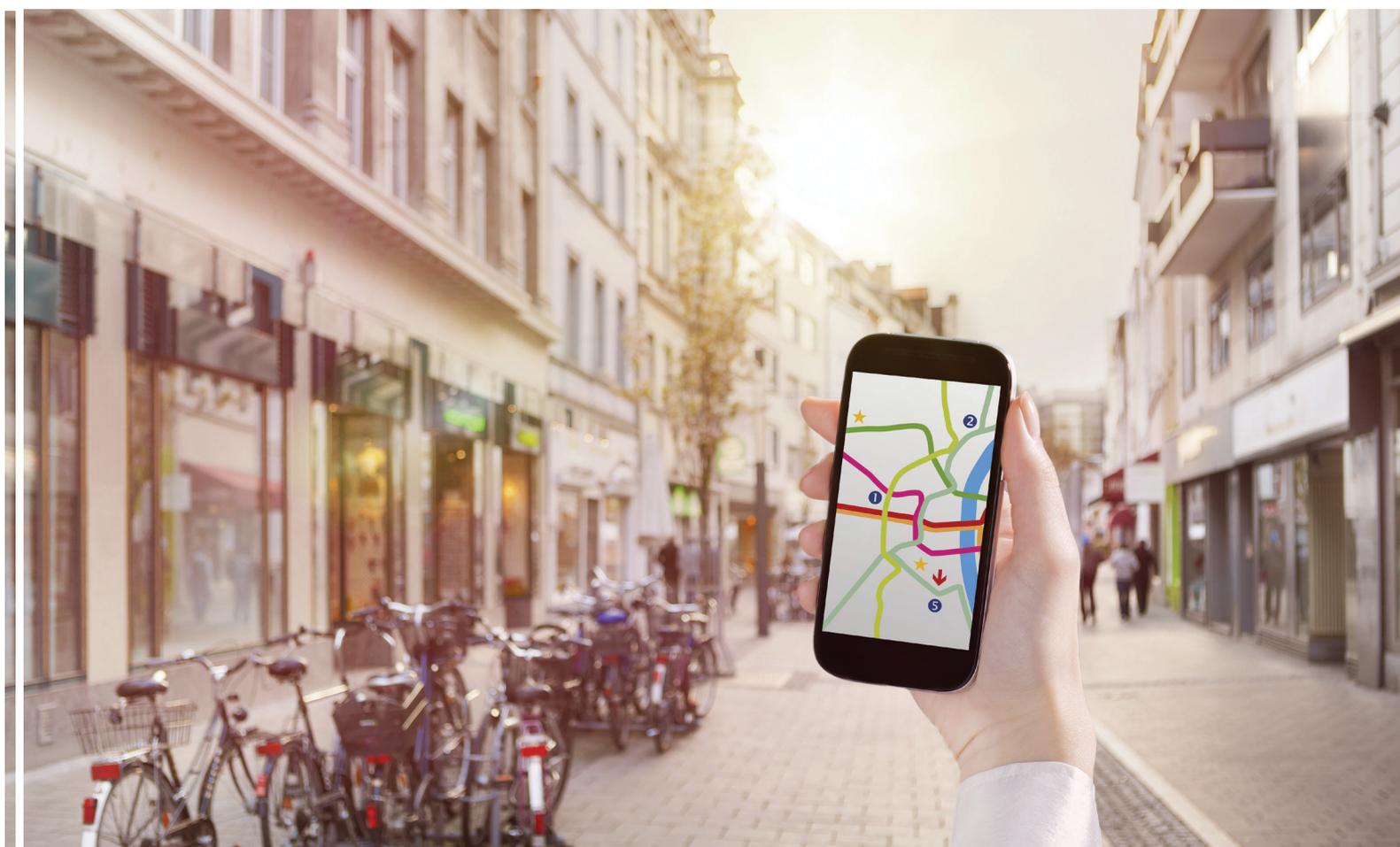


### 4.4 Editing Task

Find and correct five more mistakes in the following paragraph.

Culture shock is common when moving to a new country, but many people experience cultural difficulties when moving between regions within large countries like the United States. A new study released by Progress University examines how moving to New England (a group of states in the northeastern United States) from many other parts of America comes with challenges. Dr. Rudolph Abrams <sup>been</sup> ~~has~~ studying 25 families that are new to New England for the last five years, gathering data on community and school integration and measuring mood. His completed study shows that most of these 25 families ~~has~~ reported missing favorite foods not available in local grocery stores. Others have been describing the initial difficulty they experienced getting to know people in workplaces, schools, and community groups. However, those families now report significant improvement in their local relationships and increased satisfaction with the move to New England. Other data shared from the study include trouble with accented English. In one example response quoted by the researchers, a father of two

said that he “has working with a man whose accent [he] could not understand. Assuming the man was a new immigrant, [he] asked what country he grew up in and was embarrassed to be told America – and Maine” (Abrams et al. 6). The same man reported that he had never lived outside Alabama and never traveled outside the region until moving north for his new job (7). Dr. Abrams and his colleagues have already been spending more than five years studying these subjects and will expand the research to other families in the future. All said, this work so far has presented concrete evidence for something that has coming up in conversations about national migration for a long time.



## D Avoiding Plagiarism

Paraphrasing is a useful skill to avoid plagiarizing, but it must be done carefully.

**Q** I wanted to use the ideas in this quotation in my paper: “According to the World Health Organization (WHO), in 2005, approximately 1.6 billion adults (age 15+) worldwide were overweight, at least 400 million of whom were obese.” I paraphrased it in this way: “In 2005, there were over 1 billion adults over the age of 15 around the world who were overweight, and approximately one-third of those people were obese.” My instructor said I plagiarized, but I thought I didn’t! What am I doing wrong? I thought I understood paraphrasing. – Olga



**A** Dear Olga,

You’ve made a good attempt in your paraphrase. You’ve changed some key words, which is a good start. One thing I notice is that some of your paraphrase isn’t quite accurate. For example, one-third of 1.6 billion isn’t 400 million. Accuracy in paraphrasing is very important. Always go back and make sure your details mean the same as the original. It is also important to change the structure of the sentences, not just a few words. Finally, and very importantly, you forgot to cite your source. Remember that original research, data, and statistics are not common knowledge. Always tell where this information is from, even when you paraphrase.

Good luck!

Professor Wright

### STEPS TO WRITING A GOOD PARAPHRASE

- 1 Read the material carefully for meaning.
  - Take notes on key ideas. Don’t copy whole sentences.
  - Include the source in your notes.
  - Talk to someone about the ideas and details, so you are sure you understand them.
- 2 Write your paraphrase from memory, or use your notes to help you.
- 3 Compare your work with the original.
  - Be sure your information is correct and accurate.
  - Be sure you have used your own words: synonyms, sentence structure, word forms.
  - Be sure you cite the original source, both in the text and on your Works Cited page.

ACTIVITY

### 4.5 Practice

Read the quotation and the three paraphrases. Discuss with a partner. What is the error in each paraphrase?

*"In 2012, 13.7 percent of householders living with their own children moved."*

Source: David Ihrke, U.S. Census Bureau website

- 1 According to David Ihrke, in 2012, 13.7% of houses with children moved (U.S. Census Bureau).
- 2 According to the David Ihrke, 13.7% of children moved (U.S. Census Bureau).
- 3 Nearly 14% of parents with children at home moved in 2012.

ACTIVITY

### 4.6 Applying the Strategies

Read the quotation in Activity 4.5. Follow the steps to writing a good paraphrase. Write a paraphrase of the quote.

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## 5 WRITE YOUR ESSAY

In this section you will follow the writing process to complete the final draft of your essay.

### STEP 1: BRAINSTORM

Work with a partner. Follow the steps below to brainstorm more ideas.

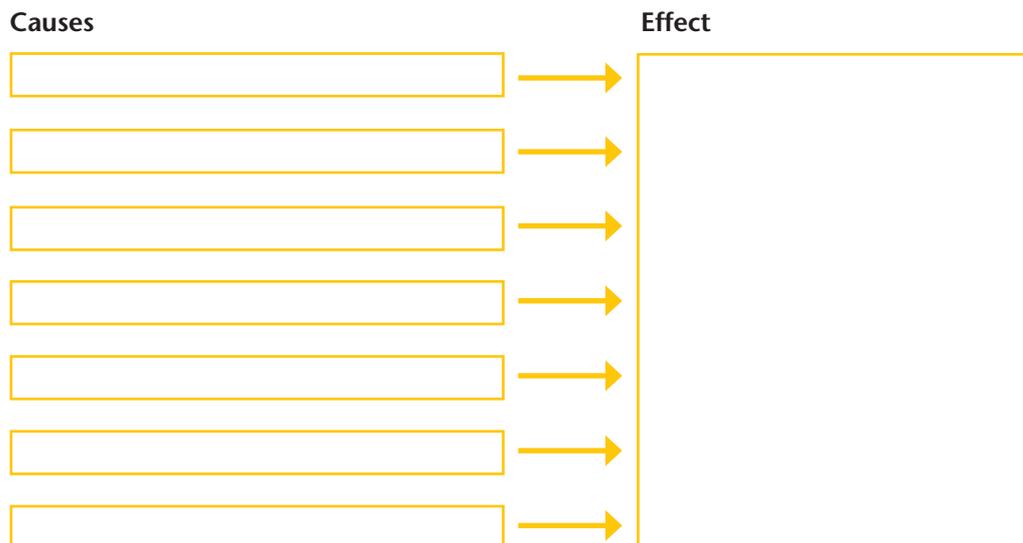
- 1 Before you start, notice how the writer of the Student Model brainstormed. She wrote many ideas. Then she crossed out the causes she thought were not important enough to use in her essay.



**WRITING PROMPT:** Why have so many people moved out of rural communities in recent years? Give at least three reasons.



- 2 Write the ideas that you wrote in Section 1, page 81, in one of the cause-effect graphic organizers below. Include ideas from the Your Turns throughout the unit. Brainstorm more ideas.



Cause

Effects

	→	
	→	
	→	
	→	
	→	
	→	
	→	
	→	

When you are finished, circle the three most important causes or effects and write them here. Think about how you will support each one.

- 1 .....
- 2 .....
- 3 .....



## STEP 2: DO RESEARCH: CHOOSING A TEXT TO PARAPHRASE FOR SUPPORT IN AN ESSAY

Selecting appropriate texts from credible sources is an important part of doing research. Some credible sources are educational institutions, government agencies, and respected news organizations. You choose texts to paraphrase based on the importance of their **evidence**, like details, explanations, or examples, and how that evidence supports the main ideas in the body paragraphs of your essay.

Sue needed to choose a text to paraphrase for support in an essay response to this prompt: *The populations of most countries are becoming less rural and more urban. What are some reasons for this trend?* Read and find out how she did it.

After identifying the main points in my thesis, I read several sources and identified texts with main ideas related to my thesis. Next, I compared the evidence in the texts to see which one provided the best support for my main ideas. Last, I paraphrased the text into my own words and added a citation for the source.



### Sue's Results

Thesis: Primary causes of the rapid urbanization of sub-Saharan Africa are changes in the environment, increased economic opportunities, and population growth.

Focus of research: population growth due to rapid urbanization

Source	Text	How it supports my point
1 <u>Time</u> , "Urban Planet: How Growing Cities Will Wreck the Environment Unless We Build Them Right" (Bryan Walsh, 2012)	"... the wave of urbanization <u>isn't just about the migration of people into urban environments, but about the environments themselves becoming bigger to accommodate all those people.</u> "	shows direct link between population growth & larger cities (more people = more space)
2 <a href="http://www.afdb.org/">http://www.afdb.org/</a> , "Urbanization of Africa" (Mthuli Ncube, 2012)	"In the developing world, <u>Africa has experienced the highest urban growth during the last two decades at 3.5% per year and this rate of growth is expected to hold into 2050.</u> "	statistic; general reference to African population growth, but no cause/effect given

Paraphrase of chosen text: Sizes of cities are growing in two phases: first, more people move into the cities, and then the city space must grow to fit all of the new people (Walsh).

### ACTIVITY 5.1 Apply It to Your Writing

Follow the steps Sue took to choose a text to paraphrase for support in your essay.



### STEP 3: MAKE AN OUTLINE

Complete the outline below with your ideas from the previous steps.

#### ESSAY OUTLINE

##### I. Introduction

Hook Idea

Background Ideas

Thesis Statement

##### Body Paragraph 1: Cause/Effect 1

Supporting Idea 1

Detail

Detail

Supporting Idea 2

Detail

Detail

##### Body Paragraph 2: Cause/Effect 2

Supporting Idea 1

Detail

Detail

Supporting Idea 2

Detail

Detail

(CONTINUED)

**Body**  
**Paragraph 3:**  
**Cause/Effect 3**

IV. ....

Supporting  
Idea 1

A. ....

Detail

1. ....

Detail

2. ....

Supporting  
Idea 2

B. ....

Detail

1. ....

Detail

2. ....

V. Conclusion

Ideas for a Final  
Comment

.....

**STEP 4: WRITE YOUR FIRST DRAFT**

Now it is time to write your first draft. Here are some suggestions on how to get started.

- 1 Use your outline, notes, and the sentences you wrote in the Your Turns and in Step 3 above.
- 2 Focus on making your ideas as clear as possible.
- 3 Remember to add a title.

After you finish, read your essay and check for basic errors.

- 1 Check that all sentences are complete sentences.
- 2 Go through and look at every comma. Is it correct? Should it be a period?
- 3 Check that you have cited quotes and paraphrases.
- 4 Make sure your thesis statement and topic sentences are clear.

**STEP 5: WRITE YOUR FINAL DRAFT**

- 1 After you receive feedback on your first draft, review it carefully. Fix any errors.
- 2 Make a note of errors that were most frequent (misspellings, wrong verb tense, errors in using commas). Try to avoid them as you write.
- 3 Review the Academic Vocabulary and Academic Collocations from this unit. Are there any that you can add to your essay?
- 4 Turn to page 272 and use the Self-Editing Review to check your work one more time.
- 5 Write your final draft and hand it in.







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