Lesson 1

Reasons and results

Aims
- to make notes on reasons and results
- to understand language patterns for links between sentences
- to use key language for linking reasons and results

It's November, and several weeks of the first semester at Gateway University have passed. Most students are more confident now with new ideas and new concepts, but some students have other worries.

Task 1 Reading quickly for the main idea

Look at the text below. It explains what the students are doing at this stage of the semester. Tick ✓ the phrase a–e that best summarizes their main activity.

a doing difficult assignments ☐

b talking to lecturers ☐

c meeting each other ☐

d using feedback to improve assignments ☐

e preparing for degree studies ☐

Mid-semester at Gateway University

By mid-semester, students are working hard on their assignments. Some first drafts have been completed, and lecturers are giving feedback to students, who are taking the opportunity to improve their earlier drafts. Chen feels happy because his current assignment is mostly programming, so he has to write only a little English. Also, he has received some good feedback from his lecturer and he has met a new friend, Xiaohua. Xiaohua has just joined the foundation year course at Gateway University to prepare for starting a degree in Computer Science next year. Because she joined the course late, Xiaohua missed some writing classes. As a result, she is having problems with writing academic texts. She is worried, so she asks Chen to help her to understand some feedback from her subject lecturer for International Issues, Martin Gibson.

Key words

taking the opportunity

current

only a little

as a result

having problems with

International Issues

Task 2 Reading carefully for detail

Read the text above again, and answer the questions below.

a How does Chen feel? Why?

b How does Xiaohua feel? Why?

Task 3 Reading carefully to make notes

The two flow diagrams below show how the students' feelings are linked to the reasons for these feelings.

Which flow diagram represents which student? Write the missing names and the missing reasons in the appropriate boxes.

| _____ | missed some writing classes | _____ | | Name: _____ |

| _____ | has to write only a little English | | Name: _____ |

Study smart

The links between reasons (or causes) and results (or effects), like the links between the stages in a process, can be shown clearly in note form using flow diagrams. The arrows point from the reason to the result. The flow diagram shows that Xiaohua's worries began with just one reason: she arrived late. This started a chain of results leading to her current worries, each result becoming a reason for the next result. In contrast, Chen has three different reasons why he is happy.

Task 4 Reading carefully to identify reasons and results

Look at the sentences below describing reasons and results. Underline the reasons and circle the results. The first sentence has been done for you.

a Chen feels happy because his current assignment is mostly programming.

b His current assignment is mostly programming, so he has to write only a little English.

c Because she joined the course late, Xiaohua missed some writing classes.

d As a result, she is having problems with writing academic texts.

e She is worried, so she asks Chen to help her to understand some feedback from her subject lecturer.

Noticing grammar patterns

Linking reasons and results or causes and effects

There are two main ways to link reasons and results between sentences:

1 Use a linking word.

2 Use a signpost word.

1 Two sentences can be joined together using linking words.

linking pattern	example
result + *because* + reason	*Chen feels happy because his current assignment is mostly programming …*
reason + *so* + result	*… his current assignment is mostly programming, so he has to write only a little English*

2 Sometimes the sentences are not joined together, but there is a signpost word at the start of the first or second sentence to point the way to the following reason or result.

linking pattern	example
reason (sentence 1). *As a result*, + result (sentence 2)	*Xiaohua missed some writing classes. As a result, she is having problems with writing academic texts.*

It is important not to confuse linking words and signpost words. Linking words can join sentences together, but signpost words can only point the way to the idea in the second sentence.

Task 5 Noticing grammar patterns: reasons and results

Look again at the text on page 135, and complete the exercises below.

a Find more words in the text that helped you to complete the flow diagrams from Task 3.

b Write the linking words in the left-hand column of the table below.

c Write the signpost words in the right-hand column.

linking words	signpost words

Task 6 Practising grammar patterns: reasons and results

Are you happy or worried about your studies at the moment? Explain why. Say or write your answer using the linking words and patterns that you found in Task 5.

Chen wants to make Xiaohua happy. He shows her a poster for the English Conversation Club. It's Friday, the end of the week. They decide to look at her essay on Saturday, when they have more time, and to go to the quiz tonight.

International Students

What do you know?

It's quiz night tonight!

Come along to the English Conversation Club.

! Improve your English and win a prize at the same time!

Key words

quiz

a prize

Task 7 Listening for reasons and results

Prepare for the quiz as your teacher suggests. Close your books and work in teams to do the conversation club quiz.

Task 8 Noticing language for reasons and results

Look at the quiz questions below. The question word *Why?*, in questions 1 and 7, asks for reasons. Find more examples of key language for reasons or results in the quiz questions. Underline the examples you find.

1 Why was the university founded?

2 What was the reason for choosing the university's first name, the Stevenson Institute?

3 What was the result of the campaign by Jenny Ellis?

4 What caused overcrowding at the Stevenson Institute in 1880?

5 What were the two main factors that contributed to the institute's financial difficulties during rebuilding?

6 What made Mr Morgan, a wealthy inventor, grateful to the institute?

7 Why was the name changed to the Morgan-Stevenson College?

8 What did the change to university status in 1967 mean for the students?

9 What is the reason for the gateway in the university logo?

10 What has led to the main expansion in Gateway University student numbers since the 1960s?

Noticing grammar patterns

Linking reasons and results or causes and effects using _make_

The verb _make_ is used to link reasons to results using adjectives.

linking pattern	examples
reason (noun phrase) + _make_ + result (noun phrase + adjective)	_The quiz makes Chen very happy._ _The feedback makes Xiaohua worried._

Task 9 Practising grammar patterns

Use suitable adjectives from the box to complete the sentences below, taken from earlier units.

> persuasive   unstable   efficient   safer   flexible   visible   clearer
> specific   confident   bug-free

a Positive feedback makes students more _____.

b Online learning makes study more _____.

c Each programmer's purpose is to make the program _____, adaptable and _____.

d Pollutants make ecological systems in the environment _____.

e Adding examples helps to make ideas _____.

f Adjusting the Bunsen burner air hole makes the flame _____.

g In the Dewey Decimal system, we can add a decimal point and more numbers to make the topics more _____.

h Give reasons to make your claim more _____.

i These rules help to make the lab _____.

Task 10 Writing

Write a paragraph about the reasons for feedback on writing. Write 100 to 150 words. Use the language patterns for reasons and results that you have studied in this lesson.

Self study

Think about how your language links reasons and results. Are there any similarities and differences compared with English?