

UNIT 9

Money

- READING ● using a timeline
- VOCABULARY ● collocations with nouns
- WRITING ● writing a cause/effect essay
- GRAMMAR ● complex sentences to show cause and effect



Write a cause/effect essay explaining how a small amount of money can make a big difference.



Unit QUESTION

How can a small amount of money make a big difference?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

Have you ever given money to help someone or an organization? How did it make you feel?

What kinds of organizations typically ask for money?
How is the money used?

Look at the photo. What do you think is happening?

B Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, **Track 2** on **CD 3**, to hear other answers.

- C** The pictures show things that don't cost a lot of money, but they can have very positive results. What do you think these results might be? Match the pictures with the results.



A

a goat



B

a honeybee



C

a lamb



D

chicks



E

silkworms



F

school supplies

- | | | |
|---------------|-----------|----------|
| ___ education | ___ honey | ___ silk |
| ___ eggs | ___ milk | ___ wool |

- D** Read the saying. Then discuss the questions with a partner.

Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.

What do you think this saying means? How do you think the things in Activity C might relate to the saying?

READING 1 | How a Ugandan Girl Got an Education

VOCABULARY

Here are some words from Reading 1. Read the sentences. Then write each bold word next to the correct definition.

1. Maya's parents were very **proud** of her for graduating with honors.
 2. John is graduating from college soon. Yesterday he said, "I **owe** it all to my parents. Without their support, I couldn't have done it."
 3. Mr. Buffett, the man who donated the money, is **extremely** rich and enjoys sharing his wealth.
 4. Because of her good grades and leadership activities, Gabriella was able to **attend** the college she wanted.
 5. When I arrived in the United States, my cousin provided me with a home, food, and money until I was able to find a job. I'm very grateful for her **generosity**.
 6. When his parents agreed to pay for his education, Juan made a **commitment** to them that he would finish college.
 7. The relief organization is collecting food and supplies, which it will **distribute** to victims of the earthquake.
 8. When Carl meets his sister's students, it might **inspire** him to become a teacher, too.
 9. Getting a part-time job at college is a good way to prepare yourself for the **transition** from school to the workforce.
 10. Moving to England was a big **adjustment** for Fatima. She had to learn English and get used to cold weather.
-
- a. _____ (n.) a state of getting used to new conditions or a new situation
 - b. _____ (v.) to go to or be present at a place
 - c. _____ (n.) something you have promised to do; a responsibility
 - d. _____ (v.) to give things to a number of people
 - e. _____ (adv.) very

- f. _____ (n.) the quality of giving more help or money than is usual or necessary
- g. _____ (v.) to give a feeling of wanting and being able to do something good
- h. _____ (v.) to exist or be successful because of someone or something
- i. _____ (adj.) pleased and satisfied because you or someone you are close to has done something good
- j. _____ (n.) a change from one condition or form to another



volunteers unpacking supplies

PREVIEW READING 1

You are going to read an article from a news magazine. The article tells the story of a girl from a very poor village in Uganda who became a college graduate with the help of people who donated money to an organization.

Read the first and last paragraphs. What kind of help do you think this girl received? Check (✓) your answers.

- ☐ money
- ☐ clothing
- ☐ food
- ☐ a tutor
- ☐ books
- ☐ an animal



How a Ugandan Girl Got an Education

1 Among the **proud** students receiving diplomas¹ at the 2008 graduation ceremony at Connecticut College was a young woman from Uganda named Beatrice Biira. And what makes her accomplishment so special is that she **owes** it all to a goat.

2 Beatrice grew up in the village of Kisinga in the mountains of Uganda. It is an **extremely** poor village, and Beatrice, the second oldest of six children, wanted very much to **attend** school, but her family didn't have the money to pay for it. In fact, the family was so poor that there was often not enough to eat. The only clothing Beatrice owned was a red dress that was cut open in the back so that she could grow into it.



3 All of this changed in 1993, when Beatrice was 9 years old, and her mother told her that, through the **generosity** of an organization named Heifer,

they had received a goat. A goat? At the time, Beatrice could not see the value of something like a goat, especially when her mother told her that she would be responsible for caring for the goat.

4 Heifer International is a charity based in Little Rock, Arkansas which raises money to send animals to people in very poor countries. Its goal is to help people to become self-sufficient² by providing them with the animals and the education needed to care for them. The people receiving their help have to make the **commitment** to pass the gift on to others. Beatrice's mother and others in her village had applied to Heifer to receive help. The help came in the form of 12 goats that were **distributed** to the people in their village. Beatrice's family received one of these goats.

5 They named the goat Mugisa, which in Lokonzo, Beatrice's language, means "luck." And soon Beatrice realized how her luck would change because of this goat. Mugisa was pregnant when she came to Beatrice's family and soon gave birth to two more goats. The milk from the goats helped Beatrice and her siblings to get healthier, and they were soon able to sell the additional milk. The family earned enough money to send Beatrice to school.

6 Though Beatrice was much older than the other children in school, she didn't mind. She breezed through the early grades as an excellent student. One day in 1995 a study tour, sponsored

¹ **diploma**: the official piece of paper that shows you have completed a course of study

² **self-sufficient**: able to produce everything that you need without help from or having to buy from others

by Heifer, came to visit Beatrice's village. Two women who accompanied the tour, Page McBrier and Lori Lohstoeter, were impressed by Beatrice's passion for learning. They were **inspired** by her story and decided to write a children's book about her. They called it *Beatrice's Goat*.

- 7 Beatrice continued to be an excellent student and won a scholarship³ to a high school in Kampala, the capital of Uganda. While Beatrice was a student there in 2001, *Beatrice's Goat* was published and became a very popular *New York Times* bestseller. Beatrice was asked by Heifer to go on a book tour to the United States. While on this trip, she met a woman, Rosalee Sinn, who would become a great help to her. Ms. Sinn and others helped her obtain a full scholarship to attend the Northfield Mount Hermon School in Massachusetts, a private preparatory school that had a program to help international students

make the **transition** to college. For Beatrice, perhaps the biggest **adjustment** was the weather. She had never experienced cold weather before.

- 8 Despite the adjustments, Beatrice did very well at Northfield Mount Hermon, and while she was there, she applied to 11 colleges. She was accepted to half a dozen colleges, including some very prestigious ones. She decided to go to Connecticut College, where she won a scholarship. At first she wanted to become a veterinarian, but she soon decided to study economics and international studies. She wants to return to Uganda one day and use what she has learned to help her countrymen.
- 9 So in June 2008, there stood Beatrice in her cap and gown. This once very poor little girl from one of the poorest villages in the world was now a college graduate—all because of a goat!

³ **scholarship:** money that is given to a person by an organization or a school to help pay for his/her studies

MAIN IDEAS

Read the sentences. Write the correct paragraph number next to each main idea.

- ___ 1. Beatrice grew up in Uganda in a very poor family.
- ___ 2. Heifer International helps people by giving them animals and teaching them how to care for them.
- ___ 3. Beatrice's studies continued as she received scholarships to high school and a preparatory school.
- ___ 4. Her mother contacted Heifer, and life changed for Beatrice and her family.
- ___ 5. As a result of receiving a goat, Beatrice's family had enough money to send her to school.

DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

- ___ 1. Beatrice was happy when she learned about receiving a goat.
- ___ 2. Beatrice's mother had applied to an organization to get help.
- ___ 3. Beatrice's family soon had three goats.
- ___ 4. Beatrice had trouble learning in school because she was so much younger than the other children.
- ___ 5. Two women met Beatrice and decided to write a book about her, called *Beatrice's Story*.
- ___ 6. The biggest adjustment to studying in the United States for Beatrice was the food.
- ___ 7. She received a scholarship to go to a college in Connecticut.
- ___ 8. She graduated from college in 2008.



WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

- 1. Some good things happened after Beatrice's family received the goat: the goat produced milk, which helped make the family healthier, and the family sold the extra milk for money. What were some other benefits?
- 2. What qualities do you think Beatrice has that have helped her be successful in her goals?
- 3. Have you, or has someone you know, ever received a small amount of help that had big, positive results? Explain.



A **timeline** shows all of the important events that happened during a period of time. Timelines can be useful for understanding and remembering the events in a reading text. Look at the timeline for Reading 1, “How a Ugandan Girl Got an Education.”

Beatrice's Life

1984	+	Beatrice was born.
1993	+	A goat was donated to Beatrice's family.
1995	+	A study tour sponsored by Heifer came to Beatrice's village.
2001	+	The book <i>Beatrice's Goat</i> was published.
2008	+	Beatrice graduated from Connecticut College.

Tip for Success

A timeline is useful when reading a text in which many events occur. You can make a timeline as you're reading the text and then refer to it later.

A. Read the article. Then complete the timeline on page 187.

From Salad Dressing to Summer Camp

Did you know that spending a few dollars on a bottle of salad dressing could help children with serious illnesses enjoy a week at summer camp? It's true, thanks to Newman's Own.

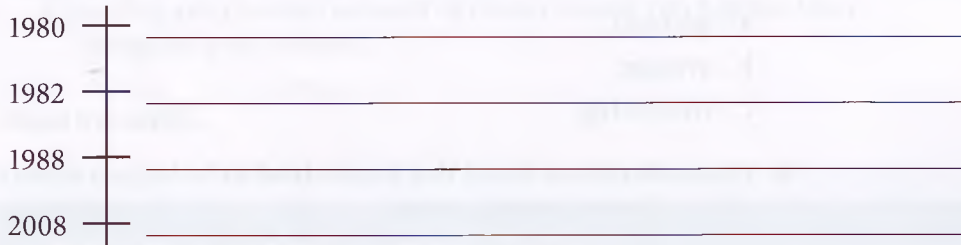
In December 1980, Paul Newman, a famous American film actor, and his friend A. E. Hotchner made gallons of salad dressing to give to family and friends as gifts. Their friends loved it and wanted more, so Hotchner and Newman made more. But this time they decided to sell the rest, and Newman's Own was born.

By the end of 1982, the first year of production, profits were close to \$400,000. Since neither Newman nor Hotchner needed money, Newman said, “Let's give it all away to those who need it.” Over the years, Newman's Own added more and more products. By the end of 2008, more than 40 products were being sold, and all of the profits went to charity, more than \$265 million worth as of April 2009.

The profits have been donated to various charities, but the one closest to Newman's heart was the Hole in the Wall Gang camp, founded in 1988. This special camp is for seriously ill children. For one week, children at this camp can forget about their illnesses and enjoy themselves. Medical needs are taken care of, and since they are all sick, the children don't have to feel “different.” It's all paid for through people buying salad dressing—a small price for such a great reward.

The Hole in the Wall Gang camp is founded.
Newman and Hotchner bottle salad dressing for gifts.
More than 40 Newman's Own products are sold.
Profits are close to \$400,000.

History of Newman's Own



READING 2 | Money Makes You Happy—If You Spend It on Others

VOCABULARY

Here are some words and phrases from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.

1. The new business had many **positive** results for the family: it increased their income and brought them pride and satisfaction.
 - a. financial
 - b. unwanted
 - c. good
2. We were very surprised by the results of the study. We didn't **suspect** that the person with less money would be happier.
 - a. hope
 - b. guess
 - c. discover
3. It is good to keep a record of your test scores so that you can **measure** your progress throughout the semester.
 - a. judge the amount of
 - b. think about
 - c. invent

4. My son is very **selfish** with his toys. He needs to learn to share with other children.
- thinking only of yourself
 - thinking of others
 - intelligent
5. Graduating from college was a **remarkable** achievement for Beatrice since she wasn't able to attend school until she was nine years old.
- unusual
 - average
 - frustrating
6. Researchers have found that people **tend to** be happier when they are doing things to benefit others.
- decide to
 - want to
 - are likely to
7. People say money can't buy happiness, and studies have shown that after people win the lottery their happiness can actually **decrease**.
- go up
 - go down
 - remain the same
8. Participating in class and talking to your teacher can **enhance** your learning experience.
- improve
 - ruin
 - continue
9. We chose Ms. Chang to manage the project because she's very **reliable**. Everyone trusts her.
- hard
 - dependable
 - favorable

PREVIEW READING 2

This is an article from a news website. It discusses the results of research done on the relationship between money and happiness.

Read the first sentence of each paragraph. What do you think the article will say? Check (✓) your answer.

- ☐ The more money you give away, the happier you will be.
- ☐ Giving away a small amount of money makes you happier than spending it on yourself.



CD 3
Track 4

Read the article.

Money Makes You Happy— If You Spend It on Others

- 1 They say money can't buy you happiness, but new research published in the journal *Science* suggests that it can, if you spend it on someone else. "Simply making very small changes in how you spend money can make a difference for happiness," said Elizabeth Dunn, an assistant professor at the University of British Columbia, who led the research along with Michael I. Norton, an assistant professor at Harvard Business School. Studies of happiness have long found that, unless people are extremely poor, getting more money brings surprisingly small gains in **positive** feelings. The researchers **suspected** that perhaps the reason people weren't happier was not because of the money itself, but rather because of what they did with their money—mainly, spending it on possessions for themselves.
- 2 The research was done at a small Boston-area medical supply company, where employees received bonuses¹ averaging about \$5,000. The researchers **measured** their levels of happiness before and after receiving the money. What

they found, said Norton, was that "the size of the bonus you get has no relation to how happy you are, but the amount you spend on other people does predict how happy you are."

- 3 The researchers used a five-point scale, asking people, "Do you feel happy in general?" There were five answers provided: yes, most of the time, sometimes, rarely, or no. They found that people could expect to go up a full point on the scale if they spent about a third of the bonus on others, Dunn said. She calls this "prosocial" spending. She continued with the example of Tim and Dan: They both answered the question that they were happy "sometimes" before receiving the bonus. If Dan spent a third of his bonus "prosocially" and Tim spent none in this way, the researchers would expect that after spending their bonuses, Dan would be happy "most of the time." This is exactly what happened.
- 4 The study fits in well with other current research that finds that helping others is the best way to help yourself. People who give more and are more socially connected are happier. "There's

¹ **bonuses:** payments that are added to what is the usual amount of pay/salary

so much benefit to the person who contributes to others that I often think that there is no more **selfish** act than a generous act,” said Tal Ben-Shahar, author of the book *Happier* and teacher of a positive psychology course on happiness, Harvard’s most popular class. During one week of the course, Ben-Shahar asks students to do five small acts of kindness a day. Examples of these could be giving change to homeless people, being nice to waiters, or calling grandparents. “The effect of it is quite **remarkable** and lasts for much longer than a day,” he said.

- 5 Similarly, the *Science* study found that spending a small amount of money could bring large results. In a separate experiment, the researchers gave college students either \$5 or \$20 and told them to quickly spend the money. Some were told to spend it on themselves—on a bill or a gift to themselves. And some were told to spend it on others—on a donation to charity, or a gift to someone else. The vast majority of the students predicted that they would be happier with \$20 than \$5.



- 6 That evening, the participants’ happiness levels were measured. But again, the amount of money did not matter. Those who spent it on others felt happier than those who spent it on themselves. “We don’t want to suggest that more money would never matter,” Dunn said. “It’s just that in our studies we found that how people spent their money mattered at least as much as how much money they received.

Indeed, there was no effect at all on the amount of money received [in the two studies].”

- 7 Part of the explanation could be that people **tend to** be made happier by experiences than by possessions, said Sonja Lyubomirsky, author of *The How of Happiness*. Americans tend to spend their money on possessions, she said, but research shows that the happiness from a bigger house or television set quickly **decreases** as people get used to the benefits and face the responsibility that comes with ownership. However, taking a friend out to lunch, say, is more of an experience and more likely to bring longer-lasting good feelings. Also, when a person acts kindly, she said, “There are social consequences: You might **enhance** your friendship. You might make new friends. People might reciprocate².”
- 8 So why don’t more people realize that spending money on others is a **reliable** road to happiness? One reason may be because it’s much easier to count money than to measure happiness, Norton said. “If you think about getting ahead in life, you can say, ‘Last year I made X, and now I’m making X plus 10.’ But people don’t conceive of their lives as ‘I was 71 happy last year, and now I’m 76 happy.’” Even if they do, the reasons for greater happiness may not be obvious to them, he said.
- 9 Dunn said that when she wrote up the study, it was close to the holidays, and she decided that, instead of giving her family things, she would get them gift certificates to a website that allows people to choose various philanthropic³ projects to support. “I’ve never gotten more positive responses to any gift I’ve given my family,” she said. “I was giving them the gift of giving.”

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² **reciprocate**: to behave or feel toward someone in the same way as he/she behaves or feels towards you

³ **philanthropic**: helping the poor and those in need, especially by giving money

MAIN IDEAS

Circle the answer that best completes each statement.

1. The research discussed in the reading dealt with money and its effect on people's ____.
 - a. happiness
 - b. health
 - c. generosity
2. Researchers found that people were happier if they spent part of their bonus on ____.
 - a. things/possessions for themselves
 - b. others
 - c. things/possessions for their families
3. Professor Tal Ben-Shahar asks students to do five small acts of kindness each day for a week. The effect of this on the students is ____.
 - a. positive
 - b. negative
 - c. neutral
4. In one experiment, students were given a small amount of money to spend on others or on themselves, and the results showed that those who spent it on others were ____.
 - a. happier
 - b. slightly less happy
 - c. wealthier
5. One reason for the results of the experiment is that when people spend money on others, ____.
 - a. the effect lasts longer than when they spend on themselves
 - b. they don't regret it
 - c. they don't waste money

DETAILS

Match each question with the correct answer.

- ___ 1. What did the research in *Science* show?
- ___ 2. How did the researchers measure the employees' happiness?
- ___ 3. How did the first study fit in with other recent research?
- ___ 4. What did Professor Tal Ben-Shahar discover?
- ___ 5. What was the result of research involving college students who were given \$5 or \$20 to spend?
- ___ 6. What possible explanation is given for the results of the studies led by Dunn and Norton?
 - a. People are happier from experiences than from possessions.
 - b. The effect of giving lasted longer than expected.
 - c. It showed that small changes in spending affect happiness.
 - d. It showed that you help yourself when you help others.
 - e. The amount of money did not affect students' happiness.
 - f. They used a five-point scale.



WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

- 1. Have you ever given a small amount of money to someone? If so, how did it make you feel? If not, are there other "acts of kindness" that you have done? How did you feel afterwards?
- 2. Have you ever bought something because you thought it would make you happy, only to find that the happiness didn't last long? If so, what happened?

B. Think about both Reading 1 and Reading 2 as you discuss the question.

Both readings are about giving a small amount of money to others. The effect of this giving is positive for both the giver and the receiver. Who do you think benefits more? Why?



One way to improve your vocabulary is to learn new **collocations**. As you learned in Unit 3, collocations are words that are frequently used together. Learning collocations can help your writing sound more natural. Look at these examples of collocations from the readings.

Through the generosity of an organization named Heifer, Beatrice's family received a goat.

During one week of the course, Ben-Shahar asks students to do five small acts of kindness a day.

Read the list of collocations that use the nouns *generosity* and *kindness*.

through the generosity of (someone): because of the donations (money) or kindness of (someone)

extraordinary generosity: the quality of being willing to give, or the act of giving an unusual amount of time or money

generosity toward (someone): unselfish actions that help someone

an act of kindness: a small action to help someone

treat (someone) with kindness: to behave in a compassionate way toward someone

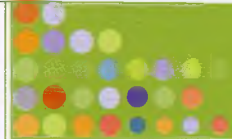
the kindness of strangers: help from people you don't know

A. Read the paragraph. Underline the collocations from the Vocabulary Skill box.

Unexpected Help

In May 2008, a very strong tornado raced through a small town in the plains of Kansas. As a result, the home of the Milano family was completely destroyed. They lost everything they owned. But a remarkable thing happened after the storm passed. The town came together and showed extraordinary generosity. Someone offered them a place to live. Many families came to offer food, clothing, and things like blankets and pillows. The Milanos were treated with kindness by their neighbors. Through the generosity of a wealthy businessman, the Milanos had enough money to begin to rebuild their home. Mrs. Milano was amazed at the kindness of strangers; people she had never met sent checks and clothing from miles away. But perhaps the biggest act of generosity came from a young girl who gave her bicycle to the youngest Milano child.

B. Choose three collocations from the Skill Box. Write a sentence using each collocation in your notebook.



WRITING

Writing Skill

Writing a cause/effect essay



A **cause/effect** essay analyzes the causes (reasons) and effects (results) of a situation or event. A cause/effect essay includes an introductory paragraph, body paragraphs, and a concluding paragraph.

In a cause/effect essay, the **introductory paragraph** describes the situation or cause, gives background information, and includes a thesis statement (main idea). The thesis statement in a cause/effect essay describes the effects of the situation.

The **body paragraphs** of an essay provide support for the thesis statement. In a cause/effect essay, each body paragraph includes a topic sentence that states a supporting point and describes an effect. Other sentences in a body paragraph provide examples, details, or facts.

In a cause/effect essay, the **concluding paragraph** restates the main idea and often offers some additional thoughts or predictions for the future.

A. Read the cause/effect essay. Underline the thesis statement.

My Friend Bill

In one of my college classes this semester, we were required to do an act of kindness for the elderly. My project involved buying food and preparing lunch for an elderly person. I spent about \$10. The lunch included soup, a sandwich, and dessert. I packed up the lunch and went off to meet my new friend. A project like this one can result in new friendships, less loneliness, and the possible discovery of a career path!

The person I visited was an 85-year-old man named Bill, who was unable to walk more than a few steps due to health issues. When I brought him the meal, he was very happy to see me. He has no family, and the only person he sees is the nurse's aide who comes every morning to help him get dressed and to give him his medicine. It was a treat for him to eat a meal with someone because he usually eats alone. He thought the food was great, but even more than the food, he enjoyed having someone to talk to.

When I started talking to Bill, I found out that he had had a very interesting life. He had been a train engineer when train travel was much more popular. He had so many interesting stories to tell about his travels and adventures while working on the railroad. I really enjoyed talking to him, and it was especially interesting to me because I was planning a trip over the summer to see other parts of the country. I had been considering traveling by train, and after meeting Bill, I have no doubt in my mind that I will be going by train.

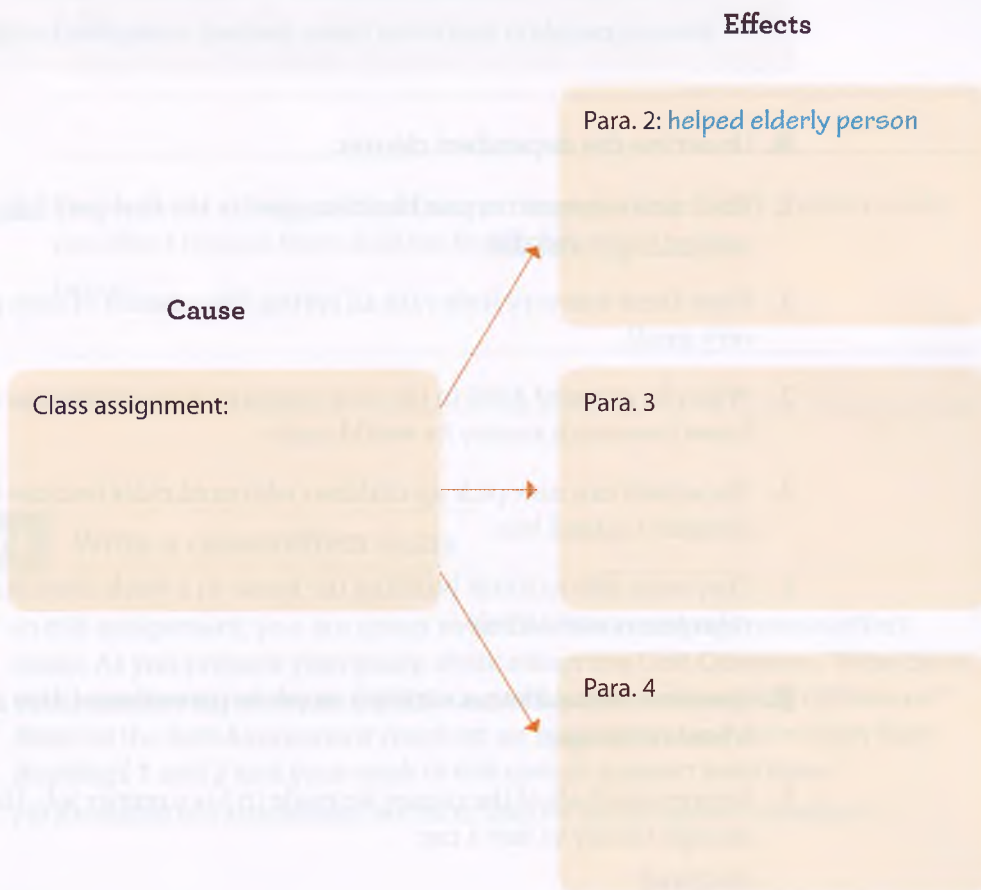
Perhaps the biggest effect of this project was that I realized that working with the elderly is an area that I'm very interested in. I found out that I enjoy spending time

Tip for Success

Cause/effect essays are common in almost every academic field of study from history to science to English. It's important to learn about this type of essay.

with older people; they have so much life experience to offer. I am a good listener, and older people sometimes just want someone to listen to them, so it seems like a perfect match. As a result, I plan on focusing my studies on the elderly.

What started out as just another assignment for my class resulted in much more than I expected. It's hard to know who was affected more by this project, Bill or me. I learned how easy it is to be a great help to someone else. The reward that I received was in knowing I had helped someone; but I also met a person whom I truly enjoyed talking to and spending time with. I plan to continue to bring lunch to Bill once a week, but it won't be as part of my class work. It will be because I genuinely enjoy his company, and I think he enjoys mine as well. Hopefully in the future, I will be able to work with the elderly so that I can help even more people like Bill.

B. Complete the graphic organizer with information from the essay in Activity A.


Tip for Success

Dependent clauses with *because*, *since*, and *when* are frequently used in cause/effect essays. The dependent clause with *because*, *since*, or *when* is the "cause" and the main clause is the "effect."

A **complex sentence** has an independent clause, or main clause, and one or more dependent clauses. A **clause** is a group of words that has a subject and a verb. An independent clause can stand alone as a complete sentence. A dependent clause cannot stand alone and must be used with a main clause. Dependent clauses that show **cause** can begin with subordinators like *because*, *since*, and *when*. Look at these examples.

Beatrice was not very happy **when** her mother told her about the goat.

Because people in the United States donated money, her family received a goat.

The parts of the sentences beginning with *because*, *since*, and *when* are dependent clauses. If a dependent clause comes before the main clause, it is followed by a comma.

	dependent clause		main clause
	Because people in the United States donated money, her family received a goat.		

A. Underline the dependent clauses.

1. Their new computer repair business grew in the first year because they all worked night and day.
2. Since there was very little rain all spring, the amount of corn grown was very small.
3. When he invested \$300 in the new company many years ago, he didn't know how much money he would make.
4. The school can now pick up children who need rides because someone donated a school bus.
5. They were able to finish building the house in a week since many volunteers came to help.

B. Combine the sentences with the words in parentheses. Use a comma where necessary.

1. Sammy saved all of the money he made in his summer job. He finally had enough money to buy a car.
(because)
Because Sammy saved all of the money he made in his summer job, he finally had enough money to buy a car.

2. The village no longer floods. The villagers planted a hundred trees on the hillside.

(since)

3. The organization had received enough donations. It bought the new equipment.

(when)

4. Mr. Kelly donated a great deal of money to the children's fund. He knew that the children needed a new school.

(because)

5. People in the village suffered from extreme poverty. Many families could not afford to send their children to school.

(since)

Unit Assignment Write a cause/effect essay



In this assignment, you are going to write a five-paragraph cause/effect essay. As you prepare your essay, think about the Unit Question, "How can a small amount of money or a simple act of kindness make a big difference?" Refer to the Self-Assessment checklist on page 200. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

PLAN AND WRITE

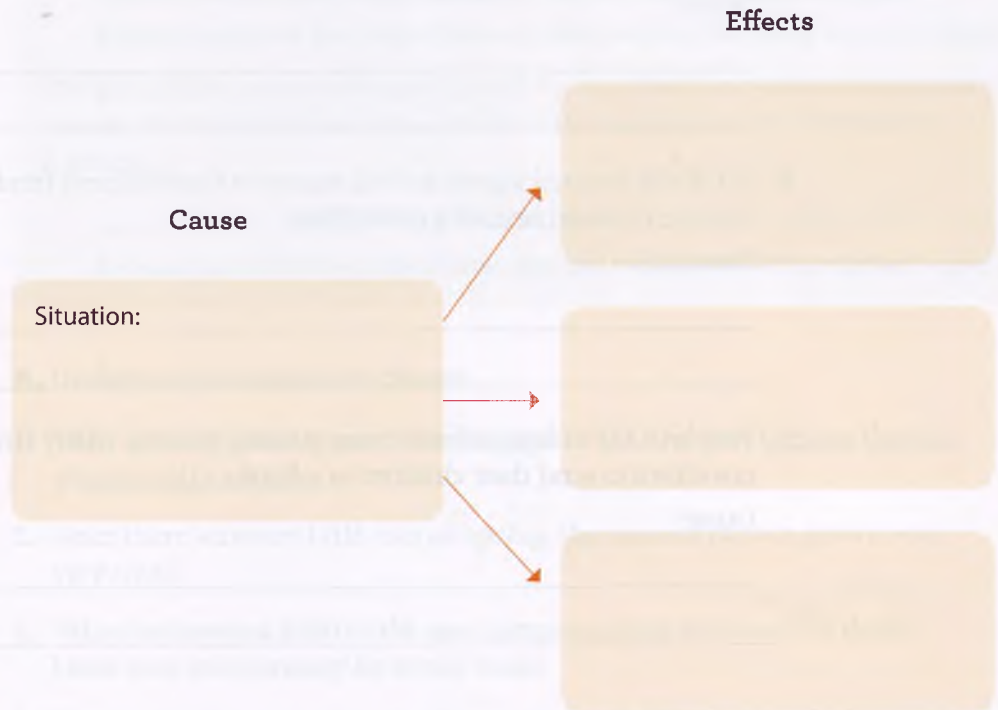
Tip Critical Thinking

The Brainstorm activity asks you to **participate** with your group. When you participate, you work with others to apply what you have learned to a new situation or problem. Active **participation** helps you remember information better.

A. BRAINSTORM Work in a group. Brainstorm situations in which a small amount of money or a simple act of kindness can make a big difference. Write the situations in your notebook.

B. PLAN Follow these steps to plan your essay.

1. Choose one of the situations from Activity A. Think of at least three effects or results of this situation. Complete the graphic organizer with your ideas.



2. Use your ideas from the graphic organizer to write an outline for your essay.

A. Introductory paragraph: Describe the situation (cause).

Write the background information.

Write your thesis statement describing the effects of the situation.

- B. **Body paragraph 1:** Write a topic sentence that states a supporting point and describes an effect.

Give examples, details, or facts.

- C. **Body paragraph 2:** Write a topic sentence that states a second supporting point and describes an effect.

Give examples, details, or facts.

- D. **Body paragraph 3:** Write a topic sentence that states a third supporting point and describes an effect.

Give examples, details, or facts.

- E. **Concluding paragraph:** Restate the main idea and offer additional thoughts or predictions for the future.

- C. **WRITE** Write a cause/effect essay in your notebook. Use your outline from Activity B. Include at least three effects related to the cause. When appropriate, use *because*, *since*, and *when*. Look at the Self-Assessment checklist on page 200 to guide your writing.

REVISE AND EDIT

A. PEER REVIEW Read a partner's essay. Answer the questions and discuss them with your partner.

1. Is the situation clearly described in the introductory paragraph?
2. Does the thesis statement describe the effects of the situation? Underline the thesis statement.
3. Are there at least three results (effects) given in the body paragraphs?
4. Does the concluding paragraph restate the main idea and offer additional thoughts or predictions?

B. REWRITE Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.





C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the punctuation correct?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words spelled correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Does the introductory paragraph contain a thesis statement?
<input type="checkbox"/>	<input type="checkbox"/>	Does the introductory paragraph describe the situation (cause) and its effects?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include three body paragraphs that each describe an effect?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include a concluding paragraph that summarizes the situation (cause) and its effects?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include complex sentences? If not, where could one or two be added?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include the use of collocations with nouns? If not, where could one or two be added?










Track Your Success

Circle the words you learned in this unit.






Nouns

adjustment  **AWL**
 commitment  **AWL**
 generosity
 kindness 
 transition  **AWL**


Verbs

attend 
 decrease 
 distribute  **AWL**
 enhance  **AWL**
 inspire 
 measure 
 owe 
 suspect 
 tend (to) 

Adjectives


positive  **AWL** 
 proud 
 reliable  **AWL**
 remarkable 
 selfish


Adverbs

extremely 





Collocations


an act of kindness
 extraordinary generosity
 generosity toward
 the kindness of strangers
 through the generosity
 of (someone)
 treat (someone) with
 kindness

 Oxford 3000™ words

 Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

- READING**  I can use a time line. (p. 186)
- VOCABULARY**  I can use collocations with nouns. (p. 193)
- GRAMMAR**  I can write a cause/effect essay. (p. 194)
- WRITING**  I can use complex sentences. (p. 196)

LEARNING OUTCOME  I can write a cause/effect essay explaining how a small amount of money can make a big difference.