

CAUSE – EFFECT PARAGRAPH 1

1. Definition

Cause and effect relationships explain the reason things happen or how things became the way they are. The cause is the event that caused something else to happen. The effect is what happened as a result of the cause. The cause happens before the effect, but it doesn't have to be written first.

2. Types of cause-effect paragraphs

2.1. Cause (reason) /effect (result): paragraph with one single type of development

When you write cause/effect, you tell the reasons that something happened OR you tell the results of something that happened.

Example of a topic sentence beginning a paragraph of **causes**:

My father became seriously ill two years ago for several reasons.

After reading this topic sentence, readers expect to learn why the writer's father became ill.

Example of a topic sentence beginning a paragraph of **effects**:

My father's serious illness two years ago has led to many changes in our family.

After reading this sentence, readers expect to learn what changes took place in the family as a result of the father's illness.

2.2. Cause (reason) and effect (result): paragraph with more than a single type of development

A cause and effect paragraph discusses both the reasons that something happened and the results.

Example of a topic sentence beginning a paragraph of cause and effect:

My father's serious illness two years ago, which was the result of several unhappy coincidences, has led to many changes in our family.

After reading this sentence, readers expect to learn why the illness happened and what happened within the family as a result of the illness

3. Elements of the paragraph

| PROBLEM | CAUSE | EFFECT |
|--|---|--|
| What is the problem? When did it appear? What symptoms tell you that a problem exists? | What happened before you became aware of the problem? What conditions contributed to it? | What happened after the problem arose? What changes occurred as a result of this problem? |

4. Organization of the paragraph

You can organize a cause/effect paragraph in one of three ways. First, discuss both the causes and effects of a problem or issue *simultaneously* or *consecutively*; second, state an effect *first* and then discuss its causes; third, *state a cause first* and then discuss its effects. Diagrammed these three methods look like this:

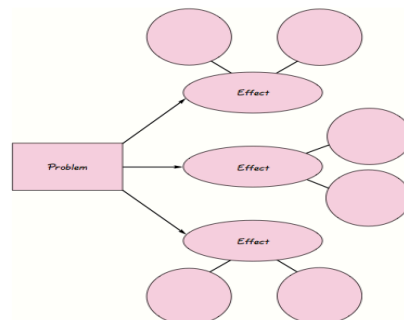
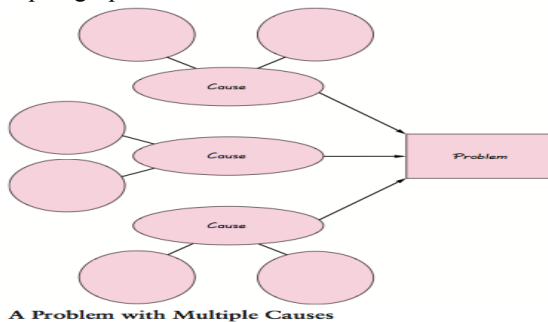
- (1) C/E1, C/E2, C/E3
- (2) E + C1, C2, C3,
- (3) C + E1, E2, E3

5. Focused Topic Sentence

Your topic sentence should clearly indicate whether the paragraph will focus on causes or effects or on both.

6. Clustering

Use clustering to explore a topic that interests you. The following diagrams will help you focus your thinking on causes and effects. After clustering, review your thinking and determine the possible content for your paragraph.



7. Causes, Effects, and Time

Think about the timing of causes and effects. Causes most often precede the problem, and effects tend to occur

8. Reasons as Causes

Writers justify opinions and points of view by presenting and explaining reasons. Reasons can be causes of actions. For example, the Declaration of Independence states the reasons for the colonies' desire to be independent from England. Indeed, those reasons are presented as a "just cause."

9. Order

The order of the causes and effects you discuss in your paper may be based on time, space, emphasis, or a combination.

- Time: If one stage leads to another, as in a discussion of the causes and effects of upper atmospheric pollution, your paper would be organized best by time.
- Space: In some instances, causes and effects are best organized by their relation in space. For example, the causes of an economic recession could be discussed in terms of local factors, regional factors, national factors, and inter-national factors.
- Emphasis: Some causes and effects may be more important than others. For instance, if some causes of divorce are primary (perhaps infidelity and physical abuse) and others are secondary (such as annoying habits and laziness), a paper about divorce could present the secondary causes first, and then move on to primary causes to emphasize the latter as more important.

In some situations, two or more factors (such as time and emphasis) may be linked; in that case, select the order that best fits what you are trying to say, or combine orders.

10. Transitions

You should make sure to use the appropriate transitions. You should also make sure to use the appropriate punctuation.

| Cause and effect transitions | Degree of importance |
|---|--|
| As a result, because, in fact, consequently, due to, because of, if...then/so, leads to, therefore, then, accordingly, since, as. | Above all Equally important Finally First, second...last Primarily |

| Transitions for listing causes as reasons | | |
|---|---------------|----------------|
| First reason | Second reason | Third reason |
| One reason | Another | Finally |
| Most important | In addition | Also |
| Major reason | Likewise | Further more |
| Primary reason | Similarly | Moreover |
| For instance | Specifically | Most important |

Sentence Patterns that Indicate Cause and Effect

(a)

Because of / Due to } X, there is Y.

Or

Because of / Due to }X, Y happens.

(b)

X{**affects / influences**} Y.

Or

Y{ **is affected / is influenced**}by X.

(c)

X{**causes / produces / results in**}Y.

Or

Y{**is caused / is produced by / is a result of / is due to**}X.

(d)

When / If / Because}there is X, Y happens.

(e)

X is {**the cause of / the reason for**}Y.

CAUSE-EFFECT PARAGRAPH 1

Read the following paragraph and answer the questions.

Girls don't do as well in math and science as boys. There are several reasons for this. The first and most important reason is that they aren't encouraged to play with toys that build up interest in math and science problems and that build skills for problem solving or understanding how things work. Girls are encouraged to play with toys that foster language and human relations skills. As a result, they can grow up not knowing how an engine works or how to build a model from directions. Second, studies have shown that teachers don't expect girls to be good at math. Even female math and science teachers pay more attention to boys in class and call on boys more often. Because teachers don't expect girls to excel, they don't try very hard, and soon girls are far behind boys in these studies. Finally, girls don't have many role models to look up to. Not very many math and science teachers are women, especially in the later grades. When the media picture mathematicians and scientists, they usually picture men. As a result, girls aren't inspired to choose these fields as careers. In summary, several factors work together in the home, in schools, and in the society at large to send a subtle message to girls. Girls almost always get the message; as a result, few girls excel in math and sciences.

1. a. Look for the **topic sentence** and underline it.
- b. What does the topic sentence make you expect ?-----

- c. What does the second sentence make you expect about the organization of the paragraph and the focus of the cause and effect paragraph? -----

- d. Does the paragraph fulfill the expectations raised by the topic sentence and the « focusing » sentence ? -----

2. Which sentences introduce the causes? -----

3. Unity : How each supporting sentence is a cause that explains the effect mentioned in the topic sentence. Fill in the chart below with the main ideas of the above paragraph, to help you understand the relationships better:

| EFFECT (topic sentence) | CAUSES | EFFECTS |
|------------------------------------|---------------|----------------|
| | | |
| | | |
| | | |

5. Coherence
 - a. Transitions:

Cause and effect transitions: -----

Transitions for linking reasons as causes: -----

Degree of importance:-----

 - b. Repeated key terms/ synonyms-----

 - c. Order (Check method used)
 -----time ----- emphasis ----- space -----
6. If the paragraph has a **concluding sentence**, is it a restatement or insight/lesson ? _____

CAUSE - EFFECT PARAGRAPH 2

Exercise 1: Tell whether the underlined group of words is the **cause** or **effect** in the sentences. Circle the correct answer. **PAY ATTENTION TO THE PUNCTUATION !**

- Cause Effect 1. The mother bird gathers dried grass to build her nest.
Cause Effect 2. The tree fell in the middle of the road because of the high wind.
Cause Effect 3. Sarah picked up broken glass, so she cut her finger.
Cause Effect 4. Alexa loved to read because she had many books.
Cause Effect 5. When the fire alarm sounded, everyone walked out of the classroom in a quiet line.
Cause Effect 6. The yard looked nice since Kira raked the grass.
Cause Effect 7. Bradley improved his hitting after taking batting Exercise.
Cause Effect 8. The house was dark when electricity went out.
Cause Effect 9. Kate cried all day because the cat ran away.
Cause Effect 10. The weather was warm, so Jim turned on the air conditioner.

Exercise 2: Underline the key terms in each of the following topic sentences. Then indicate whether the paragraph will focus on causes or effects.

1 + 1
Smoking changes a person's life in a number of small but important ways.

(cause) (effects)

Focus: effects

1. All sorts of mischief can come from leaving kids home alone after school.

Focus:

2. I was forced to quit my latest job for a number of reasons.

Focus:

3. People in my community have made a number of changes in their way of life as a result of drought conditions.

Focus:

4. Having braces on your teeth completely alters how you relate to members of the opposite sex.

Focus:

5. There are many reasons carpooling can be a good idea.

Focus:

Exercise 3 : Identify the problem in each of the following situations. Then indicate what comes before and what comes after to identify cause and effect.

EXAMPLE:

squabbling and bickering increases / onset of puberty / strain between parents and children

onset of puberty strain between parents and children squabbling and bickering
(cause) (problem) (effect)

- poor concentration and missed assignments / late nights out with friends / low grades
- loss of refrigeration and spoiled food / intestinal disorder / power outage
- disability and death / fatty diet / clogged arteries
- increased smog and air pollution / CO2 emissions / respiratory illness
- significant weight loss / improved self-image / exercise and self-control

REMINDER : Think about the timing of causes and effects. Causes most often precede the problem, and effects tend to occur after the problem has arisen.

Exercise 4 : Choose the appropriate cause/effect word or phrase to complete the sentence :

Caused by because cause of a result of due to
Leads to consequence of caused by effects of cause

- The country road was blocked -----the landslide.
- John's promotion came -----he worked hard.
- An increase in interest rates-----a decrease in property sales.
- The landslide was-----heavy rain.
- It is well documented that the increase in diabètes is-----poor dietary habits.

6. Bad economics policies were the -----negative growth and serious shortages.
7. Being obese may-----serious problems.
8. Poor sleeping habits can be the -----stress and workload.
9. The explosion-----massive damage to the factory.
10. The task asked for the-----global warming.

Exercise 5 : Read the following paragraph and correct the inappropriate conjunctions.

There are several possible reasons why my father is in excellent health, even though he is over eighty years of age. For one thing, he is in excellent condition **because** he has stopped smoking cigarettes. He quit smoking cigarettes **because of** whenever he climbed stairs he would invariably stop several times and cough loudly. His good health is also **since** his cutting down on the wrong kinds of foods. For example, before he would eat fatty red meat and deep-fried dishes several times a week, nowadays he seldom does. He has more energy **as a result**. He is also in good physical shape **as a consequence** his devotion to exercise. He swims three times a week at the local gym, and on sunny days he prefers to walk home rather than take the bus. So, my father is in better shape than some of his children are!

Exercise 6 : Briefly outline possible reasons for the following actions. Provide a topic sentence and a concluding sentence.

Carpool

Topic sentence :

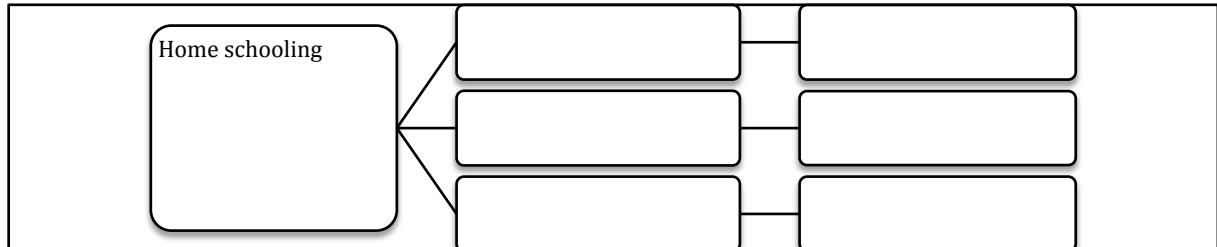
Reason 1:

Reason 2:

Reason 3:

Concluding sentences :

Exercise 7 : Using the cluster method, outline the possible effects and/or causes for the following topic.



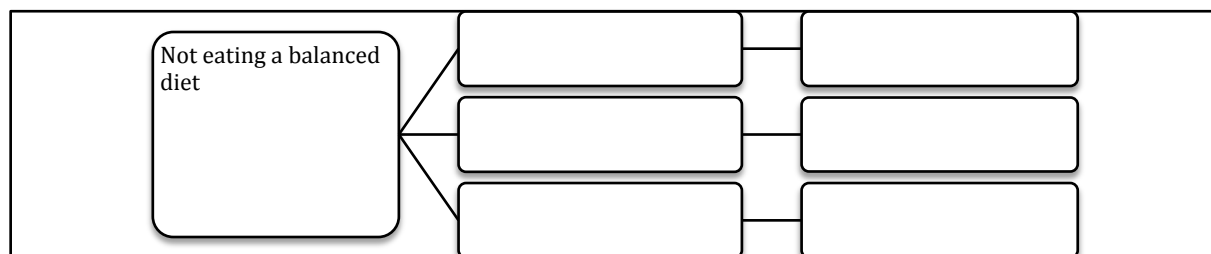
Exercise 8 : Write a coherent and unified paragraph about one of the topics discussed in class.

CAUSE - EFFECT PARAGRAPH 3

Exercise 1: Read the following paragraph and correct the inappropriate conjunctions.

The invention of the rocket has sometime had negative effect on human society. For example, these devices have been used in warfare. **Due to** people have sometimes been killed en masse. Rocket technology has improved with time, **so** rocket engines have come to possess greater range. Conceivably, deadly “warheads” can **therefore**, be sent to reach targets far away from the launch site. Recently, **as a result** the development of nuclear power, a rocket with a nuclear warhead can be the **result of** the deaths of millions of people in a few moments. Tens of millions more can possibly die **due to** the spread of radioactive fallout from a single explosion. On the other hand, the invention of the rocket has also had amazing benefits for human life. For instance, weather satellites carried into space by rockets can warn people about bad weather. Many lives threatened by storm can as **a consequence** be saved. As another example, rockets can carry robot probes into space. People can explore not only the earth but also other planets in the solar system **as a result** such capability. Moreover, **because of this** people can learn more about their collective place in the universe. Finally, rockets can carry communications satellites into orbit. Millions of people from all over the world are **since** able to talk to one another, engage in business, join in scientific research, and do countless other useful activities together. In short, **due to** the rocket and communication satellites, the world has almost become one country.

Exercise 2. Using the cluster method, outline the possible effects/causes for the following topic.



Exercise 3 : Write coherent and unified paragraph about the topic.

Exercise 4: Cause-Effect Paragraph Evaluation:

Read the following paragraph carefully. Answer the questions that follow.

(1) Smoking has many serious effects. (2) The most obvious effect is the deterioration of a smoker's health. (3) Smoking increases the risk of lung disease, increases blood pressure, increases the risk of heart attacks, and reduces the flow of oxygen to the brain. (4) Smoking creates respiratory problems. (5) A smoker's cough expels phlegm, a thick mucus in the nose and the throat that wants to escape the body. (6) Prolonged use may lead to emphysema and the need to hook up to a machine to pump enough oxygen into the lungs. (7) Another effect of this habit is that smoking breeds halitosis; a smoker's breath always smells foul and repulsive. (8) Smoking frequently results in social isolation because fewer people smoke or want to be in the presence of second-hand smoke. (9) Friends and acquaintances often bluntly tell their smoking friends that they don't want the smell in their cars or in their homes. (10) The strong, offensive odor of smoke clings to smokers' clothing, hair, and skin. (11) The final effect of smoking is that it depletes the pocketbook. (12) Smoking is now an expensive habit, and the price of cigarettes continues to rise. (13) The effects of smoking are many, which leaves one wondering why intelligent people do not find a way to break their harmful addiction.

1. Is the topic sentence effective for a cause/effect paragraph or cause and effect paragraph? Explain your answer.

2. Which sentences introduce each of the effects of smoking? Write the sentence numbers.

3. Which effect is discussed with the greatest number of secondary details?

4. How does the writer achieve coherence in this paragraph? What order is used for the details?

5. Is the concluding sentence effective? Explain your answer.

CAUSE AND EFFECT 4

1. Provide the missing sentences.

Millions of people all over the world suffer from this unbearable disease which is the headache. Topic

sentence:

Cause 1: One obvious cause of headaches is undoubtedly stress.

Detail(s):
.....

Cause 2: Another important source of headaches is closely linked to people's diet.

Detail(s):
.....

Cause

3:
.....

Details:

Allergens, such as the household chemicals including polishes, waxes, bug killers and even paint can lead to headaches.

Nearly 80% of housewives suffer from headaches and are heavily addicted to pain killers.

Concluding

sentence:
.....

2. Write a coherent and unified paragraph based on the outline above.