

A person is shown from a high-angle perspective, sitting at a desk and writing in a notebook. The person's right hand holds a pen, and their left hand holds a pencil. The notebook is open, and the person is writing on the right page. The background is a solid purple color.

Lesson 4

Cause and Effect Paragraph

Definition of Cause and Effect

A *cause* is a reason to show why something happens; an *effect*, then, is whatever that has happened.

Example

“Because of the heavy snow the class was postponed to another day.”

- ❖ The *cause* is the **heavy snow**.
- ❖ The *effect* is that **the class was postponed**.

Three types of Cause-Effect Design

- The writer can state that the effect is true (quite clear and uncontroversial) and then examine the *cause or causes* in detail.
- The author can state that the cause is true and then examine the *effect or effects* in detail.
- The author can try to show that the *entire cause-effect statement* is true.

Examining the Causes (First Design)

In some cases *the cause (causes)* is the controversial part of a cause-effect statement, that is, the cause (causes) which is mentioned in the thesis statement must be discussed and developed in details in the body paragraphs.

Examining the Causes (cnt)

If the writer wants to write a cause-effect essay, s/he must be able to use the word *because* (*or the other equivalent connectors*) somewhere in the thesis statement.

Example

Smoking hookah has been forbidden in some states of Iran *because* of its effects on the user's health, memory and interest in other hobbies.

In the previous example, you can observe a thesis statement. The first part is the effect (a true fact) and the second part refers to reasons or causes, starting with *because* and includes three blueprints. Consequently, they can act as the (sub)*topic sentences* for the next three body paragraphs for discussion in detail.

Examining the Effects (Second Design)

- Sometimes the cause is straightforward (a true fact), but the *effect* (or effects) is controversial and needs elaboration.
- The writer needs to state the cause as a fact and then elaborate on the *effect or effects*.
- The author could develop the theme through discussing the *effect or effects* in the body paragraphs.

Example

Because of my elder brother's disgusting behavior with his best friend in the class and in front of the other classmates, not only their mutual friends got upset but also his parents and even his teacher became mad at him and told him not to repeat it again.

The previous example would serve as a thesis statement. It starts with a cause and continues to include *the effects* which are underlined. So, the underlined sections can be considered as the blueprints of the thesis statement to be discussed in detail in body paragraphs

Examining the Entire Cause-Effect Statement (Third Design)

- In some cases, a *cause-effect* essay examines the entire statement.
- We have to persuade the readers of *two ideas*, in other words, both parts need support ideas.
- One simple way to organize a support format is to write a paragraph on *the cause* and a paragraph on *the effect*.

Examining the Entire Cause-Effect Statement (Third Design)

- We can write a good essay by examining both parts of *cause-effect* statement in the same paragraphs.
- We will make each central paragraph a narrative example of the entire *cause-effect* statement.
- Extended examples can be effective any time both the cause and effect need support.

Example:

Because of the dirty and polluted air of Tehran in the last few days, many students who study at Universities of Tehran could not go and attend their classes.

Example Explanation:

In another form, we can examine both parts of *cause-effect* statement in one section. In order to do that we can use narrative examples for the entire *cause-effect* statement, and we can also use extended examples not only for supporting but also for making relationship between *the cause* and *the effect*.

Pitfalls of the Cause-Effect Theme

- Do not choose a subject that is too general for your paper.
- Be careful that your *cause-effect* statement presents the important cause and not just the secondary ones.
- Be sure that your cause is the main cause.

Varying from the Model Essay

- Some parts, for example the main idea or blueprint may not be clear cut by the certainly *imply* it.
- You can eliminate a topic sentence as long as the section is sufficiently unified that you *could* write a topic sentence, and as long as the readers have no doubt what they are reading and why.

Some Cohesive Devices for this Model

The most important conjunctions in this model are *because, as, since, and so*. “Because”, “as”, and “since” introduce a *cause*; “so” introduces an *effect*. These are used to join two complete sentences (or independent clauses) together.



Consistent Verb Tense

See if you can find and underline the two mistakes in verb tense in the following selection.

When Computer Warehouse had a sale, Alex decided to buy a new computer. He planned to set up the machine himself and hoped to connect to the Internet right away. When he arrived home, however, Alex discovers that setting up a wireless hub could be complicated and confusing. The directions sounded as if they had been written for engineers. After two hours of frustration, Alex gave up and calls a technician for help.

Do not shift tenses unnecessarily. If you begin writing a paper in the present tense, don't shift suddenly to the past. If you begin in the past, don't shift without reason to the present. Notice the inconsistent verb tenses in the following example:

Incorrect Smoke spilled from the front of the overheated car. The driver opens up the hood, then jumped back as steam billows out.

The verbs must be consistently in the present tense:

Correct Smoke spills from the front of the overheated car. The driver opens up the hood, then jumps back as steam billows out.

Or the verbs must be consistently in the past tense:

Correct Smoke spilled from the front of the overheated car. The driver opened up the hood, then jumped back as steam billowed out.

Punctuation:

“Comma”

The comma has several different functions in English. Here are some of the most common ones.

- 1. A comma separates a list of three or more things. There should be a comma between the items in a list.**

He speaks French and English. (No comma is needed because there are only two items.)

She speaks French, English, and Chinese.

- 2. A comma separates two sentences when there is a combining word (coordinating conjunction) such as *and*, *but*, *or*, *so*, *for*, *nor*, and *yet*. The easy way to remember these conjunctions is FANBOYS (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*).**

Six people took the course, but only five of them passed the rest.

Sammy bought the cake, and Paul paid for the ice cream.

Students can register for classes in person, or they may submit their applications by mail.

- 3. A comma is used to separate an introductory word or phrase from the rest of the sentence.**

In conclusion, doctors are advising people to take more vitamins.

First, you will need a pencil.

Because of the heavy rains, many of the roads were flooded.

Finally, add the nuts to the batter.

Punctuation:

“Comma”

4. A comma is used to separate an appositive from the rest of the sentence. An appositive is a word or group of words that renames a noun. An appositive provides additional information about the noun.

Washington, the first president of the United States, was a clever military leader.
subject (noun) *appositive* *verb*

In this sentence, the phrase *the first president of the United States* is an appositive. This phrase renames or explains the noun *Washington*.

5. A comma is sometimes used with adjective clauses. An adjective clause usually begins with a relative pronoun (*who, that, which, whom, whose, whoever, and whomever*). We use a comma when the information in the clause is unnecessary or extra. (This is also called a nonrestrictive clause.)

The book that is on the teacher’s desk is the main book for this class.

(Here, when you say “the book,” the reader does not know which book you are talking about, so the information in the adjective clause is necessary. In this case, do not set off the adjective clause with a comma.)

The History of Korea, which is on the teacher’s desk, is the main book for this class.

(The name of the book is given, so the information in the adjective clause is not necessary to help the reader identify the book. In this case, you must use commas to show that the information in the adjective clause is extra, or nonrestrictive.)

Your Mission for the Next Session

1

Review the lesson

2

Complete Grammar & Punctuation activities

3

**Visit your peers web pages and put a
comment for them**

4

Do 'Your Mission' writing activity