

- Essay-7th Lecture
- Cause & Effect Essay السبب والتأثير للمقال
- Elements of the Lecture عناصر المحاضرة

• What's Cause & Effect Essay?

• ما هو السبب والتأثير للمقال ؟

• Types of Cause & Effect Essay Organizations.

• أنواع الأسباب وتنظيمات تأثير المقال

a. Block Organization

حجب التنظيم

b. Chain Organization

تسلسل التنظيم

What is a Cause and Effect Essay? ما هو السبب والتأثير للمقال ؟

- A Cause and Effect Essay provides reasons and explanations for events, conditions, or behaviors.
- السبب والتأثير للمقال - يوفر أسباب وتفسيرات للأحداث، والظروف، أو السلوكيات.
- It involves tracing probable or known effects of a certain cause or examining one or more effects and discussing the reasonable or known cause(s).
- وينطوي على تتبع الآثار المحتملة أو المعروفة من سبب معين - أو بحث واحد أو أكثر تأثير - ومناقشة سبب معقول أو معروف (س).

• Intro : Cause and Effect

مقدمة : السبب والتأثير

- Cause and Effect analyzes why something happens.
- السبب والتأثير يحلل لماذا يحدث شيء
- Some effects are caused by multiple causes.
- تحدث بعض التأثيرات لأسباب متعددة
- Some causes, in turn, can result in multiple effects.
- بعض الأسباب، بدورها، يمكن أن تؤدي إلى تأثيرات متعددة
- **Every event has a cause and every cause has a result.**
- كل حدث له سبب وكل سبب لديه نتيجة لذلك.

• **Hint: Cause and Effect:** السبب والتأثير

- In this unit, you will look at the situation (effect) and examine the reasons (causes) for it.
- في هذه الوحدة، - سوف ننظر في حالة (التأثير) وفحص الأسباب (السبب) لذلك.
- Usually there are more than one reason for the situation.
- عادة ما يكون هناك أكثر من سبب واحد لهذا الوضع.
- When there are many reasons, there is usually one that is most important.
- عندما تكون هناك أسباب كثيرة، - هناك عادتاً واحد وهو الأهم.

• **Remember!!!** تذكر

• **Remember the following points when you write about the causes of an effect:**

- تذكر النقاط التالية عند الكتابة عن أسباب التأثير:
- 1. Look at the possible causes and discuss them.
- النظر إلى الأسباب المحتملة ومناقشتها
- 2. Support all the causes. Give good examples.
- مساندة جميع الأسباب. أعط أمثلة جيدة
- 3. State your most important cause list. This will make your essay more interesting.
- أذكر قائمة أهم الأسباب. وهذا سيجعل مقالتك مثيرة للاهتمام.

• **Understanding the Assignment** تفهم المهمة

- Cause and Effect Essay assignments typically use the following language:
- عادة تستخدم اللغة التالية لسبب وتأثير المقال:
- "What are the causes of X?"
- ما هي أسباب X؟

- "What led to X?"
 - "Why did X occur?"
 - "Why does X happen?"
 - "What would be the effects of X?"
- "ما الذي قاد إلى X؟"
 - "لماذا يحدث X؟"
 - "لماذا X يحدث؟"
 - "ما هي الآثار المترتبة على X؟"

• Example: مثال

- Define recession and discuss the probable effects a recession would have on American society.
- تعريف الركود ومناقشة الآثار المحتملة للركود الذي سيترتب على المجتمع الأمريكي.

• Transitions الانتقالات

- Transitions for showing cause: **because** and **as**
- الانتقالات التي تظهر السبب: **لأنه** - **و** - **كما**
- **Because** and **as** introduce a reason clause. They both answer the question "why?" Both **because** and **as** can be used at the beginning of the sentence or in the middle.
- **لأنه و كما** - تقدم سبب الشرط - كلاهما للإجابة على السؤال "لماذا؟" وكلاهما **لأنه** - **و** - **كما** يمكن استخدامهما في بداية الجملة أو في الوسط.
- Use a comma after the reason if you start the sentence with **because** and **as**.
- تستخدم الفاصلة بعد السبب إذا كنت تبدأ الجملة مع - **لأن** - **و كما**.

- **Two Ways of Organization:** **طريقتين للتنظيم:**

- There are two ways to organize a cause-and-effect essay: **block organization** and **chain organization**.

• هناك طريقتان لتنظيم السبب وتأثير المقال: تنظيم حجب وتنظيم سلسلة

- Some topics work better when organized in block, while others work better when organized in a chain. If the causes and effects are closely related, it is better to use a chain organization.

- بعض المواضيع تعمل بشكل أفضل عندما تنظم في حجب، في حين يعمل البعض الآخر على نحو أفضل عندما تنظم في سلسلة. إذا ترتبط ارتباطاً وثيقاً بالأسباب والتأثيرات، فإنه من الأفضل - استخدام تنظيم سلسلة

- **First Type: Block organization**

• **النوع الأول: تنظيم حجب**

- You discuss all of the causes in one block (one, two or three paragraphs, depending on the number of causes).

• عليك مناقشة كل الأسباب في حجب واحد (واحد - اثنين أو ثلاث فقرات، اعتماداً على أسباب عديدة).

- Then you discuss all the effects in another block.

• ثم عليك مناقشة جميع التأثيرات في الحجب آخر

Cause-and-Effect Structure Words كلمات هيكل السبب والتأثير	
Cause structure words: كلمات هيكل السبب	Effect structure words: كلمات هيكل التأثير
<ul style="list-style-type: none"> •the first reason is, the next cause, because •السبب الأول هو، والسبب المقبل، ولأنه 	<ul style="list-style-type: none"> •the first effect, as a result, consequently •التأثير الأول، ونتيجة لذلك، وبالتالي
<ul style="list-style-type: none"> • Note: use a semicolon before and a comma after consequently and therefore. 	
ملاحظة: استخدم الفاصلة المنقوطة قبل - و - والفاصلة بعد بالتالي و لذلك.	

• Transition Paragraph **الفقرة الانتقالية**

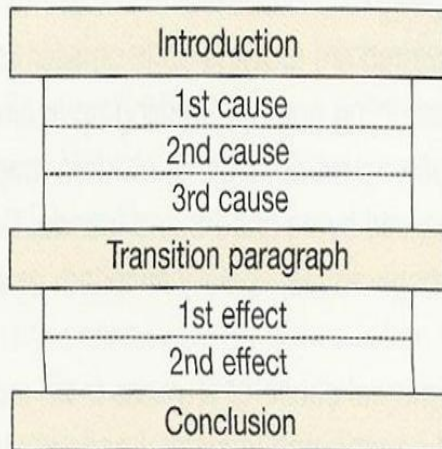
In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy.

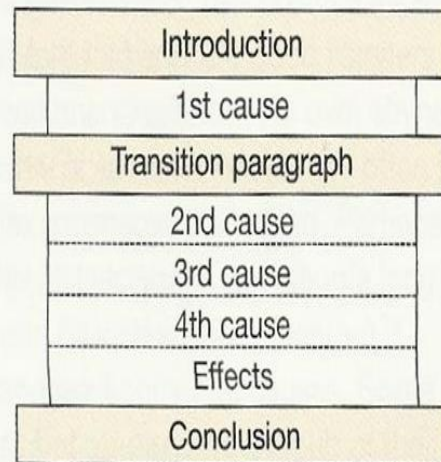
In short, a block-style cause/effect essay could have many different patterns. Some possibilities are shown below.

Block Organization

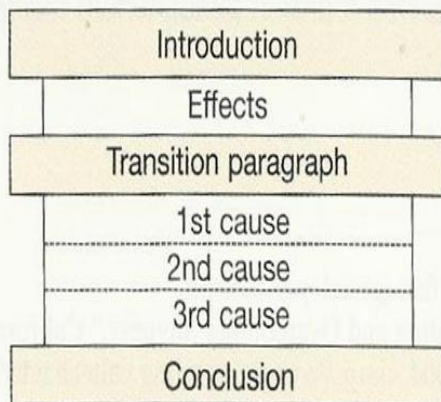
A



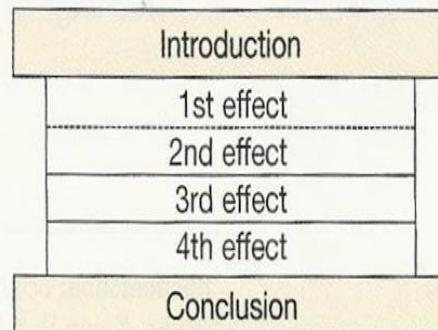
B



C



D



As you read the following model essay, try to determine which of the patterns the model essay follows: A, B, C, or D.

Shyness

¹ If you suffer from shyness, you are not alone, for shyness is a universal phenomenon.¹ According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives” (Payne, par. 3).² As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

² Recent research reveals that some individuals are genetically predisposed to³ shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles⁴ and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).⁵

³ However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

⁴ The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited⁶ in social interactions. Another factor is the fact that today's children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have the socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

⁵ A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent.

Researchers Henderson and Zimbardo say, “One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person.” Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. “In Israel, the situation is entirely reversed,” according to Henderson and Zimbardo. “Failure is externally attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise.” The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain (10).

⁶ In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be “due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology” (Payne, par. 4). Watching television, playing video games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with coworkers. Everyone texts, e-mails, and converses anonymously⁷ in online chat rooms. As a result, people have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

⁷ While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners (“Shyness”).⁸ Furthermore, a university professor writing about his own shyness says, “Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic⁹ behavior” (Benton).¹⁰

⁸ To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

8. Pattern B

Writing Technique Questions

1. Is the topic of this essay primarily the causes or the effects of shyness?
2. Which paragraph(s) discuss(es) the causes?
3. Which paragraph(s) discuss(es) the effects?
4. What two subtopics are named in the thesis statement?
5. Which paragraph(s) discuss(es) the first subtopic?
6. Which paragraph(s) discuss(es) the second subtopic?
7. What is the function of paragraph 3?
8. Which pattern (A, B, C, or D) does the model follow?

PRACTICE 1**Block
Organization**

Fill in the boxes to show the block organizational pattern of the essay. Write in the topic of each paragraph and tell whether it is a cause or an effect. The first two boxes have been filled in for you.

INTRODUCTION

Thesis statement: They have found that shyness in an individual can result from both biological and environmental factors.

1st cause: genetics

CONCLUSION**INTRODUCTION**

Thesis statement: They have found that shyness in an individual can result from both biological and environmental factors.

1st cause: genetics

Transition paragraph

2nd cause: home /family life

3rd cause: culture

4th cause: technology

Effects

CONCLUSION

Shyness has both biological and environmental causes.

النوع الثاني: تنظيم سلسلة • Second Type :Chain organization

- You discuss a first cause and then the effect, a second cause and its effect, a third cause and its effect, and so on.
- عليك مناقشة السبب الأول ثم التأثير، والسبب الثاني والتأثير، والسبب الثالث والتأثير، وهلم جرا.

• Notice the Chain Organization لاحظ تنظيم السلسلة

Introduction

Cause



Effect



Cause



Effect



Cause



Effect



Cause



Effect

Conclusion

How Fertile Land Becomes Desert

People move into new areas and clear land for agriculture by cutting down trees.

The tree roots no longer hold the soil in place.

The tree roots do not hold the soil in place.

The topsoil washes away during heavy rains.

The topsoil washes away during heavy rains.

There is no good soil to grow crops in.

There is no good soil to grow crops in.

People move to new areas and clear land for agriculture by cutting down trees.

The following short essay describes a simple chain reaction.

SAD

1 Years ago, medical researchers identified a psychological disorder that they appropriately named **Seasonal Affective Disorder**, or SAD. People who suffer from SAD become very depressed during the winter months. Doctors now understand the causes of this condition, which affects millions of people, particularly in areas of the far north where winter nights are long and the hours of daylight are few.

2 SAD results from a decrease in the amount of sunlight sufferers receive. Doctors know that decreased sunlight increases the production of melatonin, a sleep-related hormone that is produced at increased levels in the dark. Therefore, when the days are shorter and darker, the production of this hormone increases. Shorter, darker days also decrease production of serotonin, a chemical that helps transmit nerve impulses. Lack of serotonin is known to be a cause of depression ("Seasonal" HH, par. 1).¹ Depression may result from the resulting imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock ("Seasonal" NMHA, par. 2).² Doctors believe that the combination of chemical imbalance and biological clock disturbance results in symptoms such as lethargy,³ oversleeping, weight gain, anxiety, and irritability—all signs of depression.

3 Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front

1. Paragraph 1

3. Disturbance
in the body's
natural clock.

4. Lethargy,
oversleeping,
weight gain,
anxiety, and
irritability – all
signs of
depression

of a special light box that simulates¹ natural light for a few hours every day. An hour's walk outside in winter sunlight may also help (par. 4).

4 In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries; more important, it may suggest a remedy: When the days grow short, turn on the lights.

Writing Technique Questions

1. Which paragraph contains the chain of causes and effects?
2. What is the effect of decreased sunlight in winter?
3. What other change results from a decrease in the amount of sunlight?
4. What is the final result?