People’s Democratic Republic of Alegria

Ministry of Higher Education and Scientific Research

Abdelhafid Boussouf University centre

Faculty of Letter and Languages

***Written Expression***

***Second Year / Semester: 2***

**Lesson one : Cause and Effect Essay**

**Lesson Two: Comparison and Contrast Essay**

**Lesson Three : Classification Essay**

***Academic Year: 2024 /2025***

***Lesson One : Cause and Effect Essays***

1. Purpose

2. Organization

3. Useful words and Expressions

4. Sample Essays

***1. Purpose***

cause-and-effect essays focus on why things happen and what their consequences are. These essays describe the causes or reasons why something happened; they answer the question “why did the event happen”. They also describe the effects or consequences of an event. They answer the question “what happened because of the accident?”

***2. Organization***

The type of your cause-and-effect essay depends on the main points you want to communicate with the reader. if, for example, your purpose is to explain why something happened, the focus of your essay will be on causes. However, if your purpose is to tell your readers about the effects of an event or a phenomenon, you will focus mainly on effects.

***A / Introduction***

***A hook;*** to attract the reader s attention or show why it is important for the reader to know about the topic

***Background information*** about the topic to describe the situation

***A Thesis Statement*** that states the causes that lead to the situation or event. The thesis statement can be direct (or explicit) in which the main causes are stated and named. It can also be indirect (or implicit) in which the reasons for the event are not stated. It just states that there are a number of causes of that event.

**B / Body**

* A number of body paragraphs support the thesis statement.
* Each body paragraph begins with a topic sentence that states one cause (or one effect). Then a number of sentences support the topic sentence by giving details. these details can be examples or statistical information that help the reader understand how that one cause leads to that effect.

***C / Conclusion***

* Re stating the thesis statement in different words
* Summarizing the main points (causes or effects)
* Giving a comment; an opinion, a recommendation or a suggestion
* There are three main types of cause-and-effect essays.

***2.1Cause-Focused Essay***

If you want to show why something happened, then you will discuss causes.

***2.2Effect-Focused Essay***

If you want to show the results of a phenomenon, then you will discuss effects. each developmental paragraph will be devoted to discuss one of the effects. Each effect should be supported with details.

***2.3 Causal Chain***

Causes and effects may be linked in a chain. In this case, every event leads to the other. Again, each major point should be supported with examples or statistical information

***3. Useful Words and Expressions***

***Causes***

*Noun+preposition*

Cause of / reason for

*Vrerb+preposition*

Be caused by

Derive from

Originate in

Spring from

Flow from

Arise from

Be related to

Result from

*Subordinating Conjunctions*

Since

Because

As

If

There are also: due to, as a result of, because of

***Effects***

*Nouns*

Effect

Outcome

Result

Consequence

*Verbs*

Affect

Impact

Influence

Have an influence on

Have an impact on

Results in

Contributes to

Brings about

Leads to

Gives rise to

be the reason for

there are also: consequently, as a consequence, as a result, therefore, thus and hence.

***Samples of Cause and Effect Essays***

*Sample Essay 1*

***Reasons why your College Grades are Poor***

For many students, college can be an exciting and a challenging time. However, it is common for students to struggle with maintaining good grades despite their best efforts. There are several reasons why students may struggle with their grades in college.

One of the most common reasons why students have bad college grades is poor time management. Many college students struggle with balancing their academic workload with extracurricular activities, social life, and part-time jobs. To improve time management, students should prioritize their tasks, create a schedule, and break down large assignments into smaller, more manageable tasks. Additionally, students may benefit from using time-tracking apps and setting reminders to stay on track.

Poor study habits are another reason why students may struggle with bad college grades. Many students do not know how to effectively study or may procrastinate until the last minute, resulting in poor performance on exams and assignments. To improve study habits, students should create a quiet study space, eliminate distractions, and use active learning techniques such as note-taking and practice quizzes. Students may also benefit from working with a tutor or attending study skills workshops.

Some students may struggle with bad grades because they do not fully understand the course material. This can be caused by several factors, such as a language barrier or a learning disability. To address this issue, students should communicate with their professors and seek additional resources, such as tutoring or academic support services. Using online resources and textbooks may also help students gain a better understanding of the course material.

Health issues, such as illness or chronic conditions, \*can also contribute to bad college grades. Students who are dealing with health issues may have difficulty attending classes, completing assignments, or focusing on coursework. To address this issue, students should communicate with their professors and seek accommodations, such as extensions or alternative assignments. Seeking support from healthcare professionals may also help manage health issues and improve academic performance.

External factors, such as family issues or financial problems, can also contribute to bad college grades. These factors may cause students to miss classes or struggle with managing coursework. To address external factors, students should seek support from their professors, academic advisors, and campus resources, such as counseling or financial aid offices. Additionally, seeking outside support from family or community resources may also help students manage external factors.

In conclusion, there are many reasons why students may struggle with bad college grades. Poor time management, lack of motivation, poor study habits, lack of understanding, health issues, poor writing.

1. What is the topic of the essay?.............................................................................................................

2. What is the writer s thesis?.................................................................................................................

3. Underline the topic sentences. What does each topic sentence state?.....................................................

…………………………………………………………………………………………………………………..

- How many causes are listed? specify them........................................................................................

………………………………………………………………………………………………………………….

…………………………………………………………………………………………………………………

-What are the details given to support the second cause?

…………………………………………………………………………………………………………………

………………………………………………………………………………………………………………..

-Can you think of any information that the author should have included to make the message of the essay stronger?...............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

5. What is the approach the writer uses to introduce the topic of the essay? Justify

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

6. Identify the connectors the writer uses to express causation? Add yours.

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

8. What does the writer do in the last part of the essay (conclusion)?.....................................................................

…………………………………………………………………………………………………………………..

9. Does the writer add a comment? …………………………………………………………………………….

***10.Outline:***

1. Title

2. Introduction

2.1. Hook

2.2 Background Information

2.2 thesis statement

3. Body

3.1body paragraph 1 (cause 1): topic sentence1+supporting sentences (details that support the 1st cause)

3.2 body paragraph 2 (cause 2): topic sentence2 + supporting sentences (details that support the 2nd cause)

3.3 body paragraph 3 (cause 3): topic sentence3+ supporting sentences (details that support the 3rd cause)

4. Conclusion

4.1 summary of the main points (causes) / restated thesis

4.2 a comment ( an opinion, a recommendation or a suggestion)

***Suggested Topics***

1. The reasons why most people prefer to shop online

2. The reasons why people do not read newspapers any more

*Sample Essay 2*

***The Effects of Fast Food Consumption on High School Students***

High school students are common customers of fast-food restaurants. Their financial capacities limit their choice of food to budget meals and fast foods that is not to mention the aggressive [advertising](https://www.customessaymeister.com/essay/argumentative-essay-advertising--manipulative-or-informative) of fast-food businesses. These establishments offer students tasty snacks and meals that are suited to their budget. The inexpensive meals allow them to perform daily tasks and avoid hunger. The cheap prices also allow them to save up extra money for other expenses. However, consuming fast foods daily can have adverse health effects for high school students. Fast food consumption can increase the risks of chronic diseases, obesity, and even result in poor academic performance.

Fast food meals have high-calorie and cholesterol contents that result in increased risks of cardiovascular diseases such as diabetes, gallstones, cancer, and heart failure. These restaurants also use an unhealthy amount of sugar to flavor their meals and drinks. The United States Dietetic Association (USDA) stated that a regular chocolate shake contains 62 grams of sugar while a bottle of cola has 44 grams of sugar. Similarly, foods like French toast sticks and burgers have a high cholesterol and sugar content. Consuming these unhealthy foods can result in increased sugar levels that could lead to diabetes. High school students may also experience serious complications such as hearing loss, high blood pressure, stroke, nerve damage, and glaucoma.

Obesity or unhealthy weight gain is another effect of fast food consumption. Consuming high-fat or calorie meals such as fries and deep-fried foods including beef patties, bacon, or cheese can result in a drastic weight increase. These foods are common meals in fast food and are often inexpensive for a high school student. This causes high school students to frequently consume these foods and run the risk of unhealthy weight gain. A report from the Officer of Surgeon General indicates that obesity can result in an increased risk of fatal health complications like cancer, asthma, and sleep apnea. The risks can also increase due to high school students’ lack of physical activities. An unhealthy weight gain can affect a student's [body image](https://www.customessaymeister.com/essay/expository-essay-creating-a-positive-body-image) and result in psychological issues.

Fast foods not only affect the physical well-being of a student but may also have an impact on their academic performance. High school students who consume a lot of fast foods show low achievement in sciences, reading, and mathematics. This is because fast foods do not provide students with the nutrients they need for optimal development. Fast foods lack sufficient iron but have excess sugar and fats which continuously affect the well-being of the students. Most fast-food meals contain processed meats and preservatives. These ingredients lack the nutrients from fruits, vegetables, and other dairy products.

In short, fast food consumption can increase the risks of chronic diseases, obesity, and even result in poor academic performance. They contain an excessive amount of calories, cholesterol, and sugar that are extremely unhealthy for high school students that are still developing their bodies. Thus, it is important to give high school students healthy foods, especially fruits and vegetables to get the healthy nutrients that aid in mental and physical development.

1. What does the essay explain?..............................................................................................................

2. in the introduction, which sentence specifies the effects?...............................................................................................................................................................................................................................................................................................................................

3. how many body paragraphs are there?........underline the topic sentences and circle the transition signals that introduce each paragraph……………………………………………………………………………………………………………………………………………………………………………………………………………………

4.does the concluding paragraph summarizes the effects, or does it repeat the thesis statement?

5. What is the approach used by the writer to introduce the topic of the essay? Justify

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

6. Specify the one effect each body paragraph develops……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

Is it fully discussed?............................................................................................................................

……………………………………………………………………………………………………………..

7. What are the expressions (verbs, phrases …etc) that express a consequence used by the writer?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

8.what does the writer do in the last part of the essay?............................................................................................................................................................................................................................................................................................

9.Does the writer add a comment ? ………..

……………………………………………………………………………………………………………………………………………………………………………………………………………………

***Practice***

Now, write an essay in which you discuss

* The effects of family problems on children
* The effects of smoking on a person s health
* The effects of the overuse of phones on the academic achievement of high school students

***Add any other topics of interest***

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***Lesson Two : Comparison / Contrast Essay***

1. Purpose

2. Organization

3. Useful words and Expressions

4.Sample Essays

***1. Purpose***

Comparison emphasizes the *similarities* between two people, places, things or ideas. Contrast emphasizes the *differences* between two people, places, things or ideas. Comparison and contrast can be used independently (just similarities or differences) or in combination (both similarities and differences). Comparison and contrast essays allow you to show your knowledge of two subjects while analyzing how they are similar or different.

***2. Organization***

There are basically two ways to organize a comparison/contrast essay. One way is called *block (or subject by subject) organization*, and the other way is called *point-by-point organization*.

* 1. ***Block Organization***

In block organization, the writer first introduces the similarities between two objects and then the differences or vice versa. Hence, the writer groups all the similarities together in one block and all the differences together in one block. It looks like this:

|  |
| --- |
| **Introductory Paragraph**  Thesis statement |

|  |
| --- |
| **Body Paragraph 1**  Similarities between A and B |

|  |
| --- |
| **Body Paragraph 2**  Differences between A and B |

|  |
| --- |
| **Concluding Paragraph**  *Should summarize the main points* |

* 1. ***Point-by-point Organization***

In a **point-by-point** structure, the writer organizes his or her essay around points of similarity or difference between the two subjects, so each subject is discussed in relation to a point of similarity or difference. This structure results in both subject A and B being discussed within a paragraph. The essay will contain as many body paragraphs as there are points of comparison. This style looks like this:

|  |
| --- |
| **Introductory Paragraph**  Thesis statement |

|  |
| --- |
| **Body Paragraph 1**  Point 1: A and B |

|  |
| --- |
| **Body Paragraph 2**  Point 2: A and B |

|  |
| --- |
| **Body Paragraph 3**  Point 3: A and B |

|  |
| --- |
| **Concluding Paragraph** |

***3. Useful Words and Expressions***

There are a number of words and expressions which are used for comparing. They show similarity or addition, and there are others which are used for contrasting. They generally show difference or dissimilarity

***Common Transitional Devices Used for Comparison***

Also

in addition

as a matter of fact

in fact

besides, likewise

for instance, moreover

furthermore, similarly

both…and not only…but also

neither…nor

like similar to

***Common Transitional Devices Used for Contrast***

Conversely, nonetheless

However, otherwise

Instead, on the contrary

Nevertheless, on the other hand

in contrast to unlike

different from

while whereas

but yet

***4. Sample Essays***

***Large Leap***

The leap from high school to college is a large one. Many students enter post-secondary education expecting the experience to be the same as the one they had while at secondary school. These students are wrong to make this assumption, and they very quickly realize just how ***different*** college is. College costs ***more***, presents ***more*** academic challenges, and offers a ***more*** social environment than high school.

First, college is ***more expensive than*** high school because of tuition, living expenses and books. Anyone who wishes to attend college must pay fees, whereas it is free to attend high school. the government funds high schools, so high school students do not have to pay for their education. In addition to tuition, college students must also worry about the residence or rental costs for living close to the college s campus. ***In contrast***, high school students have no living expenses because the majority of high school students live at home with their parents for free. College is also more expensive than high school when it comes to the cost of learning materials, such as textbooks. In college, students must buy textbooks for each course they take. These books are not cheap, and they often wind up costing students several hundreds of dollars once students have purchased the books for all their classes. High school students never have to worry about buying their textbooks because high schools always keep a set of books, which students use and then return at the end of the year.

Second, the workload in college is **more** challenging ***than*** the workload in high school.college students are faced with the task of having to complete an average of three to five assignments per week, ***whereas*** high school students average only one to three assignments per week. There are ***more*** assignments in college, and they are also more challenging and can take up to eight hours to complete successfully.***in contrast***, high school students do not have to commit as much time and effort to their assignments and can often finish all of their homework in the same amount of time it takes a college student to complete a single assignment. In addition to the extra time that college students put into their work, students experience extra pressure because their final grades are based on each assignment. In high school, however, an assignment is worth only 5% to 20% of a student s final grade. In college, an assignment is worth 25% or as much as 50% of a student s final grade. College students are consistently placed under more academic pressure than high school students.

Third, in college, there are more activities, sports, and clubs for students to participate in than in high school. College students have both the benefits of being able to join varsity sports teams as well as being able to use any athletic facilities the college has to offer, such as gyms, pools, and weight rooms. ***In contrast***, most high schools often offer non-varsity sports teams, but very few high schools boast athletic facilities similar to those of a college. Colleges also host social events that are unavailable in high schools. furthermore, colleges offer more clubs than high schools do. High schools may have some clubs that students can join; ***however***, because high schools are smaller with fewer students, the variety of clubs is limited. Colleges are guaranteed to have a club for everyone because the population base is so large. Athletic facilities, social events, clubs and special interest groups show the college environment to be much more social than the high school environment.

On the basis of financial, academic, and social aspects, college is more costly, more academically challenging, and more socially stimulating than high school. These differences need to be taken into account by those students who are entering college from high school. If new post-secondary students are conscious of these differences, they will be more adequately prepared for the challenges that college can present.

1.what is the main topic of the essay?.........................................................................................................

2.are the two schools (high school and college)compared or contrasted? What are the main points?.....................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

3.underline the thesis statement.

4.underline the topic sentences of the essay body paragraphs.

5.what is the method of organization used in the essay?...............................................................................

6.how can an essay be organized using this method? ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

7.what are the main benefit of this method of organization?........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

8.does the conclusion summarize or restate the thesis statement?.........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

***Suggested topics***

1. Contrast living on campus with living off campus

2. Contrast doing research at the library with doing research on the net

3. Contrast two means of transportation / cities / phones…….etc

***Lesson 3 : Classification Essays***

1. Purpose

2. Organization

3. Sample Essays

1. ***Purpose***

Classification is the process of grouping together people or things that are alike in some way. A simple classification would be to classify cars in terms of their cost, their body style or their gas mileage. Groups or categories, are helpful in letting you see relationships among people or objects. They help you to organize information and compare it. However, these categories often do not exist in the real world; they may exist only in your mind. You create them using some criterion or organizing principle. For example, you can classify college students by looking at their study habits: those who schedule study time, those who cram before a test, and those who hardly study at all. The organizing principle for classifying students in the example above is the different ways that they study. On the other hand, you could just as easily have classified students according to their age, their grade point average, or their religion. You could just as easily have classified cars according to their cost, their gas mileage, or their body style. If you want your categories to be clear and consistent when you create a classification, make sure you use only one criterion or organizing principle so that everyone or everything fits into only one category, for example: Group people according to income, or intelligence, or industriousness-- but not according to income and intelligence, or intelligence and

A classification essay takes a group of things and breaks it down in one of the three ways:

Parts

The essay breaks the topic down into component parts that make up the topic (the whole).

Example: Three important parts of a car are the engine, the axis, and the body.

*Types*

The essay breaks the topic down into the main kinds of the subject.

Example: Three main types of cars on the road today are mini vans, SUVs, and sedans.

*Characteristics*

The essay describes significant features or characteristics of the subject.

Example: Important features of a sports car are a bright colour, a high speed, and an attractive interior.

1. ***Organization***

The *introduction* of a classification essay must establish a context for and the significance of the classification. Why are you classifying the items? What is the basis of classification that you are using? How did you determine the classes? For example, if you are classifying your teachers, Your basis of classification could be lecture techniques, typed of work required, or professional qualifications.

At the beginning of each *body* paragraph, clearly identify the class you are preparing to discuss. Use either a descriptive label or a descriptive phrase. Present the particular characteristics that distinguish the category. This identification of category and traits will probably be part of your topic sentence for the paragraph. Develop and support your classification with sufficient, specific, concrete examples that illustrate the characteristics. Be sure to include lists of items typical of the category and representative examples with concrete, specific details. If you are presenting traits that are similar to or different from the same traits in the other classes, present them in the same order for each paragraph

So;

Write a *thesis statement* that states your subject and your main points. Be sure to make the main points grammatically parallel.

In your *body paragraphs*, define and explain each main point. Each point should be the focus of a separate paragraph.

Conclude by *summarizing* the main points in a conclusion and re-emphasizing the purpose of your classification.

1. ***Sample Essay***

***Many Ways to Turn a Page***

People say that one can understand a lot about someone’s personality just by looking at his shoes. The way people take care of their shoes reveals a lot about their characters. Similarly, the way people treat their books can be definitive about a reader’s personality. Therefore, most readers could fall into one of five groups: the perfectionist, the teacher, and the aesthete.

If one happens to be in a bookstore and sees someone asking the bookseller for a copy that has never been opened before, this person must be a perfectionist. People in this category are usually very fastidious about books. Book lovers in this category are most likely to go to a shelf in a bookstore and spend hours exploring the contents of books before they choose one. After they choose a book, they will ask for an immaculate copy – if it is possible, never touched by a hand – and for sure they will check for misprints, folded pages and may ask that the tag with the price be peeled off (if there is one). They use their books in the same manner. They probably read their books at a 45- degree angle, so that they look as if they have never been read. A perfectionist will never write on his books, and he will shelve them in perfect thematic order.

The next category of readers is the teachers. People in this category are usually lifelong readers and use books as a tool for gaining knowledge. For them, the book as an object doesn’t have as much value as the book as a source of information, knowledge, and ideas. The teacher will write on his books, since for him they are not sacred objects of adoration, but just useful tools for sharing ideas. His beliefs, ideas, and positions can be seen in the remarks made in the margins. Usually people from this category have a very accurate ability to distinguish significant things from marginal ones. Like the perfectionist, the teacher will put his books in thematic order, but he will always care more about the knowledge inside them instead of the books themselves. The teacher is a kind of reader who easily will share his books with other people because he actually enjoys sharing ideas. Moreover, he wouldn’t care if some of his books were lost, since he has already read them.

Finally, the last category of book lovers is the aesthete. People from this category don’t like to read at all, but they have specific attitudes toward books. These are people who see books as a nice way to add comfort, a good look or the “last detail” to their magazine-style interior. Books in their world exist along with vases, family pictures, boxes, and candles. The most important quality that book can have in such a world is a pretty cover matching the interior style. For the aesthete, books have value only as a decoration. They are nothing more than a needed accent, so that the interior vision looks complete. For example, the aesthete often buys book collections only to fill the empty shelves, so the room can look cozy. The aesthete will rarely open a book, but will regularly clean the dust from it as a part of the furniture.

In conclusion, it can be seen that books are like signs reflecting people’s personalities; indeed, books are a very significant factor expressing someone’s personal values. Books have changed their image many times, but they have always had a significant role as cultural icons. Maybe soon books will have mostly a virtual existence; however, the attitude toward reading will still reveal one’s personal philosophy. ***Andriana Yovcheva***

1▪Pick out the thesis statement............

*Your thesis should inform the reader of the subject of the essay and identify the categories or groups.*

2▪What are the ***categories*** the author is describing?...........

3▪Does the writer give equal space to each category or group? If not, please comment.......

4▪Is each body paragraph developed with sufficient detail?.......

*Each* ***category*** *listed in the thesis statement should have* ***its******own body paragraph****. In other words, each body paragraph should focus on* ***only one category****. Classification essays can be as long or short as necessary, depending on the number of categories listed in the thesis. Support each category with several examples that provide evidence and further prove the validity of the points. Typically, each category should be supported with the same number of examples.*

5▪In your opinion, what is the best part of this essay? Why

6▪Which part of this essay is the least effective? How would you suggest that the writer change it?

The process of ***grouping together people or things that are alike in some way*** is called..................... in other words, **Classification** arranges and groups items into ranked lists or ***categories.***

*For example, you can classify* ***college students*** *by looking at* ***their study habits****: those who schedule study time, those who cram before a test, and those who hardly study at all. The organizing* ***principle*** *for classifying students in the example above is* ***the different ways that they study****. On the other hand, you could just as easily* ***have classified******students according to their grade point average****. Use only* ***one criterion*** *or* ***organizing principle*** *so that everyone or everything fits into only one category*, for example:

Group students according to *the different ways they study*,or *their grade point average* ***not*** according to ***both.***

It is important to restate and rewrite the thesis of the essay at the beginning of the conclusion. Be careful to avoid rewriting it word for word. This will refresh the reader’s memory

Suggested Topics:

1. *Kinds of stress relievers*

*2.* *Types of social media platforms,* *Types of friends... etc.*