

<b>TYPE OF CLASS:</b> Secondary/Higher Secondary/Undergraduate	<b>LEVEL:</b> Intermediate
<b>TITLE:</b> Rhetorical Moods: Cause and Effect Major Focus: Statements of Causes (Reasons)	<b>TIME:</b> 60 Minutes

**MATERIAL:**

- Pictures 1, 2, 3.
- List of connectors
- Read: *‘What are the Causes of Stress among College Students’* by Rob Callahan

**LESSON OBJECTIVES****Primary Objectives:**

By the end of this lesson, students will be able to:

- think in a logical, and sensible way about several causes behind a particular effect
- compose cause and effect thesis statements on given topics with focus on causes
- create topic- and sentence-outlines for cause-and-effect essays/articles with causes as major details
- use pertinent vocabulary: conjunctions for introducing causes/reasons

**Secondary Objectives:**

- Students will be able to explore and analyze various causes behind student-life stress.

STAGE	TIME & GROUP	ACTIVITY
<b>Prepare</b>	05 Whole class	<ul style="list-style-type: none"> <li>▪ Show the students <a href="#">picture 1</a> (of a stressed-out girl).</li> <li>▪ Ask them if they can guess <i>why</i> the girl in the picture is: holding her head like this/ is having this expression. (Possible responses:               <ul style="list-style-type: none"> <li>○ Because she’s stressed out.</li> <li>○ Because of frustration.</li> <li>○ She’s tensed. etc.)</li> </ul> </li> <li>▪ Guide students with <a href="#">Picture 2</a>, if needed.</li> <li>▪ Write down on the board <i>‘the girl is stressed’</i>. Ask students to guess <i>why the girl is stressed?</i></li> </ul>

<b>Presentation</b>	15	<ul style="list-style-type: none"> <li>Divide the board into two columns: A and B.</li> <li>Write <i>students' responses</i> in column A, and the word <i>stress</i> in column B.</li> </ul>				
	Whole Class	<p>Possible outcomes:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; text-align: center;">Column A</th> <th style="width: 30%; text-align: center;">Column B</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Because of poor grades/ because she's failed her exam.</li> <li>Since she is unable to cope up with heavy curriculum.</li> <li>Due to bad health; financial problems, etc.</li> </ul> </td> <td style="text-align: center; vertical-align: middle;">Stress</td> </tr> </tbody> </table>	Column A	Column B	<ul style="list-style-type: none"> <li>Because of poor grades/ because she's failed her exam.</li> <li>Since she is unable to cope up with heavy curriculum.</li> <li>Due to bad health; financial problems, etc.</li> </ul>	Stress
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Individual	<ul style="list-style-type: none"> <li>Ask the students to try and create long/complex sentences (in their notebooks) by taking help of the clues (two columns) on the board, and combining them with original sentence: <i>the girl is stressed...</i></li> <li>When they are done with the list of sentences. Replace heading/name of <i>column A</i> with <b>cause</b>, and <i>column B</i> with <b>effect</b>. Also, replace word stress with sentence 'the girl is stressed'.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; text-align: center;"><i>Causes</i></th> <th style="width: 30%; text-align: center;"><i>Effect</i></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Because of poor grades/ because she's failed her exam.</li> <li>Since she is unable to cope up with heavy curriculum.</li> <li>Due to bad health; financial problems, etc.</li> </ul> </td> <td style="text-align: center; vertical-align: middle;">the girl is stressed.</td> </tr> </tbody> </table>	<i>Causes</i>	<i>Effect</i>	<ul style="list-style-type: none"> <li>Because of poor grades/ because she's failed her exam.</li> <li>Since she is unable to cope up with heavy curriculum.</li> <li>Due to bad health; financial problems, etc.</li> </ul>	the girl is stressed.	
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Whole class	<ul style="list-style-type: none"> <li>Ask students to review their sentences.</li> </ul> <p><b>Analyze the statements and explain:</b></p> <ul style="list-style-type: none"> <li>Direct their focus to the cause-and-effect relationship by reading examples, analyzing the statements with them, and explaining: <ul style="list-style-type: none"> <li>column <i>cause</i> has all reasons leading to column <i>effect</i> – the consequence of those reasons.</li> <li>also, there are certain words introducing cause statements and 'connecting' them with effects: <i>because, since, due to</i>. Encourage students to think of other words which could be used synonymously.</li> <li>after students have shared their guesses, provide them with the list of connectors (phrases of causation).</li> </ul> </li> </ul>					
Individual	<ul style="list-style-type: none"> <li>Ask students to recall 'elements of a strong thesis statement', and create one/few using the sentences mentioned in the columns, and list of connectors if needed.</li> </ul> <p>Possible outcome: There are several causes/ reasons behind stress; Financial problems can lead to stress; Heavy curriculum can cause stress, etc.</p>					

<p style="text-align: center;"><b>Practice Restricted (Guided)</b></p>	<p style="text-align: center;">15 Large groups  Small groups</p>	<p><b>Gap filling.</b></p> <ul style="list-style-type: none"> <li>▪ Show student groups <a href="#">picture 3</a> demonstrating ‘<i>causes of stress among students</i>’. Ask them to think of other possible reasons and add those reasons to blank boxes.</li> <li>▪ After filling in the boxes, students try and create an appropriate thesis statement.</li> </ul> <p><b>Two truths and a lie.</b></p> <p>Ask students if they’ve ever felt stressed/test anxiety/exam pressure. Ask the groups write down three reasons about their stress - two true sentences and one lie using different connector for each sentence from the <a href="#">list of connectors</a>. Write down on the board ‘<i>I feel stressed + because/ _____/_____ +... etc.</i>’ Students (one from each group) read their reasons aloud to their peers. While one reads, the other groups try to guess which statements could be true, and which one a lie.</p>
<p style="text-align: center;"><b>Practice Free / Communicative</b></p>	<p style="text-align: center;">15 Small groups</p>	<p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>▪ Read an article “<a href="#">What are the Causes of Stress among College Students</a>” by Rob Callahan to students.</li> <li>▪ Select two students from each group: one student performs role of an interviewer and the other of a Psychologist answering questions about stress problems among students.</li> <li>▪ Rest of the group members write down main causes being discussed.</li> </ul>
<p style="text-align: center;"><b>Performance</b></p>	<p style="text-align: center;">10 Small groups</p>	<p>Students recall the causes added to the picture 3, described in the article, and discussed in the interview – as many as they can, and try to create a sentence outline for the same following and revising (if needed) the thesis statement created earlier (during guided practice) and adding relevant connectors.</p>

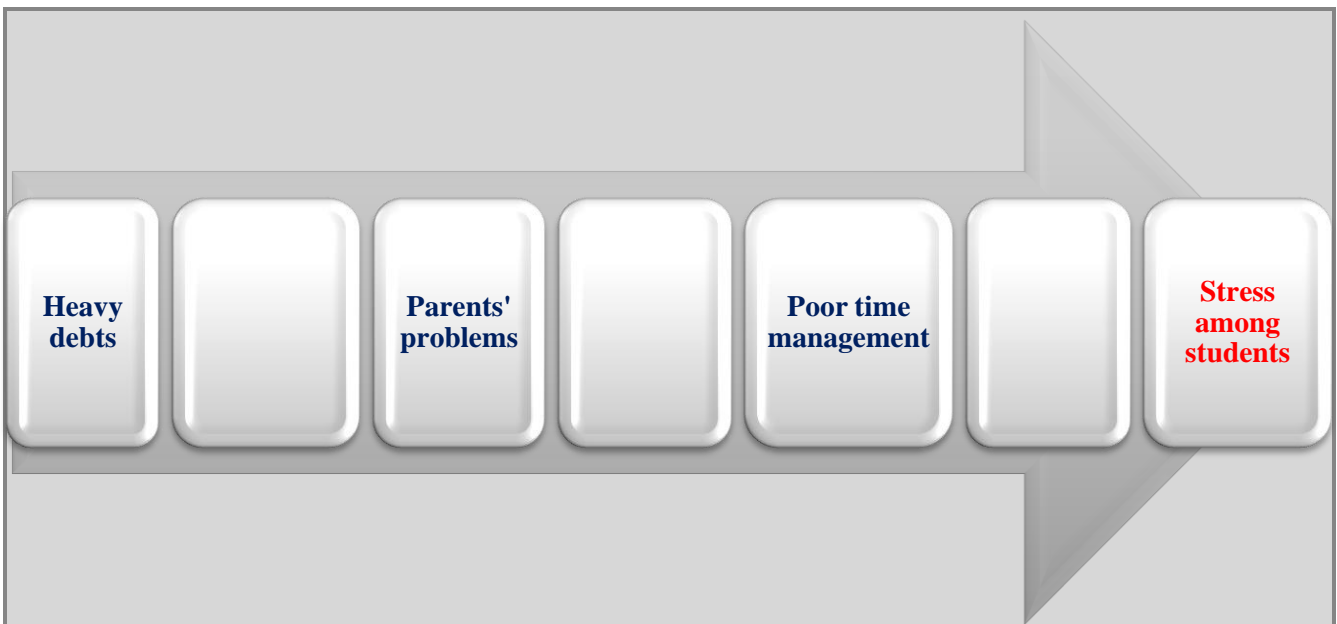
**Home Assignment:** N/A



Picture 1.



Picture 2.



Picture 3.

#### PHRASES OF CAUSATION

Since	As	For that reason	In view of the fact that
Because	Seeing as	Seeing that	Owing to the fact that
Because of	Due to	On account of	As a result of
Owing to	On ground of	By reason of	As a consequence of

List of Connectors.

**REFERENCES**

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**Picture 1** – Adaption of:

a. Latemplanza. (2017). Open\_books.except. [jpg file]. Retrieved from

[https://commons.wikimedia.org/wiki/File:Open\\_books.except.jpg](https://commons.wikimedia.org/wiki/File:Open_books.except.jpg)

b. Higgins, R. (2017). upset-2681502\_1280. [jpg file]. Retrieved from

<https://pixabay.com/photos/upset-overwhelmed-stress-tired-2681502/>

**Picture 2**

TheDigitalArtist. (2017). stress-2902537\_1280. [jpg file]. Retrieved from

[https://pixabay.com/p-2902537/?no\\_redirect](https://pixabay.com/p-2902537/?no_redirect)

**Picture 3**

Self-created image through Microsoft word SmartArt

**Read**

Callahan, R. (n.d.). What are the causes of stress among college students?. LivingStrong.com.

Retrieved from <https://www.livestrong.com/article/133023-what-are-causes-stress-amongcollege-sudents/>

**List of connectors** – self-created table using Microsoft word

**Text in the table – synonyms for following dictionary entries**

Because. (n.d.). In *Lexico* online dictionary (2019.). Retrieved from

<https://www.lexico.com/en/definition/because>

Because of. (n.d.). In *Lexico* online dictionary (2019.). Retrieved from

[https://www.lexico.com/en/definition/because\\_of](https://www.lexico.com/en/definition/because_of)

Due to. (n.d.). In *Lexico* online dictionary (2019.). Retrieved from

<https://www.lexico.com/en/definition/dueto>