

WRITING DEVELOPMENT

In her book, *The Writing Revolution* Judith Hochman tells us that students' problems with reading comprehension, as well with writing essays, occur because they have not been taught systematically to write ... to which her book gives a step-by-step guide.

The Writing Development exercises here are adapted from her programme.

Inequalities of wealth

2. Fragments and Sentences II

1. The provenance captions to Sources A-E include both fragments and sentences. Decide which is which.
2. Form half-a-dozen basic Who, What and Where sentences from the information in the section 'people who prospered'.

Another vital building block of an expository sentence – and the modifier – is: Why?

The simplest way to include the 'why' in a sentence is to add it as a subordinating clause using the subordinating conjunction, 'because':

“Most country-dwellers were excluded from the consumer boom because rural areas did not have electricity.”

It is a first way to start building more complex sentences.

3. Form these sentence stems into more complex 'Why' sentences by adding the word 'because' and a subordinating clause:
 - Bankers such as JP Morgan Jnr made lots of money _____.
 - Many investors made significant profits _____.
 - Wages largely rose _____.
 - Women benefited from a greater sense of financial independence _____.
 - Farming prices fell rapidly _____.
 - Coal mines closed _____.
 - American companies found it hard to export _____.
 - People bought shares 'on margin' _____.
4. Use the information in Sources B-E to form four of your own 'Why' sentences in this way – ie simple sentence stem + 'because' + subordinating clause.
 - <Sentence stem> because _____.
 - <Sentence stem> because _____.
 - <Sentence stem> because _____.
 - <Sentence stem> because _____.