

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.

The Somme

9. Conjunctions III – so, so that, which caused, this led to, as a result, consequently

The 'resultative' conjunctions 'so', 'so that', 'which caused', 'which led to', 'as a result', 'consequently' are particularly valuable, because they allow the writer to show a cause-to-effect relationship – the core skill (to some degree or another) required by EVERY answer you will write.

'Resultative' conjunctions are simply backwards 'cause' conjunctions:

cause →	SO	→ result
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eg:

“In November, winter set in, so the battle ground to a halt.”

“The battle provided a tough lesson in how to fight a large-scale war. As a result more professional and effective army emerged from the battle.”

This webpage is replete with implicit cause-and-effect ideas.

1. Use the webpage and your initiative to complete following sentence stubs:

- The French were under strain at Verdun, < resultative conjunction> _____.
- The men were ordered to walk across No Man's Land, < resultative conjunction> _____.
- The British officers were ordered to carry only a pistol, < resultative conjunction> _____.
- In the afternoon the Germans counter-attacked, < resultative conjunction> _____.
- Haig felt the need to defend himself, < resultative conjunction> _____.

- _____, < resultative conjunction> the Germans had 2 minutes warning of the attack.
- _____, < resultative conjunction> he buried his own men under a hail of rock and soil.
- _____, < resultative conjunction> some towns lost all their young men in the same battle.
- _____, < resultative conjunction> soldiers were shot for cowardice.
- _____, < resultative conjunction> hundreds of thousands of soldiers died.

2. Use the information on the webpage to create as many cause-and-effect sentences as you can using resultative conjunctions:

- _____, < resultative conjunction> _____.
- _____, < resultative conjunction> _____.
- _____, < resultative conjunction> _____.
- _____, < resultative conjunction> _____.
- _____, < resultative conjunction> _____.

NOTE!!

In your notes and in your essay-planning, all these resultative conjunctions can be represented by the character: →