

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.

Weimar's First Task - Ending the War

9. Subordinating conjunctions III – so, so that, which caused, which led to, as a result,

The 'consequently' subordinating conjunctions 'so', 'so that', 'which caused', 'which led to', 'as a result' are particularly valuable, because they are 'explaining' words – the core skill (to some degree or another) required by EVERY answer you will write.

'Consequently' subordinating conjunctions are simply backwards 'cause' conjunctions:

cause →	SO	→ consequence
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eg:

“The ToV was harsh, **so** the Germans hated it.”

“Germans hated the ToV; **as a result**, they vowed to overturn it.”

Complete the following sentence stems:

- Count Brockdorff-Rantzau gave a long speech criticising the Treaty, which caused _____.
- Many Germans wanted to refuse to sign the treaty, so _____.
- The Germans hated their tiny Amry; as a result _____.

- _____, so the Germans particularly hated Clause 231.
- _____, which caused the Germans to accuse the Allies of trying to starve their children.
- _____, which led to Germany refusing to pay.

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

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