

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 February/March Revolution

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

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-and-effect relationship – the core skill (to some degree or another) required by EVERY answer you will write.

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

cause →	SO	→ effect
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eg:

“Trains had to be used for the war, **so** they could not bring food to the cities.”

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

This webpage is about the pressures and developments which caused the February/March Revolution, so it is replete with explicit and implicit cause-and-effect ideas.

Complete the following sentence stems:

- The agricultural economy was backward, which led to _____.
- The growth of 'Labourism' among the working class caused _____.
- The abolition of serfdom led to _____.

- _____, led to the alienation of the Church.
- _____, as a result, he was unwilling to cope with the huge detail of government.
- _____, so it was defeated at Tannenberg and the Masurian Lakes.

- _____, < 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: →