

## 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.

### Why did people go West?

#### 9. Conjunctions IV – so, so that, which caused, which led to, as a result,

The conjunctions 'so', 'so that', 'which caused', 'which led', 'as a result' are perhaps the most important of all to you, because (along with the conjunction 'because') they are 'explaining' words – the core skill (to some degree or another) required by EVERY answer you will write.

“California and Oregon had good soil, so farmers saw a chance for a prosperous life.”

“The government wanted Americans to go to Oregon so that they would drive out the British.”

“Gold was discovered in California in 1848, which caused a 'rush' of migrants the following year.”

1. Complete the following sentence stems:

- The East was beginning to feel crowded, so \_\_\_\_\_.
- The government published propaganda stories about the West, so that \_\_\_\_\_.
- Groups such as the Mormons were persecuted, which caused \_\_\_\_\_.
  
- \_\_\_\_\_, so younger sons saw west as a chance of owning their own farm.
- \_\_\_\_\_, so that people would be tempted to move there.
- \_\_\_\_\_, which caused wage cuts and unemployment.

Consider the following sentence, which uses 'explaining' conjunctions to connect a sequence of ideas:

“The Beaver fur trade came to an end in the late 1830s, which led many mountain men set up as trail guides; as a result, settlers felt more confident of making the trek West.”

2. Develop similar sentences, using the 'explaining' conjunctions 'so', 'so that', 'which caused', 'which led', 'as a result':

- In 1850 Senator Linn's Oregon Bill passed in the Senate; as a result \_\_\_\_\_, which led \_\_\_\_\_.
- \_\_\_\_\_, so \_\_\_\_\_, which caused many people to want to go West.
- \_\_\_\_\_; as a result Whitman was able to act as a trail guide, so that \_\_\_\_\_.
  
- \_\_\_\_\_, <conjunction> \_\_\_\_\_, <conjunction> \_\_\_\_\_.
- \_\_\_\_\_, <conjunction> \_\_\_\_\_, <conjunction> \_\_\_\_\_.
- \_\_\_\_\_, <conjunction> \_\_\_\_\_, <conjunction> \_\_\_\_\_.

In your notes and in your essay-planning, all these 'explaining' conjunctions are represented by the character: →