

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 Aims of 'the Big Three'

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 on the webpage. This exercise will require you to infer for yourself information which is assumed.

Another vital building block of an expository sentence is: Why?

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

"We entered this war because violations of right had occurred." (in Source B).

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 subordinate clause:

- Lloyd George said he wanted to make Germany pay _____.
- The Big Three did not get on well _____.
- Clemenceau wanted revenge _____.
- Wilson published the 14 Points _____.
- Lloyd George said that the peace must not be harsh _____.
- According to Frances Stevenson, Wilson annoyed Lloyd George _____.

4. Use the information in the webpage to form four of your own 'Why' sentences in this way – ie simple sentence stem + 'because' + subordinate clause.

- <Sentence stem> because _____.
- <Sentence stem> because _____.
- <Sentence stem> because _____.
- <Sentence stem> because _____.