

Conjunctive adverbs

Name _____ Date _____

Conjunctive adverbs (also called adverbial conjuncts) are used to connect phrases, clauses or sentences. Use them to link ideas and make your writing more fluent.

Punctuation

Be careful with your punctuation. Study the examples on this page before you complete Task A.

Sentences with one main clause – see example types (a), (b) and (c) below.

You normally use one (a) or two (b) commas to separate the conjunctive adverb from the rest of the sentence.

For 'weak interruptions' (c) omit the comma.

Sentences with two main clauses – see example type (d) below.

Each clause is a complete sentence in its own right so, in addition to the rules above **you must also use a semi-colon to separate the two main clauses.**

Types of conjunctive adverbs - categorised by the meaning they express.

Result: therefore, consequently[‡], of course.

For example, to express the result of something, you can use 'therefore'.

- (a) She is good at maths. Therefore, she should be able to balance her bank account.
- (c) She is good at maths. She therefore should be able to balance her bank account.
- (d) (a) She is good at maths; therefore, she should be able to balance her bank account.

Concession: nevertheless, nonetheless[‡], still, yet[‡], after all, of course.

For example, to express concession, you can use 'nevertheless'.

- (d) (a) He is good at maths; nevertheless, his bank account is always in the red.

Apposition: for example, for instance, that is, namely[‡], in other words.

For example, to express two ideas with the same or similar meaning, you can use 'in other words'.

- (d) (a) She is good at maths; in other words, she's a numbers-whizz.

Addition: moreover[‡], furthermore[‡], also, in addition, likewise[‡], further[‡].

For example, to add another idea to your writing you can use 'furthermore'.

- (d) (a) He is good at maths; furthermore, he's good at physics.

Time: meanwhile[‡], in the meantime.

For example, to express time while something else is happening, you can use 'meanwhile'.

- (d) (b) She is doing her maths homework; her brother, meanwhile, is doing his French.

Contrast: however, instead, on the contrary[‡], on the other hand, in contrast[‡], rather.

For example, to express how one thing is different to another, you can use 'however'.

- (d) (b) He is good at maths; his sister, however, is very good at English.

Summary: thus[‡], in conclusion, then.

For example, to summarise a series of ideas, you can use 'in conclusion'.

- (a) She is good at physics, chemistry and biology. In conclusion, she is good at science.

Reinforcement: further[‡], in particular, indeed, above all, in fact.

For example, to express insistence on something, you can use 'in particular' or 'indeed'.

- (a) He is good at sciences. In particular, he excels at chemistry.
- (c) He is a clever boy indeed.

([‡]) indicates a high-register adverbial. You can use these to increase the formality of your writing.

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Task A

Write a single clause sentence (i) and a complex sentence (ii) using each type of adverbial.

Look up words that are not familiar to you, to ensure that you use them in the correct context.

1 (i)

(ii)

2 (i)

(ii)

3 (i)

(ii)

4 (i)

(ii)

5 (i)

(ii)

6 (i)

(ii)

7 (i)

(ii)

8 (i)

(ii)

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Stretch activities

Task B

Visit the library to find examples of conjunctive adverbials in books, newspapers or magazines. Copy them out, with a definition and an example. Use your information to make a display or poster.

Task C

Complete the table.

Newspaper name	Newspaper type (tick one)	Type of conjunctive adverbs you might find	An example from the newspaper
	Broadsheet Tabloid Red-top		
	Broadsheet Tabloid Red-top		
	Broadsheet Tabloid Red-top		
	Broadsheet Tabloid Red-top		
	Broadsheet Tabloid Red-top		

Task D

- Complete the table.
- Think about how you could use these conjunctive adverbs in:

	Your thoughts
A formal letter of complaint	
An informal invitation to a party	
An article about ways to save the planet	
An email to a friend about going for coffee	

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Curriculum mapping

GCSE ENGLISH LANGUAGE		Enlarged bold font indicates main coverage.
READING (50% weighting)		
A1	(a) Identify and interpret explicit and implicit information and ideas. (b) Select and synthesise evidence from different texts.	
A2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	
A3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	
A4	Evaluate texts critically and support this with appropriate textual references.	
WRITING (50% weighting)		
A5	(a) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. (b) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	
A6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (must constitute 20% of the marks for each specification as a whole).	
SPOKEN LANGUAGE (unweighted)		
A7	Demonstrate presentation skills in a formal setting.	
A8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations.	
A9	Use spoken Standard English effectively in speeches and presentations.	

FUNCTIONAL SKILLS ENGLISH		Enlarged bold font indicates main coverage.
Coverage & range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Literacy standards.		
Level 2 Speaking, listening and communication skill standard	Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	
a) Consider complex information and give a relevant, cogent response in appropriate language b) Present information and ideas clearly and persuasively to others c) Adapt contributions to suit audience, purpose and situation d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward		
Level 2 Reading skill standard:	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	
e) Select and use different types of texts to obtain and utilise relevant information f) Read and summarise, succinctly, information/ideas from different sources g) Identify the purposes of texts and comment on how meaning is conveyed h) Detect point of view, implicit meaning and/or bias i) Analyse texts in relation to audience needs and consider suitable responses		
Level 2 Writing	Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	
a) Present information on complex subjects clearly and concisely b) Present information/ideas concisely, logically, and persuasively c) Use a range of writing styles for different purposes d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively e) Punctuate written text using commas, apostrophes and inverted commas accurately f) Ensure written work is fit for purpose & audience, with accurate spelling & grammar that supports clear meaning		

References:

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<https://www.gov.uk/government/publications/functional-skills-criteria-for-english>

DfE (2013), *English Language GCSE subject content and assessment objectives.*

<https://www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content>

Also covers many L2 Adult Literacy Curriculum elements <http://www.excellencegateway.org.uk/content/etf1286>