

## Connecting Adverbs

### ACTIVITY TYPE

Reading, Writing, Grammar,  
Exercises

### LANGUAGE FOCUS

Connecting adverbs

### AIM

To learn and practice connecting  
adverbs in English

### LEVEL

Intermediate, Advanced,  
Proficiency

### TIME

60 Minutes

### INTRODUCTION

After going through your regular review and teacher talk, tell the students that they're going to learn the use of connecting adverbs in English

### PREPARATION

Make one copy of the worksheet for each student

### PROCEDURE

Give one copy of the worksheet to each student.  
Go through the grammar and exercises together.

## Connecting adverbs

Connecting adverbs are often used to show the relationship between the ideas expressed in a clause and the ideas expressed in a preceding clause, sentence or paragraph. In the following examples, the connecting adverbs are printed in bold type.

e.g. I wanted to study; **however**, I was too tired.

*We knew what to expect. **Therefore**, we were not surprised at what happened.*

In the first example, the connecting adverb **however** shows that there is a conflict between the idea expressed in the clause I was too tired and the idea expressed in the preceding clause I wanted to study. In the second example, the connecting adverb **therefore** shows that there is a cause and effect relationship between the idea expressed in the sentence we knew what to expect, and the clause we were not surprised at what happened.

Connecting adverbs are similar to conjunctions in that both may be used to introduce clauses. However, the use of connecting adverbs differs from that of conjunctions in the ways indicated below.

### *a. Stress and punctuation*

In spoken English, a connecting adverb is usually given more stress than a conjunction. Correspondingly, in formal written English a connecting adverb is usually separated from the rest of a clause by commas, whereas a conjunction is usually not separated from the rest of a clause by commas.

In addition, in formal written English a clause containing a connecting adverb is often separated from a preceding clause by a semicolon; whereas a clause beginning with a conjunction is usually not separated from a preceding clause by a semicolon.

e.g. I wanted to study; however, I was too tired.

I wanted to study, but I was too tired.

In the first example, the connecting adverb *however* is preceded by a semicolon, and is separated from *I was too tired* by a comma. In the second example, the conjunction *but* is preceded by a comma rather than by a semicolon, and is not separated from *I was too tired* by a comma.

It should be noted that when no conjunction is present, a semicolon may be used to connect two main clauses. For example:

The clouds dispersed; the moon rose.

In this example, the two main clauses *the clouds dispersed* and *the moon rose* are connected by a semicolon rather than by a conjunction.

### *b. Connecting adverbs used to connect sentences*

Unlike conjunctions, connecting adverbs may be used in formal English to show the relationship between ideas expressed in separate sentences. For example:

The wind was strong. Thus, I felt very cold.

In this example, the connecting adverb thus shows that there is a cause and effect relationship between the ideas expressed by the two sentences the wind was strong and I felt very cold.

In informal English, coordinate conjunctions are sometimes used to show the relationship between the ideas expressed in separate sentences. For example:

The wind was strong. And I felt very cold.

However, this use of coordinate conjunctions is considered to be grammatically incorrect in formal English.

### *c. Position in a clause*

A subordinate conjunction must usually be placed at the beginning of a clause. However, as was seen in the discussion on adverbs, a connecting adverb may be placed at the beginning, in the middle, or at the end of a clause. This is illustrated below.

e.g. His visit was unexpected. Nevertheless, I was pleased to see him.

His visit was unexpected. I was, nevertheless, pleased to see him.

His visit was unexpected. I was pleased to see him, nevertheless.

### *d. Examples of connecting adverbs*

The following are examples of words which may be used as connecting adverbs. Each connecting adverb is followed by its meaning and an example of its use.

### Connecting Adverbs

<b>accordingly:</b> so	He was very persuasive; accordingly, I did what he asked.
<b>also:</b> in addition	She is my neighbor; she is also my best friend.
<b>besides:</b> in addition	I like the job. Besides, I need the money.
<b>consequently:</b> so	She had a fever; consequently, she stayed at home.
<b>furthermore:</b> in addition	You should stop smoking. Furthermore, you should do it at once!
<b>hence:</b> for that reason	He is a good friend. Hence, I was not embarrassed to ask him for help.
<b>however:</b> but	We wanted to arrive on time; however, we were delayed by traffic.
<b>likewise:</b> in addition	The region is beautiful. Likewise, the climate is excellent.
<b>moreover:</b> in addition	She is very intelligent; moreover, she is very ambitious.
<b>nevertheless:</b> but	They are proud. Nevertheless, I like them.
<b>nonetheless:</b> but	The ascent was dangerous. Nonetheless, he decided to attempt it.

**otherwise: if not, or else** We should consult them; otherwise, they may be upset.

**still: but** It is a long way to the beach. Still, it is a fine day to go swimming.

**then: 1. next, afterwards** We went shopping, then we had lunch.

**2. so** If you are sure, then I must believe you.

**therefore: for that** I was nervous; therefore, I could not do my best.

**reason**

**thus: so, in this way** He travelled as quickly as possible. Thus, he reached Boston the next day.

As indicated in the following table, several connecting adverbs have meanings similar to those of the conjunctions and, but or so.

### Connecting Adverbs with meanings similar to And, But and So

#### Similar to And

also

besides

furthermore

likewise

moreover

#### Similar to But

however

nevertheless

nonetheless

still

#### Similar to So

accordingly

consequently

hence

therefore

thus

## Exercises

1. *Paying attention to the meanings of the sentences, fill in the blanks with the correct connecting adverbs chosen from the pairs given in brackets. For example:*

Will you come with me? \_\_\_\_\_ I shall have to go alone. (Also, Otherwise)

Will you come with me? Otherwise I shall have to go alone.

She is kind. \_\_\_\_\_, she is rather forgetful. (However, Consequently)

She is kind. However, she is rather forgetful.

1. The work was new to me. \_\_\_\_\_, it did not seem difficult. (Consequently, Nevertheless)

2. Continue along Queen Street. \_\_\_\_\_ turn left. (Then, Therefore)

3. It was very misty. \_\_\_\_\_, we could not get a clear view of the mountain. (Hence, However)

4. We had walked several miles. \_\_\_\_\_, we did not feel tired. (Accordingly, Still)

5. She is a talented actress. \_\_\_\_\_, she is very beautiful. (Moreover, Thus)

6. We take the bus every day. \_\_\_\_\_, we are familiar with the bus route. (Nevertheless, Thus)

7. The child was sleepy. \_\_\_\_\_, we went home early. (Otherwise, Therefore)
8. The food was delicious. \_\_\_\_\_, the service was excellent. (Likewise, Nevertheless)
9. We looked everywhere. \_\_\_\_\_, we could not find the keys. (However, Thus)
10. The book is long. \_\_\_\_\_, the vocabulary is difficult. (Consequently, Furthermore)
11. Luckily, the moon was bright. \_\_\_\_\_, we could not have seen the path. (Accordingly, Otherwise)
12. He is old. \_\_\_\_\_, his mind is still active. (Nonetheless, Therefore)

*2. Paying attention to the structure of the sentences, fill in the blanks with the conjunctions or connecting adverbs given in brackets. Make sure that the sentences conform to the rules of correct formal English. For example:*

It was very hot. \_\_\_\_\_, we decided to go swimming. (Consequently, So)

It was very hot. Consequently, we decided to go swimming.

It was very hot, \_\_\_ we decided to go swimming. (Consequently, So)

It was very hot, so we decided to go swimming.





1. I have invited him. \_\_\_\_\_, I have invited his sister. (Also, And)
2. He walked up to the door \_\_\_\_\_ knocked. (and, likewise)
3. The bus fare is expensive; \_\_\_\_\_, I prefer to walk. (so, therefore)
4. She is well-educated. \_\_\_\_\_, she has very good manners. (And, Besides)
5. I would rather travel by train, \_\_\_\_\_ the bus leaves earlier. (but, however)
6. We were born in this village; \_\_\_\_\_, we know everyone here. (hence, so that)
7. Put less wood on the fire, \_\_\_\_\_ it will be too smoky. (or, otherwise)
8. They got off the train. \_\_\_\_\_ they began to search for a hotel. (And, Then)
9. She studied for many months; \_\_\_\_\_, she knew the material thoroughly. (consequently, so that)
10. The weather was hot; \_\_\_\_\_, the air was humid. (and, moreover)
11. Please come with us, \_\_\_\_\_ I can introduce you to my friends. (thus, so that)
12. The sun was warm, \_\_\_\_\_ a cool breeze blew in from the sea. (but, however)
13. I have read this book before; \_\_\_\_\_, I do not remember the plot. (but, however)
14. They were hot \_\_\_\_\_ tired. (also, and)
15. The door was locked; \_\_\_\_\_, we would have waited inside. (or, otherwise)
16. I have known her for many years; \_\_\_\_\_, I understand her character well.

(so that, thus)

17. We opened the window \_\_\_\_\_ fresh air would blow into the room.

(consequently, so that)

18. He is ignorant; \_\_\_\_\_, he is lazy. (and, furthermore)

19. They visited many stores; \_\_\_\_\_, they could not find what they were looking for. (but, however)

20. You should go to sleep now, \_\_\_\_\_ you will be tired tomorrow. (or, otherwise)

21. I was worried; \_\_\_\_\_, I was determined not to show it. (but, nevertheless)

### Parallel construction

The repetition of a particular grammatical construction is often referred to as parallel construction. This is illustrated in the following examples.

e.g. I am neither angry nor excited.

The resort contains tennis courts, swimming pools and a snack bar.

In the first example, the two phrases neither angry and nor excited exhibit parallel construction. In the second example, the three phrases tennis courts, swimming pools and a snack bar exhibit parallel construction.

In English, it is considered preferable to use parallel construction whenever parallel ideas are expressed.

Thus, whenever possible, parallel construction should be employed when correlative conjunctions are used. In the following example, the correlative conjunctions are printed in bold type.

e.g. Incorrect: He has both a good education, and he has good work habits.

Corrected: He has both **a good education** and **good work habits**.

The first sentence is incorrect, since both and and are followed by different grammatical constructions. Both is followed by the phrase a good education; whereas and is followed by the clause he has good work habits. The second sentence has been corrected by changing the clause he has good work habits into the phrase good work habits.

The following example illustrates the use of parallel construction with the correlative conjunctions neither ... nor.

e.g. Incorrect: She turned neither right nor to the left.

Corrected: She turned neither **right** nor **left**.

or Corrected: She turned neither **to the right** nor **to the left**.

The first sentence is incorrect, since neither is followed by a single word; whereas nor is followed by a prepositional phrase. The second sentence has been corrected by

changing the phrase to the left to the word left. Alternatively, as shown in the third sentence, two prepositional phrases can be used.

## Exercises

1. The following sentences are incorrect, because they contain correlative conjunctions, but do not use parallel construction. Rewrite the sentences correctly, using parallel construction. For example:

He owns both a typewriter and he has a word processor.

Corrected: He owns both a typewriter and a word processor.

I prefer either to read or going hiking.

Corrected: I prefer either to read or to go hiking.

1. The train proceeded neither quickly nor was it smooth.
2. They will leave either today or they will go tomorrow.
3. The child hates both getting up in the morning and to go to bed at night.
4. She is neither kind nor has patience.
5. He is not only talented, but also he has charm.
6. The street is lined with both oak trees and there are elm trees.

7. The lecture was not only very long but also it was very dull.
8. You should either eat less, or should exercise more.
9. I am not only proud to be here, but also feel happy to meet you.
10. The town is both historical and it is picturesque.

Parallel construction should also be used when listing a series of ideas. For example:

Incorrect: The hotel is charming, well-situated and is not expensive.

Corrected: The hotel is charming, well-situated and inexpensive.

The first sentence is incorrect, since the first two items in the series, charming and well-situated, are adjectives, whereas the last item, is not expensive, contains a verb. The second sentence has been corrected by changing is not expensive to the adjective inexpensive.

***2. The following is another example of the use of parallel construction when listing a series of ideas.***

e.g. Incorrect: I like to ski, skating and swimming.

Corrected: I like skiing, skating and swimming.

The first sentence is incorrect, since the first item in the series, to ski, is an infinitive, whereas the second and third items, skating and swimming, are gerunds. The second sentence has been corrected by changing the infinitive to ski to the gerund skiing.

2. The following sentences are incorrect, because they present lists of ideas, but do not use parallel construction. Rewrite the sentences correctly, using parallel construction. For example:

The air was cool, dry, and was clear.

Corrected: The air was cool, dry, and clear.

He has started making kites and to fly them.

Corrected: He has started making kites and flying them.

1. We walked out of the door, down the steps and went across the street.
2. She loves singing, dancing and to play the piano.
3. The wind moaned, shrieked and was howling.
4. The music was fast, brilliant and sounded exciting.
5. He proposes to borrow money, open a store and going into business.
6. The town boasts four libraries, two theaters and there are many schools.
7. The clouds were thick, black and looked threatening.
8. He likes running, jumping and to ride a bicycle.
9. They worked carefully, quickly and were quiet.
10. The vegetables were fresh, tender and tasted delicious