

L1-2 Conjunctions

To be cut into cards. Learners to make sentences that make sense using the appropriate conjunctions. Several combinations are possible for some clauses/conjunctions.

(1) They moved out of the house	because	the neighbours were too noisy.
(2) Chantelle eats doughnuts	although	she is on a diet.
(3) Andy is very pleased	as	he has just had a pay rise.
(4) Fazad was thirsty	so	he bought a bottle of Coke.
(5) Bob wanted to go	but	couldn't afford a ticket.
(6) Leila was carrying a handbag	and	a large plastic elephant.
(7) I won't see you	until	next week.
(8) I haven't been here	since	Tuesday.
(9) I can't remember	when	I last saw Dominic.
(10) Dorita has lots of money	while	her sister is quite poor.

Curriculum mapping

(Note that each level subsumes those beneath it).

Functional English coverage and range statements

Level 2

Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively

Entry 2

Construct compound sentences using common conjunctions

Reference: Ofqual (2009), *Functional Skills criteria for English, Mathematics and ICT*

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Adult literacy curriculum elements

Ws/L2.1 Construct complex sentences

- (a) understand that complex sentences have more variety of structure than simple and compound sentences, and that this stops the writing becoming boring
- (b) understand that complex sentences always have more than one part (clause) and the parts are more closely related to each other than two separate sentences
- (c) understand that simple or compound sentences are preferable for some types of writing, e.g. instructions and directions
- (d) understand that effective writing often uses a mixture of simple, compound and complex sentences

Ws/L1.1 Write in complete sentences

- (a) understand that sentences can be joined with a wider range of conjunctions than *as, and, but*, for example *if, so, while, though, since, when*, to express meaning more precisely
- (b) understand that complete sentences should not be strung together with commas (comma splicing) to make longer 'sentences', but should be split into separate sentences or be correctly joined e.g. by a conjunction

Ws/E3.1 write in complete sentences

- (a) understand that simple and compound sentences can be amplified by expanding the information around the subject, object, complement and verb.
- (b) understand that longer sentences may need conjunctions and connectives such as *and, but, because* to link different parts together.

Ws/E2.1 Construct simple and compound sentences, using common conjunctions to connect two clauses (e.g. *as, but, and*).

- (a) understand that simple sentences can be combined to make compound sentences by using conjunctions
- (b) understand that, if a compound sentence has too many bits added on, the reader will not be able to follow the sense.
- (c) know some common conjunctions e.g. *and, but, or, as*.

Reference: Excellence Gateway (2009), *Skills for Life, Core Curriculum*

<http://www.excellencegateway.org.uk/sflcurriculum>