

Because → But → So

Show how a connective changes the relationship between ideas and the thinking a sentence must express.

3 min preparation | Science, Maths and Humanities

Before the lesson

Choose a short subject statement with enough context for cause, contrast and consequence. Prepare three endings to compare.

Teach it in four steps

1. Start with the same statement and model a because ending that gives a cause or explanation.
2. Use but to introduce a genuine contrast or qualification.
3. Use so to express a consequence supported by the starting statement.
4. Pairs compare endings and reject one that sounds fluent but makes an inaccurate connection.

Science: metal heating

"The metal rod expanded because its temperature increased." "The metal rod expanded, but its mass remained the same." "The metal rod expanded, so it no longer fitted the original gap."

Teacher: "Does your ending explain a cause, introduce a contrast or show a consequence?"

Check understanding

Give an unfamiliar statement. Ask learners to choose a connective and explain the relationship, then check that the science remains accurate.

Fade the support

Remove the three labelled choices. Ask for a short explanation that uses whichever relationship the evidence needs.

Adapt it across subjects

History: distinguish why an event occurred from what happened as a result.

Maths: qualify a pattern with but by identifying a condition under which it does not hold.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner's response to this task; proficiency can differ across skills.