Because, so, but: choose the connection

Years 3–6; recognise complete sentences

1. The path was muddy. We wore boots to keep our feet out of the mud. Combine the ideas using because or so.

2. Amina was tired. She finished her book anyway. Combine the ideas using but or although.

3. The bell rang. The class lined up. Write one version using when and one using so. Explain the difference.

Try it. Explain it. Check it.

4. In an ordinary weather-and-sport story, fix: “It rained because the match was cancelled.” Explain the cause.

5. Join these preferences without inventing a cause: “I like mangoes. My brother prefers bananas.” Explain your word choice.

6. Write a pair of ideas and combine them in two sensible ways. Tell a partner which version makes your intended meaning clearest.

Answers and teaching notes

1. Example: “We wore boots because the path was muddy.” Or “The path was muddy, so we wore boots.” Preserve the stated reason.

2. “Amina was tired, but she finished her book.” Or “Although Amina was tired, she finished her book.”

3. “When the bell rang, the class lined up” marks timing. “The bell rang, so the class lined up” presents lining up as a response/consequence.

4. “The match was cancelled because it rained.” In the stated context, rain leads to cancellation, not the reverse.

5. “I like mangoes, but my brother prefers bananas” contrasts preferences. “And” can simply add the second preference. Neither preference is stated to cause the other.

6. Open: grammatical sentences, preserved ideas and a defensible explanation of the relationship. Two separate sentences can also be a justified final choice.

What to ask next

Ask what relationship the pupil intends before correcting a conjunction. Check a new pair to see whether the decision transfers.

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