



Lesson Plan For Lesson 13



40 min

Theme: Sports and Exercise

Focus: Adverb Clauses of Purpose Using 'So That'

Lesson Objectives

Students are able to

1. describe the purpose of doing exercise and playing sports,
2. complete sentences using the most suitable adverb clauses of purpose,
3. rewrite sentences using adverb clauses of purpose.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 5
2. Strips of paper with either the first part of a sentence or the second part of a sentence with an adverb clause of purpose on them
3. Envelopes to place the paper strips in (Have enough for each group in the class.)

Introduction / Warm-up Activity (5 min)

1. Ask the students why they should exercise. Encourage them to answer the question using 'so that'.
2. Ask the students about athletes who take part in competitions like the Olympics. Discuss with the students why they have to train hard for such events.
3. Write the answers on the board and underline the adverb clauses of purpose.

Lesson (10 min)

Adverb Clauses of Purpose Using 'So That'

1. Refer the students to **page 73 of Learning Grammar Workbook 5**. Get them to read the examples. Highlight the tenses used in the adverb clause. If the first part of the sentence is in the present tense, the word 'can' is used. When the sentence is in the past tense, the word 'could' is used.
2. Highlight that the modal 'would' can also be used. Give them examples with adverb clauses containing 'would'.
3. Ask the students questions and get them to give answers using 'so that'.

Example:

- I saw a man buying a tennis racket. Why did he buy a tennis racket? → He bought a tennis racket so that he could play tennis.

4. Repeat this activity as many times as possible.
5. Write the answers on the board.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 40 and 41, pages 74 – 77** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the class of students into groups. Give each group an envelope with the parts of sentences. The groups have to search for the missing parts of their sentences with the other groups. When you give a signal, let every group move to another group. They then have to match the parts they have to form complete sentences. When you next give the signal, have the groups move around again to search for more sentences that match. When they have found the matching sentences, get them to write the sentences on **page 73**.
2. If time permits, get each group to write two more sentences with adverb clauses of purpose.
3. Let each group share their sentences with the class.

Optional Activities

1. Ask the students to complete **Exercise 42, pages 78 – 79** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to go through one question in **Exercise 42** with the students before they do the questions on their own. Remind the students about the use of 'can' and 'could' in adverb clauses of purpose.
4. You may want the students to think about the things they like to do often. Get them to think about the purpose of doing them.

Example:

- I listen to music so that I can relieve stress.

They could also talk about their daily routine such as bathing, exercising, doing household chores etc.

5. You may want to provide them with suggestions that they could think about such as things they do at home in the afternoon, at night, on the way home from school, on weekends etc.
6. Get them to share their sentences with the class.