



Lesson Plan For Lesson 3



40 min

Theme: Working Hard

Focus: Adverb Clauses of Result or Purpose

Lesson Objectives

Students are able to

1. describe the result of hard work,
2. complete sentences using the correct adverb clauses of result or purpose,
3. rewrite sentences using the 'so ... that' or 'such ... that' structure.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 6
2. Cut-up sentences that contain adverb clauses of result or purpose
3. Pairs of sentences that students can rewrite using 'so ... that' or 'such ... that'
4. Picture cards that allow for the students to use descriptive phrases with adverb clauses of result or purpose (Have enough for each group in the class.)

Introduction / Warm-up Activity (5 min)

1. Show the students several words and get them to rearrange them to form a sentence that contains an adverb clause of result or purpose. For example, they should form sentences such as 'Tim trained so hard that he strained his leg muscles.'
2. Repeat this activity as many times as possible, ensuring that different sentence structures are used.
3. Ask the students questions about the sentences such as what the action is and what the result of the action is.
4. Write the sentences on the board and underline 'so ... that' or 'such ... that'.

Lesson (10 min)

Adverb Clauses of Result or Purpose

1. Refer the students to **pages 13 – 14 of Learning Grammar Workbook 6**. Get them to read the examples.
2. Provide as many examples as possible for each rule in the book so as to let the students have a better understanding of how 'so ... that' or 'such ... that' can be used.

3. You may want to review what adjectives and noun phrases are.
4. Show the students pairs of sentences and get them to join the sentences using 'so ... that' or 'such ... that'.
5. For each of the sentences, you may want the students to identify which rule it belongs to in the workbook.

Classroom Activities / Assessment (15 min)

1. Let the students complete **Exercise 7, 8 and 9, pages 15 – 19** on their own.
2. Facilitate the students' learning by walking around to check their answers.
3. You may want them to share their answers for **Exercise 9** with the rest of the class.

Additional Activities / Closure (10 min)

1. Divide the class of students into groups. Give each group a picture card that depicts a scene such as a rainy day, an accident etc.
2. Get them to write 5 to 8 sentences.
3. Let them share their sentences with the class. Ask the class for other sentences that they can think of which the group did not come up with. You may want to let each group write down all the possible sentences. You may want to start a 'Writer's Wall' in the class and get the students to pin the pictures and their sentences on the wall.

Optional Activities

1. Ask the students to complete **Exercise 10, pages 20 – 21** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Get the students to read through a short chapter or part of chapter in the storybook they are reading at the moment. Then get them to think of the various actions and situations that the characters are put in and the results and purposes of those actions and situations. Get them to write about the events in the chapter using 'so ... that' or 'such ... that'.
4. Let them share their sentences with the class.