

# Adverb Clauses of Reason and Purpose Lesson Plan

Level	Pre-intermediate to intermediate
Students	General English Adults (5-25 students)
Objective(s)	<ul style="list-style-type: none"> <li>• Distinguish between adverb clauses of reason and purpose</li> <li>• Form accurate sentences using appropriate connectors</li> <li>• Use the target language in short, meaningful spoken and written tasks</li> </ul>
Target Language	<ul style="list-style-type: none"> <li>• Adverb Clauses of Reason: Because, since, as</li> <li>• Adverb Clauses of Purpose: so that, to/in order to (infinitive)</li> </ul>
Modality/Platform	Online/Zoom
Duration	120 minutes
Assumptions	Students have already learned about conjunctions. Using materials in Pearson Teaching Portal to support student learning.
Possible Issues	Students may have trouble differentiating between adverb clauses of reason ( <i>why</i> ) and clauses of purpose ( <i>goal</i> ).

## Lesson

Warm-up			7 min
Duration	Activities	Slide #	Notes
1 min	Briefly review the agenda.	Display slide #2	
6 min	<p>Tell the class that there are 6 idioms on screen that express family relationships, shared traits/characteristics, and connections, that make everyday communication richer/more valuable.</p> <p>Ask students if they have heard each one of the idioms shown on screen. If someone is familiar with it, ask them how it was used and what it means. If no one is familiar with it, use it in a sentence and then ask them if they can guess what it might mean based on the context.</p>	Display slide #4	Students have indicated in the past that they like learning new idioms.

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1 min	Type on screen the correct definitions the students give.  After getting definitions for all 6 idioms, show the definitions. Leave on screen for about 30 seconds as some students like to take a photo for future reference.	Display slide #5	
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Lead In			5 min
Duration	Activities	Slide #	Notes
3 min	Ask students to answer this question using a complete sentence: Why are you learning English? Give students a minute to respond. Write a few answers that begin with "because" on the slide.	Display slide #7	
2 min	Highlight the word "because" (bold or different color) in the displayed responses. Ask students what part of speech is "because." [Conjunction; as are "and," and "but."]  Ask what the function of a conjunction is. [To connect words and phrases] Explain that "because" is a conjunction that explains a reason/reasons or purpose. We'll first focus on using because to explain reasons.	Display slide #8	

Presentation			17 min
Duration	Activities	Slide #	Notes
3 min	Ask a student to read the first example: "I'd like Monica...." Explain that the sentence is made up of two clauses:  Main clause (I'd like Monica to start planning now") + adverb clause (because	Display slide #9	

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<p>2 min</p>	<p>(she is one of our best students). The adverb clause is the reason <b>why</b> I'd like Monica to start planning now.</p> <p>Explain that other conjunctive words can also be used to express a reason: "since" and (less frequently) "as."</p> <p>Have another student read the next example: Main clause (I want Robert to get some tutoring) + adverb clause (since he is having some trouble with math). "Why do I want Robert to get some tutoring?" [Response should be "since he's having some trouble in math."]</p>	<p>Display slide #10</p>	
<p>4 min</p>	<p>Have students read each of the following sentences and then ask them to identify the main and adverb clauses (adverb clause in red below):</p> <ul style="list-style-type: none"> <li>• She stayed home <b>since she was sick</b>.</li> <li>• He took the bus to work <b>because his car was in the repair shop</b>.</li> <li>• <b>Since they were already at the restaurant</b>, they decided to order dinner.</li> </ul>		<p>Clearly identify the main and adverb clauses on the slide.</p>
<p>3 min</p>	<p>Concept check: Ask students, "In each of these sentences, does the adverb clause explain <b>why</b>?" [Response should be "Yes".]</p> <p>Have a student read each one of the bulleted items. After the second bullet, explain the graphic that shows what a sentence looks like when the main clause comes after the adverb clause (don't forget the comma!).</p>	<p>Display slide #11</p>	
<p>5 min</p>	<p>Review a few sentences. Have a student read the sentence. Review the sentence form – the main clause and the adverb clause introduced by the word "because."</p> <p>Ask students if the adverb clause explains "why" I study English. [Response is "yes."]</p> <p>Have a student read the sentence. Review the sentence form – the main clause and the adverb clause introduced by the word "since."</p>	<p>Display slide #12</p> <p>Display slide #13</p> <p>Display slide #14</p>	

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1 min	<p>Have a student read the next sentence. Review the sentence form – the main clause and the adverb clause introduced by the word “as.” Explain that “as” is used less often in conversation...it’s a little more formal sounding.</p> <p>Emphasize on this slide that the adverb clause is the reason and the main clause is the result.</p> <p>Ask students if they have any questions about what was presented so far.</p>	Display slide #15	Go back to any of the previous slides to help answer students’ questions.
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<b>Practice</b>			<b>16 min</b>
Duration	Activities	Slide #	Notes
5 min	Have a student read the instructions. Review the first example. Call on a student to read a sentence out loud, then have them identify the main clause (teacher circles it) and the adverb clause of reason (teacher underlines it).	Display slide #16	
5 min	Have a student read the instructions. Review the first example to demonstrate. Call on a student to read a line out loud, then combine the sentences into a single sentence with a main clause, adverb clause, and conjunction or comma.	Display slide #17	
5 min	Have a student read the instructions. Review the first example to demonstrate. Call on a student to read a line out loud, then student will finish the sentence with a reason.	Display slide #18	
1 min	Summarize use of adverb clauses of reason, and state that the other use of adverb clauses – adverb clauses of purpose – will be the focus after the break.	Display slide #19	

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<b>Break</b>	<b>10 min</b>
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<b>Presentation</b>			<b>9 min</b>
Duration	Activities	Slide #	Notes
1 min	Explain that similar to adverb clauses of reason, adverb clauses can be used to state a purpose or intention. Verify that the class knows what "intention" means ["an idea that you plan to do"]. Adverb clauses of purpose have a main clause, followed by the connectors "so that" or it can have the infinitive "to + base verb" to start the clause.	Display slide #21	
1 min	Have a student read the two sentences in blue text. Then ask the class "Do these sentences mean the same thing?" [Response should be yes.]	Display slide# 22	
1 min	Both sentences do mean the same thing. Concept check: Do the clauses explain the purpose or intention? [Response: Yes, both clauses explain the purpose for why I came to class early: to talk with my teacher.]	Display slide #23	
3 min	The form of a sentence with an adverb clause of purpose is like a sentence for an adverb clause of reason: there's a main clause, plus the words "so that" that starts the adverb clause of purpose. Have a student read the example, then have another student identify the main clause, and still another student identify the adverb clause.	Display slide #24	If a student asks if the adverb clause of reason and that of the purpose are essentially the same thing, say that the meanings are very similar, but there's a small difference. For example, Saying "I came to class early because I could talk with my teacher" has a slight difference in meaning than "I came to class early so that I could talk with my teacher."
3 min	The sentence form for an infinitive clause is a little different: there's a main clause, plus a clause that begins with an infinitive. The "to" in the infinitive means "in order to." Have a student read the example. Then have another student identify the main clause and still another identify the infinitive clause. Then say that "to meet with me" and "in order to meet with me" have the same meaning.	Display slide #25	

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<b>Practice</b>			<b>27 min</b>
Duration	Activities	Slide #	Notes
7 min	Give students instructions: Teacher will call on students to read each sentence out loud, then identify the adverb or infinitive clause (teacher underlines it). Review the first example.	Display slide #26	
10 min	Give students instructions: Teacher will call on students to read each line out loud, then identify the adverb or infinitive clause (teacher underlines it).	Display slide #27	
7 min	Give students instructions. Review the first example. Call on students to read each line out loud, then identify fill in the blank using "to" or "so that" to complete the sentence.	Display slide #28	
1 min	Today you learned about two types of adverb clauses. Have students read each of the types.	Display slide #29	
2 min	Ask students "what words start adverb clauses of reason? [Response: "because" and "since" (and "as" sometimes)]. And what words start clauses of purpose or intention? [Response: "so that" for an adverb clause or an infinitive that means "in order to."]	Display slide #30	

<b>Production</b>			<b>25 min</b>
Duration	Activities	Slide #	Notes
10 min	Tell the class that they will have a discussion now. Have a student read the topic questions. Repeat to clarify if necessary. Prompt discussion if necessary. Then add bullets as each student contributes. Here	Display slide #31	

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15 min	<p>are some responses (which you can also use as prompts if necessary):</p> <p><b>Key Benefits of Parental Involvement</b></p> <ul style="list-style-type: none"><li>• <b>Do Better in School:</b> Students with involved parents usually earn higher grades, get higher test scores, and have better school attendance.</li><li>• <b>Better Behavior:</b> Active parental involvement usually means lower suspension rates and fewer behavior issues in school.</li><li>• <b>Better Social &amp; Emotional Growth:</b> Children demonstrate improved social skills and better adjustment to the school environment.</li><li>• <b>Long-Term Success:</b> Involvement creates better attitudes toward school, higher goals, and a greater likelihood of completing secondary education.</li><li>• <b>Stronger Teacher-Parent Relationships:</b> Working together helps both parties reach goals for the child.</li></ul> <p><b>Effective Ways to Be Involved</b></p> <ul style="list-style-type: none"><li>• <b>Creating a Learning Environment at Home:</b> Establishing routines for homework, reading, and making sure students get enough sleep.</li><li>• <b>Supporting School Activities:</b> Attending parent-teacher conferences and school events.</li><li>• <b>Encouraging Communication:</b> Keeping an open dialogue with teachers about student progress.</li><li>• <b>Reinforcing Positive Habits:</b> Encouraging curiosity and independent problem-solving.</li></ul> <p>Reinforce that students have discussed the topic and gave some really good answers. Have a student read the instructions.</p>	Display slide #32	
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	<p>Highlight that you want each student to write one sentence. They should use either a reason clause or purpose clause to write their sentence about why parents should be involved in their children's education. Give them about 10 minutes. Afterwards, spend about 5 minutes quickly reviewing and commenting on/correcting written responses.</p>		
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<b>Wrap-up</b>			<b>3 min</b>
Duration	Activities	Slide #	Notes
1 min	As always, there are several practice exercises to help students get better at using reason and purpose clauses. Each exercise takes just a few minutes and gives you answers.	Display slide #34	
2 min	Ask students if they have any questions about the lesson. Tell them they did a great job and you'll see them next lesson.		