

# English Ladder

## Teaching Guide

### The Dual Function of "So" in English

A concise classroom guide with lesson flow, teaching cues, and a ready-to-use answer key built around the same English Ladder concept sheet.



Grammar Concepts #30 1. "So" Introducing a Reason 2. "So" Introducing a Result 3. Alternative Expressions 4. Subtle Distinctions

#### Visual anchor


Use the concept poster to spotlight the main language pattern in **The Dual Function of "So" in English** and keep the explanation visible during practice and discussion.

**ENGLISH LADDER**

Concept #30 ▶ "So" | Reason vs Result

Sometimes "so" introduces a reason, and sometimes a result.

Note the comma here.

**THE REASON**  **THE RESULT**

**I bought a new car**

so (that) I can drive to work.  
in order to easily commute to work.  
to make my commute easier.  
in the hope I could commute easily.  
as a way to speed up my commute.

**I bought a new car,**

so I can now drive to work.  
and as a result, I now drive to work.  
and this allows me to drive to work.  
and consequently, I now drive to work.  
and therefore, my commute is easier.

In this case you are introducing the reason or purpose for buying a new car.

In this case you are introducing the effects or consequences of buying a new car.

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## At a Glance

<p><b>Lesson focus</b> The Dual Function of "So" in English</p>	<p><b>Suggested timing</b> 45-60 minutes</p>
<p><b>Core objective</b> Students explain the target pattern clearly and apply it accurately in controlled practice and discussion.</p>	<p><b>Materials</b> Student PDF, the concept image, board space, and time for partner checking.</p>

## Suggested Lesson Flow

<b>Warm-up</b>	Display the concept image and ask learners to predict the rule behind <b>The Dual Function of "So" in English</b> before reading the explanation.
<b>Model</b>	Walk through the Core Idea and the sections on 1. "So" Introducing a Reason, 2. "So" Introducing a Result, 3. Alternative Expressions. Pause after each part so students can restate the pattern in plain English.
<b>Guided practice</b>	Project two or three examples from the concept sheet and ask pairs to explain why each choice works, not just what the answer is.
<b>Independent work</b>	Assign the 19 practice items for quiet work, partner checking, and final feedback.
<b>Closure</b>	Ask students to create one new sentence or mini-example of their own that follows the same pattern.



## Likely Learner Errors

- Learners may overgeneralize the first pattern they notice. Keep returning to **1. "So" Introducing a Reason, 2. "So" Introducing a Result, 3. Alternative Expressions** and ask students to explain what changes from one example to the next.
- Long explanations can hide the signal word or structure. Have students underline the exact phrase that tells them which form, pattern, or response is needed.
- If students can choose an answer but cannot explain it, ask them to justify their choice using words taken directly from the concept sheet.

## Differentiation and Delivery Notes

- Support: teach one section at a time, then send students back to **the examples** or the practice set so they can apply the same rule immediately.
- Pair work: let students compare answers aloud before you reveal the key. The explanation step is as important as the final answer.
- Extension: ask stronger students to write two fresh examples or a short dialogue that uses the same target language accurately.

## Model Language from the Concept Sheet

- I'm studying hard so I can improve my grades.
- We left early so we wouldn't miss the train.
- She's learning Italian so she understands opera better.
- I'm saving money so that I can buy a house next year.
- It was raining heavily, so the event was cancelled.
- He forgot his wallet, so he couldn't pay for lunch.



## Answer Key

Use this key for whole-class feedback or fast marking.

**ITEM 01**

b) I studied hard so I can pass the exam.

**ITEM 02**

c) The concert was sold out, so we watched it online instead.

**ITEM 03**

b) I woke up late, so I missed the bus.

**ITEM 04**

a) I'm writing this email so that my colleagues understand the new protocol.

**ITEM 05**

a) I hadn't eaten all day, so I'm extremely hungry now.

**ITEM 06**

d) All of the above.

**ITEM 07**

a) She enrolled in a cooking class with the aim of impressing her in-laws.

**ITEM 08**

a) I studied hard so pass the exam.

**ITEM 09**

a) So, I was walking down the street when suddenly...

**ITEM 10**

c) I'm studying French in order to read Voltaire.

**ITEM 11**

a) The roads are icy; therefore, drive carefully.

**ITEM 12**

b) I overslept, so I missed the meeting.

**ITEM 13**

d) Both a and b.

**ITEM 14**

a) She's been practicing the piano for years, so she'll likely win the competition next month.



ITEM 15

a) The company invested in new technology; as a result, productivity increased.

ITEM 16

a) So, what do you think about the proposal?

ITEM 17

a) She's taking extra classes with a view to improving her job prospects.

ITEM 18

c) I bought a new car so I can drive to work; so, my commute is easier now.

ITEM 19

a) The experiment yielded unexpected results; thus, we need to revise our hypothesis.

## Feedback Cues

- Item 01: Feedback: Option b) correctly uses "so" to express a reason or purpose. The other options use "so" to express a result or consequence.
- Item 02: Feedback: Option c) correctly uses "so" to introduce a result. The other options use "so" to express a reason or purpose.
- Item 03: Feedback: Option b) correctly uses a comma before "so" when expressing a result. The other options either incorrectly use a comma or correctly omit it when expressing a reason.
- Item 04: Feedback: Option a) correctly uses "so that" to express purpose. Option b) is also grammatically correct, but less natural. Options c) and d) incorrectly use "so that" for unintended consequences or results.
- Item 05: Feedback: Option a) correctly uses different tenses (past perfect and present) that logically follow the sequence of events. The other options have inconsistent or illogical tense combinations.
- Item 06: Feedback: All the sentences correctly use "so" as an intensifier, meaning "very" or "to such a degree."