

English Ladder

Teaching Guide

Understanding the Use of -ing and -ed with Emotion Words

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 #03

Key Points

Summary

Visual anchor

Use the concept poster to spotlight the main language pattern in **Understanding the Use of -ing and -ed with Emotion Words** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept #03 ▶ Are you excited or exciting?

Emotion words can end in **-ing** or **-ed**.
The **-ing** word is the source, and the **-ed** word is the destination.

-ing → **-ed**

Source → Destination

- Excit-
- Amaz-
- Interest-
- Frustrat-
- Bor-
- Annoy-
- Alarm-
- Calm-
- Shock-
- Amus-
- Embarrass-
- Exhaust-
- Depress-
- Disturb-
- Relax-
- Worr(y)-
- Confus-
- Insult-

This movie is exciting!

I am excited by/about this movie!

The book excitingly told the spy story.

I excitedly read the spy story in the book.

This manual is very confusing.

I am very confused by this manual.

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At a Glance

<p>Lesson focus Understanding the Use of -ing and -ed with Emotion Words</p>	<p>Suggested timing 45-60 minutes</p>
<p>Core objective Students explain the target pattern clearly and apply it accurately in controlled practice and discussion.</p>	<p>Materials Student PDF, the concept image, board space, and time for partner checking.</p>

Suggested Lesson Flow

Warm-up	Display the concept image and ask learners to predict the rule behind Understanding the Use of -ing and -ed with Emotion Words before reading the explanation.
Model	Walk through the Core Idea and the sections on Key Points, Summary. Pause after each part so students can restate the pattern in plain English.
Guided practice	Project two or three examples from the concept sheet and ask pairs to explain why each choice works, not just what the answer is.
Independent work	Assign the 24 practice items for quiet work, partner checking, and final feedback.
Closure	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 **Key Points, Summary** 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

- This movie is exciting!
- The movie causes excitement.
- The book excitingly told the spy story.
- The way the book told the story was exciting.
- This manual is very confusing.
- The manual causes confusion.



Answer Key

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

ITEM 01 alarming

ITEM 02 exciting

ITEM 03 confused

ITEM 04 annoyed

ITEM 05 amazing

ITEM 06 amusing

ITEM 07 interesting

ITEM 08 annoying

ITEM 09 confusing

ITEM 10 shocked

ITEM 11 amused

ITEM 12 exhausting

ITEM 13 frustrating

ITEM 14 depressed



ITEM 15

shocking

ITEM 16

frustrated

ITEM 17

depressing

ITEM 18

exhausted

ITEM 19

boring

ITEM 20

excited

ITEM 21

amazed

ITEM 22

interested

ITEM 23

amazing

ITEM 24

alarmed