

English Ladder

Teaching Guide

Understanding the Use of "This," "That," and "It"

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 #28

Key Points

Additional Examples

Practice Exercises

Visual anchor

Use the concept poster to spotlight the main language pattern in **Understanding the Use of "This," "That," and "It"** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept 28 ► This | That | It

When referring to an idea, **"this"**, **"that"** and **"it"** are used differently.

Use **"this"** when referring to an idea you have just mentioned.

I'm bigger than ducks!
This is important to remember!

Use **"that"** when referring to an idea someone else has just mentioned.

I agree! That is important to remember!

Use **"it"** at the beginning of a sentence when referring to an idea at the end of the sentence.

It is important to remember that I am bigger than both of you!

The duck is snack-size. It looks delicious.

"It" is also used for physical objects that are not ideas.

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At a Glance

<p>Lesson focus Understanding the Use of "This," "That," and "It"</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 "This," "That," and "It" before reading the explanation.
Model	Walk through the Core Idea and the sections on Key Points, Additional Examples, Practice Exercises. 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, Additional Examples, Practice Exercises** 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" should directly follow the mention of the idea.
- It is used for emphasis and to highlight importance.
- I just finished reading a fantastic book. This is the best book I've read all year.
- We need to improve our customer service. This is crucial for our business's success.
- I've decided to learn Spanish. This will be a new and exciting challenge for me.
- The company posted record profits this quarter. This demonstrates our market strength.



Answer Key

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

ITEM 01

I just finished reading a fantastic book. This is the best book I've read all year.

ITEM 02

Person A: "The presentation was very informative." Person B: "Yes, that provided a lot of useful insights."

ITEM 03

It is important to remember that we have a meeting tomorrow.

ITEM 04

We need to improve our customer service. This is crucial for our business's success.

ITEM 05

Person A: "Exercise can significantly improve your health." Person B: "Absolutely! That is a fact."

ITEM 06

It is essential to understand the basics before moving on to advanced topics.

ITEM 07

The company posted record profits this quarter. This demonstrates our market strength.

ITEM 08

Person A: "He has shown great leadership in the project." Person B: "Indeed, that has been evident from the start."

ITEM 09

It is a common practice to start meetings with a brief overview.

ITEM 10

I've decided to learn Spanish. This will be a new and exciting challenge for me.

ITEM 11

Person A: "The concert last night was amazing." Person B: "Yes, that was the best performance I've seen this year."

ITEM 12

It is likely that the event will be rescheduled due to the weather.

ITEM 13

She found an innovative solution to the problem. This could revolutionize our approach.

**ITEM 14**

Person A: "Our sales have increased by 20% this quarter." Person B: "Indeed, that is a remarkable achievement."

ITEM 15

It is evident from the results that the new strategy is working.

ITEM 16

They launched a new product last month. This has already received positive feedback from customers.

ITEM 17

Person A: "We need to invest more in renewable energy." Person B: "Yes, that is a critical step for sustainability."

ITEM 18

The cake is delicious. It tastes amazing.

ITEM 19

It was surprising to see how much progress was made in a short time.

ITEM 20

I'm adopting a new productivity method. This should help me manage my time better.

ITEM 21

Person A: "We need to be more environmentally conscious." Person B: "Yes, that is absolutely true."

ITEM 22

The solution is simple. It only requires a minor adjustment.

ITEM 23

Person A: "She completed the marathon in under three hours." Person B: "Wow, that is impressive!"

ITEM 24

It is a wonderful surprise to receive your letter.



Feedback Cues

- Item 01: Feedback: "This" refers back to the idea of the fantastic book just mentioned.
- Item 02: Feedback: "That" refers to the idea mentioned by Person A.
- Item 03: Feedback: "It" is used to introduce the idea mentioned later in the sentence.
- Item 04: Feedback: "This" refers back to the idea of improving customer service just mentioned.
- Item 05: Feedback: "That" refers to the idea mentioned by Person A.
- Item 06: Feedback: "It" is used to introduce the idea mentioned later in the sentence.