

English Ladder

Teaching Guide

Concept: To X / For Xing

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	Key Points	Further Examples and Pr	Practice Sentences for Non-Native	Summary
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Visual anchor

Use the concept poster to spotlight the main language pattern in **Concept: To X / For Xing** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept 29 ► **To X / For Xing**

Generally, if we say "Y is **for Xing**", we are saying "X" is the primary purpose of "Y". If we want to indicate "X" is a not the main purpose of "Y", we say "I am using Y **to X**."

Primary Purpose	Secondary Purpose
Pens are for writing .	I used the pen to scratch my head.
Keys are for opening locks.	He used the key to open the letter.
Golf clubs are for hitting golf balls.	She used the golf club to fight monsters.



At a Glance

<p>Lesson focus Concept: To X / For Xing</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 Concept: To X / For Xing before reading the explanation.
Model	Walk through the Core Idea and the sections on Key Points, Further Examples and Practice, Practice Sentences for Non-Native Speakers. 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, Further Examples and Practice, Practice Sentences for Non-Native Speakers** 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

- She always carries a pen for writing notes during meetings.
- Make sure to bring your keys for opening the front door when you get home.
- He bought a new set of golf clubs for hitting golf balls more accurately.
- We need a sharp knife for cutting vegetables for dinner.
- She borrowed several books from the library for reading over the weekend.
- He uses his phone for making calls to his family every evening.



Answer Key

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

ITEM 01 b) for illuminating

ITEM 02 a) to scratch

ITEM 03 b) for keeping

ITEM 04 a) to stand

ITEM 05 b) for protecting

ITEM 06 a) to open

ITEM 07 b) for taking

ITEM 08 a) to hold

ITEM 09 b) for processing

ITEM 10 a) to play

ITEM 11 b) for telling

ITEM 12 a) to reflect

ITEM 13 b) for protecting

ITEM 14 a) to block



ITEM 15 b) for watching

ITEM 16 a) to display

ITEM 17 b) for cutting

ITEM 18 a) to tighten

ITEM 19 b) for writing

ITEM 20 a) to scratch

ITEM 21 b) for transporting

ITEM 22 a) to move

ITEM 23 b) for making

ITEM 24 a) to take



Feedback Cues

- Item 01: Explanation: The primary purpose of a flashlight is to illuminate dark areas, so "for illuminating" is the correct choice.
- Item 02: Explanation: Scratching my back is a secondary use of a ruler, so "to scratch" is the correct choice.
- Item 03: Explanation: The primary purpose of a refrigerator is to keep food fresh, so "for keeping" is the correct choice.
- Item 04: Explanation: Standing on a chair to change a light bulb is a secondary use, so "to stand" is the correct choice.
- Item 05: Explanation: The primary purpose of an umbrella is to protect from the rain, so "for protecting" is the correct choice.
- Item 06: Explanation: Opening a package with a stapler is a secondary use, so "to open" is the correct choice.