

# English Ladder

## Teaching Guide

### Sensory Terms

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 #39

Key Points

3. Additional Examples for Clarification

Conclusion

#### Visual anchor

Use the concept poster to spotlight the main language pattern in **Sensory Terms** and keep the explanation visible during practice and discussion.

**ENGLISH LADDER**

Concept #39 ► Look at | Watch | Hear | Listen to

	Not Intentional	Intentional	
No Movement	I saw the dead dog.	I saw the painting.	I <u>looked at</u> the painting.
Movement	I saw Tom fall down.	I saw the movie.	I <u>watched</u> the movie.
	The word "see" is flexible. However, the four other terms are not.		
	I <u>heard</u> Tom's voice.	I <u>listened to</u> Tom complain about his bad luck.	

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## At a Glance

<p><b>Lesson focus</b> Sensory Terms</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>Sensory Terms</b> before reading the explanation.
<b>Model</b>	Walk through the Core Idea and the sections on Key Points, 3. Additional Examples for Clarification, Conclusion. 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 24 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 **Key Points, 3. Additional Examples for Clarification, Conclusion** 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

- Definition: The verb "look at" implies a deliberate action where the subject directs their eyes toward an object or scene....
- Context: Typically used when the object is stationary or when the focus is on observing details rather than tracking movement.
- Intentionality: High (the action is performed intentionally).
- Examples: "I looked at the painting." (The focus is on the stationary painting.) "She looked at the clock to check the time." (A deliberate act of checking the time.) "Please look at this document and let me know your thoughts." (The action of reading or reviewing.)
- Definition: The verb "watch" also implies intentionality, but it is used when the object or scene involves movement or when the subject is engaged in continuous observation over time.
- Context: Commonly used when the subject of observation is in motion or when there is a progression of events.



## Answer Key

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

ITEM 01 b) saw

ITEM 02 b) watched

ITEM 03 c) looked at

ITEM 04 a) watched

ITEM 05 c) hear

ITEM 06 b) listened to

ITEM 07 a) saw

ITEM 08 b) watches

ITEM 09 c) saw

ITEM 10 c) listened to

ITEM 11 c) heard

ITEM 12 b) looked at

ITEM 13 c) heard

ITEM 14 b) heard



ITEM 15

b) watched

ITEM 16

c) listened to

ITEM 17

c) watched

ITEM 18

a) saw

ITEM 19

d) saw

ITEM 20

a) watched

ITEM 21

c) listened to

ITEM 22

d) saw

ITEM 23

c) watched

ITEM 24

d) listened to