

English Ladder

Teaching Guide

Noun/Verb Confusion: Understanding the Difference

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 #06

Key Points

Summary

Practice Sentences

Visual anchor

Use the concept poster to spotlight the main language pattern in **Noun/Verb Confusion: Understanding the Difference** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept #06 ► Noun/Verb Confusion

Some words can function as both **nouns** and **verbs**.
Be careful how you use them in a sentence.

The **noun** style requires extra words on both sides.

give support access advice respect a visit a call contact
make to with

►►► We will support access advice respect visit call contact them.

The **verb** style is direct and requires no extra words.

Note that "to" would be incorrect here.

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At a Glance

<p>Lesson focus Noun/Verb Confusion: Understanding the Difference</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 Noun/Verb Confusion: Understanding the Difference before reading the explanation.
Model	Walk through the Core Idea and the sections on Key Points, Summary, Practice Sentences. 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, Practice Sentences** 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

- Support (noun):
 - Correct: We need to give support to the team.
 - Incorrect: We need support the team.
- Access (noun):
 - Correct: We need to make access to the database.
 - Incorrect: We need access the database.



Answer Key

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

ITEM 01

We need to support the new project. (support / give support)

ITEM 02

Can you access the files for me? (access / give access)

ITEM 03

She always advises wisely. (advises / advice)

ITEM 04

He respects his parents deeply. (respects / respect)

ITEM 05

They are planning to make a visit to the ancient ruins. (make a visit / visit)

ITEM 06

I need to make a call to my supervisor. (make a call / call)

ITEM 07

Please make contact with me if you need any help. (make contact / contact)

ITEM 08

We need to give support to the team. (support / supporting)

ITEM 09

You can obtain access to the database. (access / accessing)

ITEM 10

She gave advice to her friend. (advice / advise)

ITEM 11

He has a lot of respect for his mentor. (respect / respects)

ITEM 12

They made a visit to the museum. (visit / visiting)

ITEM 13

We need to make a call to the client. (call / calling)

ITEM 14

She contact with the author. (made contact / contacted)



ITEM 15

We need to support the team. (support / support to)

ITEM 16

You can access the database. (access / access to)

ITEM 17

She advise her friend. (advised / adviced)

ITEM 18

He respects his mentor. (respects / respect to)

ITEM 19

They will visit to the museum. (make a visit / visit)

ITEM 20

We need to call the client. (call / call to)

ITEM 21

She will contact the author. (contact / contact with)

ITEM 22

We need to give them access the database. (access to/ access for)

ITEM 23

She gave advice wisely. (advice / advise)

ITEM 24

He respect for his mentor. (has respect / respects)