

English Ladder

Teaching Guide

Understanding the Use of "About" with Verbs

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 #07

Key Points

Visual anchor

Use the concept poster to spotlight the main language pattern in **Understanding the Use of "About" with Verbs** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept #07 ▶ Let's talk about **about**!

Some verbs carry the meaning of a simple short action such as **talk**, **walk**, and **think**. If we want to show these actions were longer actions, we add **about**.

(Short) The baby **talked**! He said "Mama"!
(Long) The professor **talked about** the French economy.

(Short) The baby **walked**! She took two steps!
(Long) I **walked about** Tokyo and enjoyed the many sights.

(Short) I **think** Tom is 30. That must be his age.
(Long) I'm **thinking about** buying a house. It is so complicated!

However, for many verbs the idea of "long" is built into the verb, so we don't need the word **about**. For example, we never say "We were discussing **about** it." Instead we say "We were discussing it." It is assumed that a discussion takes a long time.

Don't use **about** after these verbs ▶

- discuss
- describe
- remember
- imagine
- consider
- ponder
- decide
- explain
- criticize
- realize
- report
- announce
- notice

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At a Glance

<p>Lesson focus Understanding the Use of "About" with Verbs</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 "About" with Verbs before reading the explanation.
Model	Walk through the Core Idea and the sections on Key Points. 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** 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

- Talk Short Action: The baby talked!...
- Walk Short Action: The baby walked!...
- Think Short Action: I think Tom is 30....
- Discuss Incorrect: We were discussing about it. Correct: We were discussing it. Discuss already implies a detailed conversation.
- Consider Incorrect: She is considering about the proposal....
- Explain Incorrect: He explained about the problem. Correct: He explained the problem. Explain involves giving detailed information.



Answer Key

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

ITEM 01

The correct sentence is "The professor talked about the French economy." A. Correct
B. Incorrect

ITEM 02

I explored Tokyo and saw many things. A. I walked briefly in Tokyo. B. I explored Tokyo
and saw many things. C. I didn't see much in Tokyo.

ITEM 03

I am considering the idea of buying a house. A. I am buying a house right now. B. I am
considering the idea of buying a house. C. I am not interested in buying a house.

ITEM 04

The correct sentence is "We were discussing it." A. Correct B. Incorrect

ITEM 05

She is thinking carefully about the proposal. A. She accepted the proposal. B. She is
thinking carefully about the proposal. C. She rejected the proposal.

ITEM 06

The correct sentence is "He explained the problem." A. Correct B. Incorrect

ITEM 07

They gave a detailed account of the incident. A. They kept the incident a secret. B.
They gave a detailed account of the incident. C. They ignored the incident.

ITEM 08

The correct sentence is "She described the scene." A. Correct B. Incorrect

ITEM 09

He is thinking deeply about the situation. A. He is ignoring the situation. B. He is
thinking deeply about the situation. C. He briefly considered the situation.

ITEM 10

They gave a detailed analysis of the faults in the new policy. A. They praised the new
policy. B. They gave a detailed analysis of the faults in the new policy. C. They ignored
the new policy.

ITEM 11

She made a public statement about the event. A. She ignored the event. B. She kept
the event a secret. C. She made a public statement about the event.

**ITEM 12**

The correct sentence is "He imagined a world without war." A. Correct B. Incorrect

ITEM 13

They came to a conclusion about their next move. A. They ignored their next move. B. They came to a conclusion about their next move. C. They were unsure about their next move.

ITEM 14

She became aware of her mistake. A. She ignored her mistake. B. She became aware of her mistake. C. She repeated her mistake.

ITEM 15

He became aware of the change through his senses. A. He ignored the change. B. He was unaware of the change. C. He became aware of the change through his senses.

ITEM 16

The correct sentence is "He is discussing his project with the team." A. Correct B. Incorrect

ITEM 17

She is thinking carefully about the new job opportunity. A. She rejected the new job opportunity. B. She ignored the new job opportunity. C. She is thinking carefully about the new job opportunity.

ITEM 18

He gave detailed information about the solution to the problem. A. He ignored the solution to the problem. B. He gave detailed information about the solution to the problem. C. He briefly mentioned the solution to the problem.

ITEM 19

They gave a detailed account of the results of the experiment. A. They ignored the results of the experiment. B. They gave a detailed account of the results of the experiment. C. They briefly mentioned the results of the experiment.

ITEM 20

The correct sentence is "She described the events of the day." A. Correct B. Incorrect

ITEM 21

He thought deeply about his decision for a long time. A. He ignored his decision. B. He thought deeply about his decision for a long time. C. He briefly considered his decision.

ITEM 22

They gave a detailed analysis of the faults in the movie. A. They praised the movie. B. They gave a detailed analysis of the faults in the movie. C. They ignored the movie.

**ITEM 23**

The correct sentence is "She announced the winner of the contest." A. Correct B. Incorrect

ITEM 24

He created a picture in his mind of a future full of possibilities. A. He created a picture in his mind of a future full of possibilities. B. He ignored the future full of possibilities. C. He didn't think about a future full of possibilities.