

# English Ladder

## Teaching Guide

### Accusing & Blaming

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	Usage Notes	Additional Example	Grammar Concepts: Accusing & Blaming
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#### Visual anchor

Use the concept poster to spotlight the main language pattern in **Accusing & Blaming** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

## Concept #24 ▶ Accusing & Blaming

**I accused him of lying/cheating.**  
You directly told him (perhaps publicly) he was lying/cheating.

**I blamed him for the accident/mistake.**  
You thought or claimed he was the one who caused the accident/mistake.

**I shamed him for his lie/mistake.**  
You tried to publicly humiliate him for his lie/mistake.

**He was guilty of lying/cheating.**  
He actually did lie or cheat.


**He felt guilty of lying/cheating.**  
He felt the emotion of guilt for his lying/cheating.

**He felt ashamed of lying/cheating.**  
He felt the emotion of shame for his lying/cheating.


**I resented his lying to me.**  
You had deep bitterness about his lying to you, and could not forgive him.

**I forgave him for lying to me.**  
You forgave him for lying, and now carry no resentment.

We use "**accuse**" for intentional bad behavior, but "**blame**" for less intentional mistakes or accidents.



If someone is accused of a crime, goes to court, and is determined to be guilty, we say they have been "**found guilty**".



If someone has wronged you, and you "**hold it against them**", you feel resentment towards them.

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## At a Glance

<p><b>Lesson focus</b> Accusing &amp; Blaming</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>Accusing &amp; Blaming</b> before reading the explanation.
<b>Model</b>	Walk through the Core Idea and the sections on Key Points, Usage Notes, Additional Examples. 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, Usage Notes, Additional Examples** 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

- Explanation: To accuse someone means to assert that they have done something wrong, often a serious wrongdoing, and this assertion can be made publicly or privately.
- Example Sentences: "She accused her coworker of stealing her idea." "They accused the politician of corruption during the campaign." "I accused him of breaking the vase, but he denied it."
- Explanation: To blame someone means to say or think that they are responsible for something bad that happened, usually less intentional than accusing.
- Example Sentences: "He blamed his friend for the car accident." "The teacher blamed the student for the miscommunication." "I blamed my brother for spilling the juice."
- Explanation: To shame someone means to make them feel bad and humiliated about something wrong they did, often in front of others.
- Example Sentences: "The manager shamed the employee for missing the deadline." "She shamed her son for lying about his homework." "He was shamed by his peers for cheating on the test."



## Answer Key

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

**ITEM 01**

She Accused her coworker of stealing her idea.

**ITEM 02**

They Accused the politician of corruption during the campaign.

**ITEM 03**

He Blamed his friend for the car accident.

**ITEM 04**

The teacher Blamed the student for the miscommunication.

**ITEM 05**

I Accused him for breaking the vase, but he denied it.

**ITEM 06**

The manager Shamed the employee for missing the deadline.

**ITEM 07**

She Shamed her son for lying about his homework.

**ITEM 08**

He was Guilty of spreading false rumors.

**ITEM 09**

She felt Guilty for lying to her parents.

**ITEM 10**

He felt Ashamed of his poor performance in the exam.

**ITEM 11**

She Resented her boss for not appreciating her hard work.

**ITEM 12**

He Resented his friend for breaking a promise.

**ITEM 13**

They Resented their neighbor for making too much noise.

**ITEM 14**

She Forgave her sister for borrowing her clothes without asking.



ITEM 15

He Forgave his friend for the misunderstanding.

ITEM 16

They Forgave each other after the argument.

ITEM 17

The judge found him Guilty of theft.

ITEM 18

She Blamed the weather for the delay.

ITEM 19

The teacher Accused the student of cheating during the exam.

ITEM 20

He Blamed the malfunction on poor maintenance.

ITEM 21

He felt Guilty for not helping with the project.

ITEM 22

She was Shamed by her peers for cheating on the test.

ITEM 23

The community Shamed the business for unethical practices.

ITEM 24

They felt Ashamed for not standing up against injustice.



## Feedback Cues

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- Item 01: Explanation: The correct verb here is "accused" because it involves making a serious assertion that someone has done something wrong.
- Item 02: Explanation: "Accused" is appropriate for serious allegations like corruption, implying a moral or legal wrongdoing.
- Item 03: Explanation: "Blamed" is used to attribute responsibility for an accident or mistake.
- Item 04: Explanation: "Blamed" is the correct choice when attributing responsibility for an error or problem like miscommunication.
- Item 05: Explanation: "Accused" is used because it involves a serious assertion about wrongdoing.
- Item 06: Explanation: "Shamed" indicates making someone feel bad or humiliated about their mistake, often publicly.