

# English Ladder

## Teaching Guide

### Allow vs Prohibit: Understanding Usage in Different Contexts

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 # 1. Prevent vs Enab 2. Ineligible vs Qualifi 3. Refuse vs Agree / Reject vs A 4. Forbid vs Allow/Permit


#### Visual anchor

Use the concept poster to spotlight the main language pattern in **Allow vs Prohibit: Understanding Usage in Different Contexts** and keep the explanation visible during practice and discussion.

**ENGLISH LADDER**

Concept #13 ► **Allow vs Prohibit**



There are many terms that refer to accepting or rejecting, but with slightly different meanings. Below are a few examples of common usage of these terms.



The distance to the girl's house **prevented** him **from** walking there.  
His new car **enabled** him **to** quickly drive to the girl's house.  
*These terms are used for physical ability or inability.*

They were **ineligible** for marriage since neither was 18 years old.  
They were both **qualified** for marriage one year later.  
*These terms are used in the context of legal or official qualifications.*

She **refused** | **agreed** to marry him.  
She **rejected** | **accepted** his proposal.  
*The 1st line is about actions (marrying). The 2nd line is about things (proposal).*



Her parents **forbid** | **allowed/permitted** them **to** marry.  
*These terms are use in contexts in which an authority makes a decision.*

They were **banned** **from** the restaurant due to their loud argument.  
*This term is used when specific people have been "black-listed".*

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## At a Glance

<p><b>Lesson focus</b> Allow vs Prohibit: Understanding Usage in Different Contexts</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>Allow vs Prohibit: Understanding Usage in Different Contexts</b> before reading the explanation.
<b>Model</b>	Walk through the Core Idea and the sections on 1. Prevent vs Enable, 2. Ineligible vs Qualified, 3. Refuse vs Agree / Reject vs Accept. 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 **1. Prevent vs Enable, 2. Ineligible vs Qualified, 3. Refuse vs Agree / Reject vs Accept** 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

- The rain prevented us from going for a hike. Example: The strict rules prevented students from cheating on the exam.
- Her encouragement enabled him to pursue his dreams. Example: The new software enabled faster data processing.
- He was ineligible to vote because he was underage. Example: The candidate was ineligible for the position due to a lack of experience.
- She is qualified to teach English as she has a degree in the subject. Example: After passing the exams, they were qualified to drive.
- He refused to eat his vegetables. Example: She refused to participate in the project.
- He agreed to help with the homework. Example: She agreed to meet her friend for lunch.



## Answer Key

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

**ITEM 01**

The teacher prevented the students from cheating during the exam.

**ITEM 02**

Her encouragement enabled him to pursue his dreams.

**ITEM 03**

They were ineligible for the competition because they missed the registration deadline.

**ITEM 04**

After completing the training, he felt qualified to perform the task.

**ITEM 05**

She refused to join the club because she had other commitments.

**ITEM 06**

He agreed to help his friend with the project.

**ITEM 07**

The committee rejected the proposal for the new policy.

**ITEM 08**

She accepted the invitation to the party.

**ITEM 09**

The school forbids students to use mobile phones during class.

**ITEM 10**

The company allows employees to work from home.

**ITEM 11**

The government forbids smoking in public places.

**ITEM 12**

The city permits street vendors to operate during festivals.

**ITEM 13**

The rain prevented us from going for a hike.

**ITEM 14**

Her new shoes enabled her to run faster.

**ITEM 15**

He was ineligible for the scholarship because of his grades.

**ITEM 16**

After years of experience, she felt qualified to lead the team.

**ITEM 17**

He refused to attend the meeting because he was busy.

**ITEM 18**

She agreed to lend him some money.

**ITEM 19**

The board rejected the candidate for the job.

**ITEM 20**

She accepted the gift with a smile.

**ITEM 21**

The teacher allowed the students to leave early.

**ITEM 22**

Her parents forbade her from going to the party.

**ITEM 23**

The school banned the use of plastic bottles on campus.

**ITEM 24**

The city bans vendors from selling without a license.



## Feedback Cues

- Item 01: Feedback: "Enabled" is incorrect because it means to make something possible. The phrase "from cheating" requires a term that stops an action, making "prevented" correct. "Enabled the students from" would be grammatically incorrect.
- Item 02: Feedback: "Prevented" is incorrect because it means to stop something from happening. The phrase "to pursue his dreams" requires a term that facilitates an action, making "enabled" correct. "Prevented him to" would be grammatically incorrect.
- Item 03: Feedback: "Qualified" is incorrect because it means having the necessary skills or credentials. The phrase "missed the registration deadline" indicates a lack of eligibility, making "ineligible" correct. "Qualified for the competition because they missed" would be logically inconsistent.
- Item 04: Feedback: "Ineligible" is incorrect because it means not having the right to do something. The phrase "after completing the training" indicates having the necessary credentials, making "qualified" correct. "Ineligible to perform" would be logically inconsistent.
- Item 05: Feedback: "Agreed" is incorrect because it means to consent to do something. The phrase "had other commitments" indicates an unwillingness to join, making "refused" correct. "Agreed to join because she had other commitments" would be logically inconsistent.
- Item 06: Feedback: "Declined" is incorrect because it means to refuse. The phrase "to help his friend" indicates a willingness, making "agreed" correct. "Declined to help his friend" would be logically inconsistent.