




Keep Out


Law & Order

- Teacher's Insights -

At a Glance

-  45-60 minutes
-  B1, B2
-  reading, understanding prepositional verbs with "from", speaking

Preparation

-  0-5 minutes
- Print one worksheet for each student.
- It might be helpful to print the Teacher's Insights to have the answers ready.

Exercise Summary

Kickoff: group discussion about "Keep Out"

Language Focus I: fill gaps on signs with appropriate words

Language Focus II: select the correct option for each sentence (grammar and vocabulary)

Reading: read the texts (and discuss if possible)

Grammar Exploration: identify the use of preposition "from" with various verbs in the texts

Speaking: group discussion

Research Task: (recommended for homework) conduct a research activity on a place of interest

Kickoff: Ask and answer the questions as a group.

① This section aims to set the tone of the class and get students thinking about the topic of the day: prohibitions and restricted areas. Encourage students to share their experiences and thoughts.

1. Where are "Keep Out" signs typically found?
2. Have you ever entered somewhere that you weren't supposed to?

Language Focus I: Fill the gaps on the signs with the words in the box.

① This exercise is designed to test the students' vocabulary and understanding of phrases typically used in signs. Have students fill in the gaps and then discuss the answers as a class. This will also help familiarise them with the English used in real-world settings like signs and notices.

NO OUT

RESTRICTED

KEEP NOT

TRESPASSING



SIGNS: KEEP OUT, NO ENTRY, PLEASE KEEP OFF THE GRASS, NO TRESPASSING, DO NOT ENTER, RESTRICTED AREA

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Language Focus II: Choose the correct option marked in bold for each of the sentences below.

① The aim here is to further students' understanding of language usage and strengthen their grammatical skills. Encourage students to reason out their choices for the correct answers.

1. After the word "no", do we typically use the gerund or infinitive?
= gerund
2. Which phrase emphasises prohibition more strongly: "don't" or "do not"?
= do not
3. Which verb, "trespass" or "bypass", means to enter land or property without permission?
= trespass
4. Is an area with access limited to certain people called a "restricting area" or "restricted area"?
= restricted area
5. Do we use "keep off" or "keep down" to prohibit people from touching or walking on things?
= keep off
6. To prevent entry to a certain place, do we use "keep on" or "keep out"?
= keep out

Reading: Read the texts, first for general meaning and then for detail.

① These texts offer students the opportunity to practise their reading comprehension skills. Encourage them to read for gist initially and then delve into the details. Discuss the main themes in the texts as a group and clarify any vocabulary queries.

North Sentinel Island, India

Situated remotely in the Bay of Bengal, North Sentinel Island is part of India, but people are prohibited from visiting. It's the Sentinelese's home, a tribe isolated from other humans. Notoriously hostile, they'll kill any visitor. Authorities never take action against them; their immune systems can't protect them from common diseases, so it's best to refrain from visiting.



Doomsday Vault, Norway

On Spitsbergen Island, Norway, sits the Doomsday Vault, a backup for world's crop diversity. The general public are forbidden from entering in order to protect one million crop samples and 13,000 years of agriculture from loss, natural disaster, accidents, etc. It opens for new seeds to be deposited a few times a year, but is never open to the general public.

Snake Island, Brazil

Snake Island has the world's largest concentration of venomous snakes. Local legend says pirates put the snakes there to shield their treasure from thieves. This potent venom, however, is actually product of 11,000 years of evolution. The island lacks any natural prey, the snakes have evolved to kill any birds (etcetera) that land there. In 1909, a lighthouse (now automatic) was built to deter ships from approaching the island. After the death its operators, humans have been banned from the island altogether.

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Lascaux Caves, France

Near Montignac, France, the Lascaux caves boast over 600 wall paintings of large animals which are estimated to be around 17,000 years old. Authorities barred people from entering in 1963 due to the deterioration of the paintings, but visitable replicas have been made.



Area 51, Nevada, USA

Area 51, an infamous, off-limits zone, is a highly classified U.S. airfield and is off limits to the public. Many conspiracies around Homey Airport—its official name—associate it with extraterrestrial activity. During the 2019 “Storm Area 51” campaign, authorities, discouraged people from taking part, threatening ‘deadly force’ to stop people from entering. But... why all the secrecy?



Stonehenge, Wiltshire, UK

This ancient monument, once very visitable, now keeps visitors from coming too close to the stones. The £29 entry fee may dissuade you from going, but a three-mile walk offers free viewing just a little further from the stones. However, there are two days every year when authorities don't impede visitors from entering to experience the 2,500-year-old stones (under special conditions): the summer and winter solstice.

Grammar Exploration: Use the texts to help you answer the following questions.

① This part of the lesson is to help students understand how the word "from" is used in different ways. Get students to work in pairs or groups to find how many times "from" is used with a verb in the texts, and talk about the statements about using "from". This helps them understand it better and makes them work together.

A. How many verbs paired with the preposition “from” can you find in the texts?

= The verbs paired with “from” are highlighted above.

B. Identify which of the following statements about the usage of “from” are true:

1. “from” is used with verbs related to prohibition ✓
2. “from” is used with verbs related to disconnection and separation ✓
3. “from” is used with verbs related to transformation
4. “from” is used with verbs related to purpose
5. “from” is used with verbs related to prevention and abstaining ✓
6. “from” is used with verbs related to multiplication

Speaking: Ask and answer the questions as a group.

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① This part is to get students to use the verbs which are paired with “from”. In this part, you should directly correct any mistakes which are related to the use of “from”, but you can give delayed feedback for any other mistakes.

1. Despite being discouraged from visiting, would you like to visit any of the places mentioned?
2. Do you think it is correct to stop people from visiting certain places to keep them from harm?
3. Is there anywhere in your town or city that people are forbidden from visiting?
4. Do you think that stopping people from entering certain places makes them more appealing?
5. Is there a place you’d find irresistible to explore, even if you were prohibited from entering?
6. Is there any place globally you’d like to prevent people from visiting?

Research Task: Follow the instructions to carry out the research activity.

① This activity is **recommended as homework** for students to learn by themselves. They will look up information about a place they're interested in, check if the information is true, and then put it into their own words. Make sure they understand why it's important to check if their information is true. This activity helps them learn how to research, think critically, and write information in a clear way.

1. Browse the internet to find information about a place you’re interested in.
2. Gather details including location, major attractions, and historical significance.
3. Verify the credibility of your sources to ensure accuracy.
4. In your own words, summarise the information and share it with the group. Make sure your summary is concise yet informative.

