

ON THE MOVE

Lesson Plan · Travel & Transport Phrasal Verbs

General English · B1+ · Adults

LEVEL	TIME	GROUP SIZE	MATERIALS
B1+ General English (adults)	60 minutes	9–15+ students	"On the Move" worksheet + "Find Someone Who" worksheet (1 each per student), board

Lesson aim: Students will be able to use 10 travel/transport phrasal verbs (drop off, pick up, see off, hop on/off, stay on, get away, stop over, hold up, check in, check out) accurately and confidently to talk about real travel experiences.

Skills focus: Speaking (fluency & accuracy) · reading short texts · listening to peers | **Personal aim:** increase STT, keep TTT low, error-correct selectively during freer speaking.

STAGE	TIME	INTERACTION	PROCEDURE
Warmer / Lead-in	5'	Pairs → WC	Write “Travel” on the board. In pairs, Ss brainstorm as many travel/transport words as possible in 90 seconds. Quick whole-class share (5–6 on board). Ask: <i>“What’s the most stressful part of travelling?”</i> — take 2–3 quick answers to build interest and activate the topic. No pre-teaching yet.
Language Discovery <i>student-centred</i>	10'	Pairs → WC	Give out the worksheet. In pairs, Ss look only at Exercise 1 and try to match each phrasal verb to its meaning using logic, before checking. Pairs compare with another pair. WC feedback: elicit answers, drill 3–4 chunks for linking/weak forms (<i>“pick you up,” “held us up,” “see her off”</i>). Clarify form (2’): elicit that some verbs are separable with an object (<i>drop sb off / pick sb up / see sb off / hold sb up</i>) and some have no object (<i>hop on, stay on, get away, stop over, check in/out</i>). Board: “drop + him + off” vs “check in.” CCQ: <i>“Can I say ‘drop off me’?” (No) “Does ‘get away’ need an object?” (No)</i>
Restricted Practice 1 <i>form</i>	8'	Ind → Pairs → WC	Ss complete Exercise 2 individually (correct form + word order — some need two blanks). Pair-check. WC feedback: nominate Ss, board the tricky word-order answers (<i>“pick me up,”</i> not <i>“pick up me”</i>). Quick recap CCQ if errors appear.
Restricted Practice 2 <i>meaning in context</i>	9'	Pairs → WC	In pairs, Ss complete the gapped story in Exercise 3 , using meaning/context (not just form) to choose the right verb. Monitor and support. WC feedback: check answers, ask 1–2 comprehension questions (<i>“Why did she stop over in Vienna?”</i>). Drill 2–3 chunks for pronunciation.
Freer Practice 1 <i>guided speaking</i>	8'	Groups of 3–4	Groups choose 6 of the 10 questions in Exercise 4 and discuss, sharing real experiences. Monitor and note errors/good language for delayed feedback — don’t interrupt fluency. Encourage genuine follow-up questions.
Freer Practice 2 <i>free / final speaking</i>	12'	Whole-class mingle	Hand out the Find Someone Who worksheet. Model one example with a confident student. Ss stand up and mingle, asking classmates questions to find a match for each of the 10 prompts, using the target phrasal verb naturally and asking at least one follow-up question. Ss note names + one detail. WC feedback: 3–4 Ss share the most interesting story they heard.
Feedback & Wrap-up	3'	Whole class	Delayed error correction: board 2–3 anonymised errors/good examples from monitoring, elicit corrections. Ask: <i>“Which phrasal verb will you try to use this week?”</i> — quick round to close.

ANTICIPATED PROBLEMS & SOLUTIONS	WHY THIS WORKS FOR ADULTS
- Ss confuse the direction of pick up / drop off → mime or gesture a quick timeline while drilling. - Object placed after the particle (“drop off me”) → highlight the pattern clearly on the board during Discovery. - Stronger Ss finish restricted practice early → ask them to write 1–2 extra sentences about their own last trip. - Mingle turns into one question per partner → set a rule: minimum 2 questions before moving on.	- Discussion & personal stories > performance — adults share real experience rather than scripted role play. - Efficient, no “busy work” — every stage builds directly toward the final speaking task. - Mistakes are corrected respectfully and briefly, after fluency work, not during it. - Optional homework (spaced practice): write a 60–80 word travel story using at least 5 target phrasal verbs.



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