

ON THE MOVE

Lesson Plan · Travel & Transport Phrasal Verbs

General English · B1+ · Teens 14–19

LEVEL	TIME	GROUP SIZE	MATERIALS
B1+ General English (teens, 14–19)	45 minutes	9–15+ students	"On the Move" worksheet + "Find Someone Who" worksheet (1 each per student), board, scrap paper/mini-whiteboards

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:** minimise TTT, use movement & choice to keep energy and motivation high throughout.

STAGE	TIME	INTERACTION	PROCEDURE
Warmer <i>Travel word sprint</i>	4'	<i>Pairs, competitive</i>	In pairs, Ss have 60 seconds to write as many travel/transport words as they can. Time's up — pairs count their words and call out the total. The winning pair reads 3 words to the class. Fast, energising way to activate topic vocabulary before the target language.
Language Discovery <i>student-centred</i>	8'	<i>Pairs → WC</i>	Give out the worksheet. In pairs, Ss match the 10 phrasal verbs to their meanings in Exercise 1 using logic before checking (let them pick which 5 to try first). Pairs swap with another pair to check. WC feedback: elicit answers fast, drill 3–4 chunks for linking/weak forms. Fast form clarify (90 sec): board “drop + him + off” vs “check in” (no object). <i>CCQ: “Can I say 'get away it'?” (No)</i>
Restricted Practice 1 <i>form</i>	6'	<i>Ind → Pairs (race)</i>	Ss complete Exercise 2 individually. First pair to finish and check together puts their hands up. WC feedback: check word order on the board, quick correction of any “verb + object + particle” errors.
Restricted Practice 2 <i>meaning in context</i>	8'	<i>Pairs → WC</i>	In pairs, Ss complete the gapped story in Exercise 3 . Fast WC check (nominate/choral answers). Drill 2 chunks for pronunciation.
Freer Practice 1 <i>choose & discuss</i>	5'	<i>Pairs (Ss choose)</i>	Ss choose their own partner and pick any 5 questions from Exercise 4 to discuss — choice increases motivation. Monitor and note good language/errors for later feedback, don't interrupt.
Freer Practice 2 <i>free / final speaking</i>	9'	<i>Whole-class mingle</i>	Hand out the Find Someone Who worksheet. Model one example with a student. Ss stand up, mingle and ask classmates to find a match for each prompt, asking a genuine follow-up question each time. WC feedback: quick round — <i>“Tell us one thing you found out about a classmate.”</i>
Wrap-up <i>Exit ticket</i>	2'	<i>Ind → WC</i>	Ss write one phrasal verb they'll try to use this week on scrap paper/mini-whiteboard and hold it up in a quick round. Close.

ANTICIPATED PROBLEMS & SOLUTIONS	WHY THIS WORKS FOR 14–19S
- Object placed after the particle (“drop off me”) → highlight the pattern on the board during Discovery. - Fast finishers in restricted practice → give them a bonus Exercise 4 question to prepare while others finish. - Quiet/shy Ss reluctant to speak first → pair-check before any whole-class feedback (think-pair-share), so no one is put on the spot unrehearsed.	Movement: the mingle gets Ss out of their seats — key for energy in a 45-minute lesson. Choice: Ss pick their questions and partner in freer practice — small choices raise motivation. Relevance: travel, gap years and independence connect naturally to teen interests and identity. - Younger/lower-energy group → keep the warmer's competitive framing explicit. Older/more independent group → downplay competition, frame it as a quick brainstorm instead.



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