

Getting Around

On the Go

- Teacher's Insights -

This class should take around one hour. The main objective is for students to learn the phrasal verbs related to transport via speaking activities.

Introduction: Discuss the questions. Take note of the underlined expressions.

1. How do you get around the city? = *move about*
 - a. Do you **ride your bike, take public transport, go on foot, or take the car?**
 - b. Do you think that public transport in Madrid is safe and reliable?
2. Do you ever get a lift to work with a colleague or friend? = *where somebody takes you in their vehicle; in AmE, "get a ride". You can also "give someone a lift/ride"*
3. Have you ever waited for a bus or train that hasn't showed up? = *appeared, as in the bus/train never came*
4. Do you often travel at rush hour? = *the time of day where traffic is heaviest, usually morning and evening*
 - a. On public transport, does your city charge peak fares? *more expensive transport fees at rush hour*
5. Do you usually give your seat up to older people on the bus or train? *leave your seat and offer it to...*
6. How long does it take you to get to your closest: supermarket; train station; or airport? *get to = arrive at*

Conversation Focus: Read the conversations out loud. Notice there are three speakers in the third.

<p>We're late for our flight! I know, we should have <u>set off</u> earlier. This always happens. <u>Get in</u> the car, if we leave now we'll make it. Do we still need to <u>pick John up</u> on the way? No, he's sent a message this morning. He's going to <u>get on</u> a train from London and we'll <u>meet</u> him at the airport. In that case we still have time, you can maybe even <u>slow down</u> a little... Don't forget we need to <u>check in</u> online!</p> <p>They are on their way to the airport in the car. They think they are late, but they realise they don't need to pick John up, so they are on time.</p>	<p>Are you going to <u>see Sarah off</u> tomorrow? Of course! She needs to <u>check out</u> of her hotel in the morning so she's going to bring her luggage here for the day. Got it. What time does her flight <u>take off</u>? At 7 p.m. I can't <u>drop her off</u> because the car's not working, so I'll catch the same train and <u>get off</u> at the airport to say goodbye. She'll like that.</p> <p>Their friend Sarah has been visiting. She's leaving tomorrow and one of the two will accompany her to the airport on the train as her car is not working. Sarah's been staying at a hotel but she'll bring her luggage for the day.</p>	<p>I think the police car behind you is telling you to <u>pull over</u>. Oh no! Do you think it's because I <u>sped up</u> to overtake that cyclist? No, but maybe you should stop in that layby... Right. I'll stop. Oh, here comes the officer. Excuse me sir, would you <u>get out</u> of the vehicle please? Of course, officer. What seems to be the problem? It looks like your indicator isn't working; please get it fixed. Be careful when <u>pulling away</u>. This is a busy road!</p> <p>Two people are in a car. They are stopped by the police, not because they overtook a cyclist, but because their indicator is not working.</p>
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Conversation Focus II: What is the situation in each of the dialogues? (See above)

Vocabulary Focus: Use the dialogues to help you match the opposites. (e.g. open / close)



get in(to)	1	2	get off
get on	2	8	meet
take off	3	1	get out (of)
pick up	4	7	check out / check out of
speed up	5	4	drop off
pull over	6	5	slow down
check in / check into	7	6	pull away
see <i>sbd.</i> off	8	3	land

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Grammar Focus:

Fill the two columns with as many modes of transport you can think of.

	in / out	on / off	
	car van lorry / truck SUV minivan taxi helicopter wheelchair kayak canoe dinghi	bus train underground / subway / metro / tube boat / ferry / ship airplane tram bicycle / bike motorcycle / motorbike horse skateboard	

Speaking:

Ask and answer the questions as a group.

1. In what situations should you **pull over**? = you should move the vehicle to the side of the road when the police signal you to do so, when you need to answer the phone, when you get a puncture, etc.
2. Do you prefer to **check into** a hotel or an apartment? = depends on the students' preferences
3. When you travel, do you like it if someone comes to **see you off** at the airport or station? ""
4. When is it important to **slow down** on the road? = when there are adverse weather conditions, when you are passing horses, when visibility is poor, when the road signs indicate that you must, etc.
5. What's better (or worse), **take-off** or **landing**? = depends on the students
6. On your morning or afternoon commute, do you have to **pick anyone up** or **drop anyone off**? ""

If you have extra time, you could do a quick-fire drilling activity with in/on. You can also ask students if they have ever heard of the following:

a funicular; a gondola; a toboggan; a monorail; a maglev train; a dogsled; a chairlift

One option is to assign each student one of the modes of transport and ask them to investigate it and bring back three fun facts for the rest of the class.