

Lesson overview

LESSON RATIONALE

This 60-90+ minute lesson develops learners' ability to move beyond simple dictionary definitions of phrasal verbs and make more nuanced lexical choices. The lesson begins with turn up, show up and rock up, using the accompanying video to explore how three expressions with the broad meaning of arrive can communicate different attitudes and connotations. Learners then extend the idea to other arrival expressions and to the productive pattern movement verb + up to + endpoint, such as walk up to, stride up to, cycle up to and gallop up to.

SECONDARY AIMS

- recognise that turn up, show up and rock up overlap in meaning rather than having completely separate definitions;
- interpret how context and speaker attitude influence lexical choice;
- distinguish established phrasal verbs such as turn up and pull up from transparent movement patterns such as walk up to somebody;
- expand their range of verbs for describing manner of approach;
- justify why one lexical choice may be more appropriate than another.

LESSON AIM

By the end of the lesson, learners will be more confident in understanding the nuances in meaning between various phrasal verbs and movement expressions with up that denote arrival or approach that denote arrival or approach, and more able to select appropriate verbs to fit the situation.

MATERIALS / LEVEL / TIMING

Learners use the PDF exercises at the bottom of the page, and watch the video tutorial at: learningenglish.tailtiu.org/phrasal-verbs-with-up-for-arrival-and-approach/

- Turning Up, Showing Up and Rocking Up video tutorial;
- only 0:00-3:20 is used;
- learner article on UP for arrival and approach;
- accompanying online exercises, also available as PDFs.

Level: B2+/C1

Time: 60 minutes core lesson

Extension: 75-90+ minutes using optional production and discussion stages.

Lesson flow at a glance

1. Lead-in: how many ways can you arrive? - 5 min
2. First viewing: gist - 4-5 min
3. Second viewing: video comprehension - 8-10 min
4. Language focus: prototypes rather than fixed definitions - 7-10 min
5. Contextual-choice practice: choosing the best fit - 8-10 min
6. Read and expand: beyond three verbs - 7-10 min
7. Grammar noticing: not every verb + up is a phrasal verb - 5-7 min

8. Manner of approach: animals and humans - 5-8 min
9. Substitution and interpretation - 5-8 min
10. Freer production: create the context - 8-12 min
11. Optional extension: mini-scenarios - 10-15 min
12. Exit check - 3-5 min
13. Extra Practice for the classroom or homework - 10-20 min

Lesson procedure - input and video

STAGE	TIME / INTERACTION	TEACHER PROCEDURE	LEARNER TASK / LANGUAGE	MATERIALS / NOTES
1. Lead-in: how many ways can you arrive?	5 min Pairs -> whole class	Write: Daniel arrived at the meeting. Ask learners to think of other ways to express the same basic idea. Do not initially provide turn up, show up or rock up. Collect ideas around formality, lateness, expectation, surprise, and speaker approval/disapproval.	Possible suggestions: came, appeared, got there, turned up, showed up and others. Ask: Do all of these expressions create exactly the same impression?	Purpose: establish: If several expressions can describe arrival, why does a speaker choose one rather than another? Avoid resolving it yet.
2. First viewing: gist	4-5 min Individual -> pairs	Play the video from 0:00 to 3:20 only. Give one gist question before viewing. Pairs compare before whole-class feedback. Do not analyse individual expressions yet.	What is the main point? A. Completely different meanings. B. Only turn up means arrive. C. All three can mean arrive, but situation and connotation can influence which one we choose. D. Always interchangeable.	Answer: C Video: 0:00-3:20.
3. Second viewing: video comprehension	8-10 min Individual -> pairs	Learners watch 0:00-3:20 again and complete the comprehension task. They compare answers in pairs before checking and discussing as a class.	Video comprehension: Turn Up, Show Up and Rock Up. Learners answer individually, or in pairs/groups.	Use the accompanying learner comprehension exercise. Online items are determinate, so normal correct/incorrect feedback can be used.
4. Language focus: prototypes rather than fixed definitions	7-10 min Whole class -> pairs	Return to the three targets and build a working model. Stress: These are tendencies, not rules. Compare He is always turning up late / Only ten people turned up; then My cousin suddenly showed up after ten years abroad / Everyone showed up for the meeting.	turn up - expectations, attendance, particularly timekeeping show up - somebody becoming present; sometimes unexpected or noticeable rock up - informal, relaxed, bold or slightly brazen arrival Ask: What does context contribute?	Aim: prevent learners replacing flexible lexical knowledge with three rigid definitions.

Lesson procedure - meaning, choice and grammar

STAGE	TIME / INTERACTION	TEACHER PROCEDURE	LEARNER TASK / LANGUAGE	MATERIALS / NOTES
5. Contextual-choice practice: choosing the best fit	8-10 min Individual -> pairs	Learners complete contextual sentences choosing turn up / show up / rock up. This should not operate as a conventional one-answer vocabulary test.	Example: Jamie _____ twenty minutes late carrying a takeaway coffee as if nothing had happened. rocked up - probably strongest; casual/brazen context. turned up - also natural; fact/timing. showed up - possible; eventual appearance/presence.	Feedback: YELLOW / neutral = defensible choice + explanation. RED = incompatible/error. Do not mark the preferred option green simply because it matches the suggested answer.
6. Read and expand: beyond three verbs	7-10 min Individual or pairs	Learners read the accompanying learner article. Ask them to identify two broader groups, then ask: What information does changing the main verb add?	Established arrival expressions: turn up, show up, rock up, pull up, roll up. Productive manner patterns: walk/trot/gallop/come/run/stride/crawl/cycle/drive/fly up to.	Expected ideas: speed, manner, transport, confidence, effort, urgency, attitude.
7. Grammar noticing: not every verb + up is a phrasal verb	5-7 min Whole class	Compare A taxi pulled up outside the hotel and A stranger walked up to me. Ask whether up functions in exactly the same way. Clarify briefly.	Phrasal verb: The taxi pulled up. Similarly: turn up show up rock up - up functions as a particle. Transparent movement + direction: She walked up to me. Change the verb: ran / strode / crawled / cycled up to.	Use particle and directional/prepositional phrase if useful, but keep terminology brief; awareness is the objective.

Lesson procedure - productive movement and interpretation

STAGE	TIME / INTERACTION	TEACHER PROCEDURE	LEARNER TASK / LANGUAGE	MATERIALS / NOTES
8. Manner of approach: animals and humans	5-8 min Pairs	A. Horses: give The horse _____ up to the gate. Compare walked / trotted / galloped up to. B. Humans: give come · walk · run · stride · crawl · cycle · drive · fly and ask groups to categorise them.	Horse distinctions: walked - slow/ordinary; trotted - faster/rhythmic; galloped - fast/energetic. Categorise human verbs by: speed, manner, confidence, transport, urgency. Create one sentence for three verbs.	Focus on how the lexical verb changes the picture while the endpoint relationship remains stable.
9. Substitution and interpretation	5-8 min Pairs	Give A man approached me outside the station. Learners rewrite it using different choices and explain what stays the same and what new impression the verb creates. Repeat with Maria arrived at the party.	Rewrite: came / walked / ran / strode up to me. Party alternatives: turned up / showed up / rocked up. Discuss whether more than one version is possible and what changes in speaker perspective.	Interpretation and justification matter more than forcing one answer.
10. Freer production: create the context	8-12 min Pairs or small groups	Give each learner/pair one expression. They create a short situation in which it sounds particularly natural. Partners ask: Could another expression work? and What would change if we used it?	Possible expressions: rocked up, showed up, turned up, strode up to, crawled up to, galloped up to, drove up to. Example: My cousin rocked up at our wedding wearing jeans even though nobody had invited him.	Justification of lexical choice is part of the productive task.

Lesson procedure - production, extension and retrieval

STAGE	TIME / INTERACTION	TEACHER PROCEDURE	LEARNER TASK / LANGUAGE	MATERIALS / NOTES
11. Optional extension: mini-scenarios	10-15 min Pairs	Give pairs neutral prompts. They create two versions of each situation using different arrival/approach expressions, then explain which version they prefer and why.	Prompts: important interview; old friend appears after years; party without invitation; child approaches parent urgently; confident customer at complaints desk; horse approaches quickly; car approaches expensive hotel entrance.	No need for unanimous agreement. A well-supported interpretation is more valuable than an artificial single answer.
12. Exit check	3-5 min Individual	Ask learners to answer three questions individually. Use responses diagnostically rather than grading them heavily.	1. Why is it misleading simply to learn turn up, show up, rock up as three expressions meaning arrive? 2. Structural difference between turn up and walk up to somebody? 3. Choose one verb before up to and explain the added meaning.	Retrieval check: lexical nuance, structure, productive choice.
13. Extra Practice for the classroom or homework	10-20 min Individual / homework	Learners have an extra online exercise. If they do this online, remind them to conjugate the verb either orally or in written form because the options appear in base form.	Complete the extra online exercise on verbs with UP for arrival and approach.	Use in class or assign as homework.

Timing routes and teacher success criteria

Suggested timing

STAGE	60 MIN	75-90+ MIN
Lead-in	5	5
Video gist	4	5
Video comprehension	8	10
Prototype/connotation focus	7	10
Contextual-choice practice	8	10
Article + expansion	6	8
Grammar noticing	5	7
Manner of approach	5	8
Substitution/production	8	12
Extended scenarios	-	10-12
Extra material	10-12	15-20
Exit check	4	-

ROUTE NOTES

For a strict 60-minute lesson, keep article reading focused and move quickly from grammar noticing to one productive task.

For 75-90+ minutes, allow considerably more discussion of alternative interpretations and use the mini-scenarios.

Teacher note: what counts as success?

NOT THE GOAL

This lesson is not designed to produce learners who can recite:

turn up = arrive
show up = arrive unexpectedly
rock up = arrive casually

That would simply replace one vocabulary list with another.

SUCCESSFUL PERFORMANCE

Successful learners should increasingly be able to say things such as:

“Both work, but rocked up sounds better because the speaker seems critical of how casually he arrived.”

“I would use turned up because the important issue is when he arrived rather than how surprising his presence was.”

“Strode up to tells me something about the person's manner and confidence, while walked up to is much more neutral.”

That ability to interpret, select and justify lexical choice is the central learning outcome of the lesson.