

TAILTIU TEACHER DEVELOPMENT · LESSON PLAN v1.0

Crossing Boundaries: Into, Onto, Out of and Off

High B1 / Lower B2 · Teen and adult English learners · British English

Core lesson: 75 minutes, plus optional extensions or online homework. Extended lesson: up to 90 minutes.

Linked learner page: [Open the learner materials and exercises](#)

Learning outcome and assessment

Learners describe movement into/out of places, onto/off surfaces, use common transport combinations more accurately, recognise a small number of basic metaphorical extensions, and choose appropriate expressions in realistic contexts.

Evidence: learners increasingly choose appropriate movement expressions and explain their meaning in context, then produce a 5–7 sentence journey using all four targets and one transport pattern.

Before class

Prepare four movement images, the two approved Canva video sections, the Maya visual sequence and access to the linked learner page. Section 1 is narration only without subtitles; Section 2 is spoken and subtitled. Both approved transcripts are available in the learner package until the original video assets are inserted.

Publication prerequisite: the learner URL and both Canva embeds must be verified before external publication. The current text-only preview is usable for reading-based practice but cannot fulfil the two video-viewing objectives as originally designed.

75-minute teaching route

Stage	Time	Interaction	Learner-page anchor
Stage 1 — Lead-in: crossing boundaries	5	Pairs → whole class	Open activity.
Stage 2 — First viewing: gist	5	Individual → pairs → whole class	Open activity.
Stage 3 — Second viewing: comprehension and route	8	Individual → pairs → whole class	Open activity.
Stage 4 — Meaning and pattern	13	Individual → pairs → whole class	Open activity.
Stage 5 — Selective learner article reading	6	Individual/pairs	Open activity.
Stage 6 — Controlled + interpretive practice	17	Individual → pairs → whole class	Open activity.
Stage 7 — Productive use	21	Pairs / groups	Open activity.
Stage 8 — Online follow-up	Homework	Homework or optional class time	Open activity.

Teacher procedure

Stage 1 — Lead-in: crossing boundaries

5 minutes · Pairs → whole class

1. Show four simple images: entering a room, leaving a room, climbing onto a surface, and jumping off a surface.
2. Ask: "What is happening in each picture?" and "What is different about the first two movements and the last two?"
3. Do not explicitly teach the four target forms yet. Accept approximate observations such as inside/outside or going onto/coming off.

Learner resource: [Open corresponding section](#)

Stage 2 — First viewing: gist

5 minutes · Individual → pairs → whole class

1. Play Section 1 once without subtitles.
2. Learners answer the locked gist item Q01.
3. Do not analyse into/out of/onto/on/off at this stage.

Learner resource: [Open corresponding section](#)

Stage 3 — Second viewing: comprehension and route

8 minutes · Individual → pairs → whole class

1. Give Q02–Q07 before replaying Section 1.
2. Learners compare in pairs before whole-class feedback.
3. Optional route reconstruction: flat → taxi → station → train → office building → meeting room.
4. Transition: "Maya spends most of her morning entering and leaving places and forms of transport. English uses several small words to describe these movements."

Learner resource: [Open corresponding section](#)

Stage 4 — Meaning and pattern

13 minutes · Individual → pairs → whole class

1. Use examples from Maya to contrast movement into/out of places or spaces with movement onto/off surfaces.
2. Play Section 2 with subtitles.
3. Use Q08–Q11 to complete the four directional prompts.
4. Add the movement-versus-position contrast: into→in and onto→on.

5. Teach the usual transport pair: into/out of for cars and taxis; on/off for buses, trains and planes. Present this as normal usage, not as a ban on all alternative constructions.

Learner resource: [Open corresponding section](#)

Stage 5 — Selective learner article reading

6 minutes · Individual/pairs

1. In class, prioritise the sections on into/out of, onto/off, movement/position and transport.
2. The full article is available for autonomous reading or homework.
3. Ask learners to state the two main boundary patterns and the transport pattern.

Learner resource: [Open corresponding section](#)

Stage 6 — Controlled + interpretive practice

17 minutes · Individual → pairs → whole class

1. Use Q12–Q46 as the practice bank.
2. Require learners to explain choices where useful: outside→inside, inside→outside, to a surface, away from a surface, or the conventional transport pair.
3. Keep the metaphorical extension short; it is recognition/consolidation, not a new lexical lesson.

Learner resource: [Open corresponding section](#)

Stage 7 — Productive use

21 minutes · Pairs / groups

1. Retell Maya's Morning from still images without the script.
2. Change the movement: replace neutral went with more descriptive verbs such as ran, rushed, walked, stepped or climbed.

3. Create a 5–7 sentence journey using at least one example of into, out of, onto, off and one transport pattern.
4. Optional extension: “The Worst Journey Ever” with a forgotten object, a transport problem, a wrong place and a surprising event.

Learner resource: [Open corresponding section](#)

Stage 8 — Online follow-up

Homework / optional class time · Homework or optional class time

1. Complete the coded activities in the learner-page sequence.
2. Immediate feedback should reinforce the conceptual reason or conventional usage rather than merely display Correct/Incorrect.

Learner resource: [Open corresponding section](#)

Complete activity links and answer policy

[Q01](#), [Q02–Q07](#), [Q08–Q11](#), [Q12–Q19](#), [Q20–Q24](#), [Q25–Q30](#), [Q31–Q36](#), [Q37–Q42](#), [Q43–Q46](#), [Q47–Q52](#)

Use the approved 52-item answer key in *locked-items.json*. All scored tasks are constrained-choice. Do not replace them with unrestricted typed gaps, shuffle options or treat non-preferred transport constructions as categorically ungrammatical.

Differentiation, evaluation and follow-up

Offer the transcript to learners who require a text route; where possible, begin with the planned first viewing for listening. Ask more confident learners to justify choices using movement direction and the usual transport pattern, and invite less confident learners to refer back to the article. The final online challenge Q47–Q52 is a retrieval check, not a CEFR certification.

Optional extension: “The Worst Journey Ever” with a forgotten object, a transport problem, a wrong place and a surprising event. Online follow-up: the full set of coded activities in sequence.

Source: approved Taitiu Crossing Boundaries v1.0 handover, October 2026. This page is a linked publication layout, not a revision of the locked questions or procedures.