Easy Access English

Coach trip



Activity One – **Find a definition** with your partner

Coach	
Bus	
Train	
Double Decker	

Activity Two – complete the **survey** with your partner or teacher.

Have you ever been on a coach trip?	
Do you often travel by train?	
Where is the furthest you have ever travelled on a coach?	
Have you been on a coach trip in another country?	

Activity Three – listen to the **song** and read the **lyrics**.

Take the National Express when your life's in a mess
It'll make you smile
All human life is here
From the feeble old dear to the screaming child
From the student who knows that to have one of those
Would be suicide
To the family man
Manhandling the pram with paternal pride
And everybody sings "ba ba ba da..."
We're going where the air is free
On the National Express there's a jolly hostess
Selling crisps and tea
She'll provide you with drinks and theatrical winks
For a sky-high fee
Mini-Skirts were in style when she danced down the aisle
Back in '63 (yeah, yeah, yeah, yeah)
But it's hard to get by when your arse is the size
Of a small country
And everybody sings "ba ba ba da..."
We're going where the air is free
Tomorrow belongs to me
When you're sad and feeling blue
With nothing better to do
Don't just sit there feeling stressed
Take a trip on the National Express

Activity Four

1. What is the song about
2. What do you learn about the services offered on the coach from this song?
3. Where do you think the coach is heading to?
4. What does the song advise you to do if you feel stressed?
5. What different types of people are on the coach?
6. How old do you think the hostess is?
7. How old are some of the other people on the coach?
8. Do you like this song?

Activity Five - **Prepositions of Movement or direction**

Prepositions that express **movement toward** something are *to, onto,* and *into***.**

The most common preposition of movement or direction is *to***.** *To* indicates orientation toward a goal. If the goal is a physical one (the store, a party, the kitchen, etc.), *to* shows movement toward that point. "Jane ran to the store." *(She is running in the direction of the store.)*

If the goal is not an actual place, but **is an action or a thought,** *to* is **used with another verb in the infinitive form** and expresses purpose (in order to). "We cleaned the house *to prepare for the reception" (We cleaned in order to prepare for the reception.)*

Uses of *"to"***:**

a) The preposition *to* is used as an ordinary preposition **with verbs of communication** such as *listen, speak, relate* (as in telling someone something), *appeal* (meaning 'pleading', not as in 'be attractive to')

- Kat began to speak on the microphone.
- Olivia started to listen to her, but her phone rang.

b) The preposition *to* is used as an ordinary preposition **with verbs of movement** such as *move, go, transfer, walk, run, swim, ride, drive, fly, travel.*

- Jane needed to drive to work. She had planned to walk there, but then changed her mind.

c) The preposition *to* can be **added to a verb in order to create an infinitive.** (to walk, to think, to eat, etc.) This use of *to* shows: *willingness, purpose, obligation, desire, or intent.*

- I will agree to let you join us. (I am willing to allow you to be with us.)
- She plans to leave on Saturday. (Her intent is to leave on that day.)
- Michael wanted to have a leave of absence from work. (He desired time off from work.)
- Jane had to teach when Kat was ill. (Jane was obligated to teach.)

The other two **prepositions of direction** are compounds formed by adding *to*: **on + to = onto: signifies movement toward the top of a surface; in + to = into: signifies movement toward the interior of something**. With some action verbs, *on* and *in* have a directional meaning and may also be used, but not always.

- David climbed *in/into* the bathtub. (Both *in* and *into* are correct.)

The difference between the **compound prepositions** *into* and *onto* and the **simple prepositions** *in* and *on* is that the **compound prepositions indicate the completion of an action,** and the **simple prepositions show the position of the subject as a result of that action.**

- Jane fell *onto* the ground. (completion of the action of *falling*)

- Jane is *on* the ground. *(position* of Patricia*)*
- Amina jumped *into* the river. (completion of the action *jumped)*
- Amina is *in* the river. (*position* of Mario)

Uses of *into:*
Remember that *into* shows **completion of an action,** *in* shows the **position of the object as a result of an action.**

- Jeanette put the vase *into* the sink. The vase is *in* the sink.
- Amina threw her coat *into* the closet. Her coat is *in* the closet.
- The chef put the soup bones *into* the pot. The bones are *in* the pot.

a) With verbs expressing motion, *into* and *in* are may be used interchangeably **except**:

- when the preposition is the **last word in the sentence**
- when it comes **directly in front of an adverbial**. (An adverbial or an adverbial clause **provides information** about *when, why,* or *how* something happens). In those cases, only *in* is correct.
- Don went *into* the library.
- Don went *in.* (not *into,* because *in* is the last word in the sentence)
- They drove *into* the garage at 6 p.m.
- They drove *in* yesterday. *(yesterday* is an *adverbial* showing *when,* so *in* is the correct preposition to use.)

b) Using *in* or *into* with the verb *move*:
move in followed by a clause showing reason or purpose that indicates **approaching**. *Move in* is a phrasal verb and is sometimes an idiom.

- The patrol moved in to report artillery positions.
- The gangsters moved in to take over the town.

When *into* is used with *move*, it's used as an ordinary preposition and means moving something from one place to another:

- She *moved* all her clothes *into* a different closet.
- Let's *move into* the living room where we can be more comfortable. (simply means 'go')
- We will *move into* the new house by the end of the month. (bring all belongings and take possession of the house.)

Uses of *onto:*
a) With **verbs of motion,** *onto* and *on* are usually interchangeable.

- Jane bounced on/onto the floor.
- Michael climbed on/onto the fence.

Note: Some motion verbs indicate that the subject causes itself or some other object to be located in a specific place. Some of these verbs can only be used with *on*. Others can be used with both *on* and *onto*. There are also times when the word "add" is used alone, or used with the word *to*.

- The cat landed *on* its feet after the fall. (not *onto* its feet)
- Don hung his pants *on* the line to dry. (not *onto* the line)
- Michael spilled the soup *on* his shirt. (not *onto* his shirt)

- Jane threw her coat *on/onto* the bed**.**
- The birds scattered the seeds that had fallen *on/onto* the ground.

Important note: Simple prepositions can combine with verbs, but compound prepositions cannot!

b) With verbs showing a **stationary position**, *on* or *in* are used as the ordinary meanings of those prepositions.

- The coach is *in* the driveway.
- Jamie is *in* the bus.
- Amanda is *on* the coach.
- The newspaper is *on* the table.

c) There are other verb/preposition combinations which mean "continuing or resuming an action" when they are used in an imperative sentence. These combinations are used only with *on*, **except for** *hang*, which takes both *on* and *onto*. Some of these combinations are idiomatic. In this exercise, only the regular meanings are being used: *hang on* (or *onto = continue to grasp tightly), carry on = continue/resume doing what you were doing, dream on = continue dreaming, lead on = continue/resume leading us.*

Activity Six – Now find the missing **prepositions**.

1. I like to go ……holiday by bus.
2. I don't like buses because I find it hard to get …… them.
3. I like to go ……coach trips.
4. I like to travel ……coach.
5. I get car sick when I travel ……a bus.
6. I like to take the train to travel ……business.
7. I prefer to travel ……bus than ……train.
8. I don't like to spend too long ……a coach.
9. I don't enjoy coach trips because there is not enough space ……
10. I was getting…… the bus when I realised it was the wrong one.
11. I am taking a coach …. France.
12. As the coach got……. the border I realised I didn't have my passport.
13. I threw my bags … the seat beside me so that no one else would sit there.
14. Olivia is standing …….. the steps of the coach.
15. Olivia is climbing …… the bus.
16. The bus is parked……. the garage.
17. The coach was driving…… the garage when I last saw it.
18. Jane is sitting……. the coach waiting for it to leave.
19. I plan……. travel ….. coach all the way to Hawaii.
20. I'm just going to move the bus….. second gear and then we can set off.
21. Jamie ran…….. to bus station as she was late for her bus.

Activity Seven – Comprehension Exercises.
Watch the videos and answer the questions.

A/Greyhound Races Towards UK Market

http://www.youtube.com/watch?v=Vbj_dKtpUXM

1. What is being launched?
2. What kind of an image does the Greyhound have?
3. What are the extra services the Greyhound will offer?
4. Where will the coach travel in the UK?
5. How many seats are in the coach?
6. What is the average fair?
7. Why is it the best value?

B/Bus driver rams illegally parked Porsche

http://www.youtube.com/watch?v=-FmIJk-95cY&feature=related

1. Where had the Porsche driver gone?
2. Explain what happened next.
3. What kind of a bus is in the film?
4. What damage was done?
5. Where was the cat?
6. Who is Emma?
7. What did she say about the experience?
8. Did she have to pay a parking fine?

C/Greyhound welcoming speech

http://www.youtube.com/watch?v=yTzBXvgaL4s&feature=related

1. Where is this coach going to?
2. What are the rules on the coach?
3. What are the conditions of the journey?
4. What do you think of this welcome speech?
5. Does this make you want to travel by Greyhound?

