Travelling and going places

1 Complete sentences 1-8 using expressions with go and your own words.

1 I can’t believe I’ve gone down with …
2 She went to great lengths to make sure …
3 I’m exhausted. I’ve been on the go …
4 Can I have a go at …
5 I really believe she’ll make a go of …
6 I assume it goes without saying that …
7 He went back on …
8 They really went for …

2 a Travelling companions! Read the descriptions of the three types of exploring holidays below.

<table>
<thead>
<tr>
<th></th>
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<th>Travel companion:</th>
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<tbody>
<tr>
<td>A</td>
<td>An organised group of travellers all climb a mountain in the Andes. The trip will take around a week there and back. The weather conditions will get worse as the group get higher up the mountain. The group will camp out most nights.</td>
<td>Travel companion:</td>
</tr>
<tr>
<td>B</td>
<td>An organised coach tour exploring the west coast of North America. There will be stops in Los Angeles, San Francisco and Las Vegas. There will also be a chance to fly over the Grand Canyon. Every night will be a different hotel and there will be some organised social events.</td>
<td>Travel companion:</td>
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<tr>
<td>C</td>
<td>A cruise around the Antarctic on a fairly basic ship. Cabins are not big and have wooden bunks. The sea on the way down from South America will be quite rough, but there will be many opportunities to see sea wildlife. Diet will be basic and mainly meat and carbohydrates to ensure everyone can keep warm.</td>
<td>Travel companion:</td>
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</tbody>
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2 b In groups discuss what type of travelling companion you think would be ideal for each holiday. Make notes in the boxes in Ex. 2a.

3 Expand your notes to write a description of the ideal travelling companion for each holiday.
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TEACHER’S NOTES:

Aim: to expand the vocabulary and communication pages. This worksheet is designed to be used in conjunction with unit 6.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

1 Get students to complete the sentences in their own words making sure they are grammatically correct. Monitor while they work and give help if necessary. Give students time to compare their sentences before eliciting them from the class.

Possible answers: 1 I can’t believe I’ve gone down with a cold and sore throat again! I only had a cold two weeks ago. 2 She went to great lengths to make sure that everyone kept secret from Peter the surprise holiday she’d booked to Brazil. 3 I’m exhausted. I’ve been on the go since six o’clock this morning without a break. 4 Can I have a go at snowboarding please? 5 I really believe she’ll make a go of her new business venture. 6 I assume that it goes without saying that we’ll go diving on the Great Barrier Reef when we’re travelling in Australia? 7 He went back on his word about the promised trip. We didn’t go in the end. 8 They really went for it and tried as much as they could on the adventure holiday.

2 Tell students to read the descriptions of the three different types of exploring holiday before getting into groups. Ask students to discuss what qualities the ideal travelling companion would have for each holiday. Get students to make notes on each companion.

3 Either as a class activity or homework activity, tell students to summarise the activity by writing up an ideal companion for each holiday based on what their fellow students have said. Collect them at the end of class/next lesson for marking.