

Going Places

A taxi driver takes tourists
through the streets of
Camagüey, Cuba.



Look at the photo and answer the questions.

1 Do you ever take taxis? Why?

2 When you travel, what transportation do you normally use?



UNIT 3 GOALS

- A. Talk about Your Possessions
- B. Ask for and Give Travel Information
- C. Ask for and Give Advice
- D. Plan a Vacation
- E. Describe a Place

A **GOAL** Talk about Your Possessions

Vocabulary

A Read the to-do list for a vacation. Where is the vacation?

My Vacation

To do

1. Pack:
 - Luggage: clothes, sunblock, sunglasses, camera
 - Carry-on bag: passport, phone, charger
2. Exchange money: \$300 into Thai baht
3. Take taxi to airport

Flight details

Thai Air 768 to Bangkok

Check-in time: 12:05

Flight leaves: 2:05

B Fill in the blanks with words from the to-do list in **A**.



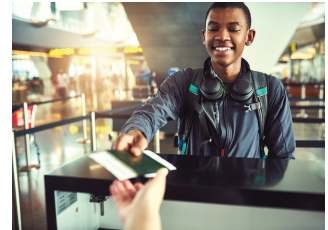
1. _____ your luggage.



2. Don't check in your _____ bag.



3. Put on _____.



4. Go to the _____ desk.



5. Don't forget your _____ !



6. Take a _____ for your phone.



7. _____ your money.



8. Let's _____ a taxi.

C MY WORLD When you travel, what possessions do you take? Tell a partner.

Grammar

Possession				
Possessive 's	Possessive Adjective	Possessive Pronoun	Belong to	
X	my	mine	It belongs to They belong to	me.
X	your	yours		you.
Tim's passport	his	his		him.
My sister's bag	her	hers		her.
X	our	ours		us.
My parents' bag	their	theirs		them.

D Complete the conversations. Use a word or phrase for possession.

- A:** Excuse me, is this _____ bag? **B:** No, it's not _____.
- A:** Is this Anna's bag? **B:** No, _____ is green.
- A:** _____ ticket is this? **B:** I think it _____ Shawn.

REAL LANGUAGE

To ask about possession, we can ask, *Whose... is this?*

E Answer the questions using *belong to* and a possessive pronoun.

- Whose passport is this? (Ali) It belongs to Ali. It's his.
- Whose keys are these? (my) _____
- Whose camera is this? (my sister) _____
- Whose bags are these? (John and Lucy) _____
- Whose tickets are these? (Logan and you) _____

Conversation

F  13 Listen to the conversation. Who do the items in the box belong to?

- Anna:** OK, do we have everything? I have my passport. Whose ticket is this?
Bill: It's mine! And those are my sunglasses. Can you pass them to me?
Jim: Sure, here you go. And is this sunblock yours?
Bill: No, it's not mine.
Anna: It's mine. Whose camera is this?
Jim: It's mine. Well, it belongs to my brother, but I need it for our trip.

camera
passport
sunblock
sunglasses
ticket

G Practice the conversation in a group. Switch roles and practice it again. Then, change the underlined words and make a new conversation.



GOAL CHECK Talk about Your Possessions

Give a personal item (like your pen or watch) to your teacher. Your teacher will then give you someone else's personal item. Try to find the owner.

Is this your watch?

Does this watch belong to you?

Listening

A  14 Listen to the tourist. In which three places do the conversations take place?

- ☐ Airport check-in ☐ Restaurant ☐ Hotel reception
☐ Immigration ☐ Car rental

B  14 Listen again and write the missing information.

BOARDING PASS

Destination: Buenos Aires

Boarding time: _____

Seat number: _____

Gate number: _____

CAR RENTAL

Booking number: _____

Length of rental: _____ days

Cell phone: _____

Address in Argentina: _____,
Avenida Brasil

HOTEL CHECK-IN

Last name: _____

Number of nights: _____

Single ☐ Double ☐

Room number: _____

The La Boca neighborhood
of Buenos Aires, Argentina



PRONUNCIATION: Rising and Falling Intonation









When we ask questions with two options, we use rising and falling intonation. The intonation rises on the first option and falls on the second one.

REAL LANGUAGE

We often check information using questions:

Is it for one night or two? / Is your middle initial A or E?

C  15 Listen and repeat. Use rising and falling intonation.

1. Would you like a window  or aisle  seat?
2. Is this bag to check in  or carry on .
3. Do you spell that L-E-E  or L-I .
4. Is it for one night  or two .

D Practice asking these questions with a partner. Use rising and falling intonation.

1. Are you from the US or Canada?
2. Do you want to pay by cash or by card?
3. Is your visit for business or pleasure?
4. Do you want my ticket or my passport?
5. Do you leave on the 25th or the 26th?

Communication

E Ask a partner questions to fill out the information with his or her travel information. For some questions, you might have to make up information.

1. First name _____
2. Middle initial(s) _____
3. Last name _____
4. Date of birth _____
5. Nationality _____
6. Country of residence _____
7. Contact number _____
8. Date of arrival _____
9. Number of nights _____
10. Type of room (single / double?) _____
11. Reason for visit (business / vacation?) _____



GOAL CHECK

Ask for and Give Travel Information

Work with a new partner. Ask and answer questions about your previous partner using the information in **E**.

What is his last name?

His last name is...

Her contact number is...

She arrives on...

Language Expansion: Describing Places

A Underline the correct adjective in each sentence.

1. There's a *cheap* / *delicious* hotel near the train station.
2. The weather is hot in the summer and *warm* / *crowded* in the winter.
3. In the afternoon, lots of people go to the beach, so it's *crowded* / *quiet*.
4. In Patagonia, the views are *beautiful* / *warm*.
5. Don't walk around after midnight because it's a *dangerous* / *cheap* part of town.
6. That restaurant is famous for its *delicious* / *safe* seafood.
7. England is often very *cold* / *hot* in the winter.
8. Shopping is very *expensive* / *ugly* at the airport.

Grammar

Should for Advice							
Should				Questions with should			
You	should shouldn't	take	a camera.	Should	I	take	a camera?
Use <i>should</i> / <i>shouldn't</i> to give advice.				Use questions with <i>should</i> to ask for advice.			

B In pairs, use the words and phrases in the table to give advice for the sentences in **A**.

Example: There's a cheap hotel near the train station. *You should stay there.*


You	should	buy clothes there. eat there. go early in the morning. pack sunblock. stay there.
	shouldn't	take your camera. walk there late at night. wear a warm coat.

C Ask for advice. Read the responses and write questions.

1. Q: *Should I take the shuttle bus to the airport?*
A: Yes, you should. The shuttle bus is quick and cheap.
2. Q: _____
A: No, you shouldn't. It is hot at the beach. You don't need a sweater.
3. Q: _____
A: Yes, you should. It's expensive to exchange it at the airport.
4. Q: _____
A: No, you shouldn't. It's dangerous to carry cash.

D In pairs, take turns asking the questions in **C**. Give different advice.

Conversation

E  16 Listen to the conversation between two friends about a vacation in Japan. Check (✓) the topics they discuss:

- | | | |
|-----------------------------------|---|---|
| <input type="checkbox"/> Food | <input type="checkbox"/> Places to stay | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Language | <input type="checkbox"/> Shopping | <input type="checkbox"/> When to go |

F Practice the conversation with a partner. Switch roles and practice it again.

Claudia: I want to visit Japan next year. Can you give me some advice?

Ayumi: Sure, it's an interesting country.

Claudia: Do you think I should go in the summer?

Ayumi: You can, but it's very hot. I think you should go in the spring. It's a beautiful time of year, and the Japanese gardens are famous.

Claudia: OK. And do I need to rent a car?

Ayumi: No, you don't need to. It's a good idea to take trains because they're fast between the big cities.

Claudia: Right. I fly into Tokyo. Is Tokyo expensive?

Ayumi: Very! And it's so crowded. Why don't you stay in Fujiyoshida? It's not too far from Tokyo. It's a small city near Mount Fuji and the hotels are nice.

SPEAKING STRATEGY

Asking for and Giving Advice

Can / Could you give me some advice?

Do I need to...?

Do you think I should...?

Is it a good idea to...?

Should I...?

I think you should...

It's a good idea to...

Why don't you...?

You need to...



GOAL CHECK Ask for and Give Advice

1. Think about travel advice for your country. Make notes about some of these topics:

- | | | | |
|----------|--------|-----------------|------------|
| Clothing | Hotels | Places to visit | Shopping |
| Food | Money | Transportation | When to go |

2. In pairs, take turns asking for and giving advice.

The view of Mount Fuji from Fujiyoshida, Japan

Reading

A When you go on vacation, which activities do you like to do? Tell the class.

- | | |
|---|--|
| <input type="checkbox"/> Dance in the evening | <input type="checkbox"/> Go sightseeing |
| <input type="checkbox"/> Eat local food | <input type="checkbox"/> Meet local people |
| <input type="checkbox"/> Go camping | <input type="checkbox"/> Play sports |
| <input type="checkbox"/> Go to festivals | <input type="checkbox"/> Sunbathe on the beach |
| <input type="checkbox"/> Go shopping | <input type="checkbox"/> Visit museums |

B Read the article. Which activities in **A** are in the article? Check (✓) the boxes.

C Read the article again. Does the author agree or disagree with this advice? Circle **A** for *agree* or **D** for *disagree*.

- | | | |
|---|----------|----------|
| 1. You should plan everything before your vacation. | A | D |
| 2. Visit new places out of the city center. | A | D |
| 3. Always buy food from supermarkets. | A | D |
| 4. Get all your information from guidebooks and the internet. | A | D |
| 5. Talk to local people for advice and suggestions. | A | D |

D MY WORLD Do you agree with the author's advice? Why? Tell a partner.

**GOAL CHECK**

In small groups, plan an interesting vacation for friends visiting your country.

1. Your friends have three days in your country. Write down what they can do on each day:

Day one	Day two	Day three

2. Present your plan to another group. Do you think the other group has an interesting vacation?

Make Your Vacation More Interesting



Aziz Abu Sarah has a travel company and often gives advice to tourists. Here he answers the question: “How can a vacation be more interesting?”

Don't plan everything

Tourists often study maps and plan everything before they go on vacation. It's fun to go sightseeing, but sometimes it's interesting to leave the map at the hotel. For example, you can leave the city center and visit new places. When I was in Tokyo for the first time, I traveled to the suburbs. Two hours later, I was singing karaoke and dancing with local people.

Try the local food

Eating local food always makes a vacation more interesting. Go to food markets where local people sell fresh food that they grew or cooked. In these places, you learn more about their food and

culture. It's much more interesting than going to a supermarket—and the food is better!

Find out where local people go

When you arrive in a new place, find out about festivals and events. Local magazines and posters have information about art galleries and live music. If you like sports, find out where people play. A few years ago, I was in Tunisia and I played soccer on the beach with a group of local men.

Ask for advice and suggestions

All around the world, people are always happy to give advice. Don't always use the guidebook or the internet. Ask local people for suggestions on where to go or where to eat. Once, in Curitiba, Brazil, I asked a local group where I should have dinner in the city. They invited me for dinner and I am still friends with them!



Aziz Abu Sarah at the Matterhorn in Switzerland.

Communication

A What is your “dream” vacation? Why?

B You win a vacation for two people and can choose from the three places below. In pairs, discuss the places and choose one. Present and explain your decision to the class.

Angkor Wat is good...

I prefer a vacation at the beach.

Angkor Wat, Cambodia

The temples at Angkor Wat in Cambodia are from the 12th century and are very beautiful. It's a famous place, so thousands of tourists visit every day.

Adventure sports, New Zealand

Tourists come to New Zealand because it has an amazing countryside. It's perfect for canoeing in the rivers and bungee jumping off bridges.

Bahia beaches, Brazil

The coast of Bahia is 685 miles long, so you can always find a quiet beach during the day. Then you can go to a beach bar at night and dance until the morning.

C In small groups, read comments from six tourists about vacations. Recommend a vacation from **B** or choose a new vacation. Give reasons.

1. “I like vacations with exercise and lots of things to do.”
2. “After working all year, I want to relax by the ocean.”
3. “I like sightseeing and visiting interesting places with a lot of history.”
4. “I want to meet new people and go to parties!”
5. “I live in a crowded city, so I want to go to a place with nature and no people.”
6. “I always go to the same place. This year, I want to do something exciting!”

This person should choose ...

...because it has...

...because you can...

Angkor Wat,
Cambodia

D MY WORLD Think about the six tourists in **C**. Which tourist is most similar to you?



Writing

WRITING SKILL: Conjunctions – *because*, *so*

Action + **because** + reason

*Tourists come to New Zealand **because** it has an amazing countryside.*

*Every summer, people go camping in Scotland **because** it's relaxing and cheap.*

Reason + **so** + action

*Angkor Wat is a famous place in Cambodia, **so** thousands of tourists visit every day.*

*The coast of Bahia is 685 miles long, **so** you can always find a quiet beach.*

E Underline *because* or *so* to complete the sentences.

1. Venice is popular with tourists *because* / *so* it's a beautiful old city surrounded by water.
2. In Japan, the trains are fast, *because* / *so* you can travel quickly between cities.
3. New Orleans is crowded in March *because* / *so* the festival of Mardi Gras is during that month.
4. In some parts of Norway, it is dark for 20 hours a day in the winter, *because* / *so* visitors should go in the summer.
5. Mexico City has amazing museums, *because* / *so* it's perfect if you love history.
6. A lot of people visit Peru every year *because* / *so* it has interesting places and delicious food.

F Look back at the three descriptions in **B**. Check (✓) what they describe.

- | | |
|---|--|
| <input type="checkbox"/> An interesting place for sightseeing | <input type="checkbox"/> A festival or special event |
| <input type="checkbox"/> The local food and drink | <input type="checkbox"/> Places for relaxation |
| <input type="checkbox"/> Sports and entertainment | |



GOAL CHECK Describe a Place

Write a short description of a different place. Give information about things like sightseeing, festivals, places for relaxation, food, etc. Try to use the conjunctions *because* and *so*.

Cartagena, Colombia, has a lot of beautiful and historic buildings, so it's great for sightseeing. There are a lot of good restaurants, too. People also visit because you can swim or relax in the sun on the beaches nearby.

VIDEO JOURNAL

THE UK IN 100 SECONDS

A Discuss the questions in pairs.

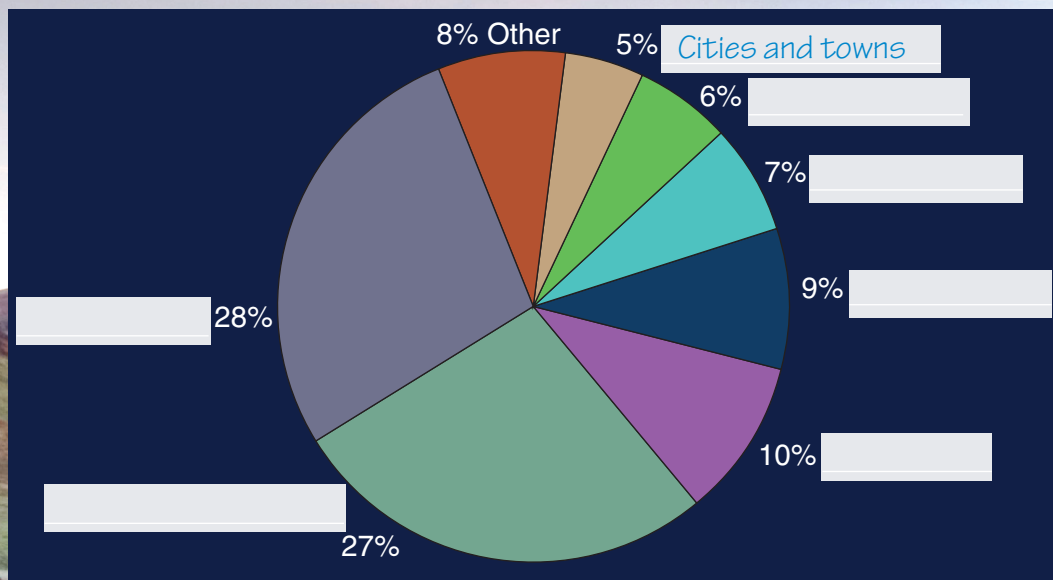
1. What can you see in this photo of the United Kingdom?
2. What are three things you know about the UK?
3. Do you think most of the land in the UK has cities, forests, or farms? Why?

B Watch the video. Circle **T** for *true* or **F** for *false*.

- | | | |
|--|----------|----------|
| 1. The population of the UK is about 66 million. | T | F |
| 2. People live on about 50% of the land. | T | F |
| 3. The forest is the man's favorite place. | T | F |
| 4. Crops use the most land. | T | F |
| 5. Half of the crops are used for animals. | T | F |
| 6. At the end of the walk, we see the ocean. | T | F |

The mountain of Blencathra in the Lake District of England.

C Fill in the graph with the information from the video.



Crops and vegetables
Forest
Grasslands
Cities and towns
Land for farm animals
Moors
Peat bogs

D Watch the video and check your answers in **C**.

E Work in small groups. Answer the questions about your country.

1. What different types of land uses are in your country? E.g. cities, forests etc.
2. What is similar about the land in the UK and your country? What is different?
3. Do you think people should use land in different ways? Why?

F Plan a 100-second video about your country. Make notes about the video below. Then share your ideas with the class.

WORD FOCUS

crops plants that farmers grow for food
moors open land that cannot be used for farming

peat bog wet land with dead plant material

Time	What do you say?	What do you show?
0–20		
21–40		
41–60		
61–80		
81–100		

