7 HOW DO I GET THERE?

LEARNING GOALS

In this unit, you

- make a phone call
- ask about public transportation
- give directions
- read a story about getting lost
- write directions to a place



GET STARTED

A Read the title and the learning goals.

B Look at the photo of the city. How can people move around the city?

C Now read Rosa's message. Where is she going next week?



ROSA DELGADO

@RosaD

I'm going to New York City for work next week! This is going to be so much fun!

LESSON 1 MAKE A PHONE CALL



ROSA DELGADO
@RosaD
Hey, New York friends! I'll have a free day in your city this Sunday. What should I do?

1 VOCABULARY Tourist attractions and activities

A ▶07-01 Listen. Then listen and repeat.


a theme park


a monument

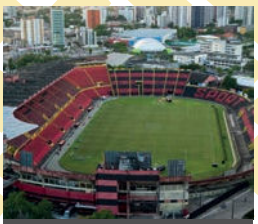


a tourist information booth


a square

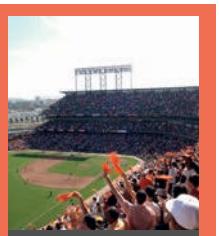

a street market

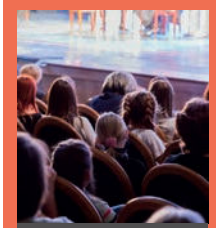

a museum


a stadium


a theater


take a tour


watch a game


see a show


walk around

B PAIRS Which items in 1A are places to go? Which are things to do?

C PAIRS How many of the places in 1A can you name in your city?
We have two theaters in our city: the Mag Theater and the Court Theater.

2 SPEAKING

A ▶07-02 Notice how we talk on the phone. Then listen and repeat.

Answering the phone	Calling someone	Ending a call	Ending a message
TSW Design. This is Paul O'Dell.	Hi, Paul. This is Ann Wheeler. How are you?	Well, I should go. Bye.	Could you call me back? Thanks.
Hello. This is Paul. How may I help you?	Hello. This is Ann Wheeler. May I speak to Jeff Schultz?	Nice talking to you. Take care.	I hope to hear from you soon. Bye.

B ▶07-03 Listen. In each conversation, what are the people doing? Circle the correct numbers.

Answering the phone	1	2	3	4	5	6	Ending a call	1	2	3	4	5	6
Calling someone	(1)	2	3	4	5	6	Ending a message	(1)	2	3	4	5	6

C ▶07-04 Listen. Circle the words you hear.

1. *Could you / I hope you* call me back, please?
2. *This is / I'm* Nancy Corbin.
3. Well, I should *go / call you*.
4. *Nice talking to you. / I should go.*
5. *Could I / I hope to* hear from you soon.
6. How may I *help you / speak with Nancy Corbin*?

3 PRONUNCIATION

COACH

A ▶07-05 Listen. Notice the way we link the words together. Then listen and repeat.

/y/
Hi, Abby.
/w/
How are you?
/y/
May I speak to Jeff?
/w/
Can I ask you a question?

Linking a vowel to a vowel

We link words together when we speak. When one word ends in a vowel sound and the next word begins with a vowel sound, we do not stop between the words. We often add a short /y/ or /w/ sound to link the words together smoothly.

B ▶07-06 Listen. Complete the sentences with the words you hear. Then listen and mark the /y/ and /w/ links. Check your work with a partner.

1. How long will you _____ New York?
2. How _____ get to Central Park?
3. Should we go _____ museum?
4. Turn right at the corner and you'll _____ .
5. _____ three days.
6. Good idea. We can also _____ play.

C PAIRS Match the questions and answers in 3B. Practice the short conversations.

4 CONVERSATION

A ▶07-07 Listen or watch. Circle the correct answers.

1. Rosa is *coming to* / *leaving* New York on Sunday morning.
2. Rosa needs advice about *places to stay* / *things to do*.
3. Rosa will go to a *museum* / *street market* on Sunday.

B ▶07-08 Listen or watch. Complete the conversation.

Emma: Hi, Rosa! _____?

Rosa: Great, thanks. So, I'm coming to New York on Sunday. What do you think I should do?

Emma: You should go to a street market.

Rosa: That sounds like fun.

Emma: You can also see a show or walk around the city.



C ▶07-09 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

a museum
watch a game
take a tour of

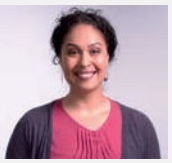
5 TRY IT YOURSELF

ROLE PLAY Student A: Student B is coming to your city. Student B: You want to learn about things to do on your visit. Role play a phone call. Talk about things to do. Then end the call.

A: Hello.
A: Hi, Chen! How are you?
B: Hi, Li. This is Chen.
B: Great! I have a question. When I come to Shanghai, what should I do?

☐ I CAN MAKE A PHONE CALL.

LESSON 2 ASK ABOUT PUBLIC TRANSPORTATION



ROSA DELGADO
@RosaD
Just listened to a nice podcast on getting around NYC. New York, I'm here! Let's go!

1 VOCABULARY Public transportation

A 07-10 Listen. Then listen and repeat.



B PAIRS What kinds of transportation do you use? Which don't you like? Why?

A: I use trains, buses, and taxis. How about you?
B: I do, too. But I don't like buses. There are too many people on them.

2 GRAMMAR *There is / There are:* Review

COACH

Affirmative statements

There	*Be*	Noun	
There	is	a ferry	to New York.
		information	online.
	are	trains	to New Jersey.

Negative statements

There	*Be + no*	Noun	
There	is no	train	from here.
		money	in the ATM.
	are no	bicycles	for rent.

Yes / no questions

Be	*There*	Noun	
Is	there	an ATM	near here?
Are		any stores	

Short answers

Affirmative			Negative		
Yes,	there	is.	No,	there	isn't.
		are.			aren't.

Notes

- Remember that non-count nouns take singular verbs.
  Is there time to eat before our flight?
- You can also make negative statements with *There isn't a / any* or *There aren't any*.
  There isn't a train from the airport. **There isn't any** food on the ferry.
  There aren't any bicycles for rent.
- In affirmative statements, we almost always use the contraction *there's*.
- In negative statements, we almost always use the contractions *isn't* and *aren't*.
- Use the full form, not the contraction, in short answers with *Yes*.
  A: Is there a post office near here? **B:** Yes, there is. NOT Yes, ~~there's~~.
- Use *there are*, NOT: ~~there're~~.

Questions with *What / Which* + noun

Which airport are you flying into?

What options do we have for transportation?

>> FOR PRACTICE, GO TO PAGE 140

3 LISTENING

A ▶07-12 Listen to the podcast. Complete the sentence.

The purpose of the podcast is to ____ about public transportation.

a. tell a story
b. provide information
c. show emotions

B ▶07-13 Listen again. Then look at the map of New York City. How can you get from Times Square to the Statue of Liberty? Circle the route on the map.

C PAIRS Ask and answer questions about how to get to different places on the map.

A: I'm at the Metropolitan Museum of Art. Is there a bus to the Empire State Building?
B: Yes, there is. ...

LISTENING SKILL Think about the purpose

When you listen, think about the purpose of the conversation. This will help you understand. For example, does a podcast tell a story? Does it provide information? Does it show an emotion?





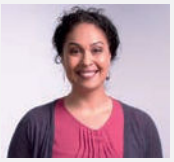
4 TRY IT YOURSELF

GAME Student A: Think of a famous place in your city. Students B and C: Ask questions about the public transportation you can take from your school to the famous place. Then guess the place.

B: Is there a bus from here to the place?
C: Which bus is it?
B: Where do you get off the bus? ...
A: Yes, there is.
A: It's the 12.

☐ I CAN ASK ABOUT PUBLIC TRANSPORTATION.

LESSON 3 GIVE DIRECTIONS



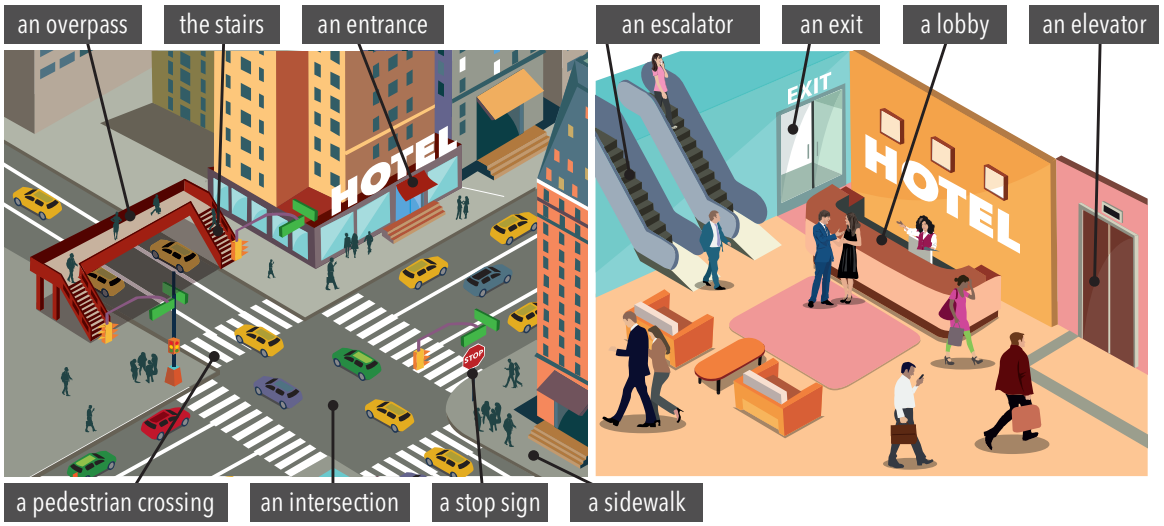
ROSA DELGADO

@RosaD

At the hotel. Feeling tired, but ready to go sightseeing! Just need to get some directions …

1 VOCABULARY Getting around the city

A ▶07-14 Listen. Then listen and repeat.



B PAIRS Look at these groups of words from 1A. Give each group a title and talk about why you chose those titles.

escalator stairs elevator	entrance exit lobby	sidewalk overpass pedestrian crossing

2 GRAMMAR Prepositions of movement

COACH

Verb	Preposition	Noun		Verb	Preposition	Noun	
Walk	**to**	the door.		Get	**off**	the bus.	
Drive	**through**	the tunnel.		Go	**around**	the corner.	
Go	**across**	the street.		Go	**past**	the bank.	
Get	**on**	the bus.		Go	**over**	the overpass.	
Go	**in**	the hotel.		Go	**out**	the exit.	

>> FOR PRACTICE, GO TO PAGE 141

3 PRONUNCIATION

COACH

A ▶07-16 Listen. Notice the pronunciation of *th* in these words. Then listen and repeat.

thanks theater theme park third fourth sixth

B ▶07-17 Listen and circle the word you hear. Then listen and repeat the words with the voiceless *th* sound /θ/.

1. sink / think
2. true / through
3. tree / three
4. boot / booth
5. mouse / mouth
6. eight / eighth

C PAIRS Make one sentence with each of the *th*-words in 3B.

I think about English all day long!

The voiceless *th* sound /θ/

To say the *th* sound in *thanks*, put your tongue between your teeth. Push air out between your tongue and top teeth. Do not use your voice.

CONVERSATION SKILL
Show you understand

To show you understand what someone is saying, say:

- I see.
- Uh-huh.
- Right.

Listen to or watch the video again. Raise your hand when you hear someone show understanding.

4 CONVERSATION



A ▶07-18 Listen or watch. Circle the correct answers.

1. Rosa wants to *order coffee / get directions*.
2. Rosa should *take the subway / walk* to the market.
3. Rosa also wants to go to a *museum / coffee shop*.

B ▶07-19 Listen or watch. Complete the conversation.

Rosa: How do I get _____ the *Sunny Day Street Market*?

Concierge: You can take the subway. Go _____ the entrance to 25th Street. Turn right and walk _____ the intersection at 25th Street and Eighth Avenue.

Rosa: Uh-huh …

Concierge: Then turn left on Eighth Avenue. Go _____ a coffee shop and walk two blocks to 23rd Street.

Rosa: Left on Eighth, two blocks to 23rd Street.

Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

C ▶07-20 Listen and repeat. Then practice with a partner.

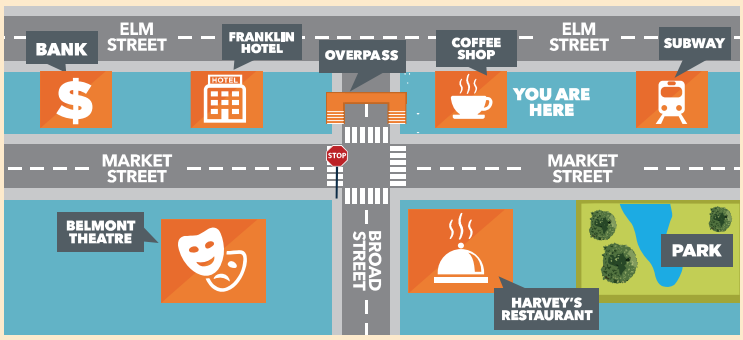
D PAIRS Make new conversations. Use these words or your own ideas.

the lobby pedestrian crossing down the escalator

5 TRY IT YOURSELF

ROLE PLAY Look at the map. You are at the coffee shop. Ask for and give directions to different places.

A: How do I get to the park from here?
B: Just go over the overpass …



I CAN GIVE DIRECTIONS.

LESSON 4 READ A STORY ABOUT GETTING LOST



ROSA DELGADO

@RosaD

Had trouble finding the museum … but made some great new friends. Sometimes bad luck becomes good!

1 BEFORE YOU READ

A PAIRS What do you do when you arrive in a new place? How do you find your way around?

B VOCABULARY ▶07-21 Listen. Then listen and repeat.

get lost: If you get lost, you don't know where you are or how to get somewhere.
traditional: based on old ways of doing things
a bakery: a shop that makes and sells bread, cake, cookies, etc.
delicious: Delicious food tastes very good.
a mood: the way you feel at a particular time
an adventure: a new and exciting experience
a discovery: something you find or learn that is new to you
a guidebook: a book with information for tourists

2 READ

A PREVIEW Read the title and the list of topics on the left. Look at the photo. Where do you think stories like this appear?

B ▶07-22 Read and listen to a post about getting lost.

Good Questions Home | Discussion Board | Logout

- Home
- Travel
- *Memories*
- *Getting Lost*
- *Outdoors*
- *With Friends*

What's your favorite story about a time you got lost?

Ed R. July 27



Cumbia dancers

When I was in my 20s, I went to Colombia to study. On my second day in Bogotá, I went out to meet some friends for lunch, but I think I had the wrong address. I walked around for a long time, but I couldn't find the restaurant. Soon, I had no idea where I was.

I was a little scared, but then I heard music. I smiled and followed the sound around the corner to a small square. There was a group of musicians playing cumbia, the traditional music of Colombia. A few people were dancing. I watched and listened for a little while. Then the dancers invited me to join them! I don't think I was very good at it, but I had a great time. When the music ended, I thanked the dancers and started walking. Now I wasn't scared at all. I was excited to see more of Bogotá.

I went into a small bakery across the street. Everything looked delicious, so I bought a piece of cake. I took one bite, and I knew at that moment that I loved Colombia! Almost every day for the next few months, I returned to that bakery. Now, almost twenty years later, I can still remember the taste of that cake. After a few visits, I became friends with the owner and his family. Later, they invited me to their home for Colombia's Independence Day.

I learned something that day. Getting lost can be an adventure. Since that visit to Bogotá, I have been lost many times in many different places. When I go to a new city, I don't use the GPS on my phone. I follow my mood, not a map. When I get lost, I make wonderful discoveries, like a neighborhood street market, a beautiful view of the mountains that is not in any guidebook, or best of all, a new friend.

Do you like this answer? ☺ (94) ☹ (7)

Leave a Reply

Enter your comment here…

3 CHECK YOUR UNDERSTANDING

A What is the main idea of the post?

a. It is frightening to get lost in a big city.
b. Getting lost can lead to discoveries and fun.
c. Bogotá is a big, exciting city.

B Circle the correct answer.

1. Why couldn't Ed find the restaurant?
   a. His friends weren't there.
   b. Nobody helped him.
   c. He had the wrong address.
2. What happened to Ed at the village square?
   a. He ate delicious cake.
   b. He began to enjoy his trip to Bogotá.
   c. The dancers helped him find his way home.
3. What happened to Ed at the bakery?
   a. He met new friends.
   b. He found his way home.
   c. He traveled without GPS.
4. Why does Ed enjoy getting lost?
   a. He can use his GPS.
   b. He can explore things in his guidebook.
   c. He can find new things.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. I had no idea where I was.
   a. I was lost.
   b. My idea was wrong.
2. I follow my mood, not a map.
   a. I do whatever I want to.
   b. I do only things that are fun.

D READING SKILL Read the Reading Skill. Check the sentences from the reading that give examples of adventures and discoveries.

> **READING SKILL**
> **Identify supporting examples**
> Writers often use examples to support their ideas. Understanding the examples can help you understand the main idea.

- [ ] 1. On my second day in Bogotá, I went out to meet some friends for lunch.
- [ ] 2. Then the dancers invited me to join them!
- [ ] 3. After a few visits, I became friends with the owner and his family.
- [ ] 4. Getting lost can be an adventure.
- [ ] 5. I follow my mood, not a map.
- [ ] 6. When I get lost, I make wonderful discoveries, like a neighborhood street market, a beautiful view of the mountains that is not in any guidebook, or best of all, a new friend.

E PAIRS What is the post about? Retell the most important ideas in the post. Use your own words.

On his first day in Bogotá, Ed got lost ...

Find out about travel without a guidebook. What advice for travelers did you find?

4 MAKE IT PERSONAL

A Can you think of a time when you got lost? What happened?

B Tell your partner about a time when you got lost. Use your notes to help you.

When I was eight years old, I got lost in a shopping mall ...

Where and when did you get lost?	
How did you feel?	
What did you do?	
How did you find your way?	
Did you have an adventure?	

- [ ] I CAN READ A STORY ABOUT GETTING LOST.

LESSON 5 WRITE DIRECTIONS TO A PLACE



ROSA DELGADO
@RosaD
Hooray! My friend Nina is moving to Santiago to study! This is amazing!

1 BEFORE YOU WRITE

A Read the email. Where does Nina need to go?

Re: Directions to the University

From: Rosa Delgado

To: Nina Kelly

Hi Nina,

I am so excited that you're coming to Santiago to study! It's easy to get around Santiago, but there isn't a train from the airport to the city center. So, first you have to take a bus to the central station. When you get to the station, walk three blocks to O'Higgins Avenue. Next, take the 106 bus. Go across the overpass and wait for the bus. You'll go past a hospital and a shopping mall. Get off the bus at Umaña Avenue. Then turn left and walk for two blocks. You'll see the university ahead of you. The College of Architecture is on the corner. Send me a text about your first day!

Love, Rosa

B Read the email again. Take notes on Rosa's directions. Complete the steps in order in the circles.

Directions from the airport to the university

AIRPORT → 1 Take _____ _____ _____. → 2 Walk _____ _____ _____. → 3 Take _____ _____ _____. → 4 _____ and _____. → 5 _____ Umaña Avenue. → 6 Turn _____ and _____. → UNIVERSITY

2 FOCUS ON WRITING

A Read the Writing Skill.

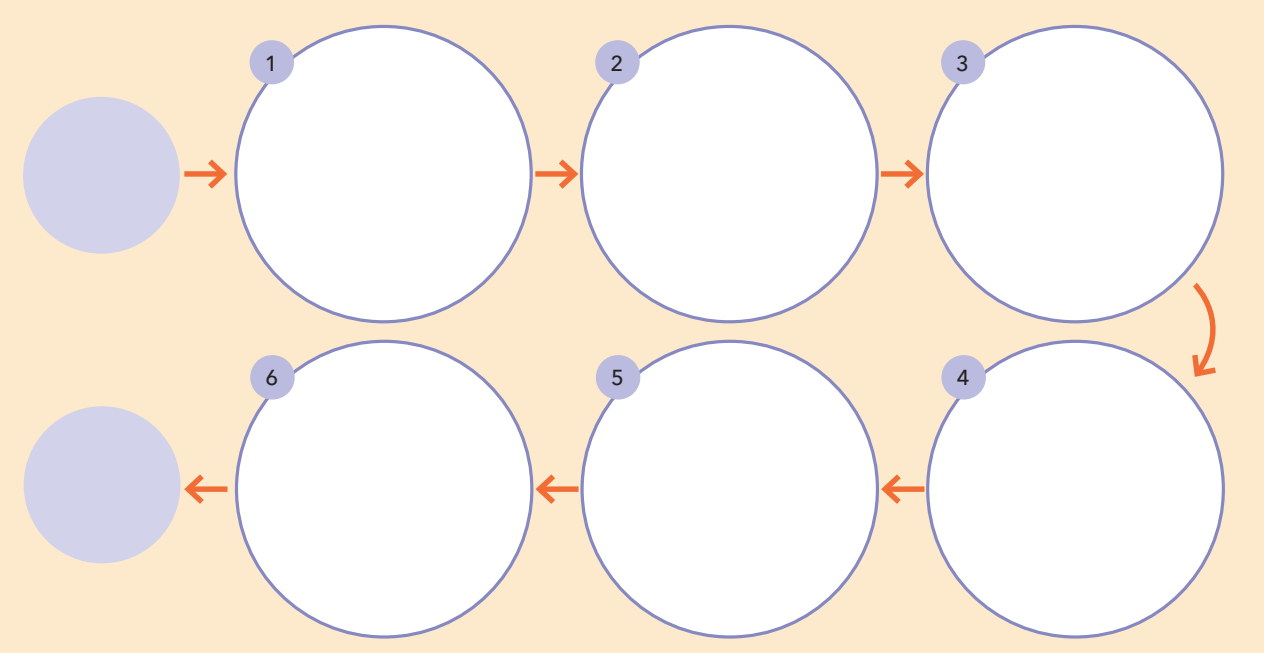
B Read the email in 1A again. Circle the signal words.

WRITING SKILL Show order with signal words

When you give directions about how to do something or how to get somewhere, make the order of the steps clear with signal words like *first, second, next, then*, and *finally*.

3 PLAN YOUR WRITING

A Think of a place in your city or town—a famous museum, a park, or your favorite restaurant. How do you get there from the main train station, the airport, or your school? Fill in the circles below with your directions. Add more circles if you need them.



B PAIRS Give your partner directions to a place in your city. Use signal words.

First, take the shuttle bus to ...

4 WRITE

Write an email with directions about how to get to a place in your city or town. Remember to use signal words like *first, then,* and *next*. Use the email in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read your partner's email.

1. Did your partner give directions to a place in his or her city?
2. Did the directions include clear steps?
2. Did your partner use signal words like *first, then,* and *next* to mark the steps?

B PAIRS Can your partner improve his or her directions? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your email again. Can you improve your writing?

☐ I CAN WRITE DIRECTIONS TO A PLACE.

PUT IT TOGETHER

1 MEDIA PROJECT



A 07-23 Listen or watch. What places does Peter show?

B 07-24 Listen or watch again. Complete the chart.

Place	Why Peter likes it

C Show your photos.

Step 1 Think about three places in your city that are special to you. Take a photo of each place.

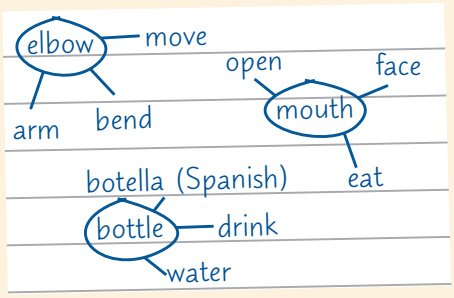
Step 2 Show the photos to the class. Talk about each place and why you like it.

Step 3 Answer questions about the places. Get feedback on your presentation.

2 LEARNING STRATEGY

VOCABULARY WORD MAPS

On a piece of paper, write some new vocabulary words and draw a circle around each. Make sure that each word has a lot of space around it. From each circle, draw a short line and then write a word that can help you to remember the vocabulary word. This word can be a noun, a similar word, a description, or a word from your language. Do this three times for each new vocabulary word.



Choose five new places or transportation vocabulary words from this unit and make vocabulary word maps with them. Write at least three helpful words for each one.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Make a phone call
- ☐ Ask about public transportation
- ☐ Give directions

Vocabulary
- ☐ Tourist attractions
- ☐ Tourist activities
- ☐ Public transportation
- ☐ Getting around the city

Pronunciation
- ☐ Linking a vowel to a vowel
- ☐ The voiceless *th* sound /θ/

Grammar
- ☐ *There is*/*There are*: Review
- ☐ Prepositions of movement

Reading
- ☐ Identify supporting examples

Writing
- ☐ Show order with signal words

B What will you do to learn the things you highlighted? Write notes.

