

## UNIT 5 How can I get there?

### A. LOGGING ON

#### 1. GOALS

In this unit:

You will review means of transportation.

You will practice the use of:

Yes/No Questions (e.g. Are you lost?)

Short answers: (e.g. Yes, I am)

Indirect Questions (e.g. Can you tell me what time The Pejibaye bus leaves?)

Adverbs of Frequency (e.g. always, sometimes, never)

#### 2. VOCABULARY

**INSTRUCTIONS:** Say what each of the following means of transportation does.

streetcar

spaceship

bullet train

cruise liner

ferry

shuttle bus

camper

utility car

#### 3. WARM UP

**INSTRUCTIONS:** Drag the words in Exercise 2 next to their definitions below.

A vehicle that travels in space carrying people: **spaceship**

A vehicle designed for people to live and sleep in when they are traveling: **camper**

A boat that carries people, vehicles and goods across a river or a narrow part of the sea: **ferry**

A train that travels at speeds higher than 200 kmp: **bullet train**

A large luxury ship that carries passengers on vacation: **cruise liner**

A vehicle that that is higher, wider and carries more passengers than a car: **utility car**

A vehicle driven by electricity that runs on rails along the streets and carries passengers: **streetcar**

A vehicle that carries people back and forth, for example, from a bus terminal to a train station: **shuttle bus**

#### 4. YOUR TURN

Which of the means of transportation mentioned above have you used?

Which ones would you like to ride if you had the chance?

Are there any unusual means of transportation in your town?

#### B. TURN IT UP

##### 1. Pre-listening

**INSTRUCTIONS:** Discuss the following questions with your classmates.

1. What kinds of public transportation do you have in your city?
2. Which is the best way to get to your school?
3. How much is the bus fare from your city to San Jose?

##### 2. While listening

**INSTRUCTIONS:** Listen to a selection about transportation in Miami, Florida. Identify the means of transportation mentioned in the listening selection.

Miami is a very popular city among tourists not only from the United States, but also from all over the world. There are many attractions in Miami, so it is important to learn about the best ways to get to these places in a fast and comfortable way. If you want to take a tour of the downtown area you can rent a car. Now, if you want to go to the main shopping centers and malls, you can take the Sky Train, and that's an exciting ride. If you want to see the tall buildings along Biscayne Bay and Miami Beach, you can rent a boat and stop at any place you want. Also, the Miami bus system is one of the most modern and comfortable in the United States. Buses can take you to practically all the corners of the city. If you need to make a transfer, ask the bus driver for a transfer ticket, and you won't have to pay when you get on another bus. Now, if you are in hurry, just call a taxi. Taxi drivers are very nice, and they love to talk to tourists. As you can see, transportation is not a problem in the beautiful city of Miami, Florida.

**Check (√) the means of transportation that were mentioned in the listening passage.**

ferry _____	boat ____√_____	bus _____√_____	plane _____
taxi ____√____	car ____√_____	bike _____	train ____√_____

##### 3. Post-listening

**INSTRUCTIONS:** Listen again and answer: Which means of transportation mentioned in the listening selection you don't see in Costa Rica? **The Sky Train.**

#### 4. Pronunciation

**INSTRUCTIONS: Read the following Yes/No Questions. Note that you should raise your voice at the end of each question.**

1. ~~Do you have~~ a car?
2. Is there a train in your city?
3. Do you prefer to travel by train or plane?
4. Are taxis more expensive than buses?
5. Does she like to travel by bus?

#### C. System tools

##### 1. Warm up

**INSTRUCTIONS: Ask a classmate the following questions.**

1. Do you know what time it is?
2. Can you tell me where you live?
3. Do you know what time the English class begins?

##### 2. Charts

---

### INDIRECT QUESTIONS

---

Sometimes we ask people for information and start our questions with Can/Could you tell me ...? Do you know ...?

If you ask a question like this, you are asking an indirect question. Then you have to change the word order that you use in a simple question.

Compare:     **DIRECT QUESTION**                      **INDIRECT QUESTION**  
                  What is your name?                    Can you tell me what your name is?

Pay attention to do/does/did questions:  
                  What do they study?                    Do you know what they study?  
                  Where does she live?                    Could you tell me where she lives?  
                  When did you go to Canada?            Can you tell me when you went to Canada?

Notice that *live* changed to *lives* and *go* changed to *went*.

Use *if* or *whether* when the question does not start with a question word:

Is there a test today?	Do you know if/whether there is a test today?
Was she on time to class?	Do you know if/whether she was on time to class?
Do they speak English?	Can you tell me if/whether they speak English?
Does she study law?	Could you tell me if/whether she studies law?
Did he visit the cathedral?	Do you know if/whether he visited the cathedral?

Notice that *study* changed to *studies* and *visit* changed to *visited*.

---

---

---

### 3.1. Practice

**INSTRUCTIONS: Change the following direct questions to indirect questions. Write them in the blanks provided.**

1. Where is the National Bank? Can you tell me WHERE THE NATIONAL BANK IS?
2. What does *alma mater* mean? Do you know WHAT ALMA MATER MEANS?
3. Are there seats available? Could you tell me IF THERE ARE SEATS AVAILABLE?
4. What time is it? Do you know WHAT TIME IT IS?
5. How much does the ticket cost? Could you tell me HOW MUCH THE TICKET COSTS?
6. When did she live in England? Can you tell me WHEN SHE LIVED IN ENGLAND?
7. How old is she? Do you know HOW OLD SHE IS?
9. Where can I buy sunglasses? Do you WHERE I CAN BUY SUNGLASSES?
10. Does she like rock music? COULD YOU TELL ME IF SHE LIKES ROCK MUSIC?

#### **ADVERBS OF FREQUENCY:**

*always, usually, often, sometimes, rarely, never*

**Notice the following information about the adverbs of frequency.**

- ◆ Adverbs of frequency are usually placed in mid-position in a sentence after the verb.

I **always** have scrambled eggs for breakfast.  
She **usually** studies at night.  
John **often** takes a bus to school.  
We **sometimes** visit grandpa on weekends.  
The Sotos **rarely** see horror movies.  
**Bryan** never goes to church.

- ◆ However, when the verb *be* is used the adverbs of frequency are placed after the verb.

Teresa is **always** home at night.  
**My classmates** are usually late for math class.

- ◆ In questions and short answers the adverbs of frequency are placed after the main verb.

Do you **always** watch TV at night?  
Does Nancy **often** listen to rap music?

- ◆ In questions and answers with the verb *be* the adverb of frequency is placed after the subject.

Is traffic in your city **usually** busy?  
Are your friends **sometimes** tired of schoolwork?

### 3.2. Practice.

**INSTRUCTIONS: Click right or wrong to tell whether these sentences are right or wrong according to the position of the adverb of frequency in the sentences.**

- RIGHT WRONG Jonathan goes always to work by car. (wrong)  
RIGHT WRONG Are the students often sleepy in class? (right)  
RIGHT WRONG I usually take sugar in my coffee. (right)  
RIGHT WRONG Anne usually is very generous. (wrong)  
RIGHT WRONG My friends are never home in the morning. (right).  
RIGHT WRONG Jason never reads newspapers. (right)

### 4. Your Turn

**INSTRUCTIONS: Transform the following direct questions to indirect questions beginning with “Can you tell me how often ...?” Ask your partner to answer.**

1. Do you take the bus to school?  
Can you tell me how often ... ? YOU TAKE THE BUS TO SCHOOL
2. Do you go to the movies?  
Can you tell me how often ... ? YOU GO TO THE MOVIES
3. Does your father go to the soccer stadium?  
Can you tell me how often ... ? YOUR FATHER GOES TO THE SOCCER STADIUM
4. Does your mother travel to San José?  
Can you tell me how often ... ? YOUR MOTHER TRAVELS TO SAN JOSÉ?
5. Do you and your friends eat at a restaurant?  
Can you tell me how often ... ? YOU AND YOUR FRIENDS EAT AT A RESTAURANT

## D. Scan it

### 1. Pre-reading

**INSTRUCTIONS: Ask a classmate the following questions.**

1. Do you know which is the most famous dance company in Costa Rica?
2. Do you know where I can see a dance performance?
3. Could you tell me who is the best dancer in your town?

## 2. While reading

**INSTRUCTIONS: Read the following conversation between Alexander Ludokov, a famous dancer, and Rose Sterling, a reporter for *Modern Dance Magazine*.**

RS: How did you get involved in dancing?

AL: Well, my family lived in an apartment building next to the practice hall for the National Dance Company, so I spent a lot of time watching them. That got me interested in dancing.

RS: Do you have any advice for young dancers starting out now?

AL: I suggest that they practice a lot.

RS: Do you think that fewer people are going into dance now?

AL: Yes, that's definitely true. People are too practical now. They want a guaranteed paycheck and aren't willing to sacrifice for their talent. That's why I started this scholarship program, *Dance Forever*, to support young people who have an interest in dancing.

RS: When do you plan to retire?

AL: I will never retire from dancing. However, I may get involved in dancing in a different way, as a teacher, for example.

RS: Well, thank you very much.

Adapted from Mackey, D. & A. Sökmen. 1996. *More Grammar Plus*. New York: Addison Wesley Longman, Inc.

**INSTRUCTIONS: Drag the responses that correspond to each of the questions.**

It's a scholarship program for young dancers.

He wants to teach dancing

Watching the dancers at the National Dance Company.

Yes. Keep on practicing.

They are only interested in the money.

Yes, he does.

Only a few.

He's a dancer.

1. Could you tell me what Alexander Ludokov does?

He's a dancer.

2. Do you know how he got interested in dancing?

Watching the dancers at the National Dance Company

3. Can you tell me what his advice for young dancers is?

Yes. Keep on practicing.

4. Do you know how many people get into dance now?

Only a few.

5. Do you have an idea what Alexander means by "people are too practical now?"

They are only interested in the money.

6. Could you tell me what kind of program “Dance Forever” is?  
It’s a scholarship program for young dancers.
7. Do you know if Alexander plans to retire?  
Yes, he does.
8. Can you tell me what he plans to do after retiring?  
He wants to teach dancing.

### 3. Post reading

**DIRECTIONS:** Suppose that you just came back from Grecia, a city that you often visit. One of your classmates asked you questions about your visit to this city. These are the questions he/she asked you.

1. How did you go there?
2. Did you have a good time?
3. How long did you stay?
4. Why do you like Grecia so much?
5. Does your family come with you to Grecia?
6. Do you have relatives or friends there?
7. Is the weather hot or cold?
8. Are you planning to go back?

Now use each of the above questions as part of an indirect questions to tell what your friend asked you.

1. He/She asked me **HOW I WENT THERE.**
2. He/She wanted to know **IF I HAD A GOOD TIME.**
3. He/She asked me **HOW LONG I STAYED THERE.**
4. He/She was interested in knowing **WHY I LIKE GRECIA SO MUCH.**
5. He/She asked me **IF MY FAMILY USUALLY COMES WITH ME TO GRECIA.**
6. He/She wanted to know **IF I HAVE RELATIVES THERE.**
7. He/She also asked me **IF THE WEATHER IS HOT OR COLD.**
8. He/She finally asked me **I AM PLANNING TO GO BACK.**

### E. Type it up

#### 1. Pre-writing

**INSTRUCTIONS:** Ask your classmate the following questions. Guess who the person is.

1. Have you ever met a famous person?
2. Does he/she live in Costa Rica?
3. Is this person a dancer, a singer, a politician?
4. Is this person a man or a woman?
5. Is he/she young, middle-aged or an older person?

## 2. While writing

**INSTRUCTIONS:** Ask a classmate the question in the Pre-writing exercise again. This time you are going to take notes. Once you have conducted the interview write a dialogue in which you play the role of an interviewer, and your partner plays the role of a famous person. When you are finished read the dialogue with your partner to the rest of the class. Introduce your dialogue. Start by saying: “This morning I interviewed (name of famous person) who is in Costa Rica for (how many days, weeks months?)

## 3. Post writing

**INSTRUCTIONS:** Talk to a partner. Explain to him/her how to get from you house to your high school. Do not just make a list of directions. Try to incorporate information about means of transportation, landmarks, streets and avenues, stores and people that you see on the way to school.

## F. Logging off

### 1. Team Project for each unit

**Objective:** Design a project based on the types of transportation available for tourists who visit Costa Rica. . .

**Product:** Suppose that you are a representative of the Costa Rica Board of Tourism. You are giving a speech to a group of tour operators from other countries who are interested in information about different means of transportation for their customers.

**Dissemination:** Oral report to the whole class. With a team, you will create and present the project to the class.

<b>Roles</b>	<b>Job Description</b>	<b>Student's Name</b>
Student 1 <b>Leader</b>	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 <b>Secretary</b>	Writes information about project	
Student 3 <b>Designer</b>	Designs layout and adds artwork	
Student 4 <b>Assistant</b>	Helps secretary and designer with their work	



### Steps

1. Choose roles for each member of your team. Give the project a name.
2. In your group, decide what you are going to do and how you are going to present the information.
3. Create the text for your section according to your role.
4. Create artwork for your section.
5. Put everything together.
6. Present your project to the class.

## 2. Surfing the Net (icon)

Surf the net using <http://www.infocostarica.com/general/transport.html> to explain how tourists can move around using the different means of transportation available to them. List your Internet resources and present the information found in class.

<b>Other Internet Addresses</b>	http://
<b>Topic(s)</b>	
<b>Information found</b>	

### PAIR UP AND WORK

**SITUATION A:** You are a tourist visiting Costa Rica for the first time. You want to see the country's main tourist attractions both in the city and outside. Your classmate is a Costa Rican, so you are going to ask him/her about the best means of transportation to get to these attractions.

**SITUATION B:** Your classmate is a tourist visiting Costa Rica for the first time. He/She is going to ask you about the best means of transportation to see attractions both in the city and outside. Mention different places and suggest the best way to get there: bus, taxi, or plane.

## **CULTURE NOTE**

For many the years, the ox-cart was the main means of transportation in Costa Rica. In fact, the ox-cart has been related to our history since the XVIII and XIX Centuries. Coffee, one of the main export products, was transported from the Central Valley to Puntarenas by ox-cart and then carried by ship to England, the major importer Costa Rican coffee. However, the ox-cart was not only used for carrying goods. It also carried people, even on long journeys. In fact, used to go to the beach by ox-cart from far-distant places such as San José and Cartago. A trip from San José to Puntarenas would take two weeks roundtrip. In the 1960's, ox-carts began to disappear as means of transportation. Today, modern buses carry passengers from San José to the main cities and beaches. Still, the ox-cart is treasured as an important component in the early economic development of the country. Possibly, that is one of the reasons for being such a popular souvenir.

## **GLOSSARY**

**bullet train:** a train that travels at speeds higher than 200 kmp

**camper:** a vehicle designed for people to live and sleep in when they are traveling

**cruise liner:** a large luxury ship that carries more passengers than a car

**ferry:** a boat that carries people, vehicles and good across a river or a narrow part of the sea

**means of transportation:** a vehicle or a system for carrying people and goods from one place to another using roads, railways or by air.

**passenger:** a person who is traveling in a car, bus, train, plane or ship and who is not driving it or working on it

**spaceship:** a vehicle that travels in space carrying people

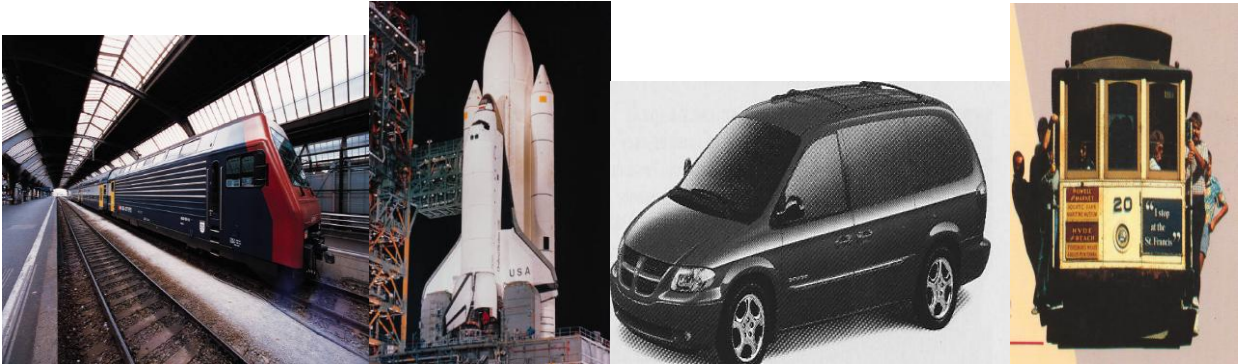
**streetcar:** a vehicle driven by electricity that runs on rails along the streets and carries passengers

**utility car:** a vehicle that is higher, wider and carries more passengers than a car

## Review of Unit 5

### 1. VOCABULARY

**INSTRUCTIONS:** Click on the words that refer to the pictures that you see.



streetcarX

shuttle bus

bullet trainX

cruise liner

ferry

spaceshipX

camper

utility carX

### 2. GRAMMAR

**2.1 INSTRUCTIONS:** You're going to report an interview that you had with Costa Rican soccer super star Paulo César Wanchope. Use the following questions as the basis for your interview and answer them with information of your own. Start your composition as follows: "Yesterday I interviewed Costa Rican soccer superstar Paulo César Wanchope. I asked him ..."

1. When did you start playing soccer?
2. How long did you play for Club Sport Herediano?
3. How was your experience playing with the Derby County and the Manchester City in England?
4. Why did you decide to play in Spain?
5. What do you like best about playing for Málaga?
6. What does it mean for you to be part of the national soccer team?
7. Do you think Costa Rica will make it to the World Cup in Germany 2006?
8. What advice do you have for young soccer players?

**2.2. INSTRUCTIONS: Read these statements about transportation in your town. Say what is true using the following adverbs of frequency: *always, usually, sometimes, rarely, never.***

**Example: Our teachers take a bus to school.**

**Our teachers *often* take a bus to school.**

1. The students take a bus to school.
2. The students do the homework at school.
3. Our parents come to school and talk to the teachers.
4. The teachers have lunch at school.
5. The school principal comes to class and talks to us.
6. Representatives from the Ministerio de Educación visit our school.
7. We celebrate national holidays, for example, Juan Santamaría's Day.
8. We participate in community work, for example, pick up the garbage in nearby streets.

## SELF ASSESSMENT UNIT 5

In this unit you have learned about different means of transportation. Rate your comfort level.

### *Skills*

I can ask indirect questions and supply

I can under

### *Self reflection*

1. What was the most useful thing you learned in this unit?

---

---

---

2. How will this help you in real life?

---

---

---