How to travel around Taipei by MRT?

-- Writing a travel itinerary --

Topic: How to travel around Taipei by MRT? — Writing a travel itinerary

Abstract:
Procedural texts or “how-to” texts are common in daily life, including recipes, computer manuals, rules or instructions for playing a game, directions to certain places or suggested itineraries from a travel guide. As procedural writing is frequently encountered, it is not only a practical but an interesting activity for students to do. Writing procedural texts lends itself to exercises in clear thought and communication. In this activity, the class will first read a few samples of “how-to” texts, and discuss with them the basic features of procedural writing, so that students could understand what a procedural framework looks like. By connecting reading and writing, students will know how they should write and know the subject matter which may become the topic of their writing. The topic of procedural writing in this activity is to write a travel itinerary: writing a suggested itinerary to tell people how to travel around Taipei by taking MRT. In their itineraries, they will have to illustrate to the readers where to go, when to go, how to go and what activities to do in their trip, all of which should be clearly indicated by following the procedural writing structure. Students will be led to go through the stages of process writing: prewriting (brainstorming and planning), writing a rough draft, revising the draft, editing the draft, and publishing the piece finally. In this process-oriented writing activity, students will learn to think clearly, concisely and specifically by knowing how to write procedures, and will practice writing in an authentic context by learning to write a travel itinerary.

Objectives:

Terminal lesson objectives:
Students will understand the characteristics and structures of a procedural text and know how to document a sequence and to clearly illustrate the steps for completing an activity by writing a procedural text.

Enabling objectives:
1. Students will understand the functions, the features and the range of the contexts of procedural writing.
2. Students will apply an appropriate procedural framework to a piece
of writing.
3. Students will make explicit instructions in their writing for a sequence of steps needed to complete a task.
4. Students will use appropriate nouns, verbs, and adjectives throughout a procedure, especially know how to properly use the linking words or phrases to indicate sequence.
5. Students will know how to effectively plan an itinerary by using the chart and map.
6. Students will write brief descriptions of where to go, when to go, how to go, why to go, and what activities to do in their itineraries.
7. Students will use simple English to introduce the scenic spots for travelers in Taipei.
8. Students will use resources (e.g., maps) to gather information and to use them to complete an English writing.
9. Students will work cooperatively with their groups.
10. Students will use their creativity to develop or to make their itineraries interesting and attractive that can catch the traveler’s interest.

- **Grade level**: 2nd-3rd grade
- **Time required**: 100 minutes (two periods)
- **Materials**: worksheets; Taipei Metro Tourist map; computer; PowerPoint
- **Teaching procedure**:
  1. Warm-up Activity (10-15 minutes)
     a. Divide the class into small groups and have students work in groups. (Students should be grouped heterogeneously to allow for a variety of reading and writing levels in each group.)
     b. Give students a set of directions and a map (see Appendix A). Ask students to work in groups, to read the given instructions and to follow them on the map. See if students could comprehend the directions and find out the target place indicated.
     c. Discuss with the whole class about the directions and find out together the destination—“school”—on the map displayed by PowerPoint (see Appendix B).
     d. Introduce to the students that the map direction is one kind of text
which tells people how to complete an activity with clear step-by-step instructions. Explain that some writing involves telling the reader how to do something or how to make something, and such a writing genre is related to the concept of a procedure and is called a procedural writing. Tell students that in addition to map directions, examples of procedures include recipes, rules for games, science experiments, and how-to guides, etc.

2. An Introduction to Procedural Writing (20 minutes)
   a. Give students two more samples of procedural writing to read (see Appendix C and D). Ask students to look at how the passages are written. Tell them to ignore those technical words in the articles for the time being and to skim and scan for the main ideas and the writing structures.
   b. Prompt students to find out what these texts have in common. From the discussion with students, outline the basic features or elements of a procedural writing. List the elements on the blackboard. The basic features of a procedural text include, for example, the use of second-person voice, imperative sentences, and transition words that indicate sequence or time (such as *first*, *next*, *then*, *after*, and *finally*). Guide and prompt students to identify the examples of the above features from the sample articles. Give further explanations of these usages if needed.
   c. Tell students that they will have to write a procedural essay with these elements of the procedural framework.
   d. Summarize the features of procedural writing again by giving them worksheet (see Appendix E) and give further explanations of these usages if needed. Make sure that students understand these elements and usages of procedural texts.

3. Prewriting: Get Started with the Procedural Writing (35 minutes)
   a. Tell students that the topic they are going to practice with the structure of the procedural genre is writing a travel itinerary or a simple travel guide. As what students have just read in the sample article, an itinerary is a proposed route of a journey or a guidebook for travelers. Guide students to read the sample itinerary again. Point out that writing an itinerary may need to illustrate to your readers where to go, when to go, how to go and what activities to do in their trip.
   b. Tell students that they are now going to develop and create their own travel itineraries, following the guidelines of procedural writing. Tell
them that the purpose to write this itinerary is to tell people how to travel around Taipei via MRT (Mass Rapid Transit system, or Taipei Metro) if they were tour guides. Tell students that they will work in groups to complete this writing task. Prompt them to think about how to plan a two-day trip in Taipei by taking MRT with their group members. In their itineraries, they will not only have to arrange the scenic spots around MRT stations for travelers to go, the activities for them to do, and to plan those activities in appropriate sequence, but clearly illustrate how to get to one MRT station from another station and which line and which station their arranged scenic places are located.

c. Give students some examples on how to give directions on taking MRT (displayed by PowerPoint). For example, the expressions may include “take MRT Xindian Line to Gongguan Station”, “take Danshui Line and get off at the New Beitou Station”, “change trains at this station and transfer to Muzha Line” and so on. Tell students that they should give clear directions like these in their itineraries. In their itineraries, they should plan the route starting from Taipei Main Station.

d. Before they begin to write, ask them to plan the trip first by using the maps and charts. Give each group an MRT route map (Appendix F) so that they could first mark or circle the MRT stations that they would like to arrange for travelers, and also give them a copy of the “Itinerary Planner” sheet (Appendix G) to assist them in developing their ideas before they write their actual itineraries. Explain to students how to use the charts to plan the trip and show them examples of how to fill out the sheet.

e. Give each group the “Taipei Metro Tourist map” for their reference to plan the trip (see Appendix H). This map includes the information of tourist attractions around each MRT station and their locations. Students could make use of this map as their tool to help them arrange the tourist spots. It is also recommended that students choose the places they have been to or they are familiar with (based on their life experiences) so that it would be easier for them to arrange the activities. Students could also come up with a topic for their trip such as “Shopping Tour” or “Cultural and Arts Tour”, etc.

f. Give students some time to brainstorm with their peers ideas for an itinerary. During this think-pair-share time, students should discuss
with their group members and express ideas about what places nearby MRT stations they would like to plan for travelers, what special features of the scenic spots are, what activities travelers can do there, and how those activities can be arranged in sequence.

g. During this time, the teacher should be observing and taking notes on how students are working in their groups. Tell students that they will also be graded on how well they can work together and help each other.

h. After sharing their ideas, students should then write down what they have discussed onto their planner charts so as to assist them in the initial drafting portion of their writing.

4. Drafting: Writing a Travel Itinerary Based on a Procedural Framework (35 minutes)

a. After students finish planning their itineraries, tell students that they will start writing a rough draft based on their itinerary planner, following the structure of procedural writing.

b. Give students a copy of the “Procedural Writing Rubrics” (Appendix I) and explain it with the class, indicating how their writing will be evaluated in their itineraries. Tell them what an effective procedural writing should look like. Ensure students understand the items you will be looking for in their itineraries. The evaluation aspects include content, structure (organization), word choice, and mechanics (grammar, punctuation and spelling).

c. Give the groups time to work on writing their itineraries. During this time, observe and take notes on how the students are working in their groups.

d. After students finish their drafts, have each group come at the front of the classroom and share their itineraries with the rest of the class by reading them aloud and showing the route on the map displayed on PowerPoint.

e. After one group is sharing what they have written, ask the rest of students to give feedback and discuss with them. The possible questions for discussion may include: “Is the itinerary they planned interesting to you? Why?”, “Do they clearly illustrate the traveling procedures in their itinerary and provide detailed procedural steps?”, “Do they indicate the elements like when to go, where to go, how to go, why to go, and what to do in their itinerary? ” and so on.
5. Wrap-up (10 minutes)
   a. Collect students’ writing drafts and their “Itinerary Planner” sheets of each group. Tell them that their drafts will be returned in the next class with your feedback and comments. Students then should revise the drafts.
   b. Tell students that after several steps of revisions, proofreading and editing, they may display their finished products on a bulletin board or publish their works as travel brochures.

6. Follow-up Activities (Extensions)
   a. Editing: Have students edit their drafts before publishing. They are allowed to check the contents they are not sure in their itineraries by using a variety of resources to gather information. Also ask students to check grammar, usage, punctuation and spelling in their writing.
   b. Publishing: When a final copy is done, you can have students make a topic for their itineraries such as “Join the Mall Shopping Tour with Us”. Students could create an advertisement that advertises their itinerary. The advertisement may include some pictures of places that are in the itinerary. They are allowed to create it however they think would be most effective. Their finished products will be displayed or published as a travel brochure.

- **Assessment**:
  Students will be given grades based on: (1) the observations that are made on how well the groups are working together; (2) the “Itinerary Planner” sheets that they turn in, to check if the group completed all parts of the sheet; (3) revisions of students’ drafts; (4) students’ final procedural writing pieces, which is assessed according to the “Procedural Writing Rubrics”.

- **Suggestions**:
  1. The topic of the itineraries could be changed into different areas or different kinds of transportation for different schools. However, make sure that almost all students in the class have the travel experiences before you want them to create that topic of itinerary.
  2. The weighting of the evaluation rubrics may be adjusted for specific classes as considered appropriate by the teacher.
References:
台北捷運公司(2009)。台北捷運旅遊導覽圖(Taipei Metro Tourist map)。
教育部(2008)。普通高級中學必修科目「英文」課程綱要。
游春琪彙整(2006)。學測與指考英文作文評分樣例。選才通訊，142期。
Appendix A

Can you follow the directions?

Directions:
First, start at the school and turn left.
Stop at the zoo for a field trip.
Exit the zoo and turn left. When you get to the nearest 4-way intersection, turn left again.
Go through the turn-about in a leftward direction. Visit the Council Offices. Exit the Council Offices and turn right.
Cross the bridge and turn left at the intersection.
Follow the road until you've crossed over the same road in which you began.
Cut through the roadway found in the housing development, right next to the play area.
Turn left at the next main road you come to. Make sure it's not the dead end road.
Cross the river and turn left. Have a snack at the Burger Bar.
Exit the Burger Bar and turn left, and then take another immediate left onto the intersecting road.
Follow that road and take the 1st right. Stop in and shop at the Clothes shop, then cross the street and buy a pair of shoes.
Exit the Shoe Shop and turn left, and then left again at the next intersecting road.
Follow this road until you come to 4-way intersection. Turn right and enter the first building you see on your right.

Now, where are you at?
Appendix B
Appendix C

How to Make a Cup of Coffee

First you need to buy some coffee and a coffee maker.
Then you have to put the water into the bottom of the coffee maker.
You needn’t boil the water, cold water is fine.
Next you have to put the coffee in the coffee compartment and screw the top of coffee maker on.
After that you need to put the coffee pot onto the stove.
Then turn the stove on and wait. You don’t have to move the coffee pot.
When the water boils and goes into the upper part of the pot you then have to remove the pot from the heat.
Finally you pour some coffee into a cup, add sugar and milk and enjoy.

Appendix D

Travel in Aruba

Day Plans

To help you make the most of your time in Aruba, we’ve designed three separate itineraries.

Day Plans

PLAN A:

The Beaches, the Museums and a Dinner Show

The very first thing you should do in the morning is plan your evening: Otherwise, your first choice for entertainment may be sold out. Find out what shows are playing in the hotels that night and make reservations early. Consider booking a dinner show; by combining your meal and entertainment, you’ll have time to enjoy other island offerings that night.

Then grab your swimsuit and take a bus to Palm Beach, which is in the midst of the resort area, north of Oranjestad. (On your way, be sure to ask the driver when the buses make the return trip to town from the beach—usually it’s every 15 minutes.)

After spending time in the surf, head back to Oranjestad for a late lunch at Don Carlo’s (phone 583-6246), an open-air spot on the waterfront that serves lunch and dinner daily. Then stroll around town, stopping at Fort Zoutman, the Archeological Museum and the Numismatic Museum. If you want to shop, try the stores on the town square or main streets for better prices than those at the waterfront malls.

If you’re staying in town or at a Palm Beach high-rise, you may need to take a taxi to your night’s entertainment—the public buses don’t run after 6 pm. If you still have energy to burn after the show, go casino hopping. Just walk along the beachfront sidewalk that connects the Palm Beach hotels, and step into whichever one suits your fancy. At least seven or eight hotels in the immediate row have casinos.
**PLAN B:**

**Snorkeling/Windsurfing**

We suggest renting a car or hiring a taxi for this itinerary—that way, you can enjoy your time rather than waste it waiting for public transportation. Start your day by snorkeling at Rodger’s Beach in San Nicolas.

Then lunch at Charlie’s Bar (phone 584-5086), where you can check out the memorabilia from San Nicolas’ heyday as a refinery boomtown. The specialty is steamed shrimp and, if you like your seasoning hot, hot, hot, then buy a bottle of Charlie’s Honeymoon Sauce. Walk off those calories with a short stroll around the block to South End Art Gallery and browse among the works of local talent.

Your next destination is an area known as Fisherman’s Hut, which is on the northern tip of the island—the exact opposite direction from San Nicolas. (It’s beyond all the high-rise resorts.) The two beaches in Fisherman’s Hut offer world-class windsurfing. After your last wave, head for the Okeanos Spa in town at Renaissance Aruba Resort & Casino and get those kinks worked out.

Other options include Body & Soul Spa at the Tierra del Sol Resort, Spa and Country Club; the Hyatt’s Stillwater Spa on Palm Beach; or Spa at Tara in the Bucuti Beach Resort.

**PLAN C:**

**Nature Tour**

First thing, put on your most comfortable walking shoes. Then rent a Jeep or hire a taxi with four-wheel drive, pick up some food for a picnic and head northeast from Oranjestad toward the hill known as Hooiberg (the Haystack). After you’ve soaked in the view from the top, continue east to Andicuri Beach.

After a swim, break out the picnic. Or, if you don’t want to bother with packing one, lunch at Boca Prins, an open bar and restaurant by the sea in Arikok Park, right at your next stop.
Three nature stops will take up the rest of the afternoon: The first stop will be at Fontein Cave, where you can see several Caiquetio paintings. Then view the rock formations at Ayo and Casibari; it’s amazing what a stiff wind can do to a rock. Your final destination will be the Bubali Bird Sanctuary, northwest of Oranjestad, on the other side of the island. You’ll want to have binoculars and a camera.

Appendix E

Basic features of procedural writing

1. Purpose: to tell people how to do something
2. Clear step-by-step illustration
4. Imperative sentences: usually with the subject (you) implicit
   - The imperative is formed by using the present tense form of the verb without “to” or any noun or pronoun in front of it.
   - E.G: “You need to turn left at the Post office” becomes “Turn left at the post office.”
   - Imperative instructions should never be used when you are writing formally, for example in a letter to the bank.
5. Linking words (transitions) that indicate sequence
   - Linking words can tell people about the way that each step in the instructions links to the others.
   - Sequencers are the words that help order your instructions.
   - E.G: first, second, third, then, next, after that, before..., last, finally, in the end, while...
6. Examples: manuals, directions, recipes, instructions, rules, how-to guides...
Appendix F

Taipei MRT Route Map
Appendix G

Itinerary Planner: Let’s plan the trip!

Brainstorm with your group members possible ideas for creating an itinerary in Taipei. Talk about what you would like to make, how you would like to make, the steps you will use to create your itinerary, and how you think your itinerary will turn out. When you have finished sharing with your group members, write your ideas on this planner to help you plan your itinerary.

Think about these:
- How many places should be included in this trip?
- What places? Why are they (what’s special)? Where are they? (mark them on the map first)
- When to go to these places?
- How to go to these places?
- What to do in these places?

* Starting place: Taipei Main Station

Day one

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**Example:**

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<th>Activity (what to do?)</th>
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<td><strong>Maokong Tea Park</strong></td>
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<td></td>
<td><strong>Muzha</strong></td>
<td><strong>drink tea and watch night scenes</strong></td>
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Appendix H

Taipei Metro Tourist Map
(Note: The map is available at each MRT station. Teachers could collect the materials at MRT stations if necessary.)
# Appendix I

## Procedural Writing Rubrics

<table>
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<tr>
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<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
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| **Content**    | *Plans very effectively; identifies all elements in an itinerary (when, where, what, and how)*  
*Provides detailed procedural steps*  
*Presents ideas in a complete and illustrative way*  
*Creatively makes the itinerary interesting and attractive and can catch the reader’s interest* | *Plans well; identifies and lists all required elements*  
*Provides most steps without enough detail*  
*Sufficiently developed content with adequate elaboration or explanation* | *Has something of a plan; lists some elements*  
*Provides some steps; details are missing*  
*Limited content with inadequate elaboration or explanation* | *Doesn’t plan or identify any itinerary elements*  
*Provides few or no steps*  
*Superficial and/or minimal content*  
*Plagiarism obvious or suspected* |
| **Structure (Organization)** | *Uses a complete procedural framework including illustrations to express and organize ideas and information*  
*Sophisticated arrangement of content with evident transitions*  
*Ideas and descriptions are presented in a logical sequence; instructions are in chronological sequence* | *Uses a complete framework to express and organize ideas and information*  
*Functional arrangement of content that sustains a logical order with some evidence of transitions* | *Uses parts of a framework to express and organize ideas and information*  
*Confused or inconsistent arrangement of content with or without attempts at transition* | *Uses no framework to express and organize ideas and information*  
*Minimal control of content arrangement*  
*Sequence of events is confusing; Transitions are unclear* |
| Word choice | *Uses effective and specific verbs, sequencing words (e.g., first, next, then, after), and colorful adjectives to convey ideas; uses clear and concise wording to communicate ideas | *Uses appropriate verbs, sequencing words, and acceptable adjectives to convey ideas; uses appropriate wording to communicate ideas | *Uses simple verbs, sequencing words, and weak adjectives to convey ideas; uses limited wording to communicate ideas | *Uses incorrect verb tenses and few adjectives to convey ideas; uses unclear wording to communicate ideas |
| Mechanics (Grammar, Punctuation, Capitalization and Spelling) | *No major errors; 1-2 minor errors | *No major errors; 3-4 minor errors | About 5-6 errors which distract readers | *Multiple errors which impede understanding of content |
| | *Piece was proofread thoroughly before submission | *Proofreading evident before submission | *Little or no proofreading evident before submission | *No evidence of proofreading before submission |
| | *Evident control of grammar, mechanics, spelling, usage and sentence formation | *Sufficient control of grammar, mechanics, spelling, usage and sentence formation | *Limited control of grammar, mechanics, spelling, usage and sentence formation | *Minimal control of grammar, mechanics, spelling, usage and sentence formation |