



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER

Process Writing: Week 1 of 1

Unit Overview:

This is a **one week unit** during which Ss will be introduced to Process Style Writing. They will learn what this style of writing is used for and how to create and form good Process style paragraphs. During this unit the students will also learn about signal words, imperatives, and phrasal verbs, focusing specifically on how these types of words are used in Process style writing. Finally, students will improve their ability to give and receive directions to and from various locations.

Unit Objectives:

After this unit Ss will be able to...

- understand the form of and use for process style writing
- create good process style paragraphs
- correctly write and follow step-by-step instructions and directions for completing tasks
- give and receive both written and oral directions to a from locations
- correctly identify and use signal words in process writing
- correctly identify and use imperatives in process writing
- correctly identify and use phrasal verbs in process writing

Unit Outline:

Week 1: Process Writing

Monday: Process Style Writing / *Signal words*

Tuesday: Giving & Understanding Instructions / *Imperatives*

Wednesday: Step-by-Step Processes / *Phrasal verbs*

Thursday: Giving & Understanding Directions / *Grammar review*

MATERIALS: *Materials are not core texts!*

- Ready to Write
- Weaving it Together 1
- Side by Side: Book 2
- Side by Side: Book 3

Process Writing: Monday, Week 1 of 1

Process Style Writing / *Signal words*

Lesson Objectives:	Materials:
Students will... <ul style="list-style-type: none">understand the structure of a process writing paragraphbe able to provide topic sentences for instructional paragraphsbe able to identify signal words most commonly used in process writing.individually write process style paragraphs	<p>*All materials are found in this document, following today's curriculum.</p> <p><u>Process Writing Paragraph:</u></p> <ul style="list-style-type: none"><u>Ready to Write:</u> 58 <p><u>Provide Topic Sentences:</u></p> <ul style="list-style-type: none"><u>Ready to Write:</u> 59 <p><u>Signal Words:</u></p> <ul style="list-style-type: none"><u>Ready to Write:</u> 60 (<i>signal words</i>) <p><u>Write Paragraphs:</u></p> <ul style="list-style-type: none"><u>Ready to Write:</u> 60 (<i>rcg. order of inst.</i>)<u>Sample Paragraph</u>

Activity Ideas:

Process Writing Paragraph:

- T hands out copies of page 58 from Ready to Write and has Ss read and discuss the "Introduction to Process Writing" section as a whole class. T divides the class into small groups and has each group read the example paragraph, "How to Pack a Suitcase" and answer the 3 questions listed. When all the groups have answered the questions the T should have the whole class go over the paragraph and questions together.

Provide Topic Sentences:

- T hands out copies of page 59 from Ready to Write and has Ss work individually to read the paragraphs and write good topic sentences for each one. While the Ss are working T circulates assisting those who need help.
 - When everyone is done T has the class compare sentences and discuss what is important when writing a topic sentence for a process paragraph.

Signal Words:

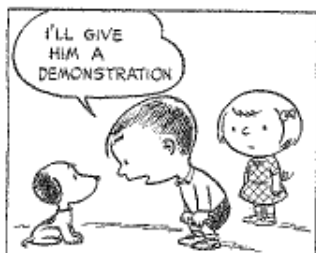
- T has Ss discuss "signal words" and what they are used for. T should focus on those signal words which are most appropriate for process writing, specifically those used to indicate a process or sequence of steps/events (*ie: First, Next, Then, Finally, etc...*).
 - T's can use one of the following as a resource for themselves if needed, but should not hand either out to the Ss: [Sequencing](#) (pg 1), <http://tinyurl.com/29wp6v5>, or [Signal Words](#) (pg 3), <http://tinyurl.com/2foosnq>.
- T hands out copies of page 60 from Ready to Write and has Ss complete the "Using Signal Words" activity as a large group.

Write Paragraphs:

- T has Ss complete parts A & B of "Recognizing the Order of Instructions" activity as large grp.
- T tells the Ss that they will now individually write paragraphs about their own "ideal" dessert. T leads Ss in a short discussion about the term "ideal", then T shows Ss the Sample Paragraph and has them answer the questions (*if T wants to write own paragraph to show Ss they can*).
- Ss choose a dessert (*make sure it is a simple one*) and individually write short process paragraphs about how they ideally prepare it. When Ss are finished writing T has them pair up and peer-edit their partners paragraph. Finally, T has volunteers read their finished paragraph to the class while the other Ss listen carefully for the signal words and try to determine how many steps there are.

CHAPTER 8

Giving Instructions



When you explain the step-by-step process of how to do or make something, you are giving instructions. In this chapter you will learn how to write instructions that are clear and easy to follow. When you write instructions or directions, you need to use time order, and sometimes space order.

Recognizing Processes

Read the following model paragraph and answer the questions.

How to Pack a Suitcase

Most people hate to pack, but following these steps helps make packing easy. First, put all the items you want to take on your bed and organize everything into groups. For example, put all your shoes in one group, all your clothes in another, all your toiletries in a third, and so on. Second, put your toiletries in plastic bags and your shoes in shoe bags. After that, place your shoes on the bottom of the suitcase. Then take your pants, fold them in half, and roll them up. Once rolled, place them in the bottom of the suitcase around the shoes. Fill empty space on the bottom with socks and underwear. Next, fold and put flat items, such as shirts and sweaters, as a second layer. Put your bags of toiletries between layers of clothes. Finally, place your last layer of items in the suitcase so that there are no spaces left between items. This way of packing helps you get organized and stay organized when you travel.

1. What is the topic sentence?

2. What steps does the author give?

3. How are the steps organized?

Writing Topic Sentences for Process Paragraphs

The topic sentence of a process paragraph must identify the process and tell something about it. Write a topic sentence for the following paragraphs.

Example

There are several steps you must follow to get your student

identification card.

First, get a copy of the receipt that shows you paid your tuition. Then take the receipt to the Student Affairs Building. Go to the ID office and show the secretary your receipt. After that, get your picture taken. Remember to smile! Wait three minutes for your picture to be processed and your ID to be printed. Finally, sign your ID card and put it in your wallet.

1. _____

First of all, write your name and address in the upper left hand corner of the envelope. Then write the name and address of the person you are mailing the letter to in the center of the envelope. This usually takes three lines. Put the name on the first line. Write the street address on the second line and the city and state on the third line. Remember to include the zip code. Finally, put a stamp in the upper right hand corner. The most important thing to remember is to write neatly!

2. _____

First, fill a clean vase with water. Second, cut most of the flowers and greens so they are approximately two times the height of your vase. Then, cut a couple of the flowers two inches longer. After you are finished cutting the flowers, you can begin to put the greens in the vase. Now add the other flowers. Start at the outer edge of your vase. Put the longest flowers in the center of your arrangement. Then take a few steps back and admire your bouquet.

3. _____

It is a good idea to practice tying a bow tie by putting the tie around your leg just above your knee. Begin by holding one end of the tie in each hand. Close your eyes. Then, pretend that you are tying your shoelaces. When you open your eyes, you will see that you have made a bow. Adjust the tie so it looks like a nice bow tie. When you feel you are ready, try tying a bow tie on your neck.

USING SIGNAL WORDS

When you describe a process you put the steps in time order. In order to make the steps clear, you should use time order signal words to guide the reader from one step to the next. Review the signal words on page 28. Complete the following paragraph about how to make popcorn. Use the correct signal words.

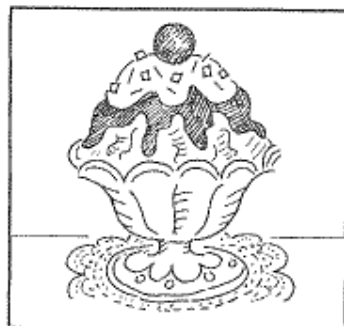
It is very easy to make good popcorn. First, put three tablespoons of oil in a large heavy pot. _____, heat the oil on a high flame until one kernel of popcorn pops when you drop it into the hot oil. When the oil is hot enough, pour one-quarter cup of popcorn into the pot and cover it with a lid. _____, reduce the flame to medium and begin to shake the pot gently. Continue shaking the pot until all the corn has popped. _____, empty the popcorn into a large bowl and add melted butter and salt.

RECOGNIZING THE ORDER OF INSTRUCTIONS

Making a Sundae

- A.** The following sentences describe how to make a chocolate sundae, but they are not in the correct time order. Find the topic sentence and put a 1 in front of it. Use the signal words to help you put the steps in the right order.

- _____ Next, cover with whipped cream.
- _____ Chocolate sundaes are one of the easiest desserts to make.
- _____ Finally, sprinkle chopped nuts on the whipped cream and put a cherry on top.
- _____ Then pour two tablespoons of hot fudge sauce over the ice cream.
- _____ First, put one scoop of your favorite kind of ice cream in a dish.



- B.** Now write the ordered steps in paragraph form.



My ideal ice cream sundae has warm sauces, fruit, and nuts. First, I put two scoops of French vanilla ice cream into a dish. Then, I slice half of a banana on my ice cream. Next, I pour some hot fudge sauce over the ice cream and banana slices. I also pour some warm strawberry sauce over the fudge sauce. Finally, I sprinkle some crushed peanuts on the top. This is how I prepare my ideal ice cream sundae.

- 1) Is there a clear topic sentence?
- 2) How many steps are there in this process?
- 3) What signal words were used?
- 4) Is there a concluding sentence?

Process Writing: Tuesday, Week 1 of 1

Giving & Understanding Instructions / Imperatives

Lesson Objectives:	Materials:
Students will... <ul style="list-style-type: none">be able to identify imperatives and their level of politeness or urgencyunderstand how to create imperativeswrite process style paragraphs using imperatives and signal words	<p>*All materials are found in this document, following today's curriculum.</p> <p><u>Identify Imperatives:</u></p> <ul style="list-style-type: none"><u>Imperatives Worksheet</u> <p><u>Create Imperatives:</u></p> <ul style="list-style-type: none"><u>Weaving it Together 1</u>: 106 & supplemental page <p><u>Write Paragraphs:</u></p> <ul style="list-style-type: none"><u>Ready to Write</u>: 61<u>Online Quiz Instructions</u> and <u>Imperative Form Quiz</u>

Activity Ideas:

Identify Imperatives:

- T introduces Ss to the Imperative form and when/how it is used:
 - Form** - no visible subject/understood subject + simple present tense verb + object
 - Uses** - polite request: "*Please close the window.*"; command: "*Close the window.*"; simple instruction: "*Turn the latch and press down in order to close the window.*"
 - For more examples T's can use Form of the Imperative (<http://tinyurl.com/369thrj>) as a teacher resource but should not give it to Ss.
- T has Ss complete the Imperatives Worksheet either in pairs, small groups, or as a whole class, to practice what they have learned.

Create Imperatives:

- Before class** T should make several sets of picture cards using the pictures on page 106 from Weaving it Together.
- T divides Ss into pairs and gives each pair a set of picture cards.
- T writes the 5 verbs from the bottom of page 106 on the board: fill, put, pour, leave, & boil.
- T tells the Ss to write the correct verb on each card in the blank space provided to create an imperative statement.
- When the Ss are finished writing T tells them to put the cards into the correct order using the supplemental page (see below this lesson) as a guide. Ss should check with the T to make sure they are right before pasting or taping their cards to the sheet.
- Ss create a paragraph by adding a topic sentence and the appropriate signal words to the imperatives they have created and writing them on the lines next to each picture.

Write Paragraphs:

- T hands out copies of page 61 from Ready to Write. T has Ss complete Activity A independently or in pairs. When Ss are finished T has the whole class identify which steps are in the imperative. T has Ss explain why some steps are in the imperative and others are not (*do not give the answers but see what the Ss have to say*) and makes note of their ideas/reasons on the board.

Only do this activity if there is time. If not don't worry!

- Imperative Form Online Quiz:
 - T hands out the Online Quiz Instructions & has Ss go to the Imperative Form Quiz webpage. T has Ss follow the instructions from the handout to complete the activity. T can have Ss work individually or in pairs.

9 Practice

Put these instructions in the correct order.

1. Dial the number. Lift the telephone receiver. Wait for the dial tone.

Lift the telephone receiver. Wait for the dial tone. Dial the number.

2. Write the letter. Mail it. Address the envelope. Put the letter in the envelope.

Put a stamp on it. Sign your name.

3. Cut the oranges in half. Buy some fresh oranges. Throw away the seeds and pulp. Add a little sugar, if you wish. Drink. Squeeze the halves until all the juice is out.

10 Practice

A.

Parents tell their children what to do. Complete the blanks with an affirmative or a negative imperative. Use the verbs in the list.

be
brush

come
do

eat
look

talk
wash

watch

1. Do your homework.

2. _____ before you cross the street.

3. _____ your hands before you eat.

4. _____ home after school.

5. _____ too much television!

6. _____ your teeth.

7. _____ late!

8. _____ to strangers.

9. _____ too much candy!

B.

Add two more of your own.

1. _____

2. _____




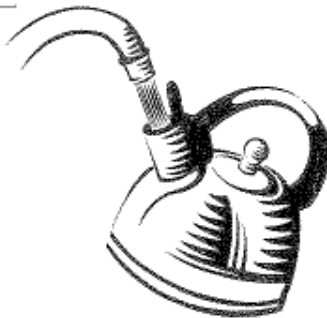


WRITING SKILLS

Writing Instructions

When you write instructions, you must use exact words to describe each step. It is also important to give all the steps in the correct order.

Exercise 1

Look at these pictures. Number them in the correct order. Then fill in the blanks with the words listed below the pictures.

 _____ for a few minutes.	 _____ the tea into the cup.	 _____ some tea into the teapot.
 1 _____ the kettle with water.	 _____ the water.	 _____ the teapot with boiling water.

Fill

Put

Pour

Leave

Boil

The Heimlich Maneuver

- A.** The following sentences describe what to do if someone is choking. First, find the topic sentence. Then put the sentences in the right order.

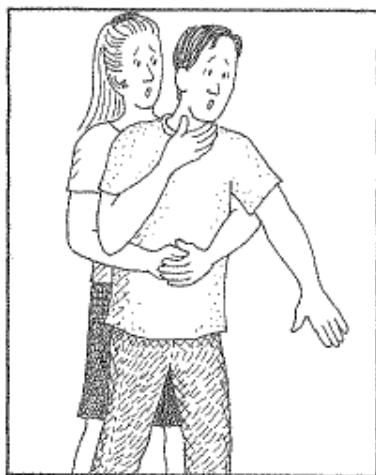
_____ Then make a fist with one hand and grasp the fist with your other hand. Put your hands just below his rib cage.

_____ The Heimlich maneuver is a method that anyone can use to help someone who is choking on a piece of food.

_____ Finally, press your fist into the victim's abdomen with a quick upward movement

_____ The first thing you should do is stand behind the choking person and put your arms around his waist.

_____ If the person is still choking, you may need to repeat the maneuver.



- B.** Now write a paragraph based on the steps.



**READY
TO WRITE**

Online Activity Instructions
Imperative Form Quiz

- Open Internet Explorer and click on the address bar.
- Type the address below in the address bar.

<http://tinyurl.com/338qvrc>

- Choose the correct form of verb and whether or not it should be affirmative or negative. Only one answer is correct.

Process Writing: Wednesday, Week 1 of 1

Step-by-Step Processes / Phrasal verbs

Lesson Objectives:	Materials:
Students will... <ul style="list-style-type: none">● create paragraphs using both imperatives & signal words● correctly use phrasal verbs in process style paragraphs	<p>*All materials are found in this document, following today's curriculum.</p> <p><u>Create Paragraphs:</u></p> <ul style="list-style-type: none">● <u>Ready to Write:</u> 62 & 63 (<i>A-C only</i>) <p><u>Correctly Use Phrasal Verbs:</u></p> <ul style="list-style-type: none">● <u>Side by Side 3:</u> 115-117● <u>Phrasal Verbs Handout</u>

Activity Ideas:

Create Paragraphs:

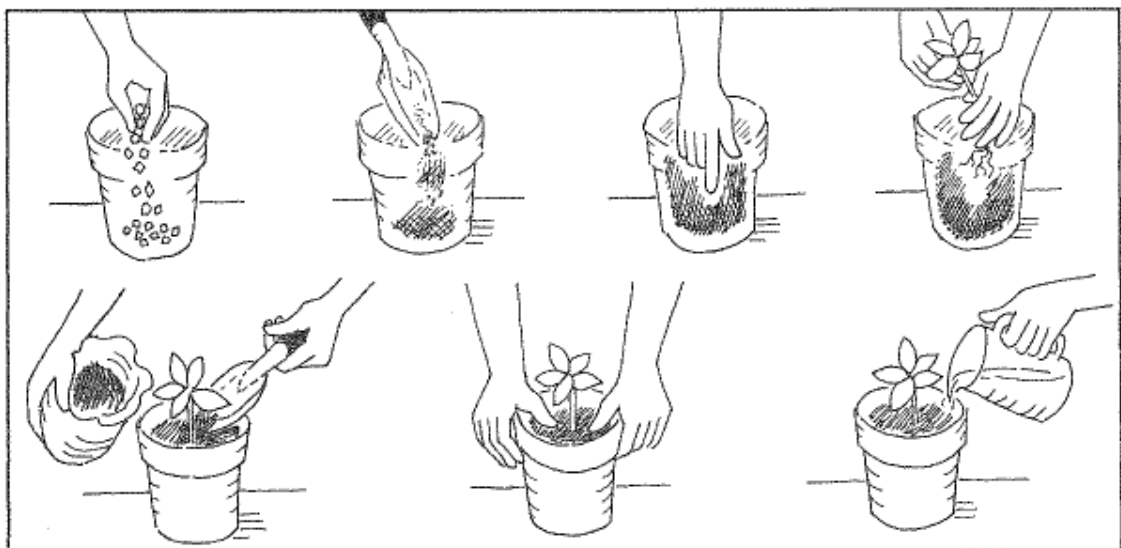
- T hands out copies of page 62 from Ready to Write and has Ss complete part A together as a class. Then, T has Ss complete part B individually by adding a topic sentence and signal words to the steps (*in Imperative form*) from part A. When Ss are finished T can ask for volunteers to share their completed paragraph.
- To continue practicing with process style paragraphs T has Ss complete the individual writing activity on page 63 (*activities A-C*) from Ready to Write. There are topic suggestions listed, but T should let Ss write on any topic they like as long as there aren't more than 8 steps (*more is overwhelming*). When Ss have a completed paragraph T should pair them up to peer edit. After everyone has written and shared in pairs (*peer edited*) then T asks for volunteers to share with the whole class.

Correctly Use Phrasal Verbs:

- T hands out copies of page 115 from Side By Side 3 and has Ss use it to review phrasal verbs. If Ss don't understand a phrasal verb listed they can ask the T for help.
- T uses the Phrasal Verb Handout to help explain the difference between prepositional verbs & phrasal verbs.
- T divides Ss into pairs and has each pair use page 116 and/or 117 from Side By Side 3 as dialog prompt(s) to orally practice using phrasal verbs in conversations.
 - To extend activity T has Ss write out the short dialogs they practiced in their pairs to use as future reference.
- After practicing orally T has Ss refer back to the paragraph they wrote during the individual writing activity (Ready to Write, *pg 63*) and take a careful look at the verbs they used, focusing primarily on those written in the Imperative form, to see if they used any phrasal verbs. T should also have Ss look for verbs that could be replaced with a phrasal verb.
- T leads class in a discussion about how phrasal verbs are less formal than single-word verbs, but can still be appropriate for process writing depending on the audience.

Potting a Plant

- A.** Study the pictures. They show how to pot a plant. Use the pictures to number the steps following in the correct time order.



- | | | | |
|--------------|---------------------------------------|-------|--|
| _____ | make a hole in center of soil | _____ | put two inches of soil on top of stones |
| _____ | press soil down with thumbs | _____ | water plant |
| <u> 1 </u> | cover bottom of pot with small stones | _____ | add more soil until it almost reaches top of pot |
| _____ | drop plant into soil | | |

- B.** Now read the following topic sentence and complete the paragraph about how to pot a plant.

It is easy to pot a plant if you follow the right procedure. _____

Writing a Process Paragraph

Choose one of the following processes to write about.

How to:

- plan a party
- make your favorite dish
- change a flat tire
- study for an exam
- make your bed
- plant a garden

Prewriting

A. Make a list of all the steps in the process.

B. Number the steps so they are in the correct time order.

Writing

C. Write a paragraph describing the process. Use the list of steps from your prewriting as a guide. Be sure to write a topic sentence that clearly states the process that you are describing.



**READY
TO WRITE**

Revising

D. Read over your paragraph and look for ways to improve it. Use the revising checklist on page 44 to help you. Revise your paragraph and then rewrite it.



9

Two-Word Verbs: Separable Inseparable

- Discussing When Things Are Going to Happen
- Remembering and Forgetting
- Discussing Obligations
- Asking for and Giving Advice
- School Assignments
- Making Plans by Telephone
- Talking About Important People in Your Life
- Shopping for Clothing

VOCABULARY PREVIEW



1. cross out
2. fill out
3. hand in
4. hang up
5. hook up

6. pick out
7. put away
8. put on
9. take down
10. take off

11. throw away
12. try on
13. turn on
14. turn off
15. wake up

Sometime Next Week

bring back the TV
call up Sally
throw out the newspapers

bring it back
call her up
throw them out



A. When is the repairman going to **bring back** our TV?

B. He's going to **bring it back** sometime next week.



1. When are you going to **call up** your uncle in Ohio?



2. When is Ted going to **throw out** his old newspapers?



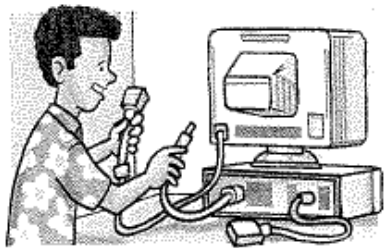
3. When is your daughter going to **fill out** her college application forms?



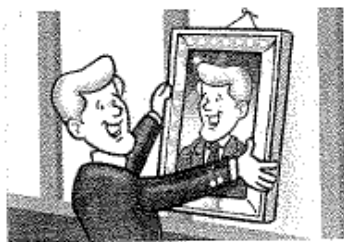
4. When is Jeff going to **pick up** his clothes at the cleaner's?



5. When is Vicky going to **take back** her library books?



6. When are you going to **hook up** your new computer?



7. When is Howard going to **hang up** his new portrait?

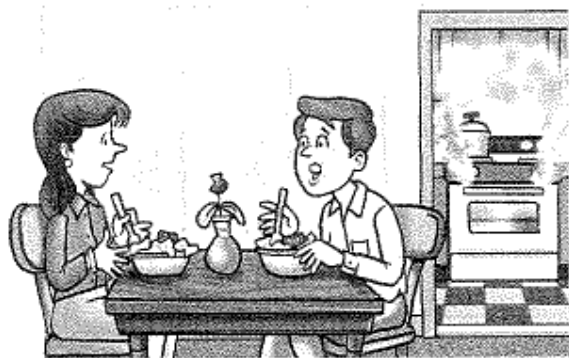


8. When is Gloria going to **take down** her Christmas decorations?



9. When is Mr. Grumpkin going to **turn on** the heat in the building?

Oh, No! I Forgot!



{ put on your boots
put your boots on }

put them on

A. Did you remember to { turn off the oven
turn the oven off } ?

B. Oh, no! I forgot! I'll turn it off right away.



1. take back
videos



2. fill out
the accident report



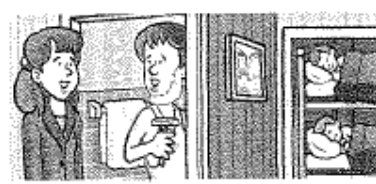
3. turn on
the alarm



4. put away
your toys



5. hand in
your English homework



6. wake up
the kids



7. put on
your raincoat



8. take off
your boots



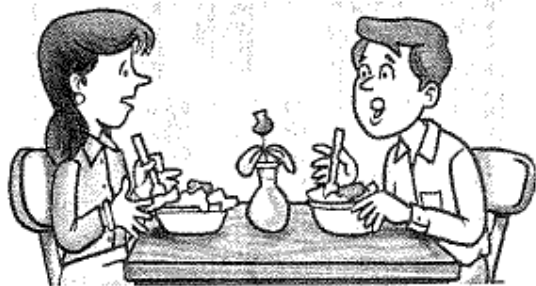
9. take out
the garbage

How to Say It!

Remembering & Forgetting

A. Did you remember to turn off the oven?

B. Oh, no! { I forgot!
I forgot all about it!
I completely forgot!
It slipped my mind!
It completely slipped my mind!



Practice the conversations in this lesson again. Tell that you forgot in different ways.

What are the differences between prepositional and phrasal verbs?

PREPOSITIONAL VERBS:

- “I just didn’t see them. I **drove through** the traffic lights when they were red.”
- “He wasn’t tall enough and couldn’t **climb over** the fence.”

In these two examples, **through** and **over** are prepositions and are used with objects: ‘through the traffic lights’ and ‘over the fence’.

Prepositions always have objects. This combination of verb and preposition is usually referred to as a **prepositional verb**.

PHRASAL VERBS:

- “Could you **look after** my cat while I’m away?”

In this sentence “**look after**” actually means “**take care of**”, not “watch my cat after it walks away”. Obviously, “look after” has a special meaning all of its own. This is an example of a **phrasal verb**.

- “She **sailed through** her exams and got high grades.”

In this sentence “**sailed through**” doesn’t mean that she took a sailboat through a canal. “Sailed through” has a special meaning, which is “**worked easily and quickly**”. Again this is an example of a **phrasal verb**.

Process Writing: Thursday, Week 1 of 1

Giving & Understanding Directions / Grammar review

Lesson Objectives:	Materials:
Students will... <ul style="list-style-type: none">improve individual ability to give and understand verbal directionsuse process style writing & the verb forms learned this week to give written directions from one location to another	<u>Verbal Directions:</u> <ul style="list-style-type: none">Side by Side 2: 63-66 (<i>Don't use all!</i>)Ready to Write: 66 <u>Written Directions:</u> <ul style="list-style-type: none">Ready to Write: 67-68

Activity Ideas:

Verbal Directions:

- T divides the Ss into pairs and has them use the dialog prompts on pages 63-66 from Side by Side 2 (*Note: don't use all of these pages - pick only 1-2 or have different pairs use different pages*) to practice giving and understanding verbal directions. T's should make sure Ss focus especially on using phrasal verbs for directions, such as;
 - Walk along & Walk up/down (*for pedestrians*)
 - Get off/on (*for bus transportation*)
 - Take a left/right (*for driving or walking*)
 - It'll be on your left/right (*for any type of transportation*)
- When pairs are finished, T has class go over dialogs together as a comprehension check.
- T has Ss complete the activities on page 66 from Ready to Write either in pairs or small groups. When Ss have completed the activities T has class go over each step together as a comprehension check.

Written Directions:

- T hands out copies of page 67 from Ready to Write and has Ss work either individually or in pairs to complete the activity, using the map from page 66 as a reference point. When Ss are finished T pairs them up, or switches pairs so each S has a new partner, and has them take turns reading (*randomly*) their directions while omitting the topic sentence and seeing if their partner is able to find the final destination correctly by following them on the map from page 66.
- Before class T writes the names of locations near to their Learning Center on several strips of paper (*ie: public library, police station, restaurant, grocery store, the school it'self, popular intersection, etc...*) and the names of popular Metro Area locations on several strips of paper (*ie: Sculpture Gardens, Mall of America, Capitol Building, University of MN, Metro Dome, Como Zoo, Science Museum of MN, etc...*). T should also make sure there are maps in the classroom that Ss can refer to while doing the activity.
- To do this activity T has each S draw the name of a location near to their Learning Center and the name of a popular Metro Area location. Then T has Ss write detailed directions from one of their locations to the other, including a topic sentence and using the grammar and format they have been studying. When finished T asks for volunteers to read their paragraph while the rest of the class, using maps, checks to see if they are accurate.

Additional Review Activity:

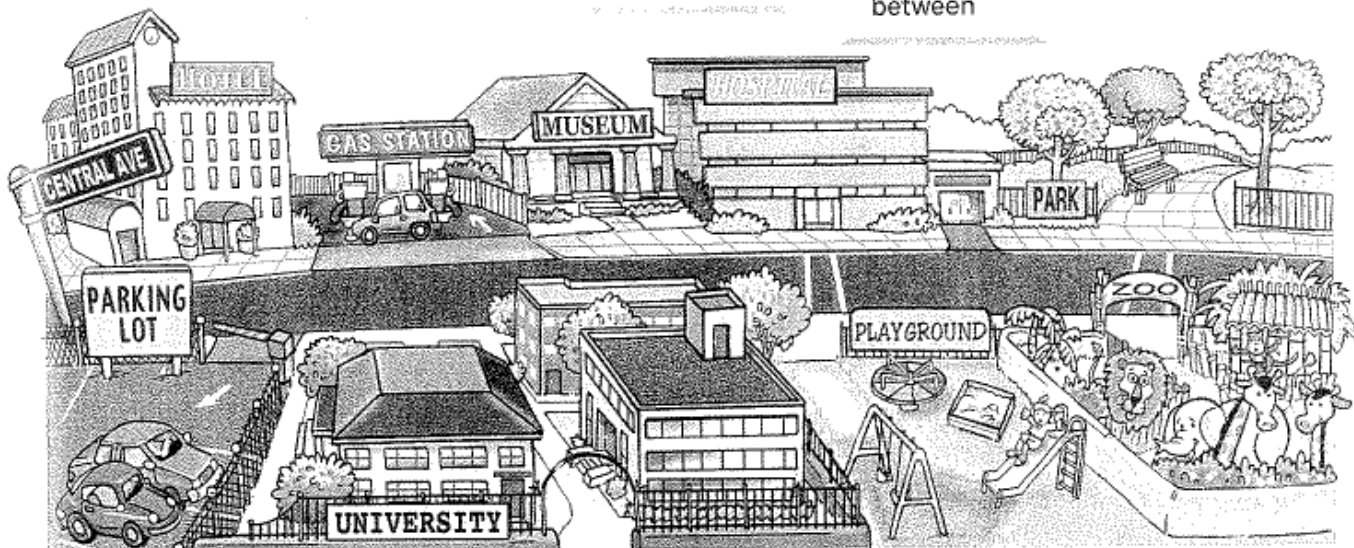
- If there is extra time at the end of class, have Ss do the "You Be the Editor" activity on page 68 from Ready to Write as a grammar review.

● Could You Please Tell Me How to Get to . . . ?

walk along

on the right
on the left

across from
next to
between



hospital?

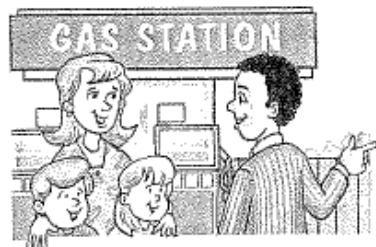
- A. Excuse me. Could you please tell me how to get to the hospital from here?
- B. Sure. **Walk along** Central Avenue and you'll see the hospital **on the left**, **between** the museum and the park.
- A. Thanks.



1. museum?



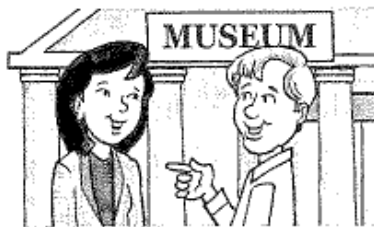
2. university?



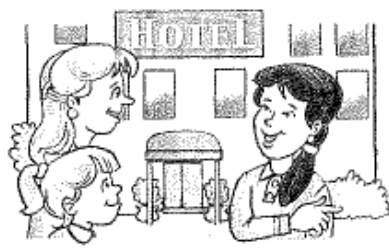
3. park?



4. hotel?

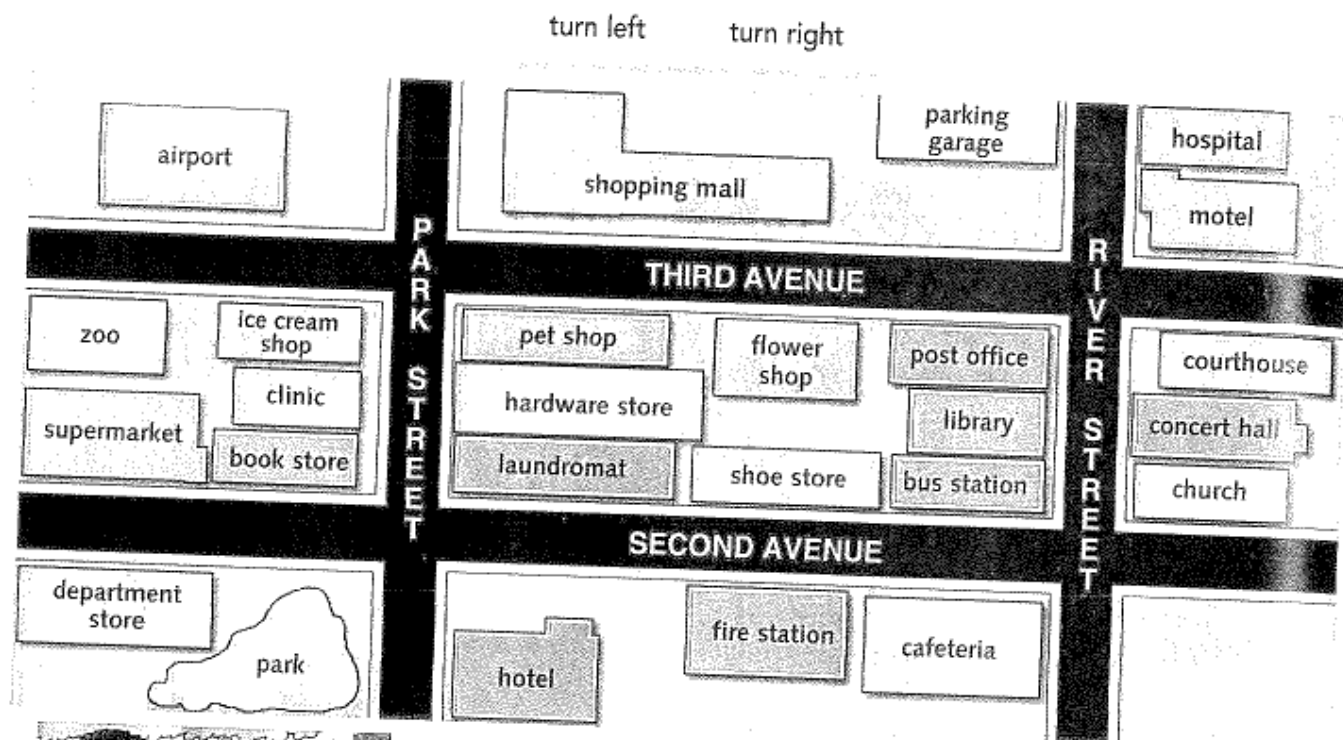


5. parking lot?



6. zoo?

Would You Please Tell Me How to Get to . . . ?



bus station?

- A. Excuse me. Would you please tell me how to get to the bus station from here?
- B. Certainly. **Walk up** Park Street to Second Avenue and **turn right**. **Walk along** Second Avenue and you'll see the bus station **on the left, across** from the cafeteria.

A. Thanks very much.



concert hall?

- A. Excuse me. Would you please tell me how to get to the concert hall from here?
- B. Certainly. **Drive along** Second Avenue to River Street and **turn left**. **Drive up** River Street and you'll see the concert hall **on the right, between** the courthouse and the church.

A. Thanks very much.



1. hospital?



2. zoo?



3. shoe store?



4. laundromat?



5. supermarket?



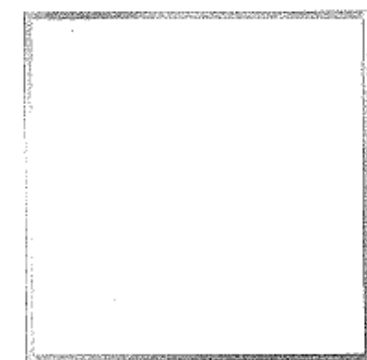
6. post office?



7. clinic?



8. airport?



9.

How to Say It!

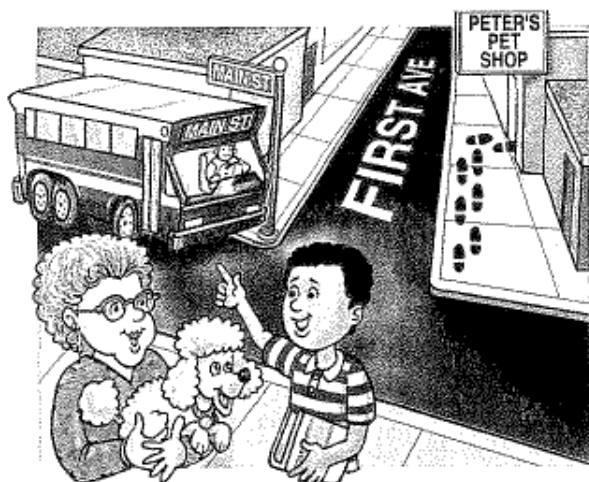
Asking for Repetition

- A. I'm sorry. Could you please { repeat that?
say that again?
- B. Sure. Walk along...

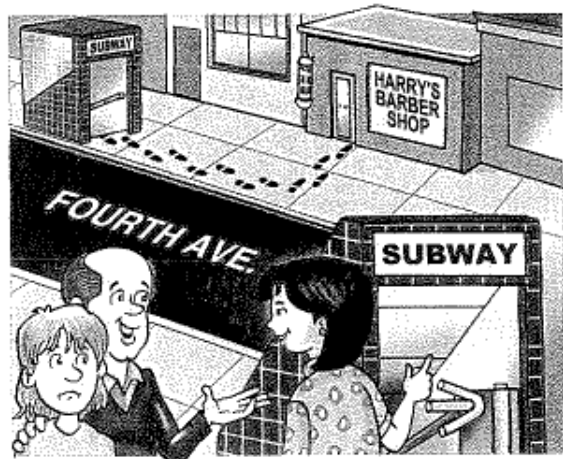
Practice some conversations on this page again.
Ask people to repeat the directions.



Take the Main Street Bus



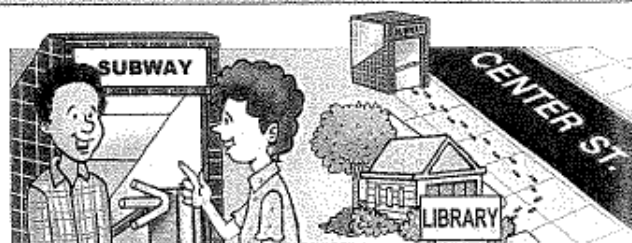
- A. Excuse me. What's the quickest way to get to Peter's Pet Shop?
- B. **Take the Main Street bus and get off at First Avenue. Walk up First Avenue and you'll see Peter's Pet Shop on the right.**
- A. Thank you very much.
- B. You're welcome.



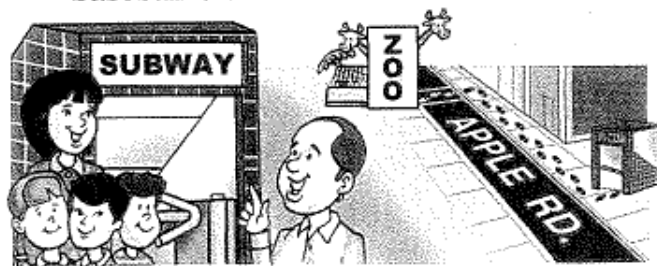
- A. Excuse me. What's the easiest way to get to Harry's Barber Shop?
- B. **Take the subway and get off at Fourth Avenue. Walk down Fourth Avenue and you'll see Harry's Barber Shop on the left.**
- A. Thank you very much.
- B. You're welcome.



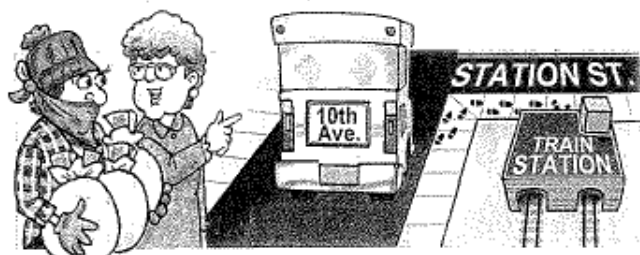
1. What's the fastest way to get to the baseball stadium?



2. What's the best way to get to the library?



3. What's the most direct way to get to the zoo?



4. I'm in a hurry! What's the shortest way to get to the train station?

USING TIME ORDER AND SPACE ORDER TO GIVE DIRECTIONS

When you explain to someone how to get to a specific place, you are giving directions. In order to make your directions clear, you need to use both time order and space order.

- A.** Study this list of useful words for writing directions.

continue

go as far as _____

go north (or south, east, west)

go one block (or two blocks, etc.)

go past _____

go straight (until you come to _____)

turn left (or right)

across the street from _____

between _____ and _____

in the middle

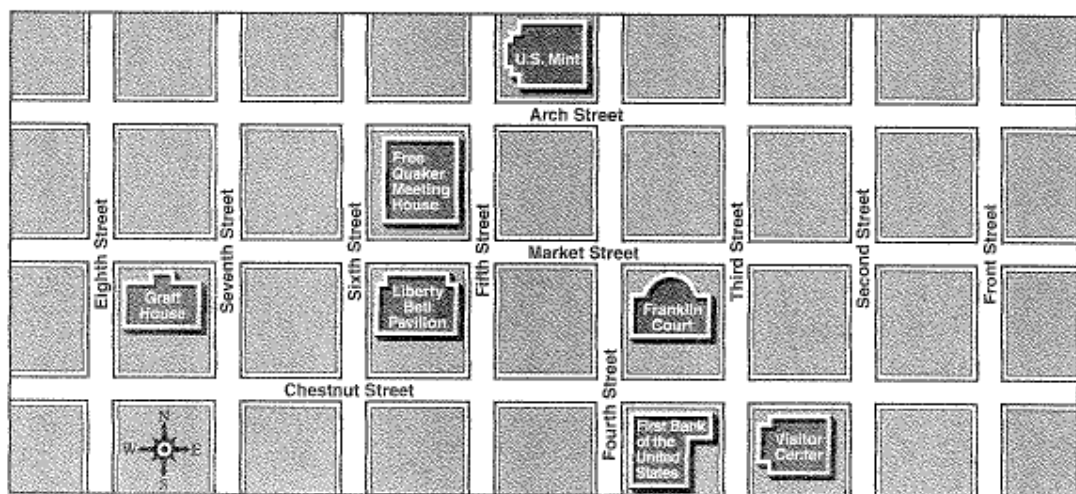
next door to

on the corner

on the left (or the right)

on the left side (or the right side)

- B.** Look carefully at the map of the historical area of Philadelphia. Find the Visitor Center on the map. Where is it located?



- C.** Read these model directions:

In order to get from the Visitor Center to the U.S. Mint, follow these directions. First, go north two blocks from the Visitor Center. Then turn left on Arch Street. Continue two blocks on Arch Street to 5th Street. The U.S. Mint is on your right.

- D. You work at the Visitor Center. Write directions from the Visitor Center to each of the following places for a tour guidebook.

1. Liberty Bell

2. Free Quaker Meeting House

3. First Bank of the United States

4. Franklin Court

5. Graff House



READY
TO WRITE



You Be the Editor

Read the following paragraph. It contains nine mistakes. Find the errors and correct them. Then rewrite the corrected paragraph.

It is not difficult to remove the shell from a lobster if you follow these step. First, you should to put the lobster on it's back and remove the two large claws and tail section. After that, You must also twist off the flippers at end of tail section. After these are twisted off, use you fingers to push the lobster meat out of the tail in one piece. Next, remove the black vein. From the tail meat. Finally, before you sit down to enjoy your meal, break open the claws with a nutcracker and remove the meat.

On Your Own

1. Draw a simple map of your neighborhood. Label the streets and important buildings. Practice the vocabulary of giving directions by writing directions from your house to several other places. Check your directions by having another student follow them.
2. Write a paragraph that tells how to protect yourself when a hurricane, blizzard, tornado, or other natural disaster is forecast for your area.
3. Write a paragraph that describes the steps involved in getting your driver's license.