**SL1. Asking for and Giving Directions**

**Part 1**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT NOTE: Sections 1-5 in the SDLA must be completed before meeting with a tutor and receiving a stamp. Write/type all your answers on this handout.**

**After completing this SDLA, you will be able to:**

* Find the Mt. SAC campus map on the Mt. SAC website
* Organize directions into the correct sequential order
* Use imperative form when giving directions
* Use appropriate language such as transition words and set phrases when giving directions
* Provide landmarks when giving directions

**Sections 1-5 (approximately 45 minutes):** Read the information. Follow each step below to complete this SDLA. Be prepared to explain your answers when you meet with a tutor.

**Section 1: Introduction**

Today we have the luxury of using a GPS, Global Positioning System, or a map application on our smartphones to help us get from one place to the next. Most people would agree that it’s just easier to have our GPS or our phones do the navigating for us because they’ll never get us lost. As much as we’d like to believe that being able to use a map to give directions is a skill that our GPS or smartphones will always be able to do for us successfully, sometimes they can be wrong as seen in this video: [**http://tinyurl.com/qgez4eu**](http://tinyurl.com/qgez4eu)**.**

1. What happened to the women in the video?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who/What did the women blame for this?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where did this happen? Why were they in town?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This video just goes to show that knowing how to use a map to give directions is a skill that you should be able to do with or without the aid of your GPS or smartphone by your side. In this SDLA, you will use the Mt.SAC campus map to improve how to give directions to others.

**Section 2: Getting around Mt. SAC**

Did you know that Mt. SAC is one of the largest community colleges in California? With such a large campus and so many students, it can be difficult to find your way around. The good news, however, is that once you know how to get around Mt. SAC, you will be able to help other students that might be lost. The first thing you need to do is know where to quickly find a map of the school. If you follow the directions below, you will discover an easy way to find a Mt. SAC campus map.

1. Go to [www.mtsac.edu](http://www.mtsac.edu)
2. At the top right of the webpage, click on “maps.”



Click on *maps*

1. Voila![[1]](#footnote-1) The map appears. Yes, it is that easy.

Look at the map of Mt. SAC. Can you find building 66 and building 6? Building 66 is the Language Center where most of the non-credit ESL classes are held. In building 6, you’ll find the library and the Learning Technology Center.

The directions on page 3 explain how to get from building 66 to building 6. However, the steps are out of order. If you follow these directions, you will never make it to building 6. You need to put the directions in the correct order so they are easy to follow. Write the correct number next to each step to put them in the correct order. The first one has been done for you.

**Activity 1: Organizing Directions**

|  |  |
| --- | --- |
| **Step Number** | **Directions** |
| 1 | The easiest way is to exit building 66 towards the tennis courts. |
|  | \_\_\_\_\_\_\_\_\_\_\_ Continue going straight on miracle mile until you see building 16D on your left. |
|  | \_\_\_\_\_\_\_\_\_\_\_\_ Keep going straight and you will see building 6 on your right. |
|  | \_\_\_\_\_\_\_\_\_\_\_ Turn left when you see building 16D on your left. |
|  | \_\_\_\_\_\_\_\_\_\_\_ Walk straight on the main path past the tennis courts and swimming pool towards the planetarium. |
|  | \_\_\_\_\_\_\_\_\_\_\_ Follow the path to the right and you should pass Founders Hall (building 10) on the right. |

Look at the directions above. Do the sentences have a subject? That’s right! The sentences do NOT have a subject, but we understand the subject to be (you). What does each sentence begin with? Yes! Each sentence begins with a verb. We call this the **imperative**. The **imperative** form uses the base form of the verb, such as *go, walk, turn, continue.* The **imperative** can be used to give not only directions but also advice, warnings, requests, and suggestions.

**Section 3: Tips on Giving Directions**

Here are some helpful tips on how to give directions to others. Follow these tips, and you’ll be a pro at giving directions in no time.

1. Use short phrases with the imperative form. Speak slowly and use very careful pronunciation.
2. Begin with an introductory phrase to put the listener at ease:
   1. The easiest way is to . . .
   2. The quickest way is to . . .
   3. The best way is to . . .
3. Use transitions, words or phrases that signal a new idea/topic:

* after that
* then
* next
* when you get to…go/turn…
* finally

**You Try:** Add transitions to steps 2-6 on the spaces provided in the directions above (Activity 1 in Section 2).

1. Use set phrases:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Go/continue straight | Turn left/right | Stay on | Go/walk towards | Keep going |

**You Try:** Circle any of the set phrases in the direction of Activity 1 in Section 2.

1. Use landmarks, objects or structures on land that are easy to see and recognize. Landmarks tell the person what to look out for. Examples:
   * You will see a large clock on your left.
   * Continue until you see the library on your right.
   * You will pass a big parking lot on your left.

**You Try:** What were three landmarks used in the directions of Activity 1 in Section 2?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from: English Club. (1997-2015). *How to Give Directions.* https://edition.englishclub.com/survival/how-to-give-directions/

**Section 4: Practicing Giving Directions**

It is important to know how to get to the bookstore. If you are taking a level class in the non-credit ESL program, you’ll be able to purchase the textbook for the class here. You can also get your Mt. SAC student ID card at the bookstore. Below are directions on how to get from building 66 to the bookstore located in building 9A. In the following directions, some of the steps are missing. Use the tips that you learned in Section 3 to complete the directions.

**Activity 2: Completing Directions**

|  |  |
| --- | --- |
| **Step Number** | **Directions** |
| 1 | The best way to get to building 9A is to exit building 66 towards the tennis courts. |
| **2** | Then walk straight on the main path past the tennis courts and swimming pool towards the planetarium. |
| **3** | After that, continue going straight on miracle mile until you see building 16D on your left. |
| **4** |  |
| **5** |  |
| **6** |  |

**Section 5: Student Self-Assessment**

C:\Documents and Settings\wcuser1553\Local Settings\Temporary Internet Files\Content.IE5\Z02HHZPN\MC900072629[1].gif*Complete this self-assessment before meeting with a tutor.* **Now that you’ve completed sections 1 to 3, check the things you can do:**

* + - I can find the Mt. SAC campus map on the Mt. SAC website.
    - I can organize directions into the correct sequential order.
    - I can use imperative form when giving directions.
    - I can use appropriate language such as transition words and set phrases when giving directions.
    - I can provide landmarks when giving directions.

**DON’T FORGET! Write your name on the clipboard to work with a tutor. The tutor will call your name when he/she is ready.**

**Section 6: Practice with a tutor!**

**After completing the self- assessment, meet with a tutor and give this completed SDLA to the tutor. To make sure you understand how to give directions, the tutor will ask you how to get from building 66 to building 4. Read the paragraph below before you give your directions. The tutor will give you feedback in the chart below.**

Another important building on campus is Administration, building 4. This is where you can purchase a parking permit. To park your car on campus, you must get a new parking permit each semester. Without a parking permit, you may receive a ticket. Now it’s your turn to give directions. Use the Mt. SAC campus map to give directions from building 66 to building 4. Remember to use the tips you learned in Section 3.

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Focus** | **1 Point** | **3 Points** | **5 Points** |
| **Content** | Student does not provide accurate directions and does not use landmarks or set phrases. | Student provides generally accurate directions with the imperative form and uses landmarks and set phrases some of the time with minor mistakes. | Student provides accurate directions with the imperative form and uses landmarks and set phrases appropriately. |
| **Skill: Speaking** | Student’s speech is unclear and requires frequent listener effort. | Student’s speech is generally clear but requires occasional listener effort. | Student’s speech is clear and smooth and requires minimal listener effort. |
| **Oral Fluency** | Speaks in incomplete sentences that do not flow. | Speaks in complete sentences some of the time with frequent pauses. | Speaks in complete sentences with occasional pauses most of the time. |
|  |  |  | **Total points: /15** |

**\*Students must receive at least 10 points to move on.**

**Tutor Recommendations:**

|  |  |
| --- | --- |
| * **Congratulations! Move on**   *Student has successfully completed this SDLA and is ready to continue to the next.* | * **Repeat**   *Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.* |

**Tutor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **1Voila:** used when something is being presented or shown to someone. Example: “Voila!” said the magician as he pulled a rabbit from the hat. [↑](#footnote-ref-1)