

Language Learning Center

Self-Directed Learning Activities

SL2. Asking for and Giving Directions

Part 2

Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

Section 1: Introduction

Even though you have just learned how to give directions, it is just as important to know how to ask for directions because you may not always have your GPS or map with you. Listen to four conversations of people asking for directions. To listen to the conversations, log in to the ESL tutoring website at www.mtsac.edu/llc. Go to the *Resources and Links* for SL2 and select **@Audio File**. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

Listen to each conversation as many times as needed. In each conversation, people are asking for directions. Write down three different questions that the people use to ask for directions below.

1. _____
2. _____
3. _____

What is the difference between the questions above? Do some questions seem more formal or polite?

Section 2: Direct and Indirect Questions

Part 1: There are two types of questions that we will focus on in this SDLA: direct and indirect questions.

- Direct questions** are the basic questions that we usually use to ask friends, family, and people we know well. An example of a direct question is “*Where is the bank?*”
- Indirect questions** are a little more formal and polite, and we usually use them with people we don’t know very well or in professional situations. Indirect questions start with introductory phrases such as “*Could you tell me. . .*” or “*Do you know . . .*” An example of an indirect question is “*Could you tell me where the bank is?*”

***Note:** Usually indirect questions are used at the start of a conversation and then the rest of the questions are direct.

Part 2: The following conversations are the same as the ones you listened to in Section 1. You may listen to them again if necessary. Find the direct and indirect questions and write them in the appropriate boxes in the chart below. The first one has been done as an example.

1. **Speaker A:** Excuse me. Do you know where the nearest post office is?
Speaker B: Hmm. Let me see. Oh the nearest one is on Sycamore. It's about 3 blocks away.
Speaker A: Thank you so much. And what's the fastest way to get there?
Speaker B: The quickest way is to turn left on Grand and then go straight. When you get to Valley street, turn right. The post office will be on your left.
Speaker A: Thank you! You've been so helpful!

2. **Speaker A:** Hi. Can you tell me where the closest bank is from here?
Speaker B: Sure. It's on Temple about a mile away.
Speaker A: Great, thanks! What bank is it?
Speaker B: I think it's a Wells Fargo.

3. **Speaker A:** Pardon me. Could you tell me where Trader Joe's is?
Speaker B: Yes. It's on the corner of Antonio Street and Empresa Road.
Speaker A: Where is that exactly?

Speaker B: It's right across the street from Target. You can't miss it.

4. **Speaker A:** Hello, ma'am? Do you know where a gas station is?
Speaker B: Sure. There is a Shell station on Azusa Avenue and Colima Road.
Speaker A: I'm actually looking for an ARCO. Do you know where I can find one?
Speaker B: There's one on Jefferson Street behind the McDonald's. If you pass Madison Boulevard, then you've gone too far.
Speaker A: Thank you! I really appreciate it.

Direct Questions

Indirect Questions

Do you know where the nearest post office is?

Section 3: Writing Direct and Indirect Questions

Indirect questions are especially different from direct questions because they follow regular sentence word order. This means that the subject comes before the verb. In addition, we do not use the helping verb “do/does” in indirect questions. Look at the examples below.

Direct Wh-Questions

Be verb: Wh-word + verb + subject?

Other verbs: Wh-word + helping verb + subject + main verb?

Where is *the bank*?

Where does *the bus* stop?

How can *I* get to the bank?

How do *we* get to the library?

Indirect Wh Questions

Introductory phrase + wh-word + subject + verb?

Could you tell me where *the bank* is?

Do you know where *the bus* stops?

Can you tell me how *I* can get to the bank?

Do you know how *we* get to the library?

Change the **direct questions** below to **indirect questions**.

1. Where is Mt. San Antonio College?

2. Where do I get a student ID card?

3. How do I buy a parking permit?

4. Where can I buy a book for my class?

Change the **indirect questions** below to **direct questions**.

1. Do you know where building 66 is?

2. Could you tell me where building 4 is?

3. Can you tell me how I get to building 6?

4. Do you know how I can get to student parking lot F?

Section 4: Student Self-Assessment

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 listen for questions in conversations.
- I can identify direct and indirect questions in conversations.
- I can write direct and indirect questions.
- I can ask direct and indirect questions about different locations on a map.

Good job! Now make an appointment with a tutor at the Front Desk.

The tutor will call your name when he/she is ready.

Section 5: 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 ask for and give directions, the tutor will give you a map and ask you to do the following:

- 1.) Ask indirect and direct questions about how to get to different locations on the map.
- 2.) Give directions in response to questions about where different locations are on the map.

Grading Rubric

Possible Points	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.

Possible 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:** _____