

# Getting To Your House On An Overhead Projector

Mark W. Seng, The University of Texas at Austin

The "language of directions" used in this transparency for the overhead projector will intrigue your students. They undoubtedly give and receive directions, and they realize that this is a skill which is important in their lives, even critical in emergency situations. Beatrice Orth created the original concept and artwork, subsequently modified, which is useful in teaching all languages.

Using this transparency, students can see prepositional relationships. They will also learn some alternative ways directions can be expressed. If desired, slang can be explained. For example, they may be told to "hang" a right at the stoplight.

A transparency is first made from the original (see figure 1). Because of the small details, the transparency should be made as large as possible. An enlarging copier can increase its size to fill the transparency film. (An alternative is to move the projector farther from the screen or wall, darkening the room as necessary.)

The small car (in the lower right hand corner) may be cut or drawn on a separate piece of film, or on plexiglass which can be manipulated more easily. The car does not have a front or back, which facilitates moving on its journey. The eraser of a pencil is used to move the car along the road.

The teacher first can describe the route to "your house" once or twice. Then, a student can come to the projector to repeat the directions. There are many ways to express the directions, some of which, with alternatives, are listed below. In subsequent classes, one seated student might give

directions to another (at the projector) to follow. Students might enjoy working in pairs, one directing the other. An interesting variation is to request directions for the return trip. After the students are able to give the directions orally, they can be given the more challenging task of writing them.

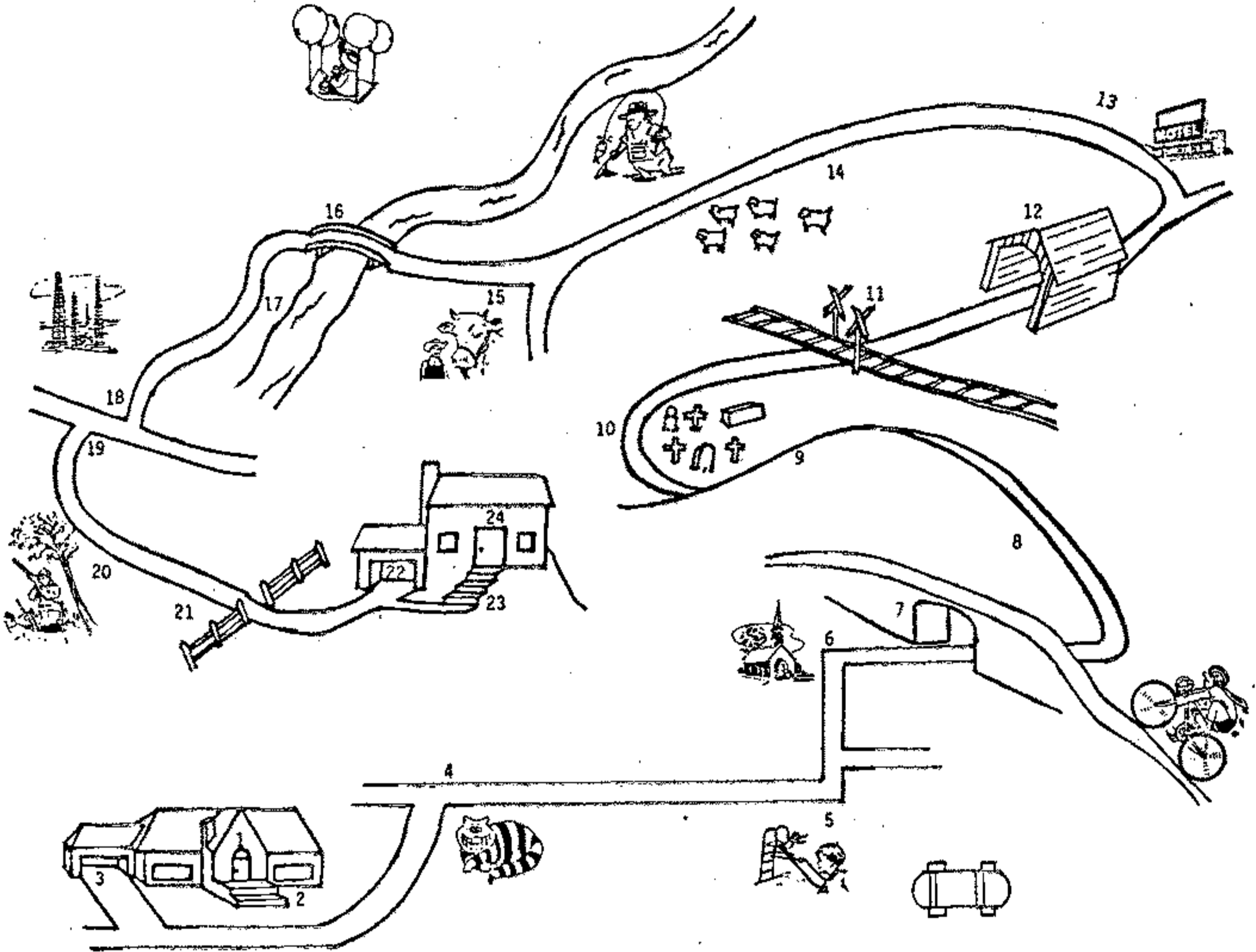
This map can be converted into a large chart by first projecting the picture (with an opaque or overhead projector) on a large piece of paper or poster board, and then drawing it with a marking pen. The teacher could then use a pointer to indicate the route on the wall chart. Games like *Monopoly* would provide opportunities for further practice of the directional language taught here.

## Expressions used with the transparency (Alternatives are given in parentheses)

1. out of the house
2. down the steps
3. in(to) the garage
4. turn right at the happy cat sign
5. left playground (take the first left)
6. take the second right (at the church)
7. go under (through) the overpass
8. go up (over) the hill
9. go down the hill
10. go past the cemetery
11. cross (go across) the railroad tracks
12. through the covered bridge

- 13. take a left at the crossroad (turn in front of, at the motel)
- 14. go past the sheep, (go between the sheep and the fisherman)
- 15. follow the river (go along the river)
- 16. go over the bridge but under the flying Swami
- 17. follow the river (go along)

- 18. turn (take a) right at the oil field
- 19. turn at (take the) first left
- 20. pass the hunter on your right
- 21. through the gate
- 22. into the garage next to the house
- 23. up the steps (stairs) in front of the house
- 24. into the house.



# TESL Reporter

Box 1830

Brigham Young University—Hawaii Campus

Laie, Hawaii 96762

Non-Profit Organization  
 U. S. Postage  
**PAID**  
 LAIE, HAWAII  
 Permit Number One

address correction requested