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# A Handbook of Operations for Use in the ESL

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A Handbook of Operations  
For Use in the ESL Classroom

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Gayle LaVerne Nelson

MAT. VIII

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OF THE EXPERIMENT IN INTERNATIONAL LIVING  
Brattleboro, Vermont

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for the Master of Arts in Teaching degree at the  
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in its present form.

Date June 10, 1977

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## ABSTRACT

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A Handbook of Operations For Use in the ESL Classroom

Descriptors -- Curriculum Development, Curriculum Materials Development, ESL, Language Skills, Second Language Teaching, Teaching Methods, Teaching Techniques

This handbook contains 50 operations for use in the ESL classroom. An operation describes a process or procedure for doing something, such as opening a bank account or using a cassette recorder. The meaning of the language is made clear by the action, and the action reinforces the language. Operations are especially useful for teaching and practicing verb tenses, although they can also be used when working with stress and intonation patterns, vocabulary building, locative phrases, cultural information, and skill development. Operations are activity-oriented, and because the students are physically responding to words, the language has concrete meaning. The handbook should be used as a supplement to regular classroom activities.

## Contents

Foreword	7
Introduction	8
What is an Operation?	8
Why Use Operations?	9
When to Use Operations?	10
How to Use Operations	11
How to Use This Book	14
Household Activities	16
Lighting a Candle	17
Changing a Light Bulb	18
Setting a Place	19
Potting a Plant	20
Pounding a Nail	21
Setting an Alarm Clock for 7:00	22
Threading a Needle	23
Sewing on a Button	24
Games and Exercises	25
Touching Your Toes	26
Playing Jacks	27
Relaxation Breathing	28
Playing Dice	29
Playing Concentration With Cards	30
Playing War	31
Food and Recipes	32
Eating Cookies	33
Eating an Apple	34
Making a Cup of Coffee	35
Making a Salad	36
Making Instant Pudding	37
Making Ambrosia Salad	38
Making Popcorn	39
Making a Peanut Butter and Jelly Sandwich	40

Communications	41
Mailing a Letter	42
Using a Pay Phone	43
Sending a Telegram	44
Wiring Money	45
Classroom Activities	46
Writing On and Erasing a Blackboard	47
Sharpening a Pencil	48
Cutting Paper With A Pair of Scissors	49
Using a Map	50
Making an Endtable out of a Thick Telephone Book	51
Making a Paper Airplane	52
Cross-Cultural Activities	53
Opening a Pull-top Can	54
Writing a Check	55
Filling out a Form	56
Finding an Apartment	57
Opening a Bank (Savings) Account	58
Machines	59
Typing	60
Using a Vending Machine	61
Using a Washing Machine	62
Using a Slide Projector	63
Operating a Television Set	64
Operating a Transistor Radio	65
Using a Pocket Calculator	66
Operating a Cassette Recorder	67
Study Skills	68
Using an Index	69
Using a Table of Contents	70
Using a Dictionary	71
Studying for a Test	72
Producing an Operation	73
Verb Index	75
Grammar Index	78
Appendix	81

FOREWARD

"Operation", as a term used for the type of procedures found in this book, has found almost universal acceptance. It is used by teachers in a range of situations from the English Language Office of the School for International Training in Brattleboro, Vermont to the Saudi Arabian Army Air Defense School in Jeddah, Saudi Arabia. It is unclear who first used the procedure or coined the term, but the influences are many, as are the number of teaching methodologies with which it is compatible. It has been and can be used with Audio-Visual Materials, Situational Reinforcement<sup>R</sup>, Total Physical Response, and The Silent Way, among others.



### What Is An Operation?

An operation is a procedure for doing something, using a natural sequence of events. It may involve the manipulation of a piece of equipment, such as operating a tape recorder; or it may relate to skills development, such as studying for a test or using a library; or it may involve body movement, such as touching your toes. The procedure can be as simple as making a cup of coffee or as complex as making a paper airplane.

The use of language is the essential factor leading the student through the process of correctly completing the operation; in other words, Student A gives directions to Student B and unless those directions are correct, Student B will not successfully complete the operation. For example, in the operation on mailing a letter, Student A must instruct Student B to fold the letter before Student B can put the letter in the envelope. Language, therefore, is the medium that enables the student to complete the process and the process is a vehicle for learning the language. The meaning of the language is made clear by the action and the action reinforces the language. There is, therefore, tactile and visual memory as well as linguistic memory.

An operation is usually a set of instructions delivered in the form of commands. The most viable format is what we call the 8x8, a series of eight commands, each command not exceeding eight words. We have found that students are better able to

remember and work with sentences that are eight words or less and if an operation is much longer than eight lines, it is more difficult to remember the steps. In some of our more complex operations, lines do exceed the eight word limit, but these operations would be used in a more advanced English class and the students would be able to handle the more elaborate structures.

### Why Use Operations?

Operations are an effective way for students to actively use the language in a purposeful, functional manner. Since students are physically responding to the words, the language has concrete meaning. Operations are especially useful for teaching and practicing verb tenses. The verbs are characteristically high frequency action verbs, such as push, pull, open, close, take, give, let, and turn on. Depending on the level of the class, the teacher may vary the verb phrase by using different verb tenses, such as the present continuous, the past, or the present perfect. Thus, operations may be used at all levels of English instruction.

Operations can be designed around students' specific needs, for example, using a typewriter, a slide rule, a language lab, or a library; thereby increasing their motivation and retention. They can also be used for cross-cultural situations to facilitate a student's entry into another culture, such as using a laundromat or finding an apartment.

Operations add variety to the class and students enjoy doing them. Because students first observe the operation and

then complete the process themselves, there is an element of repetition without dullness. Because operations are short, they can easily be covered in a class period.

#### When To Use Operations?

Operations should be used as a supplement and not as a total activity. For example, after working with irregular past forms, the teacher may select an operation, such as lighting a candle, that uses several irregular verbs. After completing the operation in the present tense, the teacher then asks, "What did you do?" eliciting the response, "I lit the match."

Operations can be used at any level of English competency. When using operations, select one that is appropriate for the level of the class. The operation on eating a cookie works well in a beginning class because the students have an opportunity to use verbs that they know, such as open, close, take, and give. For beginning classes, the operations are purposely short.

Although operations are used primarily for learning or reviewing verb forms, they can also be used as supplementary activities when working on intonation and stress patterns, vocabulary building, cultural information, word order, possessive pronouns, locative phrases (prepositional phrases of place), or adverbs. They are recyclable in that the teacher may use a specific operation once and then return to it a few weeks later, changing the point of emphasis. For example, in the initial presentation, the focus may be a specific verb tense and in the second presentation, the focus may be intonation patterns.

## How To Use Operations

Although operations can be used in a variety of ways and as a supplement to a variety of methods, we have chosen to present the most standard use.

The teacher should have the operation memorized. In the initial presentation, the teacher introduces the piece of equipment or materials to be used, pointing out the parts and introducing new and unfamiliar vocabulary. He then models the sequence of actions, demonstrating the use of a piece of equipment, making something, or doing some action. For example, in the operation on mailing a letter, the teacher says, "Fold the letter to fit the envelope," and then models the action by folding the letter. The teacher says each line of the operation and then performs the action until the operation is completed. Presenting the sequence again, line by line, the teacher checks student comprehension, emphasizing the specific verb tense or grammar point being taught. If one is teaching the present continuous, the dialog might go as follows:

Teacher: Fold the letter to fit the envelope.  
(The teacher fold the letter.)  
What am I doing?

Student A: You are folding the letter to  
to fit the envelope.

Teacher: Put the letter in the envelope.  
(He puts the letter in the envelope.)  
What am I doing?

Student B: You are putting the letter in  
the envelope.

Again the teacher models the complete sequence, asking questions at the completion of each step. After the operation has been completed the second time, the teacher may chose to write the operation on the board or pass out copies to the students. Next he leads the class through a choral repetition, listening for stress patterns, pronunciation, or intonation.

Two students now model the operation. The teacher may want to write the sequence on the board or pass out sample copies to the students. An example of a verbal interchange is as follows:

Student A: Fold the letter to fit the envelope.

Student B: (folds the letter)

Student A: What are you doing?

Student B: I am folding the letter to fit the envelope.

Student A: Put the letter in the envelope.

Student B: (puts the letter in the envelope)

Student A: What are you doing?

Student B: I am putting the letter in the envelope.

After the two students have modeled the entire operation, they switch roles so that Student A becomes Student B and visa versa. They then model the operation a second time.

The class then divides into pairs to perform the operation, each taking a turn at giving directions and following directions.

The teacher may interrupt with questions, such as, "What is she doing?" or "What are they doing?"

After everyone has completed both roles in the operation, the teacher can erase the board and have students close their notebooks so they are unable to read the sequence. He asks the students to again perform the operation step by step, as well as they are able. They may use different words, which is fine as long as the meaning and correctness are retained.

We have stated that the primary use of operations is for learning and practicing verb tenses. Although it is possible to construct questions about operations that correspond to every verb tense, we have found that operations work best with the following tenses: present, present continuous, past, future, present perfect, past continuous, and future continuous. The following chart provides examples of the kinds of questions that may be used to adapt the operations to meet the level of the class.

Verb Tense	Sample Questions
Present continuous	What are you doing?
Past	What did you do?
Future	What will you do? What are you going to do?
Present perfect	What have you just done?
Past continuous	What were you doing a minute ago?
Future continuous	What will you be doing next?

We have used the second person "you" in the sample questions; however, the questions can be easily varied by changing to the first and third person, singular and plural. One can also change the focus of the questions by using Wh-words, such as, Who lit the match? How are you pouring water? or Where will you put the stones?

#### How To Use This Book

This set of operations is meant to supplement the regular curriculum; it is not intended to be used as a classroom text.

The operations in this book are divided into eight categories. Within each category the operations are sequenced in order of difficulty, so that the later operations require a higher level of vocabulary and conceptual understanding than do the earlier ones. We have tried to select operations that have widespread use in a variety of teaching situations. Therefore, we have included operations which make use of simple materials or materials that are easily accessible, and which can be performed in the classroom.

The format for each operation is the same. We give the title first, followed by the materials you will need to perform the operation. We then present key words that occur in the operation, with the verbs listed separately from the others. Next comes the operation itself, broken down into steps. After the operation, we present grammar notes on structures that occur repeatedly in the operation or are liable to cause students particular problems. We also give related activities which

the operation leads into or can be tied into, including discussion topics or different ways in which the operation can be changed to deal with other grammar structures.

We selected commonly accepted terms when referring to grammar points. The one term that may need further clarification is "locative phrase." A locative phrase is a prepositional phrase of location or place.

Use this book as a guide. One does not need to use all of the operations or to necessarily use them in the given sequence. These operations should be adapted to meet your specific needs.



Household Activities

Lighting a Candle

Materials: match books, candles

Key words: match book    flame    tear out    blow out  
             candle        wick    light        throw away

Operation:

1. Open the match book.
2. Tear out a match.
3. Close the match book.
4. Light the match.
5. Hold the flame to the candle wick.
6. Light the candle.
7. Blow out the match.
8. Throw the match away.

Grammar notes: two-word verbs

- Related activities:
- 1) You can modify this operation for lighting a cigarette, a gas lantern, or a gas stove.
  - 2) Practice using cardinal numbers.
  - 3) Try it in the past tense, note the irregular forms (tore, lit, held, blew, threw)

Changing a Light Bulb

Materials: a light bulb in a socket  
another light bulb

Key words: light                      turn off      unscrew  
             light bulb                take out     put down  
                                         screw in     turn on

Operation:

1. Turn off the light.
2. Unscrew the light bulb.
3. Take it out.
4. Put it down.
5. Get a new light bulb.
6. Screw it in.
7. Turn on the light.

Grammar notes: two-word verbs  
                  direct object pronoun placement

- Related activities: 1) Emphasize the difference in stress patterns between compound nouns and adjectives + nouns (light bulb, new light bulb, new bulb)
- 2) Have students substitute the appropriate noun phrase for the pronoun "it"

Setting a Place

Materials: placemat, plate, spoon, knife, fork, glass, napkin

Key words:	placemat	spoon	center	fold
	plate	knife	left-hand	place
	napkin	fork		set

Operation:

1. Put the plate in the center of the placemat.
2. Fold the napkin.
3. Put the napkin to the left of the plate.
4. Place the knife to the right of the plate.
5. Put the spoon to the right of the knife.
6. Put the fork on the left-hand side of the plate.
7. Set the glass above the knife.

Grammar notes: locative phrases

- Related activities:
- 1) Modify the operation for more formal place settings with additional silverware, plates, bowls, and glasses
  - 2) Ask students to move the locative phrases to the beginning of the sentence

Potting a Plant

Materials: a pot, some soil, small stones, water

Key words:	stones	gently	pot
	soil	firmly	water
	pot	carefully	press
	excess	slowly	drain
	half full		fill up

Operation:

1. Put some stones gently into the pot.
2. Fill the pot half full with soil.
3. Place the plant firmly into the soil.
4. Fill the pot up carefully with soil.
5. Press the soil firmly around the plant.
6. Water the plant slowly.
7. Let the excess water drain out of the pot.

Grammar notes: adverbs  
locative phrases

- Related activities:
- 1) Do the operation a second time, putting the adverbs at the beginning of the sentence.
  - 2) Vary this operation by planting flower or vegetable seeds and teaching the names of vegetables and flowers.

Pounding a Nail

Materials: nails, a hammer, wood

Key words:	thumb	hammer	handle	hold
	finger	nail	head	hit
	sharp	wood	end	pick up

Operation:

1. Pick up the nail with one hand.
2. Hold it between your thumb and first finger.
3. Pick up the hammer with your other hand.
4. Hold it at the end of its handle.
5. Put the sharp end of the nail against the wood.
6. Hit the head of the nail with the hammer.
7. Continue until the nail is hammered into the wood.

Grammar notes: locative phrases  
"of" phrases showing possession (of its handle,  
of the nail)

Related activities: 1) Do it in the past, note the irregular past forms (held, put, hit)  
2) Teach additional vocabulary about other tools

Setting an Alarm Clock for 7:00

Materials: an alarm clock

Key words: alarm clock alarm hand wind set  
minute hand alarm button ring pull out  
push in

Operation:

1. Wind the alarm clock.
2. Set the hour and minute hand at the correct time.
3. Set the alarm hand for 7:00.
4. Pull out the alarm button.
5. When the alarm rings, push in the alarm button.
6. Get out of bed.

Grammar notes: compound nouns  
two-word verbs  
verbs that take particular prepositions (set at,  
set for)

- Related activities:
- 1) Use this operation as a supplement to a lesson on telling time.
  - 2) Work on intonation patterns of compound nouns, asking students for other examples
  - 3) When doing it in the past tenses, note the irregular forms (wound, set, got) and the irregular past participle (gotten)
  - 4) Ask students to substitute "it" for noun phrases, note the placement of the pronoun with two-word verbs.





Sewing on a Button

Materials: buttons, needles, fabric, thread

Key words:	needle	tight	sew
	knot	button	thread
	fabric	thread	tie
	hole		cut

Operation:

1. Thread the needle.
2. Tie a knot in the end of the thread.
3. Hold the button on the fabric.
4. Pull the needle through the fabric and the hole in the button.
5. Bring the needle back through the other hole.
6. Repeat until the button is on tight.
7. Tie a knot in the thread.
8. Cut the thread.

Grammar notes: locative phrases  
"until" clause

Related activities: 1) Try it in the past, note the irregular forms (held, brought, cut)

Games and Exercises

Touching Your Toes

Materials: none

Key words:	waist	place	touch
	knees	raise up	keep
	straight	bend down	return

Operation:

1. Stand up.
2. Place your feet about a foot apart.
3. Raise your arms up over your head.
4. Bend down from the waist.
5. Touch your toes with your fingers.
6. Keep your knees straight.
7. Return to a standing position.

Grammar notes: possessive pronouns used with parts of the body  
two-word verbs (stand up, bend down, raise up)  
locative phrases

- Related activities:
- 1) Discuss measurements (inches, feet, yards)
  - 2) Use as a supplement when teaching the parts of the body
  - 3) Try other operations using different exercises (sit-ups, leg-lifts)

Playing Jacks

Materials: jacks, a small rubber ball.

Key words: jacks                      play   bounce   toss  
                                            throw repeat   pick up  
                                            catch

Operation:

1. Throw the jacks onto the floor.
2. Toss the ball into the air.
3. Pick up one jack before the ball bounces.
4. Let the ball bounce once.
5. Catch the ball with one hand.
6. Put the jack into your other hand.
7. Repeat until you have picked up all the jacks.

Grammar notes: time clauses (before, until)  
                         "let" + noun phrase + infinitive  
                         locative phrases

- Related activities:
- 1) Ask students to substitute other verbs for "let" in #4, noting what happens to the infinitive (make, allow)
  - 2) Do the operation again in the past, note the irregular forms (threw, let, caught)

Relaxation Breathing

Materials: none

Key words: relaxation breathing inhale concentrate  
lap counting exhale repeat  
several times

Operation:

1. Sit up straight in your chair.
2. Close your eyes.
3. Put your hands in your lap.
4. Slowly inhale while counting from one to six.
5. Slowly exhale while counting from one to six.
6. Repeat several times.
7. Concentrate on your breathing.
8. Think of nothing but your breathing and counting.

Grammar notes: possessive pronouns  
adverbs of manner (slowly, straight)  
"while" clauses  
use of "but" as a preposition

- Related activities:
- 1) Ask your students what they do for relaxation
  - 2) Substitute other verbs for "concentrate" in #7, noting the preposition change

Score Sheet

Playing Dice

2
3
4
5
6
7
8
9
10
11
12

Materials: score sheets, dice

Key words: dice      check mark      play  
              score    steps                perform  
              dots    player

Operation:

1. Get a score sheet from the teacher.
2. Pick up two dice.
3. Throw the dice on top of the desk.
4. Count the number of dots.
5. Put a check mark after the same number on the score sheet.
6. Give the dice to the next player.
7. Tell him to perform steps one through six.
8. Continue until you have checked all the numbers.

Grammar notes: verbs that take particular prepositions

- Re-ated activities:
- 1) Teach the students other games of dice.
  - 2) Ask students for verbs that can be substituted for "get" and "give" that also use the prepositions "from" and "to" (take, borrow, pass, hand)
  - 3) Vary the locative phrases in #3 and #5 (verb + noun phrase + locative phrase)

Playing Concentration With Cards

Materials: a deck of cards

Key words: cards            location            turn up            keep  
              face down        steps                turn down        remember  
              paired                                    complete

Operation:

1. Lay all the cards face down.
2. Turn one card up.
3. Turn another up.
4. If the cards are alike, keep them.
5. If the cards are different, turn them face down.
6. Remember the location of the cards.
7. Let the other player complete steps one through five.
8. Continue until all the cards are paired.

Grammar notes: two-word verbs  
                  "if" clauses  
                  comparative adjectives  
                  use of "one," "another," and "other"  
                  "let" + infinitive

- Related activities:
- 1) Teach other card games
  - 2) Play concentration, matching verb forms, two-word verbs, idioms, etc.
  - 3) Substitute other verbs for "let" in # 7 (make, help, have)
  - 4) When doing it in the past, note the irregular forms

Playing War

Materials: several decks of cards

Key words: deck of cards    player    shuffle  
            tie                    steps    deal  
            in case of        face up

Operation:

1. Shuffle the deck of cards.
2. Deal the other player one card face up.
3. Deal yourself one card face up.
4. If you have the higher cards, take both cards.
5. If you have the lower card, give both cards to the other player.
6. In case of a tie, deal two more cards and repeat steps 4 and 5.
7. Continue until all the cards have been played.

Grammar notes: "if" clauses  
                  comparative forms of adjectives (lower, higher)  
                  quantifiers "both," "all," and "two"

Related activities: 1) When using the past, note the irregular forms (dealt, took, gave) and the irregular past participles (taken, given)



Food and Recipes

Eating Cookies

Materials: a box of cookies in a bag

Key words: bag cookie take out  
box another eat

Operation:

1. Take the bag
2. Open the bag.
3. Take out the box.
4. Open the box.
5. Take a cookie.
6. Eat the cookie.
7. Take another one.
8. Close the box.

Grammar notes: the use of "one" as a noun substitute

- Related activities:
- 1) Use this operation as an introduction to the present continuous
  - 2) This operation may be used with the Silent Way method (see Appendix)

Eating an Apple

Materials: apples, water, towels

Key words:	apple	wash	wipe
	teeth	hold	bite
	mouth.	swallow	chew

Operation:

1. Wash the apple.
2. Wipe it dry
3. Hold it in your hand
4. Open your mouth.
5. Put the apple between your teeth.
6. Bite into it.
7. Take the apple away from your mouth.
8. Chew and swallow.

Grammar notes: the object pronoun "it"  
prepositions  
possessives used with parts of the body

- Related activities:
- 1) Vary the operation using different types of fruit
  - 2) When doing it in the past, note the irregular forms (held, put, bit, and took) and the irregular past participles (bitten, taken)

Making a Cup of Coffee

Materials: instant coffee, cups, spoons, milk, sugar, water

Key words: coffee    milk                    boil    stir  
              boiling    sugar                fill    add  
              cup

Operation:

1. Boil some water.
2. Put some coffee into your cup.
3. Fill the cup with boiling water.
4. Stir the coffee.
5. Add some milk to the coffee.
6. Add some sugar.
7. Stir the coffee again.

Grammar notes: count and non-count nouns  
the use of "some" and "the"  
verbs that take particular prepositions  
(add to, fill with)

Related activities: 1) Vary the operation making different kinds of coffee or making tea  
2) Ask students for examples of other count and non-count nouns

Making a Salad

Materials: a salad bowl, lettuce, tomatoes, cucumbers,  
onions, oil, vinegar

Key words: lettuce tomatoes peel add  
cucumber onion toss slice  
oil vinegar tear  
bowl

Operation:

1. Wash the lettuce and tomatoes.
2. Peel the onion and cucumber.
3. Tear the lettuce and put it into a bowl.
4. Slice the tomatoes, cucumber, and onion.
5. Add them to the lettuce.
6. Add the vinegar and oil.
7. Toss the salad.

Grammar notes: object pronouns  
nouns and sentences conjoined with "and"

Related activities: 1) Emphasize the intonation patterns of lists of things (tomatoes, cucumber, and onion) and ask the students to list other items.

### Making Instant Pudding

Materials: a package of instant pudding, milk, a mixing bowl, spoons, serving bowls

Key words: package directions pour allow  
pudding contents thicken

#### Operation:

1. Read the directions on the package.
2. Open the package and pour its contents into a bowl.
3. Add the correct amount of milk.
4. Stir the mixture together.
5. Pour it into individual bowls.
6. Allow it to thicken.
7. Eat it.

Grammar notes: the object pronoun "it"  
locative phrases

- Related activities:
- 1) Try it in the past tense, note irregular past forms (read, ate)
  - 2) Have students substitute other verbs for "allow" and note what happens to the infinitive "to thicken" (let, make permit)

Making Ambrosia Salad

Materials: mandarine oranges, pineapple tidbits, shredded coconut, sour cream, miniature marshmallows, a bowl, a spoon

Key words: cup                    mandarine oranges                    pour  
bowl                    pineapple tidbits                    mix  
spoon                    shredded coconut                    refrigerate  
overnight                    sour cream  
                                 miniature marshmallows

Operation:

1. Pour one cup of mandarine oranges into a bowl.
2. Add one cup of pineapple tidbits.
3. Add one cup of shredded coconut.
4. Add one cup of miniature marshmallows.
5. Add one cup of sour cream.
6. Mix it together with a spoon.
7. Refrigerate it overnight.

Grammar notes: measurement phrases  
                  direct object pronouns  
                  duration phrase (overnight)  
                  instrument phrase (with a spoon)

- Related activities:
- 1) Discuss the measurement system (cup half cup, teaspoon, etc.)
  - 2) Discuss the language used in describing processed foods in the United States
  - 3) Introduce other duration phrases (all day, one hour, a few minutes)

## Making Popcorn

Materials: a stove or gas burner, a pan, popcorn, salt,  
butter, oil

Key words: popcorn oil pour heat  
burner bottom add cover  
lid back and forth melt salt  
mix test

### Operation:

1. Pour some oil into the bottom of the pan.
2. Heat the oil on the burner.
3. Add enough popcorn to cover the bottom of the pan.
4. Put the lid on the pan.
5. Move the pan back and forth across the burner.
6. When the popcorn's finished, pour it carefully into a bowl.
7. Melt some butter in the pan.
8. Add the melted butter to the popcorn and mix them together.
9. Salt the popcorn and eat it.

Grammar notes: adverbs  
count and non-count nouns  
direct object pronouns  
"enough" + infinitive  
locative phrases

Realted activities: 1) Ask students to give appropriate  
adverbs for each step of the operation.



Making a Peanut Butter and Jelly Sandwich

Materials: a loaf of bread, a jar of peanut butter, a jar of jelly, a knife

Key words: sandwich    peanut butter    spread  
              lid         jelly               unscrew  
              jar         in half             screw  
              slice

Operation:

- 1) Take two slices of bread from the package.
2. Unscrew the lid of the peanut butter jar.
3. Unscrew the lid from the jelly jar.
4. Spread the peanut butter on one slice of bread.
5. Spread the jelly on the other slice of bread.
6. Put the two slices of bread together.
7. Cut the sandwich in half.
8. Screw the lids back on the jars.

Grammar notes: count and non-count nouns  
                  "of" phrases showing possession  
                  use of "one" and "other"

- Related activities:
- 1) Try it with other kinds of sandwiches (tuna fish, salami, cheese, ham), using different kinds of breads and rolls (submarines, grinders, hoagies)
  - 2) Ask students for other examples of count and non-count nouns
  - 3) Substitute other similar phrases for "in half" (in thirds, quarters)

Communication

Mailing a Letter

Materials: paper, envelopes, pens, stamps

Key words: letter      envelope      fold  
address      right-hand      lick  
upper      left-hand      seal  
stamp      corner      mail  
flap      return address

Operation:

1. Fold the letter to fit the envelope.
2. Put the letter in the envelope.
3. Lick the flap and seal the envelope.
4. Write the address on the front of the envelope.
5. Write the return address in the upper left-hand corner.
6. Lick the stamp.
7. Put the stamp in the upper right-hand corner.
8. Mail the letter.

Grammar notes: locative phrases  
infinitive clause used as an adverb of manner (to fit)

Related activities: 1) Discuss the use of greeting cards,  
notes, memos, etc.

Using A Pay Telephone

Materials: a telephone, some coins

Key words: receiver      dial tone      pick up  
              continuous    hole                insert  
              desired      directions        dial

Operation:

1. Read the directions.
2. Pick up the telephone receiver.
3. Hold it to your ear.
4. Insert the correct amount of money.
5. Listen for the dial tone, a continuous sound.
6. Put your finger in the hole and dial the desired number.
7. Listen until someone answers on the other end.

Grammar notes: noun in apposition  
                  -ed adjective (desired)

- Related activities:
- 1) Discuss telephone etiquette
  - 2) Practice using the phone book for looking up numbers as well as other information
  - 3) Teach how to place a long distance call, the use of area codes, long distance information numbers, and collect calls

## Sending a Telegram

Materials: telegram forms, a telephone book

(note to teacher: you can get a pad of telegram forms at a Western Union office)

Key words: Western Union    phone book    look up    print  
clearly                    message    write down  
telegram

Operation:

1. Look up Western Union in the phone book.
2. Write down the address.
3. Go to the Western Union Office.
4. Ask for a telegram form.
5. Print the name and address clearly on the form.
6. In as few words as possible, print your message.
7. Print your name, address, and phone number at the bottom.
8. Pay the person the correct amount of money.

Grammar notes: two-word verbs  
nouns in a series  
compound nouns

- Related activities:
- 1) Do this operation as a role play, setting up a mock Western Union office
  - 2) Discuss the services offered at Western and the costs and benefits of each
  - 3) Ask students for examples of other compound nouns, noting the stress patterns

## Wiring Money

Materials: telegraphic money order forms, phone book

(note to teacher: you can obtain money order forms at a Western Union office)

Key words: Western Union    money order    look up    wire  
cash                    charge            write down    fill in  
phone book            form

Operation:

1. Look up Western Union in the phone book.
2. Write down the address.
3. Go to the Western Union office with the cash you want to send.
4. Tell the person that you want to wire money.
5. Fill in the money order form.
6. Print clearly and carefully.
7. Give the person the money that you're sending.
8. Pay the charge for sending the money.

Grammar notes: two-word verbs  
adverbs of manner  
"that" clauses used as noun clause and relative clause  
compound nouns  
double object verbs (tell, give)

- Related activities:
- 1) Discuss other ways of sending money
  - 2) Discuss the use of the phone book (yellow pages, white pages, area codes, etc.)
  - 3) Try this operation as a role play. setting up a mock Western Union office

Classroom Activities

Writing On and Erasing a Blackboard

Materials: a blackboard, chalk, an eraser

Key words:	blackboard	angle	press
	chalk	tray	pick up
	acute	motion	erase

Operation:

1. Take a piece of chalk in your hand.
2. Hold it firmly at an acute angle to the blackboard.
3. Press the chalk gently against the blackboard and start writing.
4. Stop writing.
5. Put the chalk in the chalk tray.
6. Pick up the eraser.
7. Hold it flat against the blackboard.
8. Erase the blackboard with a smooth, even motion.

Grammar notes: locative phrases

Related activities: 1) Write and erase with pencils, pens and a typewriter



## Sharpening a Pencil

Materials: pencils, a pencil sharpener, sheets of paper

Key words:	end	crank	keep
	pencil sharpener	clockwise	turn
	hole	until	try
	firmly		look at

Operation:

1. Take the pencil in your left hand.
2. Put the end of the pencil in the hole.
3. Hold the pencil firmly in the pencil sharpener.
4. Turn the crank clockwise with your right hand.
5. Keep turning the crank until you think the pencil is sharp.
6. Take the pencil out of the pencil sharpener.
7. Look at it and see if it is sharp.
8. Try writing on a sheet of paper with it.

Grammar notes: -ing clauses used as verb complements  
indirect questions  
locative phrases  
manner prepositional phrases

Related activities: 1) Talk about other things that need sharpening (knives, scissors, etc.) and how they are sharpened

Cutting Paper with a Pair of Scissors

Materials: a piece of paper, a pair of scissors

Key words:	scissors	thumb	lower	hold
	handles	upper	apart	move
	toward	index	blades	meet

Operation:

1. Hold the scissors with the handles toward you.
2. Put your thumb in the upper hole.
3. Put your index finger in the lower hole.
4. Move your thumb and index finger apart.
5. Take a piece of paper in your other hand.
6. Put the piece of paper between the scissors' blades.
7. Move your thumb and index finger together.
8. When the blades meet, move your thumb and index finger apart.

Grammar notes: locative phrases  
nouns joined by "and"  
shift from "a" to "the"

Related activities: 1) Use scissors to make colorful classroom decorations, collages; to cut out interesting newspaper or magazine articles, etc.

Using a Map

Materials: a map

Key words:	map	latitude	points	place
	north	lines		find out
	straight up	index		mean
	symbols	reference		look at
	scale	system		try
	longitude	distances		locate

Operation:

1. Place the map so that north is straight up.
2. Find out what kind of map it is.
3. Find out what the map symbols mean.
4. Find out what the scale of the map is.
5. Look at the longitude and latitude lines.
6. Find out if the map has an index reference system.
7. Find out if it gives distances between points.
8. Try to locate a point on the map.

Grammar notes: indirect questions

- Related activities:
- 1) Discuss different kinds of map projections
  - 2) Discuss the different kinds of maps (topographical, road, forested areas, mineral deposits, etc.)
  - 3) Locate different points, calculate the distance between points, locate capitals and cities of a certain size, find cities of the same latitude or longitude, give the direction from one place to another, look at major rivers and mountain ranges, etc.

Making an Endtable out of a Thick Telephone Book

Materials: thick telephone books

Key words: out of way throughout fold stand  
cover group repeat

Operation:

1. Fold the front cover in half toward the front page.
2. Fold the first five pages in half toward the other pages.
3. Fold the second five pages in the same way.
4. Repeat with the next five pages.
5. Repeat with each group of five pages throughout the whole book.
6. Fold the back cover toward the back pages.
7. Stand the book on end.

Grammar notes: prepositional phrases  
ordinal expressions

- Related activities:
- 1) Talk about other cheap ways of furnishing a house or apartment and surviving in general (flea markets, swap meets, thrift shops, etc.)
  - 2) Talk about different types of hobbies involving making things (carpentry, building models, weaving, beadcraft, leatherworking, Japanese paperfolding)

### Making a Paper Airplane

Materials: sheets of paper

Key words: lengthwise    side                    fold            crease            make  
                  edge                    wing            bring            lies            fly  
                                                                  repeat          produce          test

Operation:

1. Fold a sheet of paper in half lengthwise.
2. Bring the top edge along the first crease and fold.
3. Repeat for the other side.
4. Fold again so that the 45 degree crease lies along the first crease.
5. Repeat for the other side.
6. Make a lengthwise fold to produce a wing.
7. Repeat for the other side.
8. Fly the airplane to test it.

Grammar notes: result clause  
                                  infinitive clauses of purpose

- Related activities:
- 1) Have contests to see whose paper airplane will fly the highest and the longest distance
  - 2) Divide students into pairs and have them play catch with paper airplanes
  - 3) Talk about how real airplanes are made, flight (lift on wing surface, etc.), parallels with hang-gliders, any future space projects using this principle, etc.

Cross-cultural Activities

Opening a Pull-top Can

Materials: an unopened pull-top can of soda, beer, etc.

Key words:	pull-top	motion	hold	pour
	can	wastebasket	grab	add
	firmly	liquid	throw	drink
	upright	contents		
	straight up	necessary		

Operation:

1. Hold the can upright firmly in one hand.
2. Grab the pull-top with the other hand.
3. Pull the top straight up in one motion.
4. Throw the top into the wastebasket.
5. Pour the contents of the can into a glass.
6. Add ice if necessary and drink.

Grammar notes: locative phrases  
                  prepositional phrases of manner

- Related activities:
- 1) Get students to demonstrate other locative and manner prepositional phrases
  - 2) Talk about other types of containers in use in your society and other societies, what is contained in them, and how they are opened
  - 3) Talk about how pull-top cans can be resealed, the "throw-away can" concept, recycling and wise use of the earth's resources

## Writing a Check

Materials: a checkbook, checks, a pen

Key words:	checkbook	amount	check stub	fill out
	payee	check	record	sign
	next	figures		tear out

Operation:

1. Open the checkbook.
2. Write today's date on the first line.
3. Write the payee's name on the next line.
4. Write the amount of the check in figures.
5. Write the amount of the check in words.
6. Sign the check on the last line.
7. Fill out the check stub or record.
8. Tear the check out of the checkbook.

Grammar notes: two-word verbs  
locative phrases  
possessives (nos. 2 & 3) vs. genitive "of"  
phrases (nos. 4 & 5)

- Related activities:
- 1) Discuss other forms of money (cash, letters of credit, bills of exchange, savings accounts, money orders, credit cards, etc.)
  - 2) Discuss other types of checks (cashier's checks, travelers' checks)





Finding an Apartment

Materials: a newspaper, a telephone

Key Words: apartment      headed      features      turn  
newspaper      apts.      charged      consider  
section      rent      still      select  
containing      listings      available      call  
classified      size      arrangements  
advertisements      location

Operation:

1. Get a newspaper.
2. Turn to the section containing the classified advertisements.
3. Find the section headed "Apts. To Rent".
4. Read the listings in that section.
5. Consider the size, location, features and rent charged.
6. Select one and call the telephone number in the listing.
7. Ask if the apartment is still available.
8. If so, make arrangements to see it.

Grammar notes: participial adjective phrases  
In no. 8 the "if so" is likely to cause problems when switching tenses. You might have to insert "What is he going to do if it's available?", "Was it available?", etc. between nos. 7 & 8.

Related activities: 1) Discuss other ways of finding an apartment (e.g. calling realty companies, asking friends, looking at bulletin boards)

Opening a Bank (Savings) Account

Materials: information about bank accounts, a bank, application forms, a pen, a bank book, money

Key words:	services	New Accounts	look into
	offered	interested	choose
	different	possibly	satisfy
	banks	opening an account	fill out
	someone	bank book	deposit

Operation:

1. Look into the services offered by different banks.
2. Choose a bank.
3. Go to the bank.
4. Ask to see someone in New Accounts.
5. Tell that person that you are possibly interested in opening an account.
6. Ask any questions you have about the account.
7. If the answers satisfy you, fill out the proper forms.
8. Deposit your money and take your bank book.

Grammar notes: two-word verbs  
shift from "a" to "the"  
compound stress on compound nouns

- Related activities:
- 1) Talk about different kinds of accounts and services other than savings accounts offered by "full-service banks"
  - 2) Talk about the different kinds of banks; commercial banks, "full-service banks", savings and loan associations, credit unions, etc.

Machines

Typing

Materials: a typewriter, sheets of paper

Key words: typewriter spacing carriage roll set  
straight line next make sure return  
margins select

Operation:

1. Put a sheet of paper in the typewriter.
2. Roll the paper through the typewriter.
3. Make sure the paper is straight.
4. Select and set the margins on the typewriter.
5. Select and set the spacing on the typewriter.
6. Type a line.
7. Return the carriage and type the next line.

Grammar notes: locative phrases  
verb phrases joined by "and"

- Related activities:
- 1) Talk about the history of writing, materials used, where they originated, etc.
  - 2) Talk about different arrangements of writing, e.g. right to left, back to front, top to bottom, etc.
  - 3) Discuss forms of business and personal letters in English (salutation, date line, where the return address goes, body, complimentary closing, tec.)

Using a Vending Machine

Materials: a vending machine, coins

Key words:	directions	door	select
	vending machine	knob	want
	coin slot	selection	buy
	exact change	any	
	possible	coin return slot	
	button		

Operation:

1. Read the directions on the machine.
2. Select what you want to buy.
3. Find the coin slot.
4. Put the exact change if possible in the coin slot.
5. Push the button, open the door, or pull the knob.
6. Take your selection from the machine.
7. Take any change from the coin return slot.

Grammar notes: locative phrases  
                  compound stress on compound nouns

- Related activities:
- 1) Discuss all the different things that are sold in vending machines
  - 2) Discuss how different vending machines work

Using a Washing Machine

Materials: a washing machine, dirty clothes, detergent, coins

Key words: desired detergent select  
washing cycle coin slot add  
washing temperature necessary turn on  
rinse temperature coins  
fabric temperature washing machine  
bleach

Operation:

1. Select the desired washing cycle.
2. Select the desired washing and rinse temperature.
3. Open the washing machine door or top.
4. Put you dirty clothes into the washing machine.
5. Add fabric softener, bleach and/or detergent.
6. Close the washing machine door or top.
7. Put coins in the coin slot if necessary.
8. Turn the washing machine on.

Grammar notes: locative phrases  
compound stress on compound nouns

- Related activities:
- 1) Talk about other ways of washing clothes and dry-cleaning
  - 2) Talk about other "labor saving" machines and how the life of a housewife has changed since their introduction

## Using a Slide Projector

Materials: a slide projector, slides, a power source, a surface on which to project the slides

Key words: slides projector fan assemble advance  
slide tray area lamp show adjust  
in order screen focus select turn on  
plug in

### Operation:

1. Assemble the slides you want to show.
2. Put the slides in the slide tray in order.
3. Put the slide tray on the slide projector.
4. Select an area or screen to show the slides on.
5. Plug the slide projector in.
6. Turn the fan and the lamp on.
7. Advance a slide into the projector.
8. Adjust the focus.

Grammar notes: two-word verbs  
infinitive clauses used as complements and noun  
modifiers

- Related activities:
- 1) Have students bring in their own slides and put together a slide show with commentary
  - 2) Make slides by painting on transparent slides
  - 3) Ask questions about what's in the slides or have the students write a story about what they see in the slides



Operating a Television Set

Materials: a television set, a power source

Key words: television set      picture      necessary      adjust  
              volume level      fuzzy      vertical      turn on  
              channel selector      fine tuning knob      brightness  
              desired      horizontal      contrast  
              aerial      hold

Operation:

1. Turn the television set on.
2. Adjust the volume level.
3. Turn the channel selector to the desired channel.
4. Adjust the aerial if the picture is fuzzy.
5. Adjust the fine tuning knob if necessary.
6. Adjust the vertical hold knob if necessary.
7. Adjust the horizontal hold knob if necessary.
8. Adjust the brightness or contrast knob if necessary.

Grammar notes: conditional "if" clauses  
                  compound stress on compound nouns

- Related activities:
- 1) Talk about what kinds of programs are on TV in different countries and what it's used for
  - 2) Talk about the technical aspects of TV and the different ways TV signals get from the station to the individual sets

Operating a Transistor Radio

Materials: a transistor radio, a power source

Key words: batteries band treble check select  
radio station controls plug in listen to  
transistor volume balance raise adjust  
aerial bass stereo turn on

Operation:

1. Check the batteries.\*
2. Raise the aerial if there is one.
3. Select the band you want.
4. Turn the radio on.
5. Select the station you want to listen to.
6. Adjust the volume.
7. Adjust the bass and treble controls.
8. Adjust the balance control if it is stereo.

Grammar notes: two-word verbs  
conditional "if" clauses  
"that" relative clauses

- Related activities:
- 1) Talk about the different bands (AM, FM and short wave), how they are produced and over what distance they can be received
  - 2) Listen to a program on the radio and ask questions about it (use it for new vocabulary, idioms, comprehension)
  - 3) Talk about the uses of radio and how it has changed the world

\* or plug in the radio

Using a Pocket Calculator

Materials: a pocket calculator, a power source

Key words:	batteries	multiplication	check	equals
	calculator	multiplier	plug in	displayed
	keys	product	multiply	look at
	multiplicand		press	clear

Operation:

1. Check the batteries.\*
2. To multiply: press the keys for the multiplicand.
3. Press the multiplication key.
4. Press the keys for the multiplier.
5. Press the "equals" key.
6. Look at the product displayed at the top.
7. Press the "clear" key to clear the calculator.

Grammar notes: infinitive clauses of purpose  
two-word verbs  
past participle used as noun modifier

- Related activities:
- 1) Do other operations with the other kinds of calculations (division, addition, subtraction, etc.)
  - 2) Talk about the technology that makes a machine this size possible
  - 3) Talk about computers in general

\* or plug in the calculator

Operating a Cassette Recorder

Materials: a cassette recorder, a cassette, a power source

Key words: batteries cover check insert listen  
machine fast plug in advance play  
button forward eject rewind record  
cassette tape finishes  
when

Operation:

1. Plug in the machine.\*
2. Push the Stop/Eject button to open the machine.
3. Insert a cassette and close the cover.
4. Push the Fast Forward button to advance the tape.
5. Push the Rewind button to rewind the tape.
6. Push the Play button to listen.
7. Push the Play and Record buttons to record.
8. Push the Stop/Eject button when the cassette finishes.

Grammar notes: infinitive clauses of purpose

- Related activities:
- 1) Do operations on other types of sound equipment, e.g. reel-to-reel tape recorders, record players
  - 2) Have students use the recorder, e.g. interview each other, do news broadcasts, read stories, do a soap opera, sing songs, etc.

\* or check the batteries

Study Skills

Producing an Operation

Materials: writing materials, a pleasant environment

Key words: liberally      format      equip      clear  
comfortable    instrument    sit down    decide on  
extraneous    contact      try      make

Operation:

1. Equip yourself liberally with writing materials.
2. Sit down in a comfortable, well-lit place.
3. Try to clear your head of extraneous thoughts.
4. Decide on the format of your information.
5. Decide what subject to do the operation on.
6. Take a writing instrument in your hand.
7. Make contact between the writing instrument and paper.
8. Write the operation (and good luck).

Grammar points: locative phrases  
two-word verbs

- Related activities:
- 1) After you've produced the operation, try it out in the classroom and see how it works
  - 2) Try to isolate vocabulary and grammar items that you think your students will have/had trouble with
  - 3) Think of classroom activities, discussions, homework assignments, etc. that your operation can suggest or lead into or ways you can vary it with different vocabulary, verb tenses, etc.

Verb Index

Using an Index

Materials: a book with an index

Key words: last index topic find see turn

Operation:

1. Take a book.
2. Open it to the last few pages.
3. Find the index page or pages.
4. Look for the word or topic you want.
5. See what page it's on.
6. Turn to that page.

Grammar notes: indirect question

- Related activities:
- 1) Discuss other alphabetical systems of arranging information
  - 2) Discuss outlines and the idea of broader topics and what can be contained within them
  - 3) Discuss cross-referencing, how to use library card catalogs and classification systems



Using a Table of Contents

Materials: a book with a table of contents

Key words:	table of contents	line	pick out
	left-hand	across	follow
	margin	right-hand	begins
	chapter		turn to

Operation:

1. Take a book.
2. Open it to the first few pages.
3. Find the Table of Contents page or pages.
4. Look down the left-hand margin.
5. Pick out the chapter name or number you want.
6. Follow that line across to the right-hand margin.
7. See what page the chapter begins on.
8. Turn to that page.

Grammar notes: two-word verbs  
nouns joined by "or"

- Related activities:
- 1) Discuss other kinds of tables (e.g. mathematical, conversion, etc.)
  - 2) Discuss other divisions within a table of contents (parts, sections, books, etc.)
  - 3) Have students make a book with pictures or assignments they've written and make a table of contents, number the pages, choose chapter names, etc.

Using a Dictionary

Materials: a dictionary, words to be looked up

Key words: first letter words look at starting  
second dictionary process repeat  
third section

Operation:

1. Look at the first letter of the word.
2. Open the dictionary.
3. Find the section with words starting with that letter.
4. Look at the second letter of the word.
5. Find the words starting with those two letters.
6. Look at the words at the top of the page.
7. Repeat this process until you find your word.

Grammar notes: ordinal expressions  
-ing clauses used as noun modifiers

- Related activities:
- 1) Talk about the other things you can find in a dictionary (pronunciation guides, abbreviations, grammar rules, names, places, etc.)
  - 2) Talk about how dictionaries are written, connotation, denotation, meaning and usage
  - 3) Talk about other similar books (thesauruses, vocabulary and grammar books)



- 3) It should be noted that this operation will have to be modified if you wish to do it in the present continuous tense.

A Note To Teachers:

Now that you have looked at and hopefully used these operations in your class, you may want to know how to produce your own operations. If so, please turn to the next page.

add 35, 36, 37, 38, 39, 54, 62  
adjust 63, 64, 65  
advance 63, 67  
allow 37  
answer 72  
ask 44, 57, 58  
assemble 63, 72  
  
bend down 26  
bite 34  
blacken 56  
blow out 17  
boil 35  
bring 24, 52  
  
call 57  
catch 27  
check 56, 65, 66  
chew 34  
choose 58  
close 17, 27, 33, 62, 67  
concentrate 28  
consider 57, 72  
continue 21, 29, 30, 31  
count 29  
cross out 56  
cut 24, 40  
  
date 56  
deal 31  
decide on 74  
deposit 58  
do 56  
drain 20  
draw 56  
  
eat 33, 37, 39  
equip 74  
erase 47  
exhale 28  
  
fill 35  
fill in 45, 56  
fill out 55, 56, 58  
fill up 20  
find 57, 60, 61, 62, 63, 65  
find out 50  
fly 52  
fold 19, 42, 51, 52  
follow 70  
get 22, 29, 57  
give 29, 31, 45  
go 44, 45, 58  
grab 54  
  
heat 39  
hit 21  
hold 17, 21, 23, 24, 34, 43,  
47, 48, 49, 54  
  
inhale 28  
insert 43, 67  
  
keep 26, 30, 48  
  
lay 30  
let 20, 27, 30  
lick 42  
light 17  
list 72  
listen 43, 67  
listen to 65  
look 70  
look at 48, 50, 66, 71  
look into 58  
look up 44, 45  
  
mail 42  
make 23, 52, 57, 60, 74  
make up 72  
meet 49  
melt 39  
mix 38  
moisten 23  
move 39, 49  
  
open 17, 33, 34, 37, 55, 62,  
67, 69, 70, 71  
  
pay 44, 45  
peel 36  
pick out 70  
pick up 21, 27, 29, 43, -47  
place 19, 20, 26, 50  
plug in 63, 67  
pour 37, 38, 39, 54  
press 20, 47, 66  
print 44, 45  
pull 23, 24, 54  
pull out 22

push 61, 67  
push in 22  
put 19, 20, 21, 23, 27, 28, 29,  
34, 35, 39, 40, 42, 43, 47,  
48, 49, 56, 60, 61, 62, 63  
put down 18

raise 65  
raise up 26  
read 37, 43, 56, 57, 61  
record 67  
refrigerate 38  
repeat 24, 27, 28, 51, 52, 71  
remember 30  
return 26, 60  
review 72  
rewind 67  
ring 22  
roll 60

salt 39  
satisfy 58  
screw 18, 40  
see 69, 70  
select 57, 60, 61, 62, 63, 65  
set 19, 20  
shuffle 31  
sign 55, 56  
sit down 74  
sit up 28  
slice 36  
spread 40  
stand 51  
stand up 26  
stir 35, 37  
stop 47  
swallow 34

take 31, 33, 34, 40, 47, 48, 49,  
61, 69, 70, 74  
take out 18  
tear 36, 55  
tear out 17  
tell 29, 45, 58  
thread 24  
think 28, 72  
throw 27, 29, 54  
throw away 17  
tie 23, 24  
toss 27, 36  
touch 26  
try 48, 50, 74  
turn 48, 57, 64  
turn down 30  
turn off 18

turn on 18, 62, 63, 64, 65  
turn to 69, 70  
turn up 30  
type 56, 60

unscrew 18, 40

want 61  
wash 34, 36  
water 20  
wind 22  
wipe 34  
write 42, 55, 74  
write down 44, 45

Grammar Index

## Adjectives

articles: shift from "a" to "the" 49, 58  
          shift from "some" to "the" 35  
comparatives 23, 30, 31  
-ed adjectives 43  
"enough" + infinitive 39  
"one" 23, 30, 40  
ordinal numbers 51, 71  
"other" 23, 30, 40  
participial adjective phrases 57  
quantifiers 31  
series 72

Adverbs 20, 28, 39, 45

Adverb Phrases see prepositional phrases

## Clauses

"if" clauses 30, 31, 64, 65  
infinitive clauses: as adverbs of manner 42  
                  as complement 63  
                  as noun modifiers 63  
                  of purpose 52, 66, 67  
-ing clauses used as noun modifiers 71  
-ing clauses used as verb complements 48  
result clauses 52  
time clauses: "before" clauses 27  
              "until" clauses 21, 24, 27, 29, 30, 31, 43  
              "when" clauses 22, 39  
              "while" clauses 28  
"that" clauses: as noun clause 45  
                  as relative clause 45, 56, 65, 72

## Nouns

appositives 43  
compound nouns 22, 36, 44, 45, 49, 58, 61, 62, 64  
count and non-count nouns 35, 39, 40  
joined by "and" 22, 23, 36, 44, 72  
joined by "or" 70  
series 44





Appendix

Eating a Silent Way Cookie

This Appendix is for those of you who are familiar with the Silent Way, and it is written with the assumption that you know and understand the basic Silent Way philosophy and techniques.

Setting: 5-7 students sitting in a circle; the teacher is part of the circle

Materials: a box of cookies in a bag

Key words: bag box cookie all of another take out

Directions: The teacher models the structure and the vocabulary only once. Through non-verbal cues, hand signals, and other Silent Way techniques, he indicates that the students are to carry on. Throughout the operation, basic Silent Way techniques are used. Each time the teacher models a new sentence, the bag or box is passed completely around the circle, giving each student an opportunity to speak. We are assuming that you have been using the Silent Way in your class, and that the students are familiar with the techniques.

Operation:

Teacher: Take the bag. (giving the bag to the student next to him)  
Are you taking the bag?

Student A: Yes, I am.  
Take the bag. (giving the bag to the next student)  
Are you taking the bag?

Student B: Yes, I am.  
ETC.  
(continue passing the bag around the circle until it comes back to the teacher)

Teacher: Open the bag.  
Are you opening the bag?

Student A: Yes, I am. (he gives the bag to the next student)  
Open the bag.  
Are you opening the bag?

Teacher: Take out the box.  
Are you taking out the box?

Student A: Yes, I am.  
ETC.

Teacher: Open the box.  
What are you doing? (introduction of new structure)

Student A: I am opening the box.  
Open the box.  
What are you doing?

Student B: I am opening the box.  
ETC.

Teacher: Take a cookie.  
What are you doing?

Student A: I am taking a cookie.  
Take a cookie.  
What are you doing?

Student B: I am taking a cookie.  
ETC.

Teacher: Eat your cookie.  
Maria, what is she doing?

Maria: She is eating her cookie.  
Alfonso, eat your cookie.  
Carmen, what is he doing?

Carmen: He is eating his cookie.  
ETC.

Teacher: Eat all of your cookie.  
Edgar, what is she doing?

Edgar: She is eating all of her cookie.  
Lilia, eat all of your cookie.  
Maria, what is she doing?

Maria: She is eating all of her cookie.  
ETC.

Teacher: Close the box.  
What are you doing?

Student A: I am closing the box.  
ETC

Note: In this particular class, the students were reviewing short answers and possessive pronouns. The Wh-question was a new structure.