

**A CROSS-REFERENCE OF TEXTBOOKS AVAILABLE TO TEACH ENGLISH  
AS A SECOND LANGUAGE TO ADULTS**

by

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**A Master's Research Project submitted in partial fulfillment  
of the requirement for the degree**

**Master of Arts**

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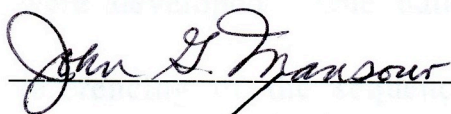
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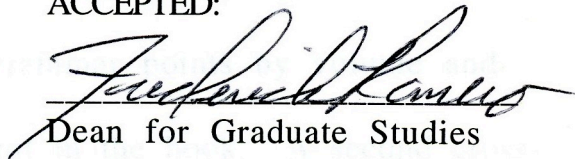
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## ABSTRACT

The purpose of this project was to cross-reference textbooks which are widely used to teach English as a Second Language (ESL) to adults, to provide a reference of parts of speech and grammar points available for teachers who teach ESL to adults. The textbooks referenced were: *Side-By-Side*, *Exploring English*, *Step-By-Step With Pictures*, *Basic Grammar in Use*, *Grammar in Use*, *Short Cuts*, *Regents English Workbook*, and *The Azar Grammar Series*.

Research in the field demonstrated a need for a self-help guide for novice and experienced teachers of English as a Second Language to adults. To satisfy this need, two cross-reference database tables were developed. One database in table format shows a cross-referencing of the sequence in which major grammar points are taught in eight separate textbooks or basal textbook series. The database includes a listing of the parts of speech and grammar points to be compared, the location of the grammar points by volume and chapter, by volume and page, or by unit in the book. A second cross-

reference was developed to list the grammar points alphabetically by parts of speech including: adverbs/adjectives, miscellaneous (embedded questions, for/since, to be able to, say vs. tell, imperatives), modals, nouns, prepositions, pronouns, questions, subject/verb agreement, and verb tense.



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# **CHAPTER 1**

## **THE PROBLEM**

### **Introduction**

There are many different textbooks on the market which are targeted toward teaching English as a Second Language to adults. Teachers may wonder where to find information on specific grammar points. They may question when is the appropriate time during a teaching cycle to introduce a specific grammar point in order to provide the best opportunity for language acquisition. Currently, teachers waste time searching through all the materials available to them to find what they need. A process to more effectively use available resources needs to be developed to assist teachers. A reference guide, which can be used by both experienced and novice teachers of English as a Second Language to find information on when and in which books specific skills are taught, would help teachers use both their time and available resources more effectively.

## **Development of the Problem**

Lack of knowledge about where to find pertinent information may result in an ineffective use of resources such as time, money, books, teachers, students. Teachers waste valuable teaching time searching through different textbooks for information; time which would be better used working directly with students. Students who have little command of English have fewer job opportunities, lower-paying jobs, and diminished earning capacity.

Benefits of knowing about the topic are that teachers may spend less valuable planning and teaching time if they have a reference guide available which shows them where to find additional exercises to supplement what they are already teaching.

Student may be more efficiently served if the most effective teaching methods and teaching strategies to use with adult ESL students are known. If the student feels he is learning, there might be better student retention. If the student can learn more in a shorter amount of time, it would seem that there would be better use of resources: time, teachers, students, textbooks and money.

Students who have a greater command of English have more job opportunities, higher-paying jobs, and greater earning capacity.

### **Need for the Study**

Teachers can more effectively serve students if they have adequate resources, know which resources are available to them, can efficiently find information and can find it in a short period of time, and can find the information on their own in case there is not a person available to help locate the information. More time could then be spent to prepare curriculum or assist students. Currently, there is no resource available outside of a resource person and it is very time consuming for the instructor to search through available materials to find what it is she or he needs. Hence, there is a need to design a comprehensive reference database for teachers who teach English as a Second Language to adults.

### **Purpose of the Study**

The purpose of this project was to do a cross-reference of textbooks which are widely used to teach English as a Second



Language (ESL) to adults. The database is designed to provide a reference of parts of speech and grammar points available for teachers who teach English As A Second Language. The textbooks referenced were: *Side-By-Side, Exploring English, Step-By-Step With Pictures, Basic Grammar in Use, Grammar in Use, Short Cuts, Regents English Workbook*, and *The Azar Grammar Series*.

## **Research Topic**

Will a cross-reference help teachers become more efficient in locating resources and information as they prepare their curriculum for English as a Second Language adults?

## **Definition of Terms**

ESL: English As A Second Language, taught in an English-speaking country to non-native speakers

ESOL: English To Speakers of Other Languages

L1: a student's first (native) language

L2: a student's second language, usually the language they are in the process of learning

syllabus: A plan for implementing a particular educational program. A language syllabus would include the objectives, the sequence, and the materials needed (Brown, 1994).

structured syllabus: A structured syllabus is structured with an analysis of grammar as its basis. A structured syllabus is one type of synthetic syllabus (Long & Crookes, 1992).

synthetic syllabus: A synthetic syllabus break the language into small sections to be taught individually.

task-based syllabus: A syllabus or curriculum which uses different tasks to present language instead of discrete grammar points which focus on form.

## **Summary**

To efficiently serve adult students, it would seem as though teachers might want to make use of any reference materials available which make lesson planning more efficient and teaching more effective. A reference which correlates eight textbooks and textbook series and outlines which English skills are taught and generally in what order, could be an essential tool for an ESL teacher.

The textbooks chosen for inclusion in the cross-reference database are available as resources for teachers in the Rio Seventh Avenue Adult Learning Center program and could be more readily accessed given a resource booklet.



## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

There are many theories of how people learn. Many of them contradict each other. This chapter will explore research on how people learn, what specific needs adults have which must be considered and addressed in order for them to learn effectively, how teaching English as a Second Language to adults is done most effectively and efficiently, and what teaching strategies and methods should be employed. How do people learn? What do teachers need to know about how people learn so that teachers can teach more effectively?

Specific needs adults have which must be considered and addressed in order for them to learn effectively are: How teaching English as a Second Language to adults is done most effectively and efficiently, and what teaching strategies and methods are best employed.

## Learning Theories

There are several learning theories which will be explored here. According to Ellis and Sinclair, Naiman, Frohlich, Stern and Todesco, Rubin and Stern (cited in Rees-Miller, 1993), the good language learner uses such cognitive strategies as seeking clarification, verification and meaning, asking questions, making inferences, using deductive reasoning, efficiently using memory, and striving for accuracy using self-evaluation and practice. Metacognitive strategies applied by good language learners include the ability to organize, prioritize and plan learning around learning techniques most suited to their learning styles (cited in Rees-Miller, 1993). Good language learners participate actively in the learning process (cited in Rees-Miller, 1993). Good language learners look for opportunities to practice using the language and to converse in the target language (L2). The target language can be understood through analysis and reasoning (Naiman et al., 1978; Rubinm 1987; Stern, 1980 cited in Rees-Miller, 1993, p. 680).

## **Strategies For Teaching Adults English As A Second Language**

There are many methods which may be appropriately used to teach English as a Second Language to adults. Some of these teaching methods probably have more success than others. Task-based syllabus (TBS) is one instructional approach (Sheen, 1994). It is the opposite of a structural or synthetic syllabus and shuns the structural approach. There is not, however, good scientific evidence that it is an efficient instructional approach. Using a TBS method, a teacher would not formally teach English, rather a student would learn it through the tasks that s/he performs. The input thereby becomes comprehensible, or able to be understood. However, exposure to comprehensible input alone does not bring about substantial levels of acquisition. Traditional formal instruction alone, including grammar, may be more effective than exposure to comprehensible input only. Comprehensible input and formal instruction combined are most effective (Sheen, 1994). Evidence has shown that using a structural syllabus and teaching grammar facilitate acquisition (Ellis, 1993). The explicit knowledge learned from a structural approach provides you with hooks on which to

hang subsequent knowledge (Ellis, 1993). Using a structural syllabus exclusively, though, does not aid in implicit knowledge and production. Grammar learning is sequential and students learn only what they are developmentally ready to learn (Ellis, 1993).

Fotos (1994) has shown that a strictly communicative approach to teaching English as a Second Language may not be the optimum teaching method. It may be necessary to include formal grammar instruction within the communicative approach framework. In Doughty's (1991) experiment on second language instruction, two test groups and a third control group, were formally instructed about relative clause usage. One group was given a formal presentation of grammar rules and a text with the target structure. A second group was given a text wherein the target structures were emphasized, paraphrased, clarified, highlighted. The control group (group 3) received only communicative-based instruction. Both test groups (groups 1 and 2) showed significant improvement in relative clause usage, especially when compared with the control group. The second group, the one which received the text with target structures highlighted, had better recall of the text than group one which



received the teacher-fronted lesson about relative clause usage.

Similar results were found in Fotos' study (1994) of grammar instruction and communicative language use in the classroom. During the study, one group was given formal grammar instruction of the targeted structure; the second group was given task based/grammar consciousness-raising instruction; the third group, the communicative group or control group, was given communicative tasks matched to the target structure but without grammar content. The first two groups, the formal-instruction group and the task-based group, showed almost identical, significant gains, as evidenced on post-tests. After two weeks, the two groups had retained what they had learned, as evidenced on final tests. The second group, the consciousness-raising group, negotiated meaning as often as, or more frequently than, the communicative or control group. Communicative activities were used to reinforce learning of the target structures during the second and third weeks after the original learning period. This evidence supports the theory that repeated communicative activities which reinforce a grammatical structure which has been previously taught formally enable the

student to better internalize or acquire that structure. It appears that a classroom where a strictly communicative teaching method is used is not as effective as a classroom where there is grammar instruction within the communicative framework.

In DeKeyser's (1995) study on learning grammar rules in a second language, he found that formal instruction of grammar rules is more effective than simply having students discover the grammar rules on their own. His study supported the view that abstract rules are not learned implicitly. His results support the theory that formal instruction coupled with communicative activities is the most effective teaching method.

Robinson's (1996) research on formal grammar instruction vs. implicit or incidental learning where there is no formal grammar-rule instruction supports the theory that students learn better when there is some formal grammar instruction. Students who had received formal, grammar-rule based instruction were able to identify ungrammatical test sentences more quickly and more accurately than those who had not had formal, grammar instruction but had been exposed to L2.

In an article on interaction and comprehension (Pica, Young, Doughty, 1987) the authors state that input must be comprehensible to the learner if it is to assist in learning L2. What makes input comprehensible to the learner may be syntactically modified input available to the student in the classroom through books, tapes, and input from the teacher (Pica, Young, Doughty, 1987). Outside of the classroom, students generally have the opportunity to interact with native speakers. Frequently, during this interaction, both the learner and the native speaker modify and restructure (negotiate) what is being said until they understand each other. Types of negotiation might include requests for clarification, a request for confirmation of what was said, and a check that what was said was understood. This type of interaction is not generally available in the classroom. One type of interaction may be better for the student than another. One may provide better opportunities for comprehensible input. The authors (Pica, Young, Doughty, 1987) found that repetition was important in comprehension, but grammatical complexity did not make much difference. Quantity was important in that it helped provide redundancy. Interaction was found to be important in



comprehension. Interaction had the greatest effect when it involved requests for clarification and comprehension checks, negotiation of meaning and repetition.

There might be several implications for the classroom. While frequent repetition and redundancy by the teacher, especially in a communicative classroom setting, appears to be helpful in supplying comprehensible input to the student, teachers may want to encourage students to ask for clarification and encourage students to check that they have correctly understood the teacher. Teachers could encourage students to negotiate meaning with the teacher within the classroom setting. Students should be encouraged to ask questions in order to insure they understand the input clearly. Syntactically simplified textbooks and syllabi seem to be of limited use. Students appear to learn better when oral interaction and negotiation and clarification of meaning for better comprehension between teacher and student is encouraged. In their experiments on the effect of syntactic simplification and repetition or redundancy on listening comprehension, Cervantes and Gainer (1992) found that groups which heard a complex version with repetition and the

groups which heard a syntactically simplified version had virtually the same comprehension.

Leow's study (1993) examined how the simplification of written materials affected comprehension of those materials and the recognition and internalization of specific linguistic items. He found that although simplifying written material did help a student better comprehend the material, simplification did not help the student recognize or internalize the linguistic items presented. However, learners who had studied the target language longer recognized significantly more linguistic items than learners who had studied for a shorter period of time, whether the material was simplified or not. This would seem to suggest that what language students learn depends to a large extent on what they know.

## **Summary**

There are several different strategies for teaching ESL to adults. For learning to most effectively take place, a teacher needs to use several of those strategies. A teacher needs to encourage oral interaction and negotiation and clarification of meaning as well as

provide a traditional formal instruction, including grammar.

Instructors should be able to more efficiently locate grammar topics and exercises using the cross-references. The grammar topics and exercises can then be used as a basis for communicative activities.

Purpose:

The purpose of this project was to develop a cross-reference to

testbook which is a list of items to be used in the classroom.

## **CHAPTER 3**

### **METHODOLOGY**

#### **Purpose**

The purpose of this project was to do a cross-reference of textbooks which are widely used to teach English as a Second Language to adults, to provide a reference of parts of speech and grammar points available for teachers who teach ESL to adults. The primary objective of this project was to provide a guide to which ESOL teachers can refer when they have questions about which books to explore and where to look in each book for additional exercises concerning a grammar point which they may be teaching.

#### **The Project Design**

Of the reference guide models examined, it was decided to use only two to avoid complication. The two models which were chosen were alphabetical and sequential; two commonly used and easily understood models.

A database in table format was developed which shows a cross-referencing of the sequence in which major grammar points are taught in eight separate textbooks or basal textbook series. The database includes a listing of the parts of speech and grammar points to be compared, the location of the grammar points by volume and chapter, by volume and page, or by unit in the book. A second cross-reference was developed to list the grammar points alphabetically by part of speech including: adverbs/adjectives, miscellaneous, modals, nouns, prepositions, pronouns, questions, subject/verb agreement, and verb tense.

The textbook series used in the reference guide were: *Side-By-Side*, *Exploring English*, the *Azar Grammar Series*, *Regents English Workbook*, *Step-By-Step With Pictures*, *Short Cuts*, *Basic Grammar in Use*, and *Grammar in Use*. The major grammar points referenced were: adverbs/adjectives, miscellaneous, modals, nouns, prepositions, pronouns, questions, subject/verb agreement, and verb tense.



## Population

The approximately 6,000 students served each year in the Rio Salado Adult Learning Center English as a Second Language Program are adults between the ages of 16 and 80. The average age of the students is between 23 and 25. Spanish is the first language of approximately 80% of the students. Other languages spoken by the students include Russian, French, Polish, Arabic, Vietnamese, Chinese, Bosnia, Romanian, and Tegrinia. Approximately 51% of the students are male, 49% female.

The teachers are all part-time teachers. Some of the teachers have full-time day jobs, some work in other adult education programs, some do not work another job. Some of the teachers have had formal ESL, adult education, secondary or elementary education training; some have had no formal education training.

A database in table format allows a listing and comparing of the sequence in which parts of speech and major grammar points are taught. The table format is easy to read.

The project will be a meta-analysis of the location of grammar

points and parts of speech in eight commonly used English as a Second Language texts.

### **Assumptions and Limitations**

Assumptions include: 1. All the major grammar points referenced are taught in ESL courses. 2. The major grammar points will be taught in approximately the same order. 3. The cross-reference charts will save teachers and staff personnel time and allow teachers to rely on self-help materials to find exercises needed for lessons. 4. The sequential progression of grammar points is from the least complex to the most complex. Although there have been several studies (Pica, 1985; Krashen, 1981; Larsen-Freeman, 1975; cited in Pica, 1985); no definitive research was found on grammar learning progression. The sequence format is a chronological model for teaching or learning the material. The listing by category will allow for ease of location.

Limitations are: 1. The terminology used to describe a specific grammar point may not always be consistent among the eight



textbooks and textbook series. 2. The definitions of the part of speech may differ among textbooks.

## **Procedure**

As no definitive research on grammar learning progression was found, grammar points will be listed in the approximate order in which they appear in the textbook series *Side-By-Side* and *Exploring English*. In order to be consistent, the terminology chosen was based on what terminology is used in the majority of the textbooks and textbook series.

The reference guides will be used by both experienced and novice ESOL teachers and other learners who have need for a self-help guide.

## CHAPTER 4

### PRESENTATION AND ANALYSIS OF THE DATA

In an effort to help teachers use both their time and available resources more effectively, two reference guides were developed which can be used by both experienced and novice teachers of English as a Second Language to adults to find information on the order in which specific grammar skills are taught and in which books those specific grammar skills are found. The guides are shown in Appendix A and Appendix B.

Chapter Four includes a listing of grammar points/parts of speech selected from eight of the major textbooks used in the Rio Salado Adult Learning Center English as a Second Language Program. The textbooks are: *Side-By-Side*, volumes 1-4; *Exploring English*, volumes 1-6; the three volumes of the *Azar Grammar Series*, which are *Basic English Grammar* (volume 1), *Fundamentals of English Grammar* (volume 2) and *Understanding and Using English Grammar* (volume 3); *Regents' English Workbook*, volumes 1-3;

*Step-By-Step With Pictures; Short Cuts*, volumes 1-3; *Basic Grammar in Use*; and *Grammar in Use*.

The parts of speech/grammar points to be listed are: adverbs/adjectives, a miscellaneous category (embedded questions, for/since, to be able to, say vs. tell, imperatives), modals, nouns, prepositions, pronouns, questions, subject/verb agreement, and verb tense.

Some texts listed grammar points by part of speech. Other textbooks listed grammar points in the sequential order the textbook's authors felt the grammar point should most appropriately be taught.

The reference guide is in both a sequential table format by grammar point and an alphabetical table format by part of speech. The table format and the sequential and alphabetical listings make the information easy to find.

## **The Alphabetical Cross-reference Chart**

To use the alphabetical chart, Appendix A, on the left-hand side, look under the heading Parts of Speech to find information

about adjectives. Find the heading Adverbs/Adjectives. Choose a grammar point under that heading. The next column to the right is the textbook column. Find the volume (1) and chapters (4,8) where adjectives are found in that textbook series. The second textbook, *Basic Grammar*, lists adjectives in volume 1, unit 78. The third textbook, *Exploring English*, lists adjectives in volume 1, chapter 2. Other grammar points can be found similarly.

### **The Sequential Cross-reference Chart**

To use the sequential chart, Appendix B, look at the left-hand side, look under the heading grammar points to find information about to be in the present tense. The next column to the right is the textbook column. Find the volume (1) and chapters (1, 6) where to be in the present tense is found in the Azar English Grammar Series. The second textbook, *Basic Grammar in Use*, lists to be in the present tense in volume 1, units 1 and 2. The third textbook, *Exploring English*, lists to be in the present tense in volume 1, chapters 1 and 2. Other grammar points can be found similarly.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### Summary

The purpose of this project was to cross-reference textbooks which are widely used to teach English As A Second Language (ESL) to adults, to provide a reference of parts of speech and grammar points available for teachers who teach English As A Second Language to adults. The textbooks referenced were: *Side-By-Side*, *Exploring English*, *Step-By-Step With Pictures*, *Basic Grammar in Use*, *Grammar in Use*, *Short Cuts*, *Regents English Workbook*, and *The Azar Grammar Series*.

Research in the field demonstrated a need to develop a self-help guide for novice and experienced teachers of English as a Second Language to adults.

To satisfy this need, two cross-reference database tables were developed. A database in table format was developed which shows a cross-referencing of the sequence in which major grammar points are taught in eight separate textbooks or basal textbook



series. The database includes a listing of the parts of speech and grammar points to be compared, the location of the grammar points by volume and chapter, by volume and page, or by unit in the book. A second cross-reference was developed to list the grammar points alphabetically by parts of speech including: adverbs/adjectives, miscellaneous (embedded questions, for/since, to be able to, say vs. tell, imperatives), modals, nouns, prepositions, pronouns, questions, subject/verb agreement, and verb tense.

## **Conclusions and Recommendations**

Conclusions: It is anticipated that time and resources will be used more efficiently and effectively by both novice and experienced teachers and that these guides will be useful to students wishing to find information to study on their own. It is also anticipated that teachers will be able to find appropriate resources more quickly. Increased efficient use of teacher time and resources will free staff personnel for other duties.

As these guides are an introductory product, it is anticipated

that, after a trial period, there may be some modification and adjustments needed.

Recommendations: It is recommended that after a trial period of six months, the instrument be assessed by frequent users and staff and be modified as needed. It is also recommended that the instrument be considered as part of the teacher packet which is handed out at the beginning of every school year. If the cross-reference database is found to be valuable, it is recommended that its use be expanded to include other parts of the English as a Second Language Program.



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## APPENDIX A

# ESL ALPHABETICAL GUIDE TO GRAMMAR POINTS BY ESL TEXT



ESL ALPHABETICAL GUIDE TO GRAMMAR POINTS BY ESL TEXT																
TEXTS-->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
Parts of Speech	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chapter
<b>Adverbs/Adjectives</b>																
adjectives	1	4, 8	1	78	1	2	1	90-93	1	63	3	7	1	5	1	6, 31
adverbs of frequency	1	2			2	1					1	10	1	1		
adverbs			1	79			1	92, 93	1	63			2	8	1	31
comparatives	1	9	1	80-82	4	1	1	97-99	1	82	3	10	2	5	1	32
									2	71						
comparative of adverbs	1	9	1		4	7	1	97-99	1	83			2	8	1	32
									2	71						
superlatives	1	9	1	83	4	5	1	100	1	84			2	6	1	33
<b>Articles</b>																
a lot/much/many	3	7	1		3	1	1	82			2	10			1	
a little/a few	3	7	1	76, 77	3	1	1	82			2	10			1	
so, but, neither			1	75					3	51			3	10	1	
<b>Clauses</b>																
hope-clauses			1										4	5	1	
wish-clauses	2	14	1						2	109			4	5	1	
	3	20														
relative clauses	1	5	1	105	4	6	1	84-89					2	9	1	
	2	10, 12		106	5	2										
	3	5,12,13														
<b>Miscellaneous</b>																
embedded questions													4	3		
for/since	3	3	1	17	4	2			2	40			3	5		
to be able to	1	7					1	25					2	10		
say v tell									1	120						
imperatives	2	4	1	30, 89	1	3			1	20	1	6	2	3	1	39
passive voice	2	9	1	19	6	3	1	40-42	2	63-67			4	1	1	
	3	11							3	38-43						
reported/indirect speech	2	13	1	49	6	2, 3	1	45, 46	2	98			4	8	1	
	3	12							3	45-47						

ESL ALPHABETICAL GUIDE TO GRAMMAR POINTS BY ESL TEXT																
TEXTS-->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
Parts of Speech	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chapter
<b>Modals</b>																
can	1	7	1	24	1	preview	1	25	1	34, 35	2	4	1	13		
	2	4			2	3					3	4				
	3	9,10														
could	1	7	1	24	3	preview	1	25, 26					2	10		
	2	4														
have to	1	10	1	26	2	3			2	32-35	2	6	1	13		
	3	9,10									3	5				
may/might	1	6			5	3	1	28, 29			3	5				
	2	4														
might	2	4	1	25	4	preview							2	4		
	3	9,10														
must	2	4			2	preview	1	27	1	34, 35	3	8	2	11		
	3	9,10			3	2										
must vs. should													2	11		
perfect modals	3	10			6	5							4	4		
should	1	10	1	27	2	preview	1	32	1	34, 35			2	5		
	2	4			3	6										
	3	9,10														
should/ought to	3	9,10							2	99-101						
would	1	3	1	28	2	2	1	37			3	6	2	3		
	2	4			2	preview										
	3	9,10														
<b>Nouns</b>																
count/non-count nouns	1	4	1	60, 61	1	7	1	65, 66			1	4	2	2		
	2	11						70								
	3	7														
definite articles	1	4	1	62, 63	1	1	1	67-69	2	25,68	3	1				
	2	11		64, 66				71-73								
	3	7														
gerunds	2	7	1		5	1			2	87-89			3	7	1	
	3	14,15			5	7			3	65, 66						
gerund vs. infinitive	2	7	1										3	7	1	
how much/how many					1	7			1	65	1	4	2	2		



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ESL ALPHABETICAL GUIDE TO GRAMMAR POINTS BY ESL TEXT																
TEXTS-->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
Parts of Speech	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chapter
indefinite articles	1	4	1	58, 62	1	1	1	67	1	17 2 68	2	10	1	7	1	3
	2	11	3								1					
	3	7														
possessive of nouns	1	8	1	57	1	6	1	75			1	9	1	5		
	3	7														
Prepositions																
Prepositions	1	2,7	1	90-99			1	109-123					1	6,7		
Pronouns																
demonstrative pronouns	1	1	1	67	1	1			1	18			1	8	1	5
indefinite pronouns	1	4	1	68-75			1	81								
	3	8														
indirect object pronouns									1	124			2	1		
									2	50						
object pronouns	1	8	1	52, 55	1	3			1	21,22, 51	2	9	1	11	1	16
	3	8							2	2						
possessive adjectives	1	1	1	53, 55	1	6	1	77	1	13	1	9	1	4	1	17
	3	8							2	1						
possessive pronouns	1	8	1	54, 55	2	2	1	77	1	113			2	5	1	17
	3	8							2	4						
reflexive pronouns	3	8	1	56			1	76	1	114,115			2	9	1	36
									2	3						
some/any	1	4	1	69	1	7	1	80	1	90,91			2	13	1	11
									3	2	2	73				
subject pronouns	1	1,4	1	52, 55	1	1,2			1	51	1	2	1	2	1	7
	3	8														
Questions																
tag questions	3	B			3	6	1	50	2	84-86			4	9		
what/who/where	1	1,2			1	5							1	1,9	1	10,18
whose	1	8	1	54	1	6										
Sub./Verb Agreement																

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ESL ALPHABETICAL GUIDE TO GRAMMAR POINTS BY ESL TEXT																
TEXTS-->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
Parts of Speech	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chapter
irregular plurals	1	4, 8							1	11,12, 52			1	8		
	3	7														
singular/plural of nouns	1	4	1	59	1	2	1	74	1	11,12, 52	1	2	1	7	1	4
	3	7							2	5,6						
there is/there are	1	3	1	31	1	7			1	14,15,16	1	5	1	7	1	11
	3	6									2	1				
											3	6				
to have	1	1			1	6	1	23	1	5,6,7, 47, 48			1	11		
Verb Tense																
present progressive	1	3,10	1	3, 4	1	5	1	1	1	72-76	1	6	1	3	1	19-21
	2	1							2	26	2	7				
	3	1,2							3	7, 8						
past progressive tense	1	10	1	12,13			1	12	22	27, 28	3	9	2	9		
	2	2							3	9						
	3	1,2														
future progressive	3	1,4			3	2	1	10	3	10	2	7	2	12		
					6	6										
present perf. prog.	2	6			4	preview	1	16-18	3	25			3	6		
	3	1,3			5	1										
past per. progressive	3	1,3					1	22	3	27			3	8		
future perfect prog.	3	4														
"to be" - present tense	1	1,6	1	1, 2	1	1, 2			1	1,2,3,4	1	1	1	1		
	2	1								57-59					1	7,8,9
	3	1							3	1, 2						
simple present	1	2,6	1	5,6,7	2	1	1	2	1	8,9,10,36-	1	7, 8	1	9, 10	1	12,13
	2	1								38,60-62	2	3,7				14
	3	1,2							2	9, 10						
									3	11,12,13						
third person singular									2	7, 8			1	11		
simple present v prog.	1	3	1	8	2	2	1	3			2	5,9	1	12		
present perfect tense	1	10	1	14-16	3	preview	1	13-15	1	116-119			3	4	1	40-42
	2	6			4	2	1	17, 18	3	23,24						
	3	1,3														
present per. vs. present													3	5		
present per. vs. past	3	3	1	18	4	2	1	19, 20	2	37			3	5		



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ESL ALPHABETICAL GUIDE TO GRAMMAR POINTS BY ESL TEXT																
TEXTS-->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
Parts of Speech	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chapter
"to be"-past tense	1	5,6	1	11	2	5			1	24, 39, 40	2	5,6	1	17	1	24, 25
	3	1								57-59	3	7,8				
									3	3,4						
past tense-regular verbs	1	5,6	1	9, 10	1	preview	1	11	1	25, 26, 32	2	5,6,8	1	15,16	1	26, 28
	2	2			2	6				33, 41, 42	3	2				29
	3	1, 2								60-62						
									2	15,16,56						
									3	14						
past irregular verbs	1	5,6,7	1	9, 10	2	6	1	11	1	27, 44, 67	2	5,6,8	1	15,16	1	27, 28
	2	2	1	36						80,94	3	2				29
	3	1,2							2	17, 18						
past perfect tense	2	6			6	1	1	21	2	41			3	8		
	3	1,3							3	26						
future w/going to	1	6	1	21	1	preview	1	5, 8	1	77	2	8	1	14	1	37, 38
	2	3			2	7			2	52	3	2,3				
	3	1,4							3	20, 21						
future tense w/ will	1	6	1	22	2	preview	1	6-8	1	53-62			2	4	1	34, 35
	2	3			3	5			3	5,6,18-20						
	3	1,4														
future perfect	3	1,4			6	6	1	10	3	28						
sequence of tenses			1	87, 88					2	54			4	8		
cond. pres. real (If..will)	1	6	1	104	4	preview			2	102,103			2	8	1	
	3	20			5	2			2	125			4	5		
cond pres unreal	2	14	1		4	preview			2	104-106			4	5	1	
(If..would)	3	20	1		5	6			2	125						
cond past unreal	2	14	1		6	5			2	107, 108					1	
(If..would have)	3	20	1						2	125						

## **APPENDIX B**

# **ESL GUIDE TO GRAMMAR POINT SEQUENCES**

## APPENDIX B

## ESL GUIDE TO GRAMMAR POINT SEQUENCES

TEXTS -->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
GRAMMAR POINTS	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chap.
"to be" - present tense	1	1,6	1	1, 2	1	1, 2			1	1,2,3,4	1	1	1	1	1	7,8,9
	2	1								57-59						
	3	1							3	1, 2						
indefinite articles	1	4	1	58, 62	1	1	1	67	1	17	3	1	1	7	1	3
	2	11							2	68						
	3	7														
definite articles	1	4	1	62, 63	1	1	1	67-69	2	25,68	3	1				
	2	11		64,66				71-73								
	3	7														
demonstrative pronouns	1	1	1	67	1	1			1	18			1	8	1	5
? with what/who/where	1	1,2	1		1	5							1	1,9	1	10,18
subject pronouns	1	1,4	1	52, 55	1	1,2			1	51	1	2	1	2	1	7
	3	8														
object pronouns	1	8	1	52, 55	1	3			1	21,22, 51	2	9	1	11	1	16
	3	8							2	2						
indirect object pronouns			1						1	124			2	1	1	
									2	50						
imperatives	2	4	1	30, 89	1	3			1	20	1	6	2	3	1	39
											2	2				
present progressive	1	3,10	1	3, 4	1	5	1	1	1	72-76	1	6	1	3	1	19-21
	2	1							2	26	2	7				
	3	1,2							3	7, 8						
possessive adjectives	1	1	1	53, 55	1	6	1	77	1	13	1	9	1	4	1	17
	3	8							2	1						
adjectives	1	4,8	1	78	1	2	1	90-93	1	63	3	7	1	5	1	6, 31
possessive of nouns	1	8	1	57	1	6	1	75			1	9	1	5	1	
	3	7														
whose	1	8	1	54	1	6									1	
prepositions	1	2,7	1	90-99			1	109-123					1	6,7	1	
there is/there are	1	3	1	31	1	7			1	14,15,16	1	5	1	7	1	11
	3	6									2	1				
											3	6				
singular/plural of nouns	1	4	1	59	1	2	1	74	1	11,12, 52	1	2	1	7	1	4
	3	7							2	5,6						



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ESL GUIDE TO GRAMMAR POINT SEQUENCES																
TEXTS -->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
GRAMMAR POINTS	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chap.
irregular plurals	1	4, 8	1						1	11,12, 52			1	8	1	
	3	7														
simple present	1	2,6	1	5,6,7	2	1	1	2	1	8,9,10,36-	1	7, 8	1	9, 10	1	12,13
	2	1								38,60-62	2	3,7				14
	3	1,2							2	9, 10						
									3	11,12,13						
third person singular			1						2	7, 8			1	11	1	
to have	1	1	1		1	6	1	23	1	5,6,7, 47, 48			1	11	1	
count/.non-count nouns	1	4	1	60, 61	1	7	1	65, 66			1	4	2	2	1	
	2	11						70								
	3	7														
adverbs of frequency	1	2	1		2	1					1	10	1	1	1	
											2	3				
simple present v prog.	1	3	1	8	2	2	1	3			2	5,9	1	12	1	
modal - can	1	7	1	24	1	preview	1	25	1	34, 35	2	4	1	13	1	
	2	4			2	3					3	4				
	3	9,10														
have to	1	10	1	26	2	3			2	32-35	2	6	1	13	1	
	3	9,10									3	5				
how much/how many			1		1	7			1	65	1	4	2	2	1	
											2	10				
future w/going to	1	6	1	21	1	preview	1	5, 8	1	77	2	8	1	14	1	37, 38
	2	3			2	7			2	52	3	2,3				
	3	1,4							3	20, 21						
"to be"-past tense	1	5,6	1	11	2	5			1	24, 39, 40	2	5,6	1	17	1	24, 25
	3	1								57-59	3	7,8				
									3	3,4						
past tense-regular verbs	1	5,6	1	9, 10	1	preview	1	11	1	25, 26, 32	2	5,6,8	1	15,16	1	26,28
	2	2		36	2	6				33, 41, 42	3	2				29
	3	1, 2								60-62						
									2	15,16,56						
									3	14						

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TEXTS -->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
GRAMMAR POINTS	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chap.
past irregular verbs	1	5,6,7	##	9, 10	2	6	1	11	1	27, 44, 67	2	5,6,8	1	15,16	1	27,28
	2	2		36						80,94	3	2				29
	3	1,2							2	17, 18						
									3	15						
say v tell			1						1	120					1	
									2	36						
tag questions			1		3	6	1	50	2	84-86			4	9	1	
									3	35						
a lot/much/many	3	7	1		3	1	1	82			2	10			1	
a little/a few	3	7	1	76, 77	3	1	1	82			2	10			1	
modal - would	1	3	1	28	2	2	1	37			3	6	2	3	1	
	2	4			2	preview										
	3	9,10														
future tense w/ will	1	6	1	22	2	preview	1	6-8	1	53-62			2	4	1	34, 35
	2	3			3	5			3	5,6,18-20						
	3	1,4														
modal - might	2	4	1	25	4	preview							2	4	1	
	3	9,10														
may/might	1	6	1		5	3	1	28, 29			3	5			1	
	2	4														
comparatives	1	9	1	80-82	4	1	1	97-99	1	82	3	10	2	5	1	32
									2	71						
modal-should	1	10	1	27	2	preview	1	32	1	34, 35			2	5	1	
	2	4			3	6										
	3	9,10														
possessive pronouns	1	8	1	54, 55	2	2	1	77	1	113			2	5	1	17
	3	8							2	4						
superlatives	1	9	1	83	4	5	1	100	1	84			2	6	1	33
adverbs			1	79			1	92, 93	1	63			2	8	1	31
comparative of adverbs	1	9	1		4	7	1	97-99	1	83			2	8	1	32
									2	71						
past progressive tense	1	10	1	12,13			1	12	22	27, 28	3	9	2	9	1	
	2	2							3	9						
	3	1,2														



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TEXTS -->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP	
GRAMMAR POINTS	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chap.
reflexive pronouns	3	8	1	56			1	76	1	114,115			2	9	1	36
									2	3						
modal-could	1	7	1	24	3	preview	1	25, 26					2	10	1	
	2	4														
to be able to	1	7	1				1	25					2	10	1	
modal - must	2	4	1		2	preview	1	27	1	34, 35	3	8	2	11	1	
	3	9,10			3	2										
modal - must vs. should			1										2	11	1	
modal-should/ought to	3	9,10	1						2	99-101					1	
future progressive	3	1,4	1		3	2	1	10	3	10	2	7	2	12	1	
					6	6										
some/any	1	4	1	69	1	7	1	80	1	90,91			2	13	1	11
					3	2			2	73						
indefinite pronouns	1	4	1	68-75			1	81							1	
	3	8														
present perfect tense	1	10	1	14-16	3	preview	1	13-15	1	116-119			3	4	1	40-42
	2	6			4	2		17, 18	3	23,24						
	3	1,3														
present per. vs. present			1										3	5	1	
present per. vs. past			1	18	4	2	1	19, 20	2	37			3	5	1	
relative clauses	1	5	1	105	4	6	1	84-89					2	9	1	
	2	10, 12		106	5	2										
	3	5,12,13														
for/since			1	17	4	2			2	40			3	5	1	
present perf. progressive	2	6	1		4	preview	1	16-18	3	25			3	6	1	
	3	1,3			5	1										
gerunds	2	7	1		5	1			2	87-89			3	7	1	
	3	14,15			5	7			3	65, 66						
gerund vs. infinitive	2	7	1										3	7	1	
past perfect tense	2	6	1		6	1	1	21	2	41			3	8	1	
	3	1,3							3	26						
past per. progressive	3	1,3	1				1	22	3	27			3	8	1	
future perfect	3	1,4	1		6	6	1	10	3	28					1	
future perfect progressive	3	4	1												1	

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TEXTS -->	AZAR		BASIC GRAMMAR		EXPLORING ENGLISH		GRAMMAR IN USE		REGENTS ENG. WKBK.		SHORT CUTS		SIDE BY SIDE		STEP BY STEP		
GRAMMAR POINTS	Vol.	Chapter	Vol.	Unit	Volume	Chapter	Vol.	Unit	Vol.	Page(s)	Vol.	Chapter	Vol.	Chapter	Vol.	Chap.	
so, but, neither			1	75					3	51			3	10	1		
passive voice	2	9	1	19	6	3	1	40-42	2	63-67			4	1	1		
	3	11							3	38-43							
embedded questions			1										4	3	1		
perfect modals	3	10	1		6	5							4	4	1		
cond. pres. real (If..will)	1	6	1	104	4	preview			2	102,103			2	8	1		
	3	20			5	2			2	125			4	5			
cond pres unreal	2	14	1		4	preview			2	104-106			4	5	1		
(If..would)	3	20	1		5	6			2	125							
cond past unreal	2	14	1		6	5			2	107, 108					1		
(If..would have)	3	20	1						2	125							
hope-clauses			1										4	5	1		
wish-clauses	2	14	1						2	109			4	5	1		
	3	20															
reported/indirect speech	2	13	1	49	6	2, 3	1	45, 46	2	98			4	8	1		
	3	12							3	45-47							
sequence of tenses			1	87, 88					2	54			4	8	1		
									3	44							

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