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Gazi University
Institute of Social Sciences

A WRITTEN SELF-ACCESS AID
FOR THE STUDENTS OF THE ENGLISH DEPARTMENT
GAZI UNIVERSITY

M.A. Thesis

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ABSTRACT

The aim of this study is to provide a written self-access aid for the students in the English Language Teacher Training Department of Gazi University. After stating the purpose of the study in the introduction chapter, the study stresses the learning theories and some approaches in language learning in the second chapter. The third chapter explains the characteristics of the students and the learning conditions in the department. The fourth chapter deals with the written language skills and features of written language. The fifth chapter gives the definition of a self-access aid and includes the application of the existing material. The conclusion chapter offers some suggestions for the written self-access aid to be more successful. This study has four appendices, the first two provide lists of the grammatical points included in the grammar books available in the departmental library and in the Learnign Resource Center. The third appendix is the questionnaire given to the students of the department. The fourth appendix contains three sample compositions of the students.

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I. INTRODUCTION

I.1. BACKGROUND TO THE STUDY

This study concentrates specifically on a written self-access aid for the students in the English Language Teacher Training Department of Gazi University. This institution has always been important in the field of training foreign language teachers. To keep up with the latest trends in language teacher training, the institution is trying to renew itself and to train ideal language teachers. Since the government policy puts great weight upon training language teachers, this institution will keep its importance and continue to supply numerous language teachers in Turkey.

The English-Language Teacher Training Department consists of students who have different educational backgrounds. Therefore, some problems emerge during the training of these students. In order to tackle their problems and to provide them with an efficient program, it is important to give them necessary materials in their learning environment. For this reason, a written self-access aid will be presented to serve as a useful source for students.

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1.2. PROBLEM

Students come to the foreign language classes with different goals and interests. Their attitudes and feelings toward education are also varied and effected by several variables; such as their own personalities and backgrounds, those of their classmates and teachers, the curriculum and the methods of teaching. Since a particular strategy cannot be efficient and their learning styles are not the same, there exist a lot of problems in learning the target language.

It is a general complaint that students always have difficulties in practising and reviewing the material they learn in the classroom. According to the questionnaire (see appendix III) which was held among the students in the English Language Teacher Training Department of Gazi University, students cannot find the necessary materials or enough exercises to support their learning. They need extra study hours guided by a self-access material or by a teacher outside the classroom. In order to help the students achieve their goals, their problems should be taken as follows:

First of all, some of the students do not have enough proficiency in English so they are not able to follow the courses and when they compare themselves with their superior classmates, they feel isolated and very passive during the class hours. These feelings create the necessity of studying

more but they cannot find extra materials. Moreover, they are not used to individual studying, and they are accustomed to spoon-feeding. In addition, some of them admit that they have never been to a library and they have never tried to go to the Turkish American Association or Turkish British Association in order to participate in social activities such as conferences, exhibitions and films.

Secondly and also as a continuation of the first point, the students do not feel involved and do not consider themselves as conscious and successful learners. This is because of the lack of motivation and mostly of not knowing how to learn. They must be aware that they can learn something by themselves as well as with a teacher. Their success depends mainly on studying regularly and long enough and as well as on the access to the right materials.

Hence, a self-access study unit is needed to improve their study habits, and to provide them with the appropriate material.

1.3. PURPOSE OF THE STUDY

This study aims to provide a written self-access aid for the students in the English Language Teaching Department of Gazi Educational Faculty. This written self-access aid includes lists of topics to be covered and file numbers for each access material. The recent approaches and

techniques in foreign language learning require a lot of materials to practise the target language both inside and outside the classroom. My concern will be with the students who need further help outside the class hours. The self-access aid will be available in their learning environment and will provide an opportunity for them to study on their own.

Their self-study will be independent and they will decide what, when and how long to study. In addition, the aid will motivate them instead of discouraging them.

The self-access material will be presented according to the principles of cognitive theory. The learners' individual capacity of comprehending and learning will be stressed and the role of learners' mental process will be mentioned. The self-access material will be prepared for the students who can understand what they are learning and what they are being asked to do. New materials should be organized to relate them to the knowledge that have already been learned.

I.4. SCOPE OF THE STUDY

This study aims at pointing out the related disciplines and the underlying theories for a written self-access aid. The problem to the study presents the inadequacy of the material for the students to apply when necessary. The purpose of the study is to provide a written self-access

aid for the students in the English Language Teacher Training Department of Gazi University.

The second chapter introduces the language learning theories including the behavioristic and the cognitive psychologies. Not only the language learning process is thoroughly explained mentioning the differences between L_1 and L_2 , but also the approaches to language learning are studied.

The third chapter deals with the background, the level and the needs of the students in the department, the learning conditions of the present situation, and the facilities offered to the students.

The fourth chapter offers a general view on the language skills with emphasis on the features of written language. Besides, the role of grammar in written language is mentioned in detail in this chapter.

The fifth chapter presents explanatory parts including the definition, importance, preparation, and application of the written self-access aid.

Finally, in the conclusion chapter, some suggestions of how to develop the existing self-access aid are made.

II. LEARNING

2.1. THEORIES OF LANGUAGE LEARNING

Learning is understood as a process by which individuals change in a positive way in many respects. This change may be a result of experience or practice and it may be also under the influence of environmental factors including teaching. The success of the learning process can be verified when the individual becomes to know something or to do something that he did not know or do before.

According to Chastain (1976:77), learning should be meaningful and it should be understood by the learner and he can relate to his previous knowledge. The acquisition of new behavior or new knowledge mainly depends on how the individual perceives the task or material to be learned.

Finocchiaro and Bonomo (1973:11) state that the learner brings to the task of learning an innate mental capacity. He brings his perception of relationships and his unconscious formulation of the "rules" resulting from his discovery of the structure and organization of new material and from his perception of its relationship with known material. The term "perception" here can be explained as sensory experience. For learning to be efficient

perception must also be meaningful.

On the other hand, Ingram (1975:218) claims that learning takes place in a formal or informal learning situation. In a formal learning situation, there is also a teacher besides the learner. The teacher determines the goals, finds and arranges the appropriate materials, presents them to the learner in different ways, gets the learner to make various activities and evaluates his performance. The learning of any language skills such as writing, can be given as an example of this type learning.

However, informal learning can be achieved whenever an individual enlarges his knowledge or his repertoire of skills by himself. During this process, the learner is not thought in a systematic way according to a specific plan or predetermined goal. Usually, the learning of one's first language occurs informally.

Besides, the aforementioned concepts of learning, Stern points out the importance of learning in terms of psychology:

"In a wider sense, learning is also important to general and theoretical psychology, because the psychologist is particularly interested in the interplay of stability and change in man, and learning is a general concept which refers to the modifications and adaptations of organisms to

their environment " (Stern, 1983:304)

The analysis of learning became a major theme of psychology and the interest in learning phenomena arose in order to show its practical applications. Therefore, the psychological study of the learning process became to be considered very closely related to learning. The two most important ones of these psychological studies will be stated.

2.1.1. BEHAVIORISTIC PSYCHOLOGY

This approach views learning as a mechanical process of conditioning, not as a mental process where the mind is the center of learning. Pavlov and Watson maintained that the learning process consisted of formation of associations between stimuli and responses. But, in later years, Skinner added a new dimension to the approach by de-emphasizing the importance of stimuli, and emphasizing the "consequences" that is, the stimuli that followed the responses. (Brown 1980:19).

Behaviorists claimed that learning would result from reinforcement either positive or negative. Skinner defined the notion of reinforcement as repetition of a certain action that leads to a result. If the action recurs more frequently, the result will be positive but if it is not repeated then the result will be negative.

According to Behaviorists, learning consisted of some kind of conditioning. The most important factors in conditioning behavior are stimuli and reinforcements which determine the responses to be learned. This conditioning is known as mechanistic approach to learning. The steps of learning are as follows;

- a) specification of desired behavior
- b) minimal steps in learning
- c) active response to presented stimuli
- d) immediate reinforcement. (Chastain, 1976:109)

The psychology of learning according to this approach, therefore, is a phenomena which does not consider the conscious planning, the intentions and internal processes of the learner. Because the effectiveness of this learning theory depends mainly on experiments made by the use of animals, so the learning issue in laboratory experiments is not the same as the classroom learning and human learning could not be conditioned in the same way as in animals.

2.1.2. COGNITIVE PSYCHOLOGY

A new trend of thought on learning was developed by the Gestalt doctrine. This new perspective had put great emphasis on innate organizing principles in human perception, cognition, sensorimotor skills, learning, and even in social conduct. According to Hilgard and Bower, Gestalt

psychologists were mainly interested in "perception" and in "problem-solving process". They claim that minds are innately disposed to search out patterns and to organize stimuli in the environment into patterns. They suppose that the rules of organization in perception should be applicable to learning.

"Learning was viewed as a secondary, derivative phenomenon of no special interest; what was learned was a product of and determined by the laws of perceptual organization; what was performed depended on how current problem solving processes analyzed the present situation and made use of traces of past experience" (Hildegard and Bower, 1975:252)

On the other hand, learning should be meaningful. "Meaningful learning" means the mind processes the information to be learned by organizing it into meaningful chunks, by relating it to information already in the mind and by storing it for future use. (Chastain, 1976:135)

David Ausubel points out two types of learning including meaningful learning and rote learning. He explains rote learning that it involves those items having little or no association with anything in the cognitive structure in the mental storage. As opposed to meaningful learning, the materials are separate in the cognitive structure in

rote learning. But as new material enters the cognitive field, there is always a relationship with the relevant previous knowledge in the mental storage in meaningful learning.

In cognitive psychology, principles are based on human learning activities and it is claimed that human beings learn meaningful material by a process of categorisation and hypothesis formation to construct rules for remembering.

The significant distinction between rote and meaningful learning becomes evident when we understand the fact that meaningful learned items have greater retention than rote learning.

According to the cognitive approach, the learner is no more considered to be a "mechanic" who always memorizes and repeats the necessary items as in behavioristic approach. On the contrary, the learner is regarded as a human with cognitive capacity. This capacity enables him to relate new material to his life experience and previous knowledge making use of some learning procedures. Therefore, learned material would have space in the long-term memory span and would not be forgotten in a short period of time.

2.2. LANGUAGE LEARNING

Nobody knows exactly how people learn language, although a lot of research have been done into the subject. The scientific study of language has always been considered as a major point both by linguists and psychologists, but our knowledge about language learning is still incomplete.

It is obvious that language learning has a close relationship with psychology and many language learning approaches depend on some basic principles of different psychologies. Linguists, for their part, wanted to co-ordinate their linguistic studies with those of psychologists. These thoughts led to establish a common basis of discussion on language in order to develop a body of common theory and to study research issues.

According to the research in learning a language, the first task for the learner is to overcome the disorientation and difficulties that describe the early stage of contact with the new language. Then, it is necessary to build up, cognitively and affectively, a new reference system and a system of meanings. This phase will help the the learner to develop a sense of familiarity and a feeling for right and wrong in language use. Finally, the learner acquires the capacity to use the language creatively that is, to be able to communicate and to be

able to think in the second language. (Stern;1983:398)

The aforementioned process of learning a language can be considered briefly as a kind of natural syllabus in four steps; the form of the second language is learnt in the first step. During this stage, the learner is preoccupied with the language as a system and communication is strictly limited. The learner is dependent and he needs help both in learning the system and in using it for communication. Then, meaning becomes attached to the form in the second stage. If the learner feels confident enough to use the language for his own purposes; he becomes independent and reaches freedom in communication. Later, the communication capacity can be developed and eventually, he can use the language creatively.

In addition to this language learning process, Bralystok postulates three stores at the knowledge level in his model of second language learning. The first one called "other knowledge" consists of the learner's first language and all the other information that he has about languages in general. The second and third store contain the target language knowledge. Some of this knowledge includes grammar rules, vocabulary knowledge and so on. (Stern, 1983; 407)

The implications of these previously mentioned aspects of language learning will be discussed below when we are dealing with approaches in language learning. Before going

on with further discussions, it is necessary to explain the difference between first language learning and second language learning.

2.2.1. FIRST LANGUAGE LEARNING

A child has an inborn capacity and he is equipped with complete physiological and neurological systems to acquire patterns and basic elements of language. Language is acquired under pressure of the child's need to communicate his understanding about his environment in which he is growing up. In order to communicate, he uses different strategies and he tries to find more sophisticated means of expressing himself and to make himself better understood. In early childhood, it is possible for him to listen to the language most of the day over a period of five or six years and in his environment, the main contribution comes from the people to provide him language models and to be present and responsive at anytime.

All that is required for the child is to have sufficient command of language. However, it is unusual for a child to learn the forms of the language in this type of setting. The formal and direct teaching of the forms of language which does not take place in the context of interaction with parents has been shown to work for children more successfully.

If a child is in a favourable environment for language development, he can master as many rules and patterns as his memory span and cognitive ability permit. But if he is not yet ready to learn, he doesn't accept them. After acquiring some basic elements, he begins to generate correct forms of language and within this period of time using his creativity, he produces more complex patterns of language and uses appropriate utterances in appropriate situations in order to communicate.

2.2.2. SECOND LANGUAGE LEARNING

There is a difference between learning one's first language and learning a second language. A second language is often learned in an environment in which it is not heard outside the classroom. Allen (1975;288) states that second language learning consists of both simple and complex learning, starting with the easy aspects of language and understanding the abstract rules.

The structure of second language learning process is mainly determined by general cognitive abilities and varies from person to person. On the other hand, the speed or success of second language learning process is determined by social and psychological conditions of the learner and his environment. It can be pointed out that research into second language learning is more complex than research into first language learning.

According to Ellis and others (1984:69) this complexity is a result of the following factors. The first one is about first language skills and institutions and their roles in learning second language. As a second factor, they talk about the natural environment in which first language learning takes place, on the other hand second language learning can take place in various learning conditions. Therefore, they are anxious to know if this situation still allows for a general theory of second language learning. Lastly, they state that second language learning is never as successful as first language learning. Then, they ask what are the causes of failure in second language learning.

After stating the difference in second language learning, there is another important point which is the distinction between "second" and "foreign" language learning. The distinction became popular in discussions on language questions after World War II. In recent years, the term "second language" has been applied for all types of non-native language learning but these two terms are usually used instead of each other. It can be observed that a "foreign" language may linguistically be closely related to the first language, on the other hand, a "second" language may be linguistically quite unrelated to the first language. In conclusion, we can say that in order to avoid discussions on this matter, it would be much better to use L_2 learning or L_2 learner instead of these terms.

2.3. APPROACHES IN LANGUAGE LEARNING

2.3.1. THE AUDIO-LINGUAL APPROACH

It is very important to note that the audio-lingual approach bases itself on principles from a theory of linguistics, that is structuralism on the one hand, and on a learning theory, that is behaviourism, on the other. The influence of structural linguistics on language teaching can be stated briefly with the following principles. First of all, a language is a set of habits and it is speech, not writing. Secondly, languages are not the same, they are different, and a language is what its native speakers say, it is not what someone thinks they should say. (Celce Murcia 1979:18)

On the other hand, behaviorism, the psychology of this approach interprets language learning in terms of stimuli and responses, conditioning and reinforcement. The goal is to develop in the learners the same types of abilities that native speakers have. In order to achieve their goal, it is advocated that they should learn the second language without referring to the first language system because it has no use to make comparisons between the mother tongue and the target language since all languages are different. The desired skills are acquired by setting up teaching-learning situations in which students are conditioned to give correct responses. The four language

skills are taught in this order; listening, speaking, reading, writing. Spoken forms are stressed rather than written one and audio-lingual classes center around oral practice. A lot of dialogs are used in order to present a new material and these dialogs should be memorized. In order to teach pattern, it is not necessary to give any explanation. The students practise the patterns before having the structure explained to them. There are intensive mechanical drills and mimicry and memorization (mim-mem). Since form is more important than meaning basic units of practice is presented in a complete structure, then to be repeated and substituted until responses become automatic.

The repetition process is extremely important because it is believed that if a response is not repeated and reinforced, it cannot be learned. Any substance of language can be better learned if it is repeated as many times as possible. As long as a learner makes correct responses, he can be reinforced and as a result he will learn the subject but it is also possible for the learner to produce incorrect responses. In order to prevent student errors, their responses are reinforced by supplying the correct reply or the praise or punishment.

According to the behaviorists' view, imitation is a strong contributing factor in the language learning process. As a consequence of imitation, structures or words which occur frequently in the language of the environment will

be learned by the student. To arrive at a good level of language proficiency, reinforcement is needed. Furthermore, learners should develop new target language habits in order to overcome the mother tongue habits. This is achieved by habit formation which enables the student to respond to language stimuli and to produce language accurately and promptly.

Like the other methods and approaches, the audio-lingual approach has also both good and bad sides. It ignores one of the most important aspects of language learning that is creativity. Moreover meaningful learning or mentalistic concepts such as consciousness are neglected. It rests on experiments with animal training which are not very related to human learning process.

2.3.2. THE COGNITIVE APPROACH

This approach is an outcome of the reaction against the audio-lingual theory and teaching, and new directions have been taken by cognitive psychologists and transformational-generative linguists. According to cognitive psychologists, the mind has an important role in acquiring new information. They believe that learning is under the control of individuals. The emphasis is on the internal, mental processes of the individuals and their contributions to learning, that is, they consider the individual as central in learning. Moreover, the cognitive theory emphasizes

the perception of experiences and organization of knowledge. The mind is considered as an active and determining factor in the acquisition and storage of knowledge but it is not a computer. It organizes the material into meaningful chunks and it relates them to information already contained in the learner's cognitive structure and this material is kept for future use. The material must be meaningful in order to be efficient in the learning process. Such a viewpoint of learning is known as mentalistic. (Chastain 1976:134)

On the other hand, Chomsky's ideas caused to rise a new theory in linguistics and that is called transformational, generative or transformational-generative (T-G) linguistics. Chomsky explains that their linguistic theory is mentalistic because it is concerned with discovering a mental reality underlying actual behavior. He makes a fundamental distinction between two linguistic abilities; the first one is competence, the language user's knowledge of his language and how language works. The second one is performance, the actual and observable use of language in appropriate situations.

Apart from these two abilities, Chomsky talks about an inborn language acquisition device which enables the speaker to make hypotheses about the structure of his language. These hypotheses are tested until the speaker internalizes the rule system which will enable him to use the language. Speakers can generate infinite numbers

of utterances by the help of their knowledge of rules of grammar, but these utterances are not necessarily grammatically correct. If speakers want to arrive at grammatical utterances, they have to employ transformational rules. By the help of these generative and transformational rules, speakers draw out what is in their competence and put it to actual use in their performance. In addition to Chomsky's concepts mentioned above, Dell Hymes drew attention to some other new concepts such as communicative competence.

According to Hymes, the individual is taught only what is relevant to his needs and the acquired knowledge is activated in actual language use encouraged to be creative in generating infinite possibilities of language use in order to transform their knowledge into appropriate forms and to adopt or eliminate them through a process. For this reason, it is necessary to supply different exercises and activities that will enable learners to express their life experiences, thoughts and emotions.

Since learning is not considered as habit formation, but as a cognitive process, teachers provide exercises and employ techniques that require information processing on the learner's part. The learner must be convinced that the knowledge he will acquire by different techniques and exercises is worth knowing that it will be valuable in his life in the future as well as at the present time. The new concepts are given in contexts related to learners present

and past life experiences and interests. It is maintained that the written language skills (reading and writing) and the spoken language skills (listening and speaking) have equal importance; however, teachers usually start with receptive skills (listening and reading), and then go to the productive skills (speaking and writing) in actual classroom practice.

To conclude, we can say that this approach has added a new dimension to language learning and teaching; but we cannot consider it perfect in every aspect because it is impossible to find an approach or a method which is completely adequate in learning and teaching of foreign languages.

2.3.3. THE ECLECTIC APPROACH

Things have changed a great deal during the last 20 years, with the development of learner-centered approaches in language learning and teaching. New methods have appeared, each claiming to be the best suited to the individuals' learning process, but language teachers did not need to take sides with behavioristic or cognitive approach or any of them because no single approach or method can cope with all the needs of all learners.

The eclecticists suggest an approach that allows the teacher to select among a variety of approaches, methods,

techniques, and elements best fitted to the needs of a given class at a given time. It is up to the teacher, to choose the best according to what he knows about the mixed-ability students he has in his class and about their various needs and attitudes toward different activities or tasks. An eclectic teacher tries to get the best techniques of all the well-known methods and approaches and he is also ready to take new techniques which enable him to insure successful teaching. He is always against useless, harmful and unnecessary forms of study in his classroom procedures. Therefore, it should be the aim of all the teachers to adopt their methods according to the changing objectives of the day and to the types of students.

To conclude, it can be said that there are and will be as many methods as the number of teachers and eclectic teachers need new ideas for keeping lessons varied and interesting. Furthermore, eclectic teachers need to be energetic, imaginative and willing to experiment in order to be successful.

III. STUDENTS AND LEARNING CONDITIONS

3 .I. THE PRESENT SITUATION OF THE FACULTY

Gazi Educational Faculty is the oldest teacher training institution in Turkey. In 1982, all the teacher training colleges were converted into faculties by the Higher Education Council (YÖK). The education period was three years before 1982 in Teacher Training Colleges. Later, they became faculties and the period of education became 4 years. Now, a teacher candidate should study at least four years to get a B.A. degree.

The major aim of the faculty is to train qualified teachers. According to the 45th item of the Fundamental Law of National Education, the following qualities are required of graduate teachers; first of all, they must have general knowledge of the world. The second point is that they must have covered studies in the field of specialization and the third point is that they must have covered studies in pedagogy.

All the departments of the faculty try to do their best to train ideal teachers. The graduates of the faculty are expected to work as ~~a~~ teachers in different secondary

education schools, They take an examination which is held by the Ministry of National Education in order to get a post and work in state schools. On the other hand, they can easily find a place in private highschoools or private education companies. In short, we can say that 80 % of the present teachers are the graduates of Educational Faculties and among them, Gazi Educational Faculty has the most important role and it is always appreciated as the best teacher training institution.

3.2. THE PRESENT SITUATION OF THE DEPARTMENT

Apart from English, the foreign language department has French, German and Arabic sections. All the sections train language teachers, but here the focus will be on the English Language Teaching department.

The program which is followed in the department stresses language skills in the first two years. The main language skills such as Reading, Writing, Spoken are taught to improve their competence in the target language. In the last two years, the program ^{has} ~~stressed~~ more academic courses, such as linguistics, methodology and semantics.

Besides English courses, a very high percentage of Turkish-medium subjects are also taught such as educational courses and history courses. In addition, Turkish language courses are also studied in order to make

comparisons between the structure of the target language and mother tongue.

The students of the department are also taught English and American literature.

3.2.1. THE PROGRAM OF THE HIGHER EDUCATION COUNCIL

The program which has been followed in the English Language Teacher Training Department is prescribed by the Higher Education Council. The courses and their hours per week in the program are shown as follows. (The course titles followed by (T) are studied in Turkish).

FIRST YEAR

<u>COURSE TITLE</u>	<u>HOURS/WEEK</u>	
	Term I	Term II
English Grammar	4	4
Reading	4	4
Speaking	4	4
English Composition	3	3
Phonetics	2	2
Turkish Grammar (T)	2	2
Translation into Turkish	2	2
Translation into English	2	2
Turkish Language (T)	1	1
Introduction to Education (T).....	3	3
Atatürk's Reforms (T)	1	1
Music, Fine Arts or Sports (T)	1	1
TOTAL	<u>29</u>	<u>29</u>

SECOND YEAR

<u>COURSE TITLE</u>	<u>HOURS/WEEK</u>	
	Term I	Term II
English Grammar	2	2
Reading	3	3
Speaking	4	4
English Composition	2	2
Structure of English	2	2
Translation into Turkish	2	2
Translation into English	2	2
History of English Literature	2	2
History and Geography of England and America	2	2
Psychology of Education (T)	3	-
Turkish Language (T)	1	1
Atatürk's Reforms (T)	1	1
Music, Fine Arts or Sports (T)	1	1
TOTAL	27	24

THIRD YEAR

English Grammar	2	2
English Composition	2	2
Introduction to Linguistics	3	3
Translation into Turkish	2	2
Translation into English	2	2
History of American Literature	2	2
History and Geography of America and England	2	2
Contrastive Analysis of Turkish and English	3	3
Selections from American and English Literature	3	3
Testing in Education (T)	3	-
Turkish Language (T)	1	1
Atatürk's Reforms (T)	1	1
Music, Fine Arts or Physical Education (T)	1	1
TOTAL	27	24

<u>COURSE TITLE</u>	<u>FOURTH YEAR</u>	
	<u>HOURS/WEEK</u>	
	Term I	Term II
Translation into Turkish	2	2
Translation into English	2	2
History of English and American Literature	2	2
History and Geography of England and America	2	2
History of the English Language.	2	2
Semantics	2	2
Selections from English and American Literature	3	3
Administration in Education (T).	3	—
Supervising in Education (T)	—	3
Methodology	3	—
Practice	—	one month
Turkish Language (T)	1	1
Atatürk's Reforms (T)	1	1
Music, Fine Arts or Physical Education	1	1
TOTAL	24	21+ one month

3.2.2. THE CURRENT PROGRAM

According to the needs of the students, some changes have been made in the Higher Education Council's program. The Council allows the faculty to make the necessary changes in the program, but not more than 20 % of its original form. Therefore, there have been some changes in the total hours of some courses in the previous program, for example; in the first and second year, the translation courses were dropped. Instead, the hours of grammar courses

were increased to six for the first year and to five for the second year. Another change was about the methodology course. In the third year, this course has become four hours per week and in the fourth year, a whole day a week is spared to practice the methods that the students have learnt. The other changes and the courses and their hours per week are as follows;

<u>COURSE TITLE</u>	<u>FIRST YEAR</u>	
	<u>HOURS/WEEK</u>	
	Term I	Term II
English Grammar	6	6
Reading	5	5
Speaking	4	4
Writing	3	3
Phonetics	1	1
Turkish Grammar (T)	2	2
Turkish Language (T)	1	1
Atatürk's Reforms (T)	1	1
Music, Fine Arts or Physical Education (T)	1	1
TOTAL	<u>24</u>	<u>24</u>

<u>SECOND YEAR</u>		
English Grammar	5	5
Reading	4	4
Speaking	4	4
English Composition	2	2
Structure of English	2	2
History of English Literature	3	3
History and Geography of England and America	2	2

Turkish Language (T)	1	1
Psychology of Education (T)	3	-
Atatürk's Reforms (T)	1	1
Music, Fine Arts or Physical Education (T).....	1	1
Programs and Procedures in Education	-	3
TOTAL	<u>28</u>	<u>28</u>

THIRD YEAR

<u>COURSE TITLE</u>	<u>HOURS/WEEK</u>	
	Term I	Term II
Methodology.....	4	4
Contrastive Analysis of Turkish and English	2	2
Introduction to Linguistics	3	3
Selections from English and American Literature	3	3
History of England and American Literature	2	2
Translation into Turkish	2	2
Translation into English	2	2
English Composition.....	2	2
Turkish Language (T)	1	1
Atatürk's Reforms (T)	1	1
Music, Fine Arts or Physical Education (T)	1	1
Testing and Evaluation (T)	3	-
Technology of Education (T)	-	3
TOTAL	<u>26</u>	<u>26</u>

FOURTH YEAR

<u>COURSE TITLE</u>	<u>HOURS/WEEK</u>	
	Term I	Term II
Methodology/Practice	4	One day every week
History of the English Language ...	2	2
Linguistics	2	2
Selections from English and American Literature	2	3
History of English and American Literature	2	2
Semantics	-	2
Translation into Turkish	2	2
Translation into English	2	2
Supervising in Education (T)	3	-
Procedures in Education (T)	-	3
Turkish Language (T)	1	1
Atatürk's Reforms (T)	1	1
Music, Fine Arst or Physical Education (T)	$\frac{1}{22}$	$\frac{1}{21}$
TOTAL		

As it is mentioned before, the current program provides a system to teach the language adequately in the first two years and then to study more academic courses in the last two years.

3.3. THE STUDENTS

3.3.1. BACKGROUND OF THE STUDENTS

The students of the English Language Teacher Training Department of Gazi University are graduates of different high schools all over Turkey. These high schools can be divided into two groups; Turkish medium high schools and English-medium high schools. The great majority of the students in the department come from Turkish medium high schools which do not have adequate foreign language teaching programs and qualified teachers and where the number of class hours to study English is not enough. (Generally 4 hours per week). In Turkish medium high schools, the facilities such as language laboratories and language teaching materials are restricted, but the situation is quite different in state or private English medium high schools. In these schools, most of the courses are taught in English and a lot of language teaching materials are used. These schools are also equipped with language laboratories and videos which give students the opportunity to listen to the tapes and to watch events in their social contexts.

It can be said that these English medium high schools are the best foreign language teaching institutions among secondary schools, of course, the graduates of these schools have better performance in the foreign language departments of universities compared with students who come from other

state high schools.

According to the results of the questionnaire which was held among the students at the English Language Teacher Training Department, 60 % teacher of the trainees are graduates of state high schools, 22 % are from state English medium high schools and 28 % are from private English medium high schools. The answers to the question about how long they have been involved in learning English vary from zero to fourteen years. Not only their educational backgrounds but also their levels of English differ a great deal. In addition, most of the students in the department could not find an opportunity to go to any English speaking countries.

In short, we can say that the difference in the background of the students affect their performance during their studies in the department.

3.3.2. LEVEL OF THE STUDENTS

The English Language Teacher Training Department of Gazi University take in students who have scored the lowest on the university entrance examinations whereas the language departments of other universities take in students who have higher scores and some of them offer a preparatory year before students start the four-year program. Among the newcomer students, it can be easily noticed that there is a level difference and they do not

have the same language knowledge because of their backgrounds. The level of the students varies according to their secondary education schools; of course the graduates of state or private English medium high schools have better proficiency in English than others. In the first year, there exist a great problem concerning the students who come from Turkish medium high schools.

These students have an obsession that they would not be successful. On the other hand, the private or state English medium high school graduates do not show much effort to pass the courses, but at the end of the first or second year the poor students catch up with their English medium high schools graduate friends.

Another point that draws attention in terms of teachers is that they have difficulties to balance the level of the students, especially in the first year. The teachers try to do their best to motivate and encourage the students who are unsuccessful, so some of these students show an improvement and some others fail or leave the faculty.

3.3.3. NEEDS OF THE STUDENTS

According to Mouly (Chastain, 1976; 86), there is a hierarchial classification of human needs proposed by Maslow. Maslow states that the individual has a hierarchy of needs to be satisfied. There are physiological needs

at base level, then the needs for security, self-esteem, achievement, love and finally the need to know and to understand.

Some physiological needs do not affect students very much in terms of learning a foreign language, here the emphasis will be on the students' basic needs that play an important role and fulfill to achieve their destined goals.

When we consider the courses that the students study, we see that both structural and functional courses are based on the assumed needs of the students. Structural courses are primarily concerned with what the students need to know about the structure of the target language, on the other hand, the functional-notional syllabus considers the student's communication needs as the main point.

In the second case mentioned above, the question is how the communicative needs of the students are to be determined. It is assumed that the best way to determine the students' needs is to ask the students themselves. The questionnaire which was held among the students at the department partly aims to reveal their needs. In fact, a questionnaire on students' perceived needs is a good start but cannot supply all the answers since the questions that the student will answer are determined with certain assumptions. It is obvious that the students' responses may not provide sufficient information because not all students

can tell us a clear idea about what they would like the language course and the learning environment to provide. But basically, their specific education needs can be listed as lack of written practice, as to express their own ideas by writing and as communication in terms of written language. All these needs can be easily seen in their compositions, even some of the fourth year students at the department have a lot of trouble to express themselves. Some of the compositions which were written by the students are taken as samples in order to emphasize their mistakes. (see Appendix IV)

Additionally, the students are not able to write a petition or any kind of letters such as a thank you letter. They are not able to fill in an application form either.

In order to cover all the needs of the students, we should supply the necessary materials for them. But it is a fact that this task cannot be accomplished in a short period of time because the levels and needs of the students are not homogenous in terms of their backgrounds. I believe that it is required to find solutions which will provide them with a chance to practise their written language by themselves. Some suggestions will be made in the following pages to the needs of the students.

3.3.4. STUDENT VARIABLES

In most school situations, students are grouped together in classes without considering individual differences. Two students at the same age may differ in many respects, including intelligence, personality, self-concept and motivation for language and learning styles. There are also many more social and cultural factors that affect students' language learning. Now, these variables will be examined.

Intelligence is the ease of learning new structures and skills, but it is a fact that not every student has the same amount of intelligence. Differences in intelligence affect the speed at which students can progress in the language and furthermore we can see a definite difference in the way individuals employ their intelligence as they approach learning situations.

Another variable which is related to intelligence is personality. It has an important influence on learners' abilities, goals and interests. Differences of personality such as self-confidence and anxiety affect students' adaptation and their individual work in the classroom.

We can consider the next variable, self-concept, as a basic component of one's personality. It affects how an individual thinks and feels, accordingly it reflects one's performance and expectations.

If a student has a good or a positive self-concept, he will achieve more in his studies and he will be sure about his ability to deal with other people and with his environment. Whereas the student who has a negative self-concept is insecure in his relationships with others and he is not able to cope with his learning situation.

Among these variables, perhaps the most essential one is motivation. It can be defined as a kind of internal drive that encourages the language learner to participate in the language learning process. In other words, it is a way to encourage learners to take part in the learning activities as much as possible using a lot of techniques and materials considering their goals, needs, values, and physical environment.

Motivation is usually understood as fun, games or a bag full of tricks, but it is not. We cannot say that it is a cure-all for every difficulties and problems that learners encounter, furthermore, it cannot turn all of them in the same way because they cannot be motivated equally well at the same time.

Motivation should be considered as a drive that students must have in order to get a positive attitude toward learning a foreign language. It is easy to claim that a learner will be successful with the proper motivation. Such claims are of course not incorrect because many

experiments and countless studies in human learning have shown that motivation is an important key to learning.

There are two types of motivation; Integrative motivation and instrumental motivation.

An integrative motive is employed, when a learner wishes to integrate himself within the culture of the second language group, and wants to become a part of that society.

Instrumental motivation refers to motivation to acquire a language as a means for achieving instrumental goals; such as reading technical material, furthering a career, translation and so forth. If a person learns a language for some specific purposes, he has this kind of motivation. The learner thinks that it is going to be useful to him in some way.

It is obvious that people who have integrative motivation learn better than the others, but each learner may be activated to participate by any or all types of motivation. In order to get and maintain high motivation, both cognitive and affective social variables should be considered, since motivation is an outgrowth of them. The following chart about a general model of learning motivation will be useful in order to understand this point.

A General Model of Learning Motivation

1. Needs and Expectations

(Internally or externally produced)

Teacher intervention:

(i) Identify, assess and translate the learner's needs into skills to be developed in order to meet his expectations.

(ii) Help students be aware of the nature and scope of their needs and expectations.

2. Motivation

(Desire to act, a psychological state reflected in learner's attitude towards the learning process.)

Teacher intervention:

Create a motivating atmosphere by making the learner aware of the relevance of the syllabus to communicative needs and real-life situations.

3. Learning Activity

(Linguistic realization which satisfies communicative needs and expectations)

Teacher intervention:

Help the learner focus on a specific type of learning activity which; (i) considers the most efficient means of reaching the end; (ii) takes into account individual learning styles; (iii) involves the learner in the process.

4. Fulfillment of a Specific Goal (Peterson, 1986;26)

3.3.5. AFFECTIVE FACTORS

The affective domain is very important in governing an individual's success in second language learning. The process of learning a second language is one that involves a total commitment from the learner because a total intellectual and especially emotional response is necessary to send and receive the messages of language.

The affective domain refers to the emotional side of human behavior and includes a variety of personality factors, feelings about the learners and their learning environment. Their interest and curiosity, acceptance of classroom routine and rules, task orientation are basic factors that affect their social emotional involvement in the learning environment.

It appears to some extent that unsuccessful language learning can be explained by affective blocks of different kinds. Therefore, it is important to understand those affective factors that either facilitate or hinder second language learning. Then, it is necessary to learn how such factors may be controlled within learners and help them construct new ways to be successful.

3.3.6. FACILITIES

In this section, the facilities that are present in the English Language Department will be stated. These facilities

include the departmental library, the learning resource center, language laboratories, classroom situations and materials that can be used both by teachers and students.

3.3.6.1. The Departmental Library

In general, the libraries are considered as learning places where students can find the necessary reading materials such as books, reference materials and periodicals to study in their leisure time outside the classroom. Unfortunately, our departmental library lacks to offer all these materials. The available books in the library are out of date and they are in disorder. It is not possible to find periodicals in the library which are very important for students and teachers who need information not available in books. Although, the library is not completely satisfactory, the student can make use of it by taking any kind of reading materials and by using the library as a quiet place to study their lessons.

3.3.6.2. The Learning Resource Center

This center was opened in February, 1987. The main function of this center is to provide for students material to supplement the classroom activities and to enrich their classes. There are different sections in the centre to offer reference materials, course books, linguistics and literature books. It is well designed and is a great source for both students and teachers to obtain materials. Students can enter

it and study there and they are allowed to check-out books.

3.3.6.3. Language Laboratories

There are four language laboratories in the department which are equipped and can be used in spoken lessons, but they are not regularly used. On the other hand, they can seat twenty or twenty five students but our spoken classes consist of at least thirty students.

3.3.6.4. Classroom Situations

It is suggested not to have more than 20 students in the modern language teaching classrooms, but the classrooms in the department are the corridor type and have nearly forty seats. There are more than 35 students in each class.

3.3.6.5. Lack of Materials

When we consider the situation of the students, we can easily see that they are badly in need of material to use in their learning activities and to practise or to improve their language skills. The situation is not different in terms of teachers, they cannot even find available visual aids to use in their classes.

I believe that our new learning resource center will be a great source to fill the gap.

3.3.7. PRACTICE

As it is mentioned before, the first two-year teaching program which is followed in the department is an intensive course covering all language skills. There are three main groups that follow this program in the first and second year.

Group 101 :35 students Group 201 :35 students

Group 102 :35 students Group 202 :35 students

Group 103 :30 students Group 203 :35 students

In this section only the descriptions of the courses which are related to written language skills will be given.

English Grammar; This course is taught six hours/per-week in the first year and five hours/per week in the second year. The general aim of this course is to give learners information about the usage of English and to give them a foundation for writing and speaking accurately. The course starts at the sentence level, then it continues with more subtle and complex structures. The points which are taught during the lesson are supported and reinforced by the use of different types of exercises. In the first year, "English Grammar in Use" written by Raymond Murphy and in the second year, "Advanced English Practice" written by Graver and "Modern English" written by Marcella Frank are studied as course books.

Reading; This course is taught five hours per week in the first year and four hours per week in the second year.

It is carried out in two ways as intensive reading which aims to familiarize students with different strategies of efficient reading and extensive reading which aims to improve their fluency in reading and to give them pleasure in reading. Intensive reading should be in the form of silent reading and involve various exercises about guessing of vocabulary, finding out major and minor ideas and so on. Skimming and scanning techniques are used during the activities in the classroom. But, extensive reading takes place mainly outside the class and students are assigned for extensive reading and outside reading is followed up by discussions and clarifications in the class.

"Authentic Reading" by Catherine Walter and "What the Paper Say" by Geoffry Land in the first year and "Reading by All Means" by Dubin and Olshtain, in the second year are studied as course books. Short stories, novels and plays are also used for intensive reading.

Writing; This course is taught three hours per week in the first year and two hours per week in the second. The general aim of this course is to enable students to write accurately and to express themselves in a cohesive and coherent way. In order to give students ideas before writing tasks, some texts and visuals which are related with the topic are read or seen and discussed in the class. The course starts at the paragraph level. At the elementary level an awareness of detecting and writing main ideas and

how they are supported are to be given also. Within the class time, students deal with everyday writing activities such as filling in forms, writing postcards and notes. In the second year, writing tasks are still guided but the emphasis is on more advanced writing such as description, narration and argumentation. The planning and organization of writing is emphasized as much as the content and accuracy. Students are evaluated on cohesion, coherence, content and accuracy in their written production. As course books, "Intermediate Composition Practice Book I-II" are studied in the first two years. These books are also supported by supplementary writing activities.

After we have given the descriptions of all these courses, I would like to mention that the lack of activities out of the classroom affects students' learning. If the students encounter a difficulty during the lesson, they do not have enough courage to ask the teacher their question, therefore they go out of the class with some unsettled points in their mind. In order to find the solution, students should go to a library or should ask for help, but the fact is that they are not in the habit of going to libraries, if they are; this time they do not know how to make use of the materials that are available in their environments to support their learning. So it is really very difficult for them to study independently out of the classroom.

IV. WRITTEN LANGUAGE SKILLS

4.1. LANGUAGE SKILLS

The aims of language teaching courses are usually defined in terms of four skills. These skills are speaking, listening, reading and writing. Speaking and listening are said to relate to language expressed through the aural medium and reading and writing are said to relate to language expressed through the visual medium. Besides this representation, these four skills can also be expressed as active or productive skills and passive or receptive skills that is, speaking and writing are said to be active or productive skills whereas listening and reading are said to be passive or receptive skills. In order to clarify these notions, we can express them in a diagram as follows.

	productive/active	receptive/passive
aural medium	speaking	Listening
visual medium	writing	reading

(Widdowson, 1978;57)

The four language skills are based on the same language system which is acquired in a series of operations. In this

procedure, receptive skills are put into operation before productive skills, then it is logical to assume that passive skills precede the active skills in the language learning process. In other words, listening comprehension precedes and serves as a basis for speaking and a similar relationship exists between reading and writing. It is obvious that the student's knowledge of syntax, semantics, and phonology in listening is activated to produce speech and it is again the student's knowledge of syntax and semantics in reading that is activated to produce written communication. Therefore, we should consider the language skills as a whole because they are inter-related with each other. So a foreign language teacher should never neglect one of the four language skills, although a certain one of them might be given special importance from time to time according to the goal of the immediate subject.

Now, it is necessary to make a distinction between the four skills in terms of oral and written skills or oral and written language. The listening and speaking skills can be regarded as oral language, and the reading and writing skills as written language.

4.2. FEATURES OF WRITTEN LANGUAGE

It is claimed that spoken language is used more than written language and has a wider range of functions. It may be reasonable that speaking is a more common activity than

writing, and listening (to speech) more common than reading, but this kind of quantitative statement is not particularly helpful. We should assess them as the two forms of language which fulfil different kinds of function. The two forms of language are not in free variation that is they cannot be used instead of each other. It is true to say that the situations which call for oral language are not the same as those which call for written language.

The whole burden of the communication falls on linguistic elements in written language because there are certain graphological devices such as punctuation, capitalization and so on. We can say that written language has to make use of the language system in such a way as to compensate for the absence of the variety in linguistic elements available in speech situations. (Allen and Corder: 1974:164)

It is said that written language is more complex to comprehend and to produce because more complicated structures and a lot of vocabulary are used in written language. This may be one of the main reasons that makes an advanced art learn to write well. Written language contains fewer signals for the same meaning and it can be considered as less redundant than oral language because some linguistic aspects such as tone of voice, stress patterns, junctures and intonation contours are absent in written language. Furthermore, written language contains many signals to meaning which are completely lost when the message is presented in oral language. (Rivers and Temperley: 1978:7)

Written language is more complex than spoken language, sentences are longer and there is more use of subordination than coordination. Written language uses more noun repetition and fewer pronouns than spoken language. Written language is more elaborated while spoken language is more abbreviated.

As mentioned earlier, the lexical and syntactic structures that are desirable in written language are not typically part of a learner's oral repertoire. Therefore, we should provide learners with much practice to improve this grammar in order to become capable writers in the target language.

Now, it is necessary to mention the reading and writing skills because the main focus of this study is on written language which also includes these skills.

4.3. READING AND WRITING SKILLS

Reading is one of the four language skills which helps students to get meaning from printed or written material. The reading skill requires a passive knowledge of vocabulary and structure of the language. On the other hand, when we say "writing", we mean primarily the carefully guided marks on paper. The writing skill implies a knowledge of the conventions of the written code that is, it needs the precision and nuances which derive from a thorough understanding of the syntactic and lexical choices the

language offers,

For many learners, writing is a difficult skill to acquire not only in the target language but also in the mother tongue. So, it should be kept in mind that written communication consists not only of grammatical accuracy but also of comprehensibility and originality.

The reading and writing skills are often called the literacy skills because these skills are not acquired as part of the natural process of learning one's first language. First of all, an individual learns the speech skills, then he learns the literacy skills at a later stage in the native language. This sequence is also used in foreign language courses as; listening, speaking, reading and writing, but in the foreign language situation, the individual has already become literate in the native tongue. For this reason, the aural-oral period is sometimes skipped.

When we compare written communication to oral communication, we can see that there is usually no contact between sender and receiver beyond the written page in written communication. Therefore, we can say that the reading and the writing skills operate independently. In spite of the independence, there is a certain amount of mutual reinforcement between the two skills at the initial stage. The writing skill helps reinforce the reading skill, when the beginner learns to discriminate letter shapes and to recognize graphic environments.

Finally, we can say that the two skills grow apart; the reading skill gains importance in some courses especially in EFL courses, on the other hand, the writing skill is of greater importance in ESL courses. It is obvious that the ability to write is particularly important for people who need to use the target language as a medium through which to learn other subjects.

4.4. ACTIVITIES ASSOCIATED WITH WRITTEN LANGUAGE

It is reasonable to think of speaking and listening as reciprocal aspects of the one basic activity of talking, but reading and writing cannot be considered as reciprocal activities in the same sense. In most written discourse, we cannot see any inter relationship between reading and writing because they are not typically reciprocal activities in the same way as are speaking and listening.

Thus, we can say that what is written does not directly depend on a previous reading activity and a particular act of writing is not necessarily encouraged by a particular act of reading. (Widdowson: 1978; 61)

It is stated that learning the rules and usage of written language can be reinforced by writing out examples. In addition, it would be much better to apply the rules in

new contexts because it would be helpful to develop awareness of the abstraction and to control its graphic manifestation. Writing things out helps with the organization of material to be held in memory and clarifies rules of points of uncertainty. Therefore, the writing activity fulfills a very important function at this point because it helps the learner practise the new language structures while providing him or her with writing experience at the same time.

In order to plan and to prepare a series of activities for written language, we can follow a method that begins with controlled initial activities. During this initial period, the task is to fill in blank spaces in sentences, because the sentence is a useful unit for practising new language structures. In the next step, the types of exercises typical of the stage are answering questions, describing pictures and events, using elements introduced as grammatical structures, and making up new sentences. This stage enables students to control to the point where they are free to express their own ideas. Eventually, the learner is required to reach a certain degree of competence in order to produce further written language in the last stage. For example, learners acquiring active knowledge of the simple present tense should also be required to unite a paragraph of connected sentences using the simple present.

The goal of the previous activities should be to help learners to differentiate oral and written language.

As a result, we can say that it is necessary to include grammatical exercises and the study of samples of written language to develop awareness of its characteristics.

4.5. THE ROLE OF GRAMMAR IN WRITTEN LANGUAGE

Foreign language teachers, especially teachers of beginning and intermediate classes, spend a considerable part of their time teaching grammar but many of us have very limited knowledge of the role of grammar in language teaching. When we consider that we have dealt with a certain type of learner and with specific objectives, the role of grammar can be expressed increasingly more important or less important depending on a number of learner variables and instructional variables. First of all a learner who has to decide what he wants to say or write and how he is going to say or write something in the foreign language will face a complicated problem to choose appropriate material. Furthermore, he will need to know something about the potential of the language system as a whole. At this point the inter-relationships within the language system need to be clarified by a systematic grammatical presentation.

In some cases, the level of students should be also kept in mind, while discussing the role of grammar. For example, at an earlier stage it might be more appropriate for learners to acquire their knowledge of grammar by a process of induction supported by pattern practice and

the observation of language in use. On the other hand, more advanced learners need to have access to a grammatical description and terminology which will enable them to get acquainted with language structure. (Allen and Corder, 1974:72)

Secondly we can mention instructional variables in terms of the role of grammar. The issue is whether accuracy of form is more important or less important for the objectives of the course. If we take the productive skills, especially writing, into consideration, the accuracy can become an important concern. In the receptive skills, it is usually distracting and irrelevant to emphasize grammar.

For this reason, it is wiser to relate writing activities to the acquisition of language structures.

The final factor to consider is the learner's need. If the learner's immediate goal is survival communication, accuracy has less value; on the other hand; if the learner wants to function as an academic, a diplomat, or a business executive, then a high degree of accuracy is essential. (Celce-Murcia: 1985:1-4). Since accuracy is an important concept in written language, various types of grammar exercises should be provided in order to have a high degree of it.

- C. Fine, thank you.
- D. I heard it's very funny.

2. How do you want your hair cut?

- A. That's one dollar
- B. Don't make it too short
- C. Keep the charge.
- D. I hope you are next

In this type, the student may be asked to select the appropriate response in a particular situation.

4.6.2. FILL-IN THE BLANK EXERCISES

This type of activity must demand of the student understanding of the complete sentence and careful thought. The purpose of this type can be achieved in various formats.

a) Read the following sentences carefully and write in the blank the most appropriate past-time form of the verb in the margin.

wait 1. She _____ for me when I arrived.

buy 2. Yesterday my brother _____ me a new shirt.

understand 3. They talked very fast, but I _____ everything.

leave 4. I told him that they _____ the school already

be 5. I think you _____ in this place long enough.

In this exercise, the students must first look carefully at all indicators of time relationships in each sentence. Then, having selected an appropriate verb form, they must take decisions about this particular verb and its auxiliary.

At the intermediate and advanced levels fill-in-the-blank exercises can become very demanding as in a mixed, overall structure test with no guides to the blanks.

b) Complete the following sentences appropriately as indicated by the clues in the sentences.

1. He is interested _____ music.
2. They do not understand _____ you mean.
3. I knew she _____ arrive the next day.
4. Did they suspect the man _____ being a spy?
5. Let's go out for a walk, _____ we?

c) The fill-in-the blank format is also useful for testing irregular verb forms in context.

Write in the margin the correct form of the verb on the left, as indicated by the clues in the sentences.

1. (sing) He had a lovely voice and often _____ for us. 1. _____
2. (wear) We threw things away long before they were _____ out. 2. _____

3. (speak) She had often _____ to me about her family, 3. _____
4. (teach) Tom's father _____ him how to drive, when
he was 18. 4. _____
5. (sell) I needed some money so I _____ my car. 5. _____

The format with blanks in the right-hand margin facilitates correction of the test, since all the answers are in column. A set such exercises with alternative versions, covering all the common irregular verbs is useful in an individualized program. Students can then check regularly their control of this trouble troublesome area.

d) The fill-in-the-blank exercise may take the form of a connected passage. This is a common way of testing different time forms of verbs.

Write out the following passage, putting each verb into the form for the expression of past time which best fits the context; simple past, past progressive, or past perfect; active or passive voice.

The great Muicari, the wild and courageous your Italian poet, _____ into his favourite restaurant,
(walk)

beside the blue waters of the Mediterranean. Servants, dressed in white, _____ the tables for an early lunch.
(prepare)

The restaurant _____ by little orange and lemon trees,
(surround)

and Muscari _____ at these with satisfaction.
(look)

Muscari never _____ without his sword, with which
(travel)
he _____ many brilliant fights, or without his mandolin, with
(win)

which he actually _____ to Miss Ethel Harrogate, the
(play)

young daughter of an English banker on holiday. Like a boy,
he _____ both fame and danger, and especially if he _____
(desire) (help)

some beautiful woman.

The banker and his lovely daughter _____ at the hotel
(stay)
attached to Muscari's restaurant; that was why it was his
favourite restaurant. He _____ round the room and _____ at
(glance) (see)

once that the English guests not yet _____ down from their
(come)

rooms. The restaurant was still empty. But from a seat which
almost _____ by one of the small orange trees, a man _____
(hide) (get)

up and _____ towards him. He _____ clothes quite different
(come) (wear)

from poet's. (Rivers and Temperley, 1978; 287)

4.6.3. THE CLOZE PROCEDURE

The cloze procedure provides an interesting and thought-provoking exercise, which trains the students to look carefully at all structural clues. It consists of giving the student a passage to complete in which everyfifth or tenth word or whatever the examine chose is deleted.

Example; Tracey and Carol decided to _____ a walk. They _____ wanted _____ swim, but the sea was _____ cold. So they _____ on the big rocks by the _____. Suddenly they _____ to a large pool of _____ made _____ the tide. They took _____ their shoes and _____ their feet in the water. _____ was lovely and _____.

Besides all these types of exercises we have mentioned up to now, there are two more types which are called conversion and transformation exercises. Conversion and transformation exercises differ from previous ones. They call for operations on existing exercises. The conversion exercise requires the learner to derive one sentence from another whereas the transformation exercise calls for structural change without a corresponding change in signification.

A conversion exercise might take the following form; change the following sentences into the past tense.

1. She drives her car to work everyday.
2. Do they need help to finish the construction?
3. He does not have a good job.
4. I want to go out to dinner with Tom tonight.

A favourite exercise of the transformation type is one which calls for passive forms of given active sentences; change the following sentences into passive.

1. They have changed the date of the meeting.
2. Did you give the party at the hotel?
3. People should send their complaints to the head office.
4. They are building a new road in the city.

We can say that conversion and transformation exercises seem to be simpler and more mechanical than other types of exercises because the learner is required to apply certain syntactic rules in conversion and transformation exercises whereas in the case of other types, the learner has to fit a linguistic item into a given structure. The point in such exercises is to get learners to manifest their knowledge of the system of the language. In other words, in conversion and transformation exercises, only the form is being tested, not the use. But, in other exercises would be more cognitive and acceptable types if both form and use could be tested in a suitable context or by the help of a given item.

4.6.4. HOW DO WRITTEN EXERCISES FOR LEARNING

GRAMMATICAL CONCEPTS DIFFER FROM ORAL PRACTICE?

In this study, we focus on the written exercises but it would be useful to mention the differences between written and oral exercises in order to clarify their pros and cons of learning grammatical concepts. First of all, we will consider the oral exercises. Oral exercises give the opportunity for many more examples of the rule to be practised and immediately corrected; moreover, when students are doing practice orally, the teacher can judge more accurately when to skip some exercises which are not useful and when to add further exercises to ensure assimilation of the rule. On the other hand, oral exercises can be used to prepare students for written exercises by allowing opportunity for questions and comment on areas of misunderstanding.

Written exercises provide useful reinforcement of what has been practised orally. They help to build in concepts through the abstract process of thinking out the written forms. In addition, written exercises have an individual diagnostic function, revealing what sections of the work have not been completely assimilated by a student and where the application of rules in the context is not fully understood. It is in written exercises that one focuses the student's attention on specific problems, and written exercises are less likely than oral exercises to reflect mistakes due to inattention and are often better indicators of

misunderstanding of the functioning of the system. Furthermore, written exercises allow students with physical or emotional aural difficulties, or with slow response reactions, to demonstrate what they know through a medium in which they feel more relaxed. It is easier for students to submit in writing several possible versions, in which they can show how one rule parallels, interacts with, or contrasts with other rules. Finally, we can say that written exercises allow time for consulting references such as dictionaries, grammars, and the textbook, therefore they can take on problem-solving characteristics.

V. WRITTEN SELF-ACCESS AID

5.1. DEFINITION

A self access aid can be considered as an available source for the students and also as a guide to show them how to study and practise the necessary topics which they have difficulty to understand. Students can easily apply and make use of the aid independently. The aid consists of either written or oral material which provides students different types of exercises. The content of the material can vary according to the specific learning purposes. The aid is prepared from different books to meet the needs of the students. Sometimes, the answers to the exercises can be given in order to give an opportunity to the students to check their comprehension. But, this situation may cause both an advantage and a disadvantage for the students. The advantage is that; when they check their answers, if necessary they can review the exercises again; on the other hand, if they do not try to do exercises and use the answers directly, the aim of the aid is lost.

When an individual wants to study certain items, he is independent and can start or stop his study because the aid will be always ready in his learning environment. Since,

each learner studies independently, the self-access aid has the advantage of being highly individualized. It is more often claimed that teachers have a great difficulty to balance the level of students. For the weak students, the aid will be the basic support to overcome their problems and to reach a certain level of proficiency in the target language. Not only those students who are not good enough in their lessons but also the others can get something out of these materials offered in the aid. It is a clear fact that the successful students can make use of the aid more quickly and they can accomplish their problems more easily, whereas the others may need much time to achieve their goals.

To conclude, we can say that the self-access aid is really a great support and an inevitable component for the students in their learning environment.

5.2. IMPORTANCE OF A SELF-ACCES AID

The recent research in the field of language learning has shown that learners should be regarded as active and creative humans in language learning process. But, we have to supply the appropriate and necessary materials for learners in order to make them active and creative either in the classroom or outside it. Students may need a programmed material or an individualized program as a part of the recent curriculum. Within these materials, a self-access aid has great importance. Students who consistently work faster than

the class and those who enjoy independent study may prefer a project prepared according to their individual interests. Thus, they must consult a place such as a library or a learning resource center where reference materials are available for them and use the necessary things in their own places. These materials may include various types of activities and drills to stimulate students to study more.

In cases where students have been absent on the day of the presentation of a grammar point or did not thoroughly understand it in the classroom, the self-access aid can be suggested to have some practice about the subject. If the aid is briefed in advance as to how the exercises will be carried out, students can make use of it easily.

Many students want grammar points explained to them personally by their instructor. This is the way they have been accustomed to learning, but learning does not mean only explanation. It should be supported by practice to complete its process otherwise learned material would not stay in the memory for a long time. As we mentioned before, the study about the self-access aid is based on cognitive psychology where the learner is considered as a conscious human who can understand and relate the learned material with his previous knowledge.

We are aware of the fact that some teachers do not know how to incorporate such an aid into their instructional program.

If we want students to have a close touch with the language and to become sufficient in certain items the importance of the self-access aid can be easily recognized.

5.3. PREPARING A SELF-ACCESS AID

Every kind of material development has many difficulties because there are a lot of aspects that should be taken into consideration during its preparation. Materials can act as a means to fulfill some specific purposes and should start from the learner and serve as a link between the learner and the target. Therefore, materials should be evaluated in terms of their own appropriateness to the learner's needs, interests and motivation in learning the language and also their effectiveness in helping the learner to learn.

Candlin (1981: 43) states that the activities will involve the students in the process of restoring equilibrium between their primary knowledge and abilities and that knowledge and those abilities incorporated within and demanded by the activity. In addition, he says that the materials will be necessarily in-complete and will encourage the learner to search beyond the information and data given.

On the other hand, Morley (1979:20) regards materials development as a creative process which is exciting, challenging, time-consuming and often frustrating. Morley

believes that the highest quality, most efficient and most effective learning materials are seldom the product of chance.

Another linguist Johns (1985:1) deals with the principles of writing these materials. Johns claims that we make an effort to create exercises and tasks which are not only appropriate for the intended individuals, but consistent with recent theory and research. According to Johns, the first principle is authenticity of task. The exercises which we develop should be dependent upon the students' real world challenges. Closely related to authenticity, the second principle is relevancy. Everything that is done for the students should be as relevant as possible to their goals in learning the language. The third one is purposefulness. The purpose of the students should be determined and then a decision should be made about how we can best assist them to achieve their goals. Therefore, the exercises which will be offered to the students should suit their purposes. The fourth one is about transferability or generalizability. Students can be given prototypes from which they can generalize and which they therefore can transfer to other situations.

The following principle is about "task dependency". Each exercise should be dependent upon the earlier ones; successful completion of Exercise 1 should lead to Exercise 2. This organization is called task dependency or activity

sequencing. The next one is integration. Exercises should integrate skills, item types and task types. When we are constructing exercises, we should think about how much each one will accomplish in developing the students' language and their ability to use it in a number of ways and situations.

Finally, to increase interest and challenge, we should try to provide exercises in which students must make use of information in a new way and review written texts and a new way and perform tasks in which they must employ data or experiences from a number of sources. After stating these principles, one of the most important point is what to include and how to plan and organize the self-access aid. According to our purpose, we have to put different activities when preparing the aid. Each part of the aid should be independent and complete in itself. When we want students to make exercises and use them, they should feel that the aid has been useful to clear up the point that they do not understand.

5.4. APPLICATION

According to the answers of the questionnaire (see Appendix III), most of the students at the department claimed that they do not understand the subject perfectly when it is taught in class and they try to learn it outside the classroom. Among the students who answered the questionnaire, 94 % expressed the necessity of having a self-access aid.

It is obvious that to prepare and develop new materials for a written self-access aid or programmed material take much time. Also, great effort is needed to accomplish the task. For these reasons, it would be best to start with making suitable use of the present material. The preparation procedure of the present material included the following steps: In the first step, all the grammar textbooks in the departmental library were classified according to their contents. The books which were appropriate for the level of first and second-year students in the department were chosen and files were prepared for each book. (see Appendix I and II) Then, these files were put into two groups as -A- level and -B- level. If the grammar points were suitable for the first-year students in the department, the files were considered -A- level. On the other hand, more complicated grammar points which were appropriate for the second-year students were considered -B- level.

The same procedure which was followed in the departmental library was carried out in the learning resource center. The preparation of files for the learning resource center took more time because there were more books to be examined.

After the scanning of the present material is done, it is aimed for the student to have the following lists and entry to the files.

1. A syllabus where the student is shown which grammatical point will be covered when.

2. A list showing all the written exercise material under each grammatical point.

For example;

Level -A-

Present Continuous Tense;

a) A Practical English Grammar Exercises (1)

b) English Grammar Exercise Book (1)

c) Using Essential English Tenses

d) Tenses Drills

e) Learning American English

f) Tests and Drills in English Grammar

g) Mastering American English

(The books above are available in the departmental library)

h) Modern English: Exercises For Non-native Speakers
Part (1)

i) Meanings Into Words (Intermediate)

j) Step Ahead An English Course (2)

k) ESL Grammar Exercise Book (1)

l) American English For Foreign Students

m) Exploring English Workbook

n) Changing Times, Changing Tenses

(The books above are available in the resource center)

Level -B-

Adverbial Clauses

- a) English Grammar Exercise Book (3)
- b) Advanced English Practice With Key
- c) Effective English Workbook (4)

(The books above are available in the departmental library)

- d) English That Works (2)
- e) English Grammar
- f) Modern English; Exercises For Non-native Speaker Part (2)
- g) English Workshop Second Course
- h) Current English Grammar

(The books above are available in the learning resource center)

The students then should be able to study independently and do the exercises on the grammatical points using the given books in the lists. The samples above are given merely to illustrate how to make use of the present material.

The teaching staff of the department will add material to the files as they come across new books, new materials or they themselves prepare material. Ideally, self-access study room is mostly composed of xeroxed sheets of the exercises (not the books themselves) filed under level A and B and even in that also sub-filed according to difficulty levels.

It is necessary to introduce the written self-access aids to the students in such a way that they will believe in the necessity and will be motivated. A short lecture can be given students to tell about the advantages of the written self-access aids. It should be kept in mind that the written self-access aids will not be a cure-all for every difficulties that the students encounter.

This new system will require great effort and independent work, but the students who really want to learn will make use of the aids. The students will be able to come to the departmental library or the learning resource center and work with the present material. The lists that will indicate to the students which aids meet the specific grammar points they need to practise will be available in the library and in the learning resource center as well as the students themselves. Whenever the students want to practise the grammar items, they will study on their own and spend as much time on exercises as they find necessary for their specific needs.

As the students understand the importance of the written self-access aid and become familiar with the material in the library and in the learning resource center, the present material will serve more students and the students will use the aid more frequently in order to improve their language competence.

V. CONCLUSION

The aim of this study has been to prepare an initial written self-access for the students in the English Language Teacher Training Department of Gazi University using the available material. To achieve this, first of all some characteristics of the faculty and department have been mentioned and then, the theoretical backgrounds of this study such as learning theories have been discussed. Later, according to the existing material, the organization and classification tasks for a self-access have been made. This study can be considered as introducing a new system to meet some specific needs of the students in the department.

The existing material will provide practice opportunities in addition to those given in the coursebook. Thus, the main function of the supplementary aids is to provide the students with sufficient material in order to enable them to practise thoroughly the forms and functions which are presented and practised in the coursebook.

In order for such a self-access unit to be successful, the teaching staff must prepare additional material and add to the files meeting the more specific needs of the students. The teaching staff will of course be provided with the lists of the existing material

as well as the students so that they can arrange new lists in order to find the right and appropriate material easily. While arranging the lists, the teachers will examine the course books which they are currently using in the department to find out which grammar points are practised. Then, considering every grammar point, they can prepare lists of supplementary material for each coursebook.

Another point that needs attention is that a teacher must always be present in the learning resource center and in the departmental library because the students will need information about the written self-access aids at the beginning. The teacher should tell them which self-access aid will be appropriate for their level and useful for their immediate needs. It is possible for teachers to take turns to be on duty both in the learning resource center and in the departmental library. Of course, the ideal is to have a separate self-access center where as mentioned earlier, not the books themselves but xeroxed forms of the exercises are filed and covered with plastic in order to keep them clean.

An efficient self-access aid can be realized only if careful syllabuses are drawn for each course linking with the other courses. The idea is for the student to know what he/she is to learn and when he/she is to learn it. When these syllabuses are accompanied by lists of additional study material for each item on the syllabus, a self-access aid will have more meaning in terms of

learning experience.

A better developed self-access aid will ideally cover functions of the language as well as the notions which need cooperation from all teaching staff to be developed. It should not be forgotten that a well-developed written self-access will take the burden of preparing individual material of the teachers. The teacher if necessary will add to the material for common use but mostly make use of what has already been prepared. Of course, the material will accumulate throughout the years.

A written self-access aid is widely used in educational institutions outside Turkey. It has its roots in cognitive psychology and cognitive learning theories. To introduce this valuable system to our institution has been the aim of the study since we are responsible for providing the students with better learning environments and making out of them conscious learners and giving them better examples which they can use in their own teaching in the future.

APPENDIX I

FILES FOR THE DEPARTMENTAL LIBRARY

LIVING ENGLISH STRUCTURE

-A-

by: W. Stannard Allen

1. Countables and uncountables
2. Negatives and questions
3. Possesives
4. -self
5. Adverb order
6. Pronouns
7. Possessive case
8. Introduction to interrogatives
9. Telling the time
10. Too and enough
11. Some and any
12. No : not any
13. Comparisons
14. Negatives and questions of auxiliary verbs
15. Causative use of have
16. Must, have to, need
17. Can, could, was able
18. Short-form negative
19. Short-form responses using auxiliary verbs
20. Imperative
21. Present tense
22. Notes on English tenses
23. Present perfect tense
24. Past tense
25. Frequency adverbs
26. Past tense
27. Tense (Present, past, present perfect)

28. Future and future perfect
29. Past perfect tense
30. Revision of tenses
31. Conditions and unreal past
32. Question-tags
33. Get and got forms
34. Do and make
35. Infinitive implied by its participle
36. Infinitive
37. -Ing form-gerund and present participle
38. Infinitive and gerund
39. Perfect infinitive of imaginary past
40. Verb, noun or adjective
41. Interrogatives
42. Interrogatives responses
43. Relatives
44. Relative and interrogative links
45. -ever forms
46. There is and it is
47. Reported speech
48. Passive voice
49. Much, many
50. Also, too and as well
51. Might just as well, would just as soon, would rather
52. Certainly and surely
53. Fairly and rather
54. Phrase openings
55. Prepositions and adverbial particles
56. Appendix on clauses

A PRACTICAL ENGLISH GRAMMAR

-A-

by: A.J. Thomson/A.V. Martinet

1. Articles
2. Nouns
3. Adjectives
4. Demonstrative, distributive and quantitative adjectives and pronouns
5. Interrogative adjectives, pronouns and adverbs
6. Possesive adjectives, personal and other pronouns
7. Relative pronouns and relative clauses
8. Adverbs
9. Prepositions
10. Conjunctions
11. Introduction to verbs
12. The auxiliaries be, have, do
13. May/can
14. Must, have to, need
15. The auxiliaries ought, dare, used
16. The present tenses
17. The past and perfect tenses
18. The future
19. The sequence of tenses
20. The conditional
21. Other uses of will, would, shall, should
22. The infinitive
23. The gerund
24. Infinitive and gerund/present participle constructions
25. The participles
26. Commands requests, advice
27. The subjunctive
28. The passive voice
29. Reported speech
30. Clauses of purpose, comparison, reason, time, result and concession

31. Irregular verbs
32. Verbs - prepositions/adverbs
33. Numerals, dates and weights and measures
34. Spelling rules

A PRACTICAL ENGLISH GRAMMAR EXERCISES (1)

-A-

by: A.J. Thomson/A.V. Martinet

1. Auxiliary Verbs, Present Tense
2. Auxiliary Verbs, Past Tense
3. Auxiliary Verbs in short answers
4. The Simple Present Tense
5. The Simple Present Tense, Negative and Interrogative
6. The Present Continuous Tense
7. The Simple Present and the Present Continuous
8. The Simple Past Tense
9. The Simple Past Tense, Negative and Interrogative
10. The Past Continuous Tense
11. The Simple Past and the Past Continuous
12. The Present Perfect Tense
13. The Present Perfect and the Simple Past
14. The Present Perfect Continuous Tense
15. The Present Perfect and the Present Perfect Continuous
16. "For" and "Since"

A PRACTICAL ENGLISH GRAMMAR EXERCISES (2)

-A-

by: A.J. Thomson/A.V. Martinet

1. The Present Continuous Tense
2. The Going to Form
3. The Present Continuous and the Going to Form
4. The Future Tense
5. The Present Continuous and the Future Tense
6. Will - Infinitive and the Going to Form
7. The Future Continuous Tense

8. Will - Infinitive and the Future Continuous
9. Shall and Will
10. The Future Perfect Tense
11. Time Clauses
12. Conditional Sentences Types 1, 2, 3
13. Conditional Sentences Mixed Types

ENGLISH GRAMMAR EXERCISE - BOOK I

-A-

by: The Collier-Macmillan English Program

1. The Present tense of Be with subjective pronouns in statements
2. Questions and short answers with the present tense of Be
3. Choice of form of Be in questions
4. Present tense of Be in negative questions
5. Past tense of Be in affirmative statements
6. Past tense of Be in questions
7. Short answers with the past tense of Be
8. Present tense of Be - ing - Form in statements
9. Present tense of Be - ing - Form in questions
10. Present and past tense of Be in negative statements
11. Present tense of Be - ing - Form; the present progressive phrase
12. Questions with the present progressive
13. Be going to in the present tense
14. Base or S-form of verbs in affirmative statements
15. Use of DO or DOES in questions
16. Negative statements with Don't or Doesn't
17. Past tense of regular and irregular verbs
18. Choice of simple present tense or progressive phrase
19. Choice of simple past tense or progressive phrase
20. Present progressive and Be going to as signals of future action
21. Verbs not used in the progressive
22. Tag questions
23. Affirmative imperatives
24. Negative imperatives

25. Imperative with Let's and Let's not
26. There is or There are
27. Choice of a (an), some, or lots of before nouns
28. Noun determiners and Nouns
29. Choice of some or any
30. Replacement of nouns by pronouns
31. Possessive pronouns
32. Questions with what as an object/subject
33. Questions with who/whom/whose

ENGLISH GRAMMAR EXERCISES - BOOK 2

-A-

by: The Collier-Macmillan English Program

1. Predicate nouns and direct objects
2. Indirect and direct objects
3. Use of to or for -phrases instead of indirect objects
4. Adjectives
5. Use of intensifiers with adjectives
6. Questions with where, when, how
7. Questions with how - adj. or adv.
8. The present perfect
9. Choice of past tense or present perfect.
10. Irregular past tenses and past participles
11. The present perfect progressive
12. The past perfect
13. The past perfect progressive
14. Tag Questions with perfect verb phrases
15. The Passive voice
16. The Modal auxiliaries (will, would, can, could, etc.)
17. Meanings of various modals
18. Modal perfect and modal progressive
19. Modal progressive and modal progressive past
20. Separable two-word verbs
21. Inseparable two-word verbs
22. Chaining verbs (verb - to - verb)
23. Comparatives and superlatives of adjectives

24. The use of as as
25. Intensifiers with comparatives
26. Adverbs of manner, frequency, place, and time
27. Common prepositions of location, movement, and destination
28. The use of some and any; the "indefinite" pronouns and adverbs
29. Reflexive words (ending in -self/selves)
30. Ing-forms and past participles
31. Clauses with too and so
32. Clauses with either and neither

LEARNING AMERICAN ENGLISH

-A-

by: Grant Taylor

Lesson One:

1. The plural forms of nouns
2. The plural forms of irregular nouns
3. The definite and indefinite articles
4. Adjectives with nouns
5. The subject pronouns
6. The verb Be (statements, questions, and negatives)

Lesson Two:

7. The simple present tense (statements, questions and negatives)
8. The words this and these, that and those
9. The prepositions in and on

Lesson Three:

10. The continuous present tense (statements, questions, and negatives)
11. Questions with the word what
12. The expressions there is and there are
13. The prepositions to and from

Lesson Four:

14. Summary of the present tenses
15. The imperative forms

16. Polite forms
17. Suggestions with let's
18. The preposition of

Lesson Five:

19. The object pronouns
20. The object pronouns following verbs
21. The object pronouns after prepositions
22. The words much, many, a little, a few, a lot of, lots of, some, and any
23. The words very and too
24. Frequency words

Lesson Six:

25. The past tense of Be (statements, questions, and negatives)
26. The past tense of regular verbs
27. Time expressions with the past tense
28. The prepositions by and with

Lesson Seven:

29. The past tense of irregular verbs
30. In, on, and at in expressions of place
31. Direct and indirect objects

Lesson Eight:

32. The possessive forms of nouns
33. The possessive adjectives
34. The possessive pronouns

Lesson Nine:

35. Summary of the possessive forms
36. The future tense with will (statements, questions, and negatives)

Lesson Ten:

37. Expressions of time
38. Future substitutes: be - going to
39. Future substitutes: the present tenses
40. The prepositions in, for, by, and until

Lesson Eleven:

41. The interrogative words where, when, why, how, whose, which, who, and whom

42. The expressions what for and how come
43. The expressions how about and what about
44. The preposition out of

Lesson Twelve:

45. The present perfect tense (statements, questions, and negatives)
46. Have - got in place of have
47. The third form of irregular verbs
48. The prepositions since and for

Lesson Thirteen:

49. The past tense and the present perfect tense
50. Negative questions with why
51. Answer presuming questions
52. Words with allied prepositions

Lesson Fourteen:

53. The words no and not
54. The expressions still, any more, and any longer
55. The words already and yet
56. The words also, too, and either

Lesson Fifteen:

57. Word order: words before nouns
58. The word enough
59. The words something, anything, etc.
60. Word order: objects, place, manner, and time
61. Strong exclamations with what and how

Lesson Sixteen:

62. The comparative and superlative forms
63. Words with irregular comparatives and superlatives
64. Comparisons with as as
65. The words same and different in comparisons
66. The expression one of with the superlative

Lesson Seventeen:

67. The passive forms of verbs (statements, questions, and negatives)
68. The infinitive after certain verbs

69. The infinitive to show purpose
70. The gerund after certain verbs
71. The gerund after prepositions
72. The infinitive or gerund after certain verbs

AN INTERMEDIATE ENGLISH PRACTICE BOOK

-A-

by: S.Pit Corder

1. Articles and Possessives
2. The Modal Auxiliaries and Anomalous Verbs
3. The Passive Voice
4. Relative Clauses
5. Word Order
6. Infinitives and Gerunds
7. Tenses of the Verb
8. Conditional sentences
9. Prepositions
10. Phrasal Verbs and Adverb Particles
11. Word Building
12. Words (verbs and verbal expressions, words with similar meanings)

TENSE DRILLS

-A-

by: L.W. Giggins/D.J. Shoebridge

1. The Present Continuous
2. The Simple Present
3. The Simple Past
4. The Simple Past Continuous
5. The Present Perfect Simple
6. The Present Perfect Continuous
7. The Past Perfect Simple
8. The Past Perfect Simple
9. The Present Continuous For Future
10. The 'Going To' Future
11. Shall and Will

12. The Future Continuous
13. The Future Perfect Simple
14. The Future Perfect Continuous

PRACTICE IN ENGLISH; A WORKBOOK IN FUNDAMENTALS

-A-

by: Elwood L. Prestwood

1. Agreement of Subject and Verb:
Singular and Plural Subjects,
Compound Subjects Joined by and,
Subjects Joined by or or nor,
Subjects Following Their Verbs
2. Principal Parts of Irregular Verbs
3. Troublesome Verbs: Lie-Lay:Sit-Set:Rise-Raise
4. Tenses
5. Adjectives and Adverbs
6. Adjectives after Linking Verbs
7. Confusion of Adjectives and Adverbs
8. Personal Pronouns
9. Who and whom

MASTERING AMERICAN ENGLISH

-A-

by: R.E. Hayden/D.W. Pilgrim/A.Q. Haggard

Unit 1: Word Order

1. Affirmative Statements
2. Negative Statements
3. Affirmative Questions
4. Long and Short Responses to Questions
5. Negative Questions
6. Questions Introduced by Interrogatives
7. Requests and Commands
8. Single Words and Word Groups That Modify Nouns
9. Phrases and Clauses That Modify Nouns

Unit 2: Verbs

10. The Simple Present Tense
11. The Simple Past Tense
12. The Future Tense
13. The Perfect Tenses
14. The Progressive Tenses
15. Irregular Verb Forms
16. Sequence of Tenses
17. Sequence in Clauses That Modify Verbs and Nouns
18. Sequence in Clauses That Function as Nouns
19. The Passive Construction
20. Auxiliary Verbs
21. Wish (that) - Noun Clause
22. It is necessary that - Noun Clause
23. Clauses of Condition
24. Troublesome Verbs; say-tell, talk-speak, do-make, lie-lay, rise-raise, sit-set

Unit 3 Verbals

25. Infinitives and Gerunds as Objects of Verbs
26. Infinitives as Complements
27. The Gerund as Object of a Preposition
28. The Infinitive and Gerund in Expressions of Purpose
29. The Present and Past Participles as Adjectives
30. Infinitives and Participles Following Complements or Objects
31. Perfect and Passive Forms of Infinitives, Gerunds and Participles

Unit 4 Articles

32. Articles with Singular and Plural Countable Nouns
33. Articles with Non-Countable Nouns
34. Articles with Proper Names
35. Articles with Nouns Modified by Proper Names and Possessives
36. Some Specific Uses of the Definite Article

Unit 5 Prepositions

37. Prepositions of Place or Position

38. Prepositions of Direction
39. Prepositions of Time
40. Prepositions of Manner
41. Other types of Prepositions
42. Verb and Preposition-Adverb Combinations
43. Verb and Preposition Combinations
44. Combinations with Be and Have

Unit 6 Nouns and Pronouns

45. Noun Forms
46. Pronoun Forms
47. Agreement of Subject and Verb
48. Agreement of Pronoun with the Noun or Pronoun to Which It Refers

Unit 7 Adjectives and Adverbs

49. Comparative and Superlative Forms of Adjectives and Adverbs
50. Constructions of Comparison

LONGMAN ELEMENTS OF ENGLISH SERIES: CONDITIONALS

-A-

by: G. Abbott

1. If - present simple - will/shall
2. Unless - present simple - will/shall
3. Even if - present simple - will/shall
4. If - present simple - may/might
must/needn't
ought to/should
can/be able to
5. If - present simple - present simple
6. Unless - present simple - present simple
7. Even if - present simple - present simple
8. If - past perfect - would have past participle
should have past participle
could have past participle
might have past participle

9. If only - past perfect - would have past participle
10. Even if - past perfect - would have past participle
11. Unless - past perfect - would have past participle
12. If - past simple - past simple
13. If - past - would
14. If only - past - would
15. Even if - past - would
16. Unless - past - would
17. If - would - would
18. As if
19. Suppose/supposing/what if/say
20. If:although, whereas
21. If in modifying clauses
22. If in short phrases
23. If in fixed expressions

USING ESSENTIAL ENGLISH TENSES

-A-

by: MD Munro Mackenzie

1. Table of verb-forms
2. Examples of tense and verb-form usage
3. The Special verbs
4. Present simple, present continuous
5. Past simple, **past** continuous
6. Past simple, present perfect simple
7. Past simple, present perfect simple or continuous
8. Past simple, past perfect simple or continuous
9. Future with shall or will
10. Future perfect
11. Future continuous
12. Conditional sentences with future or present tenses
13. Conditional present (simple), past simple
14. Conditional perfect, past perfect
15. Conditional sentences; any suitable tense
16. Question-tags
17. Infinitives and -Ing form

18. Reported speech
19. Common irregular verbs

TESTS AND DRILLS IN ENGLISH GRAMMAR

-A-

by: Robert J. Dixon

1. Verb To Be
2. Simple Plurals
3. Possessive Adjectives
4. There is - There are
5. Verb To Have
6. Present Tense of Verbs
7. Imperative Form
8. Past Tense - Verb To Be
9. Personal Pronouns
10. Past Time-Regular and Irregular Verbs
11. Articles
12. Future Tense-Verb To Be
13. Who, Whom, Whose
14. Also, Too, Either
15. Why, what for
16. This-That; These-Those
17. Have To
18. Comparison of Adjectives-Superlative Degree
19. Use of Infinitives
20. Some, Any, Someone, Anyone
21. Position of Indirect Objects
22. Special Plural Forms
23. Use of Auxiliary Verb May
24. Present Tense-Simple and Continuous Forms
25. Many-Much, Few-Less, Very-Too
26. Mine, Yours, Hers, etc.
27. No-Not
28. Between-Among
29. Tag Endings
30. Formation of Adverbs

31. Comparison of Adverbs
32. Use of So
33. Good-Well
34. Reflexive Pronouns
35. Present Perfect Tense
36. For-Since
37. Present Perfect Continuous Tense
38. Past Tense
39. Past Continuous Tense
40. Past Perfect Tense
41. Future Perfect Tense
42. Future Continuous Tense
43. Passive Voice
44. Should-Ought to; Past Form
45. Supposed to, Used to, Would rather, Had better
46. Present Tense after If
47. A lot of, Lots of, A Great Deal of
48. Conditions
49. As if - As though
50. Indirect Speech
51. Causative Form
52. Use of Either-Neither
53. Participles
54. Use of Gerunds
55. Infinitives
56. May Have, Must Have
57. Still, Anymore
58. Despite-In Spite of
59. Adjectives after certain verbs
60. Position of Prepositions

ENGLISH LANGUAGE UNITS

-A-

General Editor: CE Nuttall

- Elided forms (auxiliaries and anomalous finites-affirmative)
by: SD Anderson/CE Nuttall/ JPB Shepherd

- Elided negatives (auxiliaries and anomalous finites)
by: SD Anderson/CE Nuttall/JPB Shepherd
- Question Tags by: Duncan Spencer
- Determiners; Articles by: RA Close
- Word Order in Indirect Questions by: SD Anderson/CE Nuttall/
JPB Shepherd
- Contrast of Past Continuous and Past Simple
by: SD Anderson/CE Nuttall/JPB Shepherd
- For, Since, Ago by: SD Anderson/CE Nuttall/JPB Shepherd
- Tense in Subordinate Clauses of Future Time
by: CE Nuttall/SD Anderson/JPB Shepherd
- Adjectives - Infinitive by: JA Bright
- Gerunds and Infinitives by: JA Bright
- Relative Clauses by: GW Abbott

ADVANCED ENGLISH PRACTICE

-B-

by: B.D. Graver

1. Tenses and Verb Forms
2. The Position of Adverbs
3. The Passive Voice
4. Relative Pronouns
5. Gerunds and Infinitives
6. Participles and Gerunds
7. Conditional Sentences
8. Reported Speech
9. Adjectival Clauses
10. Adverbial Clauses
11. Noun Clauses
12. Replacing Phrases by Clauses
13. Co-ordinate Clauses
14. Adjectives ending in -ible, -able, -uble, -ive, and -ous
15. Phrasal Verbs
16. Irregular plurals

ADVANCED ENGLISH PRACTICE WITH KEY

-B-

by: B.D. Graver

1. Modal Auxiliary Verbs
2. Present Simple
3. Past Simple
4. Present Continuous
5. Past Continuous
6. Past Continuous and Past Simple
7. Present and Past, simple and continuous
8. Continuous forms with adverbs referring to future time
9. Future Continuous
10. Perfect Continuous
11. Verbs not normally used in continuous forms
12. Present Perfect
13. For and Since
14. Present Perfect and Present Continuous
15. Perfect Simple and Perfect Continuous forms
16. Present Perfect in adverbial clauses of time referring to future
17. Past Perfect and Past Simple
18. Past Perfect in Reported Speech
19. Conditional Sentences (Types 0,1,2,3)
20. Conditional Sentences in Reported Speech
21. Reporting Type 1 conditionals
22. Reporting Type 2 conditionals
23. The Passive Voice
24. Prepositions in passive sentences
25. Prepositional and phrasal verbs in the passive
26. Relative Clauses (Defining, Non-Defining)
27. Prepositional relative clauses
28. Defining and Non-Defining Prepositional Relative clauses
29. Co-ordinate relative clauses
30. Prepositional co-ordinate clauses
31. Where, when, why, and as in relative clauses
32. What in noun clauses

33. Gerunds after prepositions, prepositional verbs and phrasal verbs
34. Gerunds after to
35. Gerunds and infinitives after to
36. Verbs followed by the gerund
37. Verbs followed by an infinitive without intervening noun
38. Verbs followed by a noun - infinitive
39. Verbs followed by the gerund or infinitive
40. Verbs followed by a noun - present participle
41. Make and let
42. Verbs followed by a 'that' clause
43. Participial Clauses
44. Participial and gerundial clauses
45. Reported Speech with various types of exercise
46. Adjectival Clauses (finite and non-finite)
47. Adverbial Clauses (finite and non-finite)
48. Noun Clauses (finite and non-finite)
49. Non-finite Clauses
50. Ambiguous sentences
51. The Use of Words
52. Related Word Groups
53. Phrasal and Prepositional Verbs
54. Words and their Associations
55. Adjectives-Adverbs-Nouns-Verbs
56. Word Formation

ENGLISH GRAMMAR EXERCISE-BOOK 3

-B-

by: The Collier-Macmillan English Program

1. Noun Clauses
2. Using for or clauses with that
3. Noun phrases; possessives - ing-forms
4. Ing-forms in subject position
5. Ing-forms as objects of prepositions
6. Noun - preposition combinations

7. Noun compounds
8. Agent nouns
9. Noun derived from verbs and adjectives
10. Adverbs and adverbial phrases which function as noun modifiers
11. Adjectival participles and ing-forms derived from the same verb
12. Ing-forms and participles as noun modifiers
13. Expressions of quantity
14. Special possessive patterns
15. Adjective phrases with prepositions, ing-forms and participles
16. Adjective clauses
17. Comparison; adj. phrases and adj. clauses
18. Adj. - preposition
19. Compound adjectives
20. Adjectives derived from nouns and verbs
21. Verb - ing-form; verb - to - Base form
22. Verb - possessive pronoun
23. Verb - noun verb; verb - noun - to - verb
24. Verb - noun - ing-form
25. Verb - noun - participle
26. Verb - noun - noun
27. Verb - preposition combinations
28. Two-word verbs
29. Descriptive adverbs
30. Time expressions
31. Adverbial clauses of time (when , while, before, after, until, since)
32. Adverbial phrases and clauses of time
33. While - ing-forms, and adverbial clauses with while
34. Adverbial phrases of purpose
35. Adverbial clauses of reason with since and because
36. Adverbial phrases of reason with because of; on account of
37. Adverbial clauses of opposition with although, though, even though
38. Adverbial phrases of opposition; in spite of - N, in spite of - ing-form/despite - ing-form

39. Adverbial clauses of result with so
40. Special adverbial patterns with seldom, never, rarely, little
41. Adverbial patterns with nor
42. Use of correct verb forms with if clauses
43. The use of unless
44. Comparison if and unless clauses
45. Sentence patterns with wish
46. Use of too, enough
47. Use of so - Adj. - that, so - modified Noun - that, such a or such - modified Noun - that

RAPID REVIEW OF ENGLISH GRAMMAR

by: Jean Praninskas

-B-

- Lesson 1: Sentence Patterns with Present Forms of BE
- Lesson 2: S-Forms and Uses of DO
- Lesson 3: Ing-Forms and the Present Continuous; the Expletive THERE
- Lesson 4: Time, Place, and Frequency
- Lesson 5: Countables and Uncountables
- Lesson 6: Four Ways to Express Future Activity
- Lesson 7: Patterns with Past Forms; WHILE and WHEN, AGO
- Lesson 8: Used to; Have to; Impersonal It
- Lesson 9: The Past Continuous; Tag Questions
- Lesson 10: Two-Word Verbs
- Lesson 11: The Modal Auxiliaries (can, could, may, might, must, ought, shall, should, will, would)
- Lesson 12: Directions, Instructions, Suggestions; Order of Modifiers
- Lesson 13: The Uses of Infinitives
- Lesson 14: Question and Answer Patterns with How
- Lesson 15: The Uses of Ing-Forms
- Lesson 16: Forms and Patterns for Comparison
- Lesson 17: Types and Uses of Dependent Clauses
- Lesson 18: The Causative Verbs; Cause and Result

Lesson 19: The Conditional; If, Whether, Unless

Lesson 20: The Passive Voice

Lesson 21: Patterns and Uses of the Present Perfect Tenses

Lesson 22: Patterns and Uses of the Past Perfect Tenses

Lesson 23: Patterns and Uses of the Future Perfect Tenses

EFFECTIVE ENGLISH; WORKBOOK (2)

-B-

by: Richard A. Meade/Oscar M. Haugh/Dorothy E. Sonke

1. Recognizing Sentence Parts
2. Understanding Modifiers
3. Understanding The Compound Sentence
4. Understanding The Complex Sentence
5. Using Pronouns
6. Using Nouns
7. Using Verbs
8. Using Verbals

EFFECTIVE ENGLISH; WORKBOOK (3)

-B-

1. Parts of Speech
2. Basic Constructions
3. Sentence Types
4. Agreement; Subject and Verb
5. Complex Sentences
6. Verbals-Verbs-Pronouns

EFFECTIVE ENGLISH; WORKBOOK (4)

-B-

1. Understanding Sentences
2. Understanding Nouns
3. Understanding Pronouns
4. Understanding Adjectives
5. Understanding Verbs
6. Understanding Adverbs

Yükseköğretim Kurulu
Dokümantasyon Merkezi

7. Understanding Prepositions and Conjunctions
8. Understanding Clauses

EXERCISES IN ENGLISH

-B-

by: Willoughby Johnson

1. Verbs: Transitive and Intransitive
2. Verbs: Auxiliary and Linking
3. Agreement of Subject and Verb
4. Tenses of Verbs
5. Troublesome Verbs
6. Verbs Often Confused
7. Passive Voice
8. Infinitives
9. Participles
10. Gerunds
11. Forming Possessive and Plural Nouns
12. Noun Clauses
13. Classes of Pronouns
14. Adjectives and Adverbs
15. Confusion of Adjectives and Adverbs
16. Prepositional Phrases
17. Restrictive and Nonrestrictive Clauses
18. Recognition of Adverb Clauses
19. Comparison of Adjectives and Adverbs
20. Relative Clauses
21. Adverb Clauses
22. Participial Phrases
23. Words Often Confused

USING PREPOSITIONS AND PARTICLES; WORKBOOK (I)

-B-

by: J.B. Heaton

1. Word Order
2. Prepositions easily confused

3. Prepositions introducing participle phrases
4. Direct and indirect objects
5. Combinations with to be
6. Prepositional phrases
7. Prepositions denoting Time and Place
8. Adverbial particles
9. Replacement; prepositional phrases
10. The same noun in different phrases
11. Missing preposition - noun
12. Prepositional phrases from given nouns
13. Nouns followed by prepositions
14. Adjectives followed by prepositions
15. Verbs followed by prepositions
16. Phrasal Verbs
17. Word order; phrasal verbs and verbs followed by prepositions

USING PREPOSITIONS AND PARTICLES: WORKBOOK (2)

-B-

by: J.B. Heaton

1. Prepositional phrases
2. Verbs, nouns and adjectives followed by prepositions
3. Verbs - object - preposition - object of preposition
4. For, Since
5. In/on/by/at/with/for/under/to - noun - preposition
6. Verbs, nouns and adjectives followed by for
7. Nouns and adjectives followed by to
8. Verbs followed by prepositions and particles
9. Prepositional phrases: difference in meaning
10. Verbal collocations with different meanings

USING PREPOSITIONS AND PARTICLES: WORKBOOK (3)

-B-

by: J.B. Heaton

1. Prepositions
2. Verbs, nouns, and adjectives followed by prepositions

3. Missing preposition - noun - missing preposition
4. Replacement; prepositional phrases
5. Prepositional phrases
6. Adverbial particles
7. Replacement; phrasal verbs (tell, talk, speak)
8. Particles following all
9. Compound words containing prepositions and particles
10. Idiomatic phrases formed from two particles or adverbs
11. Prepositional phrases; the same noun in different collations



APPENDIX II

FILES FOR THE LEARNING RESOURCE CENTER

ENGLISH THAT WORKS I

-A-

by: K. Lynn Savage/Mamie How/Ellen Lai-shan Yeung

Lessons

1. What? questions; verb to be; possessive pronouns (my and your)
2. Possessive pronouns (her, his, their)
3. Subject pronoun it
4. Subject pronouns (he, she, you and I)
5. Where? questions; prepositions (in, on, at)
6. How to write an address
7. Can - verb
8. Like - infinitive
9. Like - infinitive; present tense verbs
10. Want - infinitive
11. Present tense; like - infinitive; conjunctions and and but
12. Yes-no questions
13. Who? questions
14. Articles a, an; what? questions
15. Which ...? questions; adjective phrases after nouns
16. Present tense, third person plural verbs
17. Third person singular, present tense verbs; adverb usually
18. Information questions with What and Who
19. Prepositions on, at, and between
20. Prepositions in, and of
21. Whose? questions; possessive prepositions in and on
22. Or in choice questions
23. Prepositions on, at and of
24. Asking questions about time

25. What? questions; When? questions
26. Past tense of verb to be; prepositions from, to and through
27. Like and would rather
28. How long? questions; regular verbs
29. How many? questions; regular verbs
30. Asking question to get additional information
31. Verb to be with singular and plural subjects
32. Gerunds; How much? questions
33. Singular and plural introductory there questions
34. How much? questions; conjunction or
35. Gerunds; How much? questions

ENGLISH IN USE

-A-

by: GM Spankie

1. A and An
2. Adjective (as nouns, possessive, 'the' as adjective)
3. Adverb (degree, frequency)
4. Present Perfect
5. Past Perfect
6. Future Perfect
7. Any and some
8. Apostrophe
9. Articles
10. Auxiliary Verbs and Special Finites
11. Causative
12. Conditionals
13. Reported Questions
14. Countable Nouns
15. Demonstratives (this, these, that, those)
16. Do and Make
17. Either, Or
18. Enough and Too
19. Few and Little
20. For and Since

21. Future (shall/will), Going to
22. Future in the Past
23. Verbs with Gerund or Infinitive
24. Reported Speech
25. Perfect Infinitive
26. Interrogative Pronouns
27. Many and much
28. May, Might, Must
29. Neither and Nor
30. None, Nobody, Nothing
31. Adjectives as Nouns
32. Countable and Uncountable Nouns
33. Need, Needn't, Needn't Have
34. Objective Pronouns
35. Ought to, Should
36. Passive Voice
37. Simple Past
38. Past Continuous
39. Past Perfect
40. Past Perfect Continuous
41. Future in the Past
42. Personal Pronouns
43. Phrasal Verbs
44. Possessive Adjectives
45. Possessive Pronouns
46. Prepositions
47. Question Tags
48. Reflexive Pronouns
49. Relative Pronouns; Defining and Non-defining
50. So do I etc.
51. Still, Yet, Already
52. Used to

ENGLISH 900 BOOK (1)

-A-

by: English Language Services, Inc.

Units

1. Verb To Be
2. Simple Present
3. Possessive Pronouns
4. There is-There are
5. Either-Too, Question Words
6. Possessives of Nouns, Present Tense (question and negative)
7. Past Form of TO BE
8. Simple Present, How many?, Have/Has
9. Telling Time, Will-Can
10. Simple Future, Prepositions, Ordinal Numbers

ENGLISH 900 BOOK (2)

-A-

Unit 1

1. Verb To Be (present-past)
2. Prepositions (on, in, with, over)
3. Would sentences

Unit 2

4. Simple Present (question and negative)
5. Third Person Singular

Unit 3

6. Present Continuous Tense (statement, question, and negative)

Unit 4

7. Comparative-Superlative
8. Subject Pronouns

Unit 5

9. What questions
10. Usually, sometimes

Unit 6

11. Simple Past Tense (statement, question and negative)

Unit 7

12. Simple Past Tense

Unit 8

13. Used to

14. Always, Never

Unit 9

15. Present Perfect Tense

Unit 10

16. Verb To Be (past)

17. Can-Can't

18. Past Continuous Tense

ENGLISH 900 BOOK (3)

-A-

Unit 1

1. Simple Present Tense
2. How and What Questions
3. Verb To Be (present)

Unit 2

4. Asking People To Do Things
5. Would you mind?
6. Would you please?

Unit 3

7. Simple Present Tense
8. Imperatives
9. Can, Could, Should

Unit 4

10. Present Perfect Tense
11. Possessive Pronouns
12. Tag Questions

Unit 5

13. Simple Past Tense
14. Present Perfect Tense
15. Prepositions (on, in, up, of, from, until)

Unit 6

16. Simple Future Tense (statement, interrogative, and negative)

Unit 7

17. Simple Present Tense
18. Simple Past Tense
19. Simple Future Tense
20. Present Perfect Tense

Unit 8

21. Simple Present Tense
22. Present Perfect Tense
23. Simple Future Tense

Unit 9

24. Pronouns
25. Adverbial Clauses

Unit 10

26. Simple Present Tense
27. Do you think/suppose?

ENGLISH 900 BOOK (4)

-A-

Unit 1

1. Simple Present Tense
2. Simple Future Tense
3. Simple Past Tense
4. Infinitives and Gerunds

Unit 2

5. Present Perfect Tense
6. Simple Past Tense
7. Simple Future Tense

Unit 3

8. Present Continuous Tense
9. Simple Past Tense
10. Prepositions (on, by, with, in, for, to)

Unit 4

11. Simple Present Tense
12. Present Continuous Tense
13. Simple Past Tense
14. Simple Future Tense
15. Gerunds

Unit 5

16. Simple Present Tense
17. Simple Past Tense
18. Would

Unit 6

19. Simple Present Tense
20. Simple Past Tense
21. Where, Who, When Questions

Unit 7

22. Simple Future Tense
23. Besides, Otherwise
24. Prepositions (to, on, up, for, by, at, out, from)

Unit 8

25. Simple Present Tense
26. Simple Past Tense

Unit 9

27. Must, Should, Would, Can, Must Have
28. Personal Pronouns
29. Gerunds

Unit 10

30. Simple Present Tense
31. Simple Past Tense
32. Present Perfect Tense

ENGLISH 900 BOOK (5)

-A-

Unit 1

1. Simple Past Tense
2. Past Continuous Tense
3. Combining sentences with "when" and "that"

Unit 2

4. Articles
5. Comparative Forms

Unit 3

6. Simple Future Tense
7. Ought to, Should
8. Who, Which, Whose as Noun Modifiers

Unit 4

9. Complements
10. Personal Pronouns
11. Possessive Pronouns

Unit 5

12. If Clause Type 1
13. Would, May, Can
14. Time Expressions

Unit 6

15. Would - Have - V₃
16. If Clause Type 2
17. Past Perfect

Unit 7

18. Gerunds
19. Can, Should, Must, Had to
20. May/Might - Have - V₃

Unit 8

21. Be - Participle
22. Passive Voice
23. Prepositions (over, down, across)

Unit 9

- 24. Requests (Would/Could)
- 25. Frequency Adverbs
- 26. Adverbial Clauses

Unit 10

- 27. Tag Questions
- 28. Pronouns

ENGLISH 900 BOOK (6)

-A-

Unit 1

- 1. Simple Present
- 2. Present Perfect

Unit 2

- 3. Connected Sentences
- 4. Neither
- 5. Adjective --- Noun

Unit 3

- 6. Simple Past Tense
- 7. Adjective Phrases and Clauses

Unit 4

- 8. Present Continuous Tense
- 9. Present Perfect Tense
- 10. Since, before, when, while, after, as soon as
- 11. Adverbial Clauses and Phrases

Unit 5

- 12. Conditionals (if-unless)
- 13. Wish Sentences

Unit 6

- 14. Noun Clauses and Phrases

Unit 7

- 15. Direct-Indirect
- 16. Two-word Verbs

Unit 8

17. Intensifiers
18. Descriptive and Comparative Structures

Unit 9

19. Patterns of Verbs
20. Special Complement Patterns

Unit 10

21. Modals (Can, could, may, might, will, would, should, must)

THE CAMBRIDGE ENGLISH COURSE (I)

-A-

by: Michael Swan./Catherine Walter

Units

1. Present of to be
2. A/an with jobs
3. Present of to be (plural), have got
4. Adjectives before nouns, isn't that?
5. There is/are, simple present, can/could I
6. Omission of article, like - ing, object pronouns
7. Countables, uncountables, some/any, much/many
8. For -expressions of distance, to be with hungry
9. Complex sentences, text building, frequency of adverbs
10. Have got, both and all, look like, what (a)..^I
11. Revision
12. Simple past, subject and object questions with who
13. Would like, much and many
14. Can, good at - noun/ing word, comparative and superlative of adjectives
15. Ago, past of to be
16. Be with ages and measures
17. A little, a few, I'll have, Could you? something to eat, drink
18. Present Progressive, get - comparative
19. Present progressive with future meaning who as object
20. Do you mind if ..., reply questions, present perfect with since and for

21. Why - negative verb, too - adjective, adjective - enough, possessives
22. Revision, more ... than, as ... as, less ... than
23. Imperatives, if clauses, should - infinitive
24. Have to - infinitive
25. Going to, connectors in paragraph, -ing forms
26. It makes me - adjective
27. Superlatives, different meanings of get
28. Fractions, at the top/bottom, ... etc.
29. Will - infinitive, get lost/killed/married
30. X uses Y to do Z (with)
31. Reflexive/emphatic pronouns, each other, somebody else, Shall I?, I'd love/prefer/like
32. Revision have to, should, verb tenses.

NEW HORIZONS IN ENGLISH BOOK (I)

-A-

by: Mellgren-Walker

Unit 1

1. Verb To Be
2. Possessive Pronouns
3. Present Tense

Unit 2

4. This-That
5. Present Continuous

Unit 3

6. Prepositions (on, in, in front of, behind, at, under)
7. Questions with where and when

Unit 4

8. Adjectives
9. Questions with how, what and who

Unit 5

10. Present Tense
11. Present Continuous

Unit 6

12. to be - predicate noun
13. to be - predicate adjective

Unit 7

14. Adjective and Noun Predicates
15. Possessives

Unit 8

16. Present Continuous
17. There is-There are

Unit 9

18. Possessive Pronouns
19. Demonstrative Pronouns
20. Object Pronouns

Unit 10

21. Adverbs of time
22. Questions with where, when and who

Unit 11

23. Can, Have to

NEW HORIZON IN ENGLISH BOOK (2)

-A-

Unit 1

1. Simple Present (affirmative, question, negative)
2. Prepositions
3. Questions with where, what, how and when

Unit 2

4. The third person singular in present tense
5. Present Continuous (question, affirmative)

Unit 3

6. Simple Present
7. Frequency Adverbs

Unit 4

8. Possessive Pronouns

Unit 5

9. Simple Future

- Unit 6
10. Simple Past (affirmative, question, negative)
- Unit 7
11. Simple Past
- Unit 8
12. Past Verb Forms
- Unit 9
13. Telling the Time
14. Cardinal and Ordinal Numbers
- Unit 10
15. Imperatives
16. Weather Expressions
- Unit 11
17. The Genitive (of)
18. Possessives

NEW HORIZON IN ENGLISH BOOK (3)

-A-

- Unit 1
1. Simple Present
2. Present Continuous
- Unit 2
3. Frequency Adverbs
4. Simple Past
- Unit 3
5. Present Continuous
- Unit 4
6. Present Perfect
- Unit 5
7. Can, could, have to, be able to
- Unit 6
8. Adjectival Clauses
- Unit 7
9. Clauses
10. Simple Past (affirmative, question, negative)
- Unit 8
11. Simple Future

12. Simple Past

Unit 9

13. Present Perfect

14. Ask somebody to do something

Unit 10

15. Prepositions (next to, near, beside, by)

16. More, some, any

17. Anybody, somebody, anything, something

Unit 11

18. Prepositions (at, in, under, behind)

19. Somebody, nobody, something, nothing, any, some, none

Unit 12

20. Reflexive Pronouns

Unit 13

21. Comparative forms of Adjectives

22. Superlative forms of Adjectives

Unit 14

23. Compound and Complex Sentences

NEW HORIZONS IN ENGLISH BOOK (4)

-A-

Unit 1

1. Comparative forms of adjectives

Unit 2

2. Adverbs

3. Adverbs of frequency

Unit 3

4. Sentences with 'what' and 'what a'

Unit 4

5. Pronouns

6. Possessive Pronouns

7. Reflexive Pronouns

Unit 5

8. When sentences

9. Made of

Unit 6

10. Superlative forms of Adjectives

Unit 7

11. Present Perfect

Unit 8

12. Present Continuous

13. Sentences with who, that, where

Unit 9

14. Used to

Unit 10

15. Will, would, can, could, may, might

Unit 11

16. Infinitives

17. Gerunds

Unit 12

18. Any, some

Unit 13

19. Gerunds

20. Prepositions (in, on, at)

Unit 14

21. Prepositions (at, by, for, in, with, of, on)

Unit 15

22. Adjectives

NEW HORIZONS IN ENGLISH BOOK (5)

-A-

Unit 1

1. Past Perfect

2. Numeral - noun as adjective

Unit 2

3. Present Perfect

4. Future

Unit 3

5. Passive Voice
6. Neither, none, most, some, all, each, one

Unit 4

7. Superlative Forms of Adjectives
8. Twice as
9. Prepositions (at, on, in)

Unit 5

10. Adjectives
11. Forming Adjectives from Nouns

Unit 6

12. Compound Words
13. As as
14. Nouns as Adjectives

Unit 7

15. Possessive Pronouns
16. Negative Verbs with -dis

Unit 8

17. Forming Nouns from Verbs
18. Below, Above

Unit 9

19. Neither, so
20. As a matter of fact

Unit 10

21. Adjectives
22. Adverbs

NEW HORIZONS IN ENGLISH BOOK (6)

-A-

Unit 1

1. Past Continuous
2. Present Perfect
3. If Clause Type 1
4. When Sentences

Unit 2

5. Simple Present
6. Simple Past
7. Question words as subject and as object

Unit 3

8. Possessive Pronouns
9. Who to, when to, why to, where to

Unit 4

10. Adjective - enough to
11. Can, could, should

Unit 5

12. Adjectives
13. Adverbs
14. Comparative and Superlative forms of Adverbs
15. Two-Word Verbs

DEVELOPING SKILLS

-A-

by: L.G. Alexander

Lessons

1. Word Order
2. Simple Present, Present Continuous
3. Simple Past
4. Present Perfect, Present Perfect Continuous
5. Articles
6. Simple Past, Past Continuous
7. Comparison of Adjectives
8. Review of Tenses
9. The Future
10. Past Perfect
11. Indirect Speech
12. Conditionals Type 1
13. Needn't
14. Have Got
15. May, Can, Could

16. Gerunds
17. Passive Voice
18. Verb - Prep. - Adj. - Prep
19. Review of Verb Forms, Gerunds
20. Wish-If only
21. Word Order
22. Simple Present Continuous
23. Simple Past
24. Present Perfect
25. Articles
26. Simple Past, Past Continuous
27. Comparison of Adjectives
28. Used to, Present Perfect
29. Requests with 'will'
30. Past Perfect
31. Indirect Speech
32. Had Better
33. Needn't Have
34. Have
35. Might Have
36. Gerunds
37. Passive Voice
38. Verb - Prep./Adj. - Prep
39. Might Have
40. Had Better
41. Word Order
42. Simple Present, Present Continuous
43. Simple Past
44. Present Perfect
45. Articles
46. Used to, Past Continuous
47. Comparison of Adjectives
48. Present Perfect Continuous, Simple Past
49. The Future (Going to)
50. Past Perfect
51. Indirect Speech
52. Conditionals with 'had' Type 3

53. Didn't Have to
54. Causatives Have/Get
55. Would Have
56. Gerunds
57. Passive Voice
58. Verb - Prep./Adj. - Prep
59. That should
60. Would Rather

PRACTICE AND PROGRESS

-A-

by: L.G. Alexander

Lessons

1. Who, What, How, Where, When
2. Simple Present, Frequency Adverbs
3. Simple Past
4. Present Perfect
5. Present Perfect, Simple Past
6. Plural Forms, Verb To Be (present)
7. Simple Past, Past Continuous
8. Comparison of Adjectives
9. Prepositions of Time
10. Passive Voice
11. Review
12. Simple Future (Will/Shall)
13. Future Continuous
14. Simple Past, Past Perfect
15. Indirect Speech
16. Conditionals Type I
17. Have Got, Have To
18. Have/Has
19. Might, Might Have
20. Without - Gerund
21. Passive (With have to/auxiliaries)
22. Prepositions
23. Review
24. Phrasal Verbs

25. Both-and, Neither-nor
26. Simple Present, Present Continuous
27. Irregular Verbs in Past Tense
28. Present Perfect-since
29. Simple Past, Present Perfect
30. Definite Article
31. Used to
32. A little, Less, A few, Fewer
33. Review
34. Passive Voice
35. Review of the Tenses
36. Going To (Future)
37. Future (Shall/Will), Future Perfect
38. Simple Past-Ago, Past Perfect-Before
39. Reported Questions
40. Conditionals Type 2
41. Musn't, Needn't
42. Have - Noun
43. Not Able To, Can
44. Gerund-Infinitive
45. Passive Voice
46. Verb - at/to/for/with
47. Tenses and Auxiliaries
48. Phrasal Verbs
49. Complex Sentences
50. Non-Conclusive Verbs in Simple Present
51. Simple Past
52. Present Continuous; Present Perfect Continuous
53. Present Perfect, Simple Past
54. Nouns after Singular Verbs
55. Would, Used to
56. A great deal, A great many, A lot of
57. In, With
58. Passive Voice
59. Revision of Tenses
60. Present Continuous (for future)
61. Future Perfect Continuous

62. Simple Past, Past Perfect Continuous
63. Reported Speech
64. Conditionals Type 3
65. Have To, Should
66. Causative Have
67. Was Able To, Managed To
68. Gerund
69. Passive Voice
70. Adjective - Preposition
71. Revision of Tenses and Modals
72. Phrasal Verbs
73. So - Such a/an
74. Simple Present, Present Continuous
75. Irregular Verbs in Simple Past Tense
76. Present Perfect, Present Perfect Continuous
77. Present Perfect Continuous, Simple Past
78. Definite Article with Countable and Uncountable Nouns
79. Past Continuous with 'while'
80. Superlative form of Adjectives
81. Prepositions
82. Passive by Agent
83. Revision of Tenses
84. Simple Present (Future Meaning)
85. Present Perfect (Future Meaning)
86. Past Perfect, Past Perfect Continuous
87. Indirect Questions
88. Conditionals Type 1, 2, 3
89. Had To, Should Have
90. Causative Have (Have somebody do sth. Have sth. done)
91. Could, Was Able To
92. Prepositions - Gerunds
93. Passive with auxiliary verbs
94. Verb - Prep. / Adj. - Prep.
95. Revision of Tenses
96. Phrasal Verbs

MODERN ENGLISH; EXERCISES FOR NON-NATIVE SPEAKERS

-A-

by: Marcella Frank

Part 1

1. Function of Nouns
2. Plural forms of nouns
3. Countable vs. noncountable nouns
4. Changing Verbs or Adjectives to Nouns
5. Forms of Personal Pronouns
6. Possessive forms of Pronouns
7. Reflexive Pronouns
8. Verbs
9. Changing Nouns to Verbs
10. Irregular Verbs
11. Simple Present Tense, Present Progressive Tense
12. Simple Past Tense, Past Progressive Tense
13. Future Tense, Future Progressive Tense
14. Present Perfect Tense, Present Perfect Progressive Tense
15. Present Perfect Tense vs. Past Tense
16. Past Perfect Tense
17. Future Perfect Tense
18. Passive Form of Verbs
19. Passive Form of Verbs that take two objects
20. Yes-No Questions
21. Questions with interrogative words (What, whose, which, how ...)
22. Auxiliaries
23. Verb forms with auxiliaries
24. Modal auxiliaries
25. Adjectives
26. Sequence of adjectives before nouns
27. Comparison of adjectives
28. Proper Adjectives
29. Adjectives from nouns-verbs
30. -Ing, -ed adjectives
31. Much-many, (a) little-(a) few, less-fewer
32. Adjectives used in the Comparison of nouns

33. Articles
34. Adverbs
35. Adverbs in mid-position
36. Adverbials in final position
37. Distribution of adverbials
38. Adverbs vs Adjectives
39. Prepositions (time, place)
40. Prepositional Objects
41. Preposition after adjectives
42. Verb-preposition combinations
43. Separable Verbs
44. Passive of verbs
45. Phrasal prepositions
46. Prepositions of cause, concession, condition
47. Like, As
48. Prepositions in adverbial word groups

ENGLISH GRAMMAR THROUGH GUIDED WRITING: VERBS

-A-

by: Lorraine Mc Clelland
Patrica Ann Hale

1. Subject Verb
2. The Complement
3. Word Order of a Sentence
4. Present Tense (Affirmative, question, negative)
5. Subject Pronouns
6. The Articles (a, an)
7. The Verb to be - Present Tense
8. Past Tense (Affirmative, question, negative)
9. The Verb to be - Past Tense
10. Regular and Irregular Verbs
11. Habitual Present Tense Time Words
12. Present Continuous Tense (Affirmative, question, negative)
13. The -ing Form of the Verbs
14. Past Tense and Habitual Present Tense

ENGLISH GRAMMAR THROUGH GUIDED WRITING: PARTS OF SPEECH

-A-

by: Lorraine Mc Clelland
Patrica Ann Hale

1. Nouns
2. Singular and Plural Nouns
3. Irregular Possessive Nouns
4. Pronouns
5. Subject Pronouns
6. Object Pronouns
7. Possessive Pronouns
8. Adjectives
9. Comparison of Short Adjectives
10. Comparison of Long Adjectives
11. Adverbs
12. Comparison of Adverbs
13. Adverbs and Adjectives
14. Prepositions
15. Prepositions that tell where/when

MEANINGS INTO WORDS (INTERMEDIATE)

-A-

by: Adrian Doff/Christopher Jones/Keith Mitchell

Units

1. There is /are; has/has got; location prepositions; have something done; non-defining relative clauses.
2. Will/Shall; going to: present continuous
3. Present simple active and passive; frequency adverbs and phrases; compound noun phrases
4. Direction prepositions; sequence adverbs
5. Past simple active and passive; sequence expressions; past time expressions
6. Present Continuous active and passive
7. Requests and offers
8. Present Perfect and Past tenses; Present Perfect and Present tenses; Present Perfect Continuous

9. Comparison of adjectives and adverbs; Superlatives
10. Present Perfect active and passive; time comparison; Used to; remember; would; not any more/longer
11. Active and passive gerund forms; 'like' and 'dislike' verbs
12. Past Continuous and Past Simple; Present Perfect and Past tenses; see/hear someone do/doing
13. Expressions of quantity; 'skill' expressions; Go - (-ing)
14. Basic advice structures; if/in case/ so that; predictions with 'might'
15. 'Origin' and 'duration' structures; 'since' with clauses
16. Phrases indicating precise location; in/on/at
17. Similarities and differences; I do too/I don't either/ So do I/Nor do I/both/neither/either/both ... and .../ neither ... nor ... /whereas
18. Make and Let; Modals of obligation and permission
19. If and Unless; will and going to; will be doing and will have done
20. Compound Noun Phrases; defining relative clauses; use for ing
21. Too/not enough - infinitive; so/such ... that ...
22. Past Continuous structures; Past Simple Participle structures; Past Perfect Simple
23. Should/shouldn't - infinitive forms; if - past tense; if - past perfect tense
24. Because/in order to/ so that; although/ even though/ in spite of/despite; because of

STEP AHEAD AN ENGLISH COURSE (I)

-A-

by: Michael-Walker

1. Verb to be
2. Questions with what, where, which
3. Pronouns; I, you, it, she, he, they, ...
4. How much ...? questions; this/that, these/those
5. When and how questions

6. Prepositions (in, at, on, under, in front of, behind)
7. Possessive adjectives
8. Tag questions
9. Future; will, won't
10. There is/there are
11. Imperative
12. Plural nouns; how many? questions
13. Prepositions (near, next to, opposite)
14. Object pronouns
15. Articles; a/an
16. Simple Present
17. Can/can't
18. Apologizing with "I'm sorry, but"
19. Have to/has to
20. Comparative-Superlative

STEP AHEAD AN ENGLISH COURSE (2)

by: Michael-Walker

-A-

1. Simple present; subject pronouns; wh words; ordinals, time
2. Present do forms; possessive adjectives
3. Have/has; possessive 's/s'
4. Was/were; count/mass nouns
5. Future tense, will/shall
6. Simple Past; had, had to
7. Regular and irregular verbs
8. Two-part verbs; adjectives from past forms
9. Passive Voice
10. Present progressive
11. Present progressive; going to; future
12. Past progressive
13. Comparatives and superlatives
14. -ing nouns
15. Reflexive pronouns
16. Couldn't, was going to do
17. Simple past, past progressive
18. Present perfect, past perfect

19. Possessive adjectives and pronouns

STEP AHEAD AN ENGLISH COURSE (3)

-A-

by: Michael-Walker

1. Noun plurals
2. Possessive pronouns/adjectives
3. Comparison of adjectives
4. Object/reflexive pronouns
5. Irregular verbs
6. Passive Voice
7. Verb - -ing forms
8. Adverbs
9. Relative pronouns
10. Present tense
11. Simple past tense
12. Be - ing

STEP AHEAD AN ENGLISH COURSE (4)

-A-

by: Michael-Walker

1. Passive forms
2. Modal can and equivalents
3. Used to/Use/Be Used to
4. Modal must and equivalents
5. Modal would
6. Do forms
7. Past progressive
8. Possessive adjectives/pronouns
9. Use of genitive
10. Articles a/an
11. Reflexive pronouns
12. Demonstrative pronouns/adjectives
13. Relative pronouns
14. Possessive forms
15. Modal - Present perfect

16. Conjunctions
17. Adverbs

ESL GRAMMAR EXERCISE BOOK (I)

-A-

by: Allan Kent Dart

1. Subject pronouns; the verb be
2. Contractions of subject pronouns and the verb be
3. Negative form of the verb be
4. Yes-no questions and answers
5. A and an
6. Adjectives
7. This, that, these, and those; possessive adjectives
8. Information questions; what, whose, where
9. Demonstrative adjectives; possessive pronouns
10. Proper nouns; noun subjects
11. Questions with noun subjects
12. Noun modifiers
13. Adjective phrases; the; in and on
14. Expletive there: how many
15. In (the) front of; in (the) back of
16. Close to, next to, far from
17. Uncountable nouns
18. Much versus many; some versus any
19. Information questions with how much and how many
20. Little versus big; (a) little versus (a) few
21. Quite a few versus a great deal of
22. No, none
23. The verb have
24. Yes-no questions and answers with the verb have
25. Information questions with the verb have
26. Information questions with what kind of and what color
27. The Simple Present
28. Infinitives after verbs
29. Would like - infinitive/noun
30. Infinitives after adjectives
31. Infinitives after nouns

32. Infinitives after for - noun (pronoun)
33. Adverbs of manner
34. The Present Continuous; present participles
35. Who and whom in information questions
36. Inseparable two-word verbs
37. Expressions of time
38. When, before, and after
39. Expressing future time with the simple present tense
40. Expressing future time with the present continuous tense
41. Compound pronouns and adverbs
42. Be going to - base form
43. Be going to - be - present participle
44. The Simple Past tense, be
45. Irregular past forms
46. Information questions with did
47. Frequency adverbs with be and other verbs
48. Almost, always, ever, never
49. Once in a while, from time to time, and on occasion
50. Ordinal numbers

SKITS IN ENGLISH

-A-

by: Mary Elizabeth Hines

Units

1. Present tense of To Be with this and that
2. The indefinite article
3. Present continuous tense with direct objects
4. Present continuous tense with indirect objects
5. Possessive adjectives and possessive pronouns
6. Possessive adjectives
7. There is
8. There are; How many
9. Was and Were
10. Simple Present
11. Question word review
12. Too, Either, and Neither
13. Comparatives in -er; Superlatives in -est

14. Comparative and superlatives
15. Simple Present contrasted with Present Continuous;
Can and Can't
16. Some and Any
17. Infinitives and Gerunds
18. Simple Present; Countables and Uncountables
19. Countables and Uncountables
20. How many; Need and Want
21. Simple Present with How much and How many
22. Simple Past
23. Irregular Past
24. Review; Simple Present; Simple Past; Present Continuous;
Was and Were
25. Direct and Indirect Objects with and without Prepositional
Phrases
26. Simple Future
27. Reflexive Pronouns
28. Verb Tense Review
29. Going to-Future
30. Present Perfect

ENGLISH LANGUAGE UNITS

-A-

General Editor: CE Nuttall

- Elided forms (auxiliaries and anomalous finites-affirmative)
by; SD Anderson/CE Nuttall/JPB Shepherd
- Elided negatives (auxiliaries and anomalous finites)
by; SD Anderson/CE Nuttall/JPB Shepherd
- Question-Word questions by; Gerry Abbott
- Answers to Negative Questions by; Norman Coe
- Question Tags by; Duncan Spencer
- Structural Problems of Regular Tense Forms by; Norman Coe
- Determiners; Articles by; RA Close
- Determiners Part 3 by; RA Close

- Contrast of Present Simple and Present Continuous Tenses
by; CE Nuttall/J Gaist
- Contrast of Present Perfect and Past Simple Tenses
by; CE Nuttall/J. Gaist
- The Past Perfect Tense (Including Contrast with Past Simple)
by; CE Nuttall/SD Anderson/JPB Shepherd
- Tense in Subordinate Clauses of Future Time by; CE Nuttall/
SD Anderson/JPB Shepherd
- Can, Could and Be Able to by; CE Nuttall/SD Anderson/JPB
Shepherd
- Must, Need and Have to by; CE Nuttall/J Gaist
- Indirect Statements by: JJ and MF Higgins
- Indirect Statements Part (2) by; MF Higgins
- Word Order in Indirect Questions by; SD Anderson/CE Nuttall/
JPB Shepherd
- Determiners; Quantifiers (Much, Many, etc.) by; RA Close
- The Infinitive of Purpose by; SD Anderson/CE Nuttall/
JPB Shepherd
- The Infinitive Without to after Certain Verbs
by; SD Anderson/CE Nuttall/JPB Shepherd
- Adjective - Infinitive by: JA Bright
- Comparison of Adjectives and Adverbs by; CE Nuttall
- The Passive Part 1 by; A Maley
- Conditional Clauses of Unreal Condition by; CE Nuttall/
J Gaist
- Tense Forms after Wish (Including wish and hope in contrast)
by; JB Heaton
- Relative Clauses by; GW Abbott
- Structures used with Phrasal Verbs by; J Gaist/CE Nuttall

LANGUAGE AND LIFE IN THE USA
AMERICAN ENGLISH FOR FOREIGN STUDENTS

-A-

by: Gladys G.Doty/Janet Ross

Lesson 1.

1. Present tense and present continuous
2. Subject-verb agreement
3. Questions with verb "to be"
4. Questions with do and does

Lesson 2.

5. Simple present tense and present continuous affirmative statements
6. Simple present tense and present continuous; negative statements
7. Interrogative words

Lesson 3.

8. Past tense and past continuous
9. Negative questions
10. Questions with interrogatives
11. Countable and uncountable nouns
12. Expressing time of day

Lesson 4.

13. Negatives with past tense
14. Use of a little and a few with countable and uncountable nouns
15. Use of much, many, few, little with countable and uncountable nouns
16. Uses of any, no, none, in negative statements
17. Uses of some, any, no, none, this, that, these, those in questions and statements

Lesson 5.

18. Expressing future with will and be plus going to
19. Shall and should in questions.

20. A and the as markers of nouns
21. Expressing place, direction, time, and manner with prepositional phrases.

Lesson 6.

22. Modification of nouns
23. Comparison of adjectives
24. Too and enough
25. Clauses that modify nouns
26. May and can

Lesson 7.

27. Reported requests
28. Reported commands
29. Preposition determined by the preceding word

Lesson 8.

30. Present perfect and perfect continuous
31. Use of for and since with present perfect
32. Verb - -ing constructions as modifiers of nouns
33. Expressing unreal present conditions with it

Lesson 9.

34. Past perfect and past perfect continuous verb forms
35. Position of time elements
36. Dates

Lesson 10.

37. Could, would, might as past tense
38. Could to express ability and permission
39. Would and could in reported speech
40. So that constructions
41. Verb - -ing constructions as objects

Lesson 11.

42. Passive voice
43. What or that introducing a clause used as object
44. May for permission and must for obligation
45. Must and may to express conjecture
46. Would like to, wish that, and want to to express wishes

Lesson 12.

- 47. Infinitives modifying nouns
- 48. Used to, be used to
- 49. Sentence connectors
- 50. Uses of for and of

Lesson 13.

- 51. Objective complements
- 52. Clauses used as subjects
- 53. Had better (not) and must (not)

Lesson 14.

- 54. It with unreal conditions in the past
- 55. It in conjecture about the future
- 56. Would rather and would like
- 57. Passive voice contrasted with active voice

Lesson 15.

- 58. Causative structures with got
- 59. Make (let, help, have) - verb
- 60. Get - noun - -ed (-en) form of verb
- 61. Conditional forms
- 62. Idiomatic expressions

STARTING ENGLISH

-A-

by: Joanna Gray

Units

- 1. To Be
- 2. Present tense
- 3. How old?/Which?/Who? questions; Question tags using the verb to be; much/many/a lot
- 4. There is/There are; a little, a few; any in questions and negative statements
- 5. Adverbs of frequency; possessive adjectives; have you got?
- 6. Adjectives; prepositions; present continuous

7. Comparative and superlative adjectives; possessive pronouns
8. Would you like?, do you like?; Present Continuous used as a future
9. Present continuous; Indirect questions
10. Do you know where ...?; "Can"; to want
11. Past tense of verb to be; past tense of regular and irregular verbs
12. Past Simple (negative forms); object pronouns
13. Going to as a future intention
14. Questions tags in the present and past simple; so do I, neither do I; I think so/I don't think so; I hope so/ I hope not
15. Present Perfect Simple
16. Have to
17. Would you?
Would you?
Would you?
18. Future Simple
19. I'd like to/Would you like to ...?
20. Present Continuous as a future form

DISCOVERING ENGLISH

-A-

by: Joanna Gray

Units

1. Simple Present; Question forms short responses; Question words How (old)?, What?, Where?, When?, Would you like?
2. Simple present; imperative form
3. Revision of simple past
4. Revision of Present Perfect; since and for
5. Going to Present Continuous as Future
6. Comparison of adverb and adjective; Countables/uncountables
7. Future tense for predictions
8. Modals (may, might, can, could)
9. Superlatives; Present Perfect with ever/never

10. Past continuous
11. Reported Speech with temporal clauses
12. Conditional type 1; Modals (should, should not)
13. Passive (past, present, present perfect)
14. Gerunds (verb - prep. - gerund)
15. Modals - be - Ving/adj.
16. Simple Past (revision) with if clauses type 2
17. Having something done; I think you'd better
18. Have/having; Having something done (revision)
19. Countables/Uncountables; some and any
20. Past Perfect; Reported speech; Reflexives

EXPLORING ENGLISH WORKBOOK

-A-

by: Hugh Templeton/Tim Blakey

Units

1. Simple Present/Present Continuous
2. Present Continuous as a Future
3. Simple Past
4. Simple Past with Ago
5. Some/any/no/a little/a few; How much/How many
6. Adjectives and Adverbs
7. Going to Future
8. Present Perfect
9. Present Perfect with since and for; Present Perfect Continuous
10. Comparatives and superlatives
11. Simple Future
12. Auxiliaries (Modals) I
13. Auxiliaries (Modals) I
14. Simple Past/Present Perfect
15. Past Simple/Past Continuous
16. Used to
17. To be/get used to - -ing
18. Future in the past
19. Past Perfect
20. Reported Speech I

21. Reported Speech II
22. First Conditional
23. The Passive
24. Phrasal Verbs
25. Verbs usually followed by the Gerund
26. Second conditional
27. First and second conditional questions
28. Must have/should have
29. Third conditional
30. To have/get something done

STUDYING STRATEGIES

-A-

by: Brian Abbs/Ingrid Freebairn with John Clegg/
Norman Whitney

Unit 1.

1. In case - present tense
2. I wish/if only-past perfect tense
3. Seems to ..

Unit 2.

4. Present perfect, simple past
5. Might/must have
6. Passive tenses

Unit 3.

7. Adjectives
8. Nouns
9. In spite of, although

Unit 4.

10. Simple past and continuous
11. Past participle

Unit 5.

12. Too - adjective
13. Whereas, however, on the other hand

Unit 6

14. by the time - past perfect

15. If clauses

Unit 7.

16. Have something done

17. to be used to

Unit 8

18. Time phrases and clauses

Unit 9

19. Present and past participle

20. Unless - present tense

Unit 10

21. Is said/thought to be ...

22. Unless/provided that/as long as

Unit 11

23. As a result of/because of

Unit 12

24. Future continuous

25. In order to/so as to

OPENING STRATEGIES

-A-

by: Brian Abbs/Ingrid Freebairn

Unit 1

1. Present simple; verb be - positive negative and interrogative

2. Personal pronouns; I, you, it

3. Preposition; in

Unit 2

4. Definite and indefinite articles

5. Adjectives

Unit 3

6. Prepositions of place

7. Conjunction; but

Unit 4

- 8. Gerund
- 9. Modal verb; can (ability)

Unit 5

- 10. Past simple tense
- 11. Imperative
- 12. Adverbs
- 13. Countable and uncountable nouns

Unit 6

- 14. Prepositions of time

Unit 7

- 15. Present continuous
- 16. Possessive adjectives

Unit 8

- 17. Verbs of frequency

Unit 9

- 18. Modal verb; can (possibility)
- 19. Be afraid - clause

Unit 10

- 20. Time adverbials with future reference

Unit 11

- 21. Imperatives - positive and negative
- 22. Would you like - noun?
- 23. Would you like - verb?

Unit 12

- 24. Adverbs of manner; formation with ly

Unit 13

- 25. Past simple; mixed regular and irregular verbs
- 26. Echoed questions

Unit 14

- 27. Future with going to - verb
- 28. Present perfect

GRADED EXERCISES IN ENGLISH

-A-

by: Robert J. Dixon

1. Verb to be, Present
2. Simple present tense
3. Possessive Adjectives
4. There is/There are
5. Verb to be, Past
6. Adjectives and Adverbs
7. Past tense
8. Indirect object
9. Relative Pronouns
10. Future with will
11. Prepositions
12. Infinitives
13. Present Continuous
14. Articles
15. Going to future
16. Future continuous
17. Much/many/some/any
18. Also/Too/Either
19. Present Perfect
20. Present Perfect Continuous
21. Past Perfect
22. Past Perfect Continuous
23. Must/Have to
24. Passive Voice
25. Supposed to
26. Used to
27. Would rather, Had better
28. Gerunds
29. Gerunds and infinitives
30. Future Perfect Tense
31. Direct and Indirect speech
32. Should/Ought to
33. Conditional sentences

34. Causatives
35. Exclamatory sentences
36. Emphatic sentences
37. Punctuation
38. Special Difficulties

CHANGING TIMES, CHANGING TENSES

A REVIEW OF THE ENGLISH TENSE SYSTEM

by: Patricia Wilcox Peterson

Units

1. The Present Tense
2. The Present Continuous Tense
3. The Present Perfect Tenses
4. The Past Tense
5. The Past Habitual Tenses
6. The Past Continuous Tense
7. The Past Perfect Tenses
8. The Future Tenses
9. The Future Continuous Tense
10. The Future Perfect Tenses

MAINLINE PROGRESS (A)

-A-

by: L.G. Alexander

Units

1. Co-ordinating conjunctions in compound sentences
2. Present Continuous in contrast with Simple Present
3. Simple Past tense of irregular verbs
4. Present Perfect, Simple Past contrasted
5. Past Continuous, Simple Past Contrasted
6. Be/get/become/look/seem - adj.
7. Request forms in relation to articles and determiners - nouns
8. Comparative forms of adjectives
9. Time and place constructions with to/at/from/in

10. Request patterns with shall/may/can/will/could/would
11. Passive with modal and auxiliary verbs;
be - past participle
12. If sentences (type 1)
13. Noun clauses after say/tell
14. Gerund after adj. - at/of/about
15. Gerunds and Infinitives after verbs of perception
16. Complex sentences; adverbial clauses of purpose
17. Future through present tenses
18. Simple Past with irregular verbs
19. Present Perfect Continuous, Simple Past contrasted
20. Used to
21. Passive Voice
22. Request forms in relation to determiners - noun
23. How - adj. and what - noun
24. Prepositions after certain verbs
25. Modal and auxiliary verbs
26. Passive (with modal and auxiliary verbs; be - past
participle)
27. If sentences (type 2)
28. Indirect speech
29. Gerund after verb - for/on/to
30. Gerunds and infinitives after nouns and adjectives

MAIN COURSE ENGLISH ENCOUNTERS

-A-

by: Ludy Gorton-Sprengler, T.C. Jupp, (Part A-Part B)
John Milne, Philip Prowse

Lessons 1-7

1. Personal pronouns; subject
2. Present simple tense
3. Questions with what, where, How for
4. Possessive Adjectives

Lessons 8-14

5. Present simple and imperatives
6. Verb to be

7. There is/are
8. Adjectives and adjectival phrases
9. Adverbials of place and time

Lessons 15-21

10. Negatives and questions with do
11. Requests with Can I/you?
12. Indefinite pronoun; one

Lessons 22-28

13. Want to - infinitive
14. Like, love, hate, go - ing form
15. Present continuous tense
16. Suggestions with let's

Lessons 29-35

17. Determiners; a/some/any/enough
18. Adverbials of sequence
19. Present continuous (Future arrangements)

Lessons 36-42

20. Simple Past tense
21. Questions with How long?
22. Comparative adjectives
23. Polite requests with I'd like to

Lessons 43-49

24. Questions with why
25. Infinitive of purpose
26. Future; going to, will
27. Past continuous

Lessons 50-56

28. Present Perfect
29. Personal wishes with I'd like to

Lessons 57-63

30. Indirect questions after Can you tell me ...
31. Suggestions with Shall
32. Present Perfect

Lessons 64-70

33. Adverbials of manner, place
34. Reflexive pronouns
35. Polite requests with Do you mind if
36. Offers with Would you like me to
37. Advice with you'd better ...

MAIN COURSE ENGLISH EXCHANGES

-A-

by: Ludy Gorton-Sprengler, Philip (Part A-Part B)

Prowse

Lessons 1-5

1. Present Simple tense
2. Present Perfect tense; recent past, with just, indefinite past, unfinished past with since and for
3. Want, would like, hope, intend, be going to - to - infinitive
4. Like, enjoy, prefer - gerund
5. Can, be able to
6. Direct and indirect question formation
7. Because, in order to, but, so

Lessons 6-10

8. Conditional sentences
9. Comparison sentences
10. Too - Adjective, not - Adjective - enough
11. Used to
12. Time clauses with until
13. Indefinite and possessive pronouns

Lessons 11-15

14. Passive voice
15. Reported request and commands
16. Obligation with ought to, should
17. Clauses with but, whereas
18. Sentence connectors

Lessons 16-20

19. Present Perfect Continuous

20. Future with will
21. Obligation and necessity with must, have (got) to, need to
22. Conditional sentences without if
23. Gerund as subject
24. Defining relative clauses
25. Adverbials of sequence

Lessons 21-25

26. Reported statements and questions
27. Past Perfect
28. Past Perfect Continuous
29. Possibility with may, could
30. Adverbials and prepositions of place and time

Lessons 26-30

31. Present perfect continuous contrasted with present perfect simple
32. Ability/permission with can/could
33. Make - infinitive (without to)
34. Pointing words; this, that, etc.
35. Relative pronouns

Lessons 31-35

36. Conditional sentences (type 2 and 3)
37. Causative verb; have
38. Had better
39. Both ... and/not and nor

Lessons 36-40

40. Passive - by - agent
41. Means with by - gerund
42. Phrasal verbs and prepositions

Lessons 41-45

43. Future in the past
44. Future continuous
45. Noun clauses introduced by what
46. Question tags

Lessons 46-50

47. Revision

SECOND BOOK IN ENGLISH

by: Robert J. Dixon -A-

Lessons

1. Past Continuous Time
2. Have to, Must; Should, Ought to
3. Past Perfect Time
4. Review of Future Time
5. Review of Verb Time, Simple Form
6. Review of Verb Time, Continuous Form
7. Possessive Pronouns
8. Sequence of Tenses
9. Say, Tell
10. Indirect Speech
11. Indirect Speech (Continued)
12. Passive Voice
13. Idiomatic Verb Phrases; Supposed to, Used to
14. Gerunds
15. Idiomatic Verb Phrases (continued)
16. Short Answer Form and Tag Endings
17. Auxiliary Verbs
18. Position of Adverbs
19. Conditional Sentences
20. Conditional Sentences (continued)
21. Conditional Sentences (continued)
22. Two-Word Verbs
23. Infinitives
24. Infinitives (continued)
25. Causative Form

USE OF ENGLISH

-A-

by: Leo Jones

1. Questions; Wh- and Yes-No questions
2. Simple Past, Past Continuous
3. Past, Present and Future
4. Requests and obligation
5. Advice and suggestions
6. Verb - verb; -ing and to ...
7. Verb - verb; -ing, to ... and that
8. Verb - verb; -ing or to ...?
9. Comparison
10. Reported Speech
11. Reported Speech; Questions and requests
12. Prepositional Phrases
13. Articles; a, the or \emptyset ?
14. If sentences Types 1, 2, 3
15. Relative Clauses
16. Adjectives and verbs - preposition
17. Passive Voice
18. Word Information; Verbs, adjectives and adverbs
19. Word Information; Abstract nouns
20. Quantity and numbers
21. Joining sentences
22. Phrasal and prepositional verbs
23. Word Order

MODERN ENGLISH; EXERCISES FOR NON-NATIVE SPEAKERS

-B-

by: Marcella Frank

Part II

1. Requests and commands
2. Exclamatory sentences
3. Joining sentences with conjunctive adverbs
4. Types of Adverbial Clauses
5. Conditional Clauses with Unless
6. Real and unreal conditional clauses
7. Conditional clauses beginning with were, had, should
8. Mixed time in unreal conditions
9. Adverbial clauses of result with so, such, such a ...
10. Adverbial clauses of manner
11. Adjective clauses
12. Case of relative pronouns introducing adjective clause
13. Relative pronouns as objects of prepositions
14. Relative pronouns patterning like some of which ..
15. Number of the verb after a phrase beginning with one of the ...
16. Noun Clauses
17. Sequence of tenses in noun clauses
18. Noun Clauses after Wish
19. That Clauses after verbs of urgency
20. Forms of Participles
21. Participial Phrases to express manner
22. Instructions with have - past participle
23. Forms of Gerunds
24. Gerund phrase objects of verbs
25. Gerund phrase objects of prepositions
26. Adjectives from adverbs in gerund phrases
27. Forms of Infinitives
28. Infinitive phrases as objects of verbs
29. Infinitive phrases as alternatives for adjective/
adverbial clauses

30. Infinitive vs gerund subjects
31. Infinitive vs gerund objects
32. Forms of abstract nouns
33. Changing adjective clauses to appositive phrases
34. "Complements" of appositive nouns and adjectives
35. Position of appositive phrases

MEANINGS INTO WORDS (UPPER-INTERMEDIATE)

-B-

by: Adrian Doff/Christopher Jones/Keith Mitchell

Units

1. Present Perfect and Past tenses; special Present Perfect structures; be used to
2. Look - adjective/like/as if; seem - infinitive
3. Past Perfect and Past tenses; non-defining relative clauses
4. Verbs and adjectives for expressing attitudes
5. Past duration structures; how long ...? ; for/until; in/by
6. Reported speech structures
7. Must/might/can't - infinitive forms; conditionals Type 2,3.
8. There's no point/it's no use/might as well
9. Information questions; indirect questions; tag questions; reported questions
10. I wish/If only - would/ Past tense/ Past Perfect tense; should (n't) have done; could/needn't have done
11. When - Past Simple and Past Perfect; as soon as; had only just ... when ...; no sooner had than
12. Numerical comparisons; comparisons involving different tenses
13. When - Present Simple and Present Perfect; Passive structures
14. Conditionals Type 1,2; if/unless/as long as/ provided that

15. Present Perfect, Present and Past tenses; suppose to;
Other passive reporting verbs
16. Revision

ESL GRAMMAR EXERCISE BOOK (2)

-B-

by; Allan Kent Darl

1. The Simple Present tense
2. The Present Continuous tense
3. Adverbs with the Present Continuous tense
4. Contrasting the Simple Present tense with the Present Continuous tense
5. The Simple Past tense
6. The imperative mood; please
7. Asking for permission with shall, may, and can
8. Let's; would you please
9. Reflexive pronouns as objects of prepositions and verbs
10. Direct and indirect objects
11. Pronoun objects
12. Separable and inseparable two-word verbs
13. Exclamatory sentences with how and what
14. Linking verbs
15. Adjectives versus Adverbs
16. One (s); which one (s); another; other (s)
17. Else; besides; beside
18. Can in yes-no and information questions
19. Very, too
20. Very/too - adjective - infinitive
21. too with for - (pro) noun
22. enough - Adj./Noun
23. Adj. - enough - Infinitive
24. Compound subjects and objects
25. Compound verbs; the Simple Present and Past tenses
26. Compound verbs; Present Continuous tense
27. Compound infinitives
28. Too and Either

29. Compound sentences with 'and' and 'but'
30. Complex sentences with 'because'
31. Polite suggestions and requests
32. Simple Past tense forms in main and time clauses
33. Past Continuous tense forms in main clauses
34. The comparative degree of adjectives
35. The superlative degree of adjectives
36. Must and Have to
37. The simple future tense
38. Will in future-possible conditional statements
39. The present perfect tense
40. Already, yet, recently, just, finally
41. Contrasting adverbs of indefinite time
42. Adverbs of indefinite time with the simple past tense
43. Never and ever
44. The duration of an event; since and for
45. (For) How long? questions
46. The simple present tense versus the present perfect tense
47. The present perfect continuous tense
48. Repeated events in the past with the present perfect continuous tense
49. Have been having
50. Commonly used irregular verbs

ENGLISH WORKSHOP SECOND COURSE

-B-

by: Fay Greiffenger

Chapter I

1. Nouns
2. Pronouns
3. Adjectives
4. Verbs; Linking Verbs
5. Adverbs
6. Prepositions and Prepositional Phrases
7. Conjunctions

Chapter 2

8. The simple subject and the verb
9. The direct object
10. Subject complements and linking verbs
11. Adverb or adjective?
12. Compound subjects and verbs
13. Simple and compound sentences

Chapter 3

14. Adjective clauses and relative pronouns
15. Clauses beginning with who, whom, whose, which and that
16. Placement of adjective clauses
17. Using adjective clauses

Chapter 4

18. The adverb clause
19. Adverb clauses and subordinating conjunctions
20. Placement of adverb clauses
21. Using adverb clauses

Chapter 5

22. Commas to separate words and phrases
23. Commas for dates and addresses
24. Apostrophes show possession
25. Apostrophes for contractions

Chapter 6

26. Sentence fragments
27. Clause fragments
28. Phrase fragments

Chapter 7

29. Proper nouns
30. Proper adjectives

Chapter 8

31. Pronouns as subjects
32. Pronouns as subject complements
33. Pronouns as direct object
34. Pronouns after prepositions

Chapter 9

35. A verb agrees in number with its subject
36. Problems with prepositional phrases
37. Questions; There and here sentences
38. Agreement with pronouns
39. Agreement with compound subjects

Chapter 10

40. Past, present, and future
41. Irregular verbs
42. Using sit and set correctly
43. Using lie and lay correctly
44. Bring or Take? Leave or Let?

ENGLISH WORKSHOP THIRD COURSE

-B-

by: John E. Warriner/Mary E. Whitten

Chapter 1

1. Review of nouns, pronouns, and adjectives
2. Helping verbs
3. Adverbs modify adjectives and other adverbs
4. Prepositions
5. Conjunctions

Chapter 2

6. Subject and predicate
7. Finding the subject
8. Practice in finding the verb and its subject
9. Sentence completeness

Chapter 3

10. Subject complements
11. Direct and indirect objects

Chapter 4

12. Adjective and adverb phrases
13. Adjective and adverb clauses
14. Noun clauses

Chapter 5

15. Phrase fragments
16. Subordinate clause fragments
17. Using end marks

Chapter 6

18. Capitals for geographical names
19. Capitals for special groups and events
20. Capitals for titles

Chapter 7

21. Commas for introductory words
22. Quotation marks
23. Apostrophes to show ownership

Chapter 8

24. Agreement of subject and verb
25. Subjects followed by a phrase
26. Subjects that follow verbs
27. Agreement of pronoun and antecedent

Chapter 9

28. Regular and irregular verbs
29. The verbs rise and raise
30. Consistency of tense

Chapter 10

31. Uses of nominative case; (subject, subject complement, object of the verb, object of a preposition)
32. Pronoun practice
33. Pronouns after than and as
34. Cumulative review

ENGLISH WORKSHOP REVIEW COURSE

-B-

by: John E. Warriner

Chapter 1

1. Nouns, pronouns, adjectives
2. Verbs, adverbs, conjunctions

3. Subject, verb, complements
4. Prepositions and phrases
5. Clauses; The kinds of sentences
6. Adjective, adverb, and noun clauses

Chapter 2

7. Standard capital-letter usage

Chapter 3

8. Standard punctuation usage

Chapter 4

9. Semicolon, quotation marks, apostrophe

Chapter 5

10. Correcting sentence fragments

Chapter 6

11. Subordination through adverb clauses
12. Subordination through adjective clauses
13. Subordination through phrases and appositives

Chapter 7

14. Placing phrase and clause modifiers
15. Giving pronouns clear antecedents

Chapter 8

16. Verbs with compound subjects
17. Collective nouns; words of amount

Chapter 9

18. Using nominative pronouns
19. Using objective pronouns
20. Using who and whom in questions
21. Using who and whom in subordinate clauses
22. Using pronouns in incomplete constructions

Chapter 10

23. Principal parts of irregular verbs
24. Using tenses correctly

ENGLISH THAT WORKS 2

-B-

by: K. Lynn Savage/Mamie How/Ellen Lai-shan Yeung

Lessons

1. How long? questions; compound sentences with too and either
2. Regular past tense verbs; complex sentences with before and after clauses
3. What kind of? questions; like and such as
4. Why? questions, complex sentences with because clauses
5. Adverb too before adjectives
6. Comparative adjectives
7. Respond to questions about transportation
8. How much? and How long? questions
9. When questions; modals should and will; if clauses
10. Superlative form of adjectives
11. Comparative form of adjectives of three or more syllables
12. How often? questions; adverb phrases to indicate frequency
13. Superlative adjectives that take most and least
14. Respond to orders
15. Pronoun/antecedent agreement for singular and plural nouns
16. Modal need to; adjective and noun word order
17. Modal shouldn't; when clauses; one and any; reflexive pronouns
18. Modals should and might; imperative; if clauses
19. When clauses; negative imperatives
20. How? questions; if clauses
21. Asking questions to get information about job requirements
22. Gerunds after preposition by
23. Before clauses; nouns after have to have
24. Relative clauses with who

25. Verb phrases after can and have; to be able to; who clauses
26. Adjectives after have to be
27. Adverb clauses with when; relative clauses with who; simple affirmative and gerund form of verbs
28. Responding to interview questions
29. Present perfect tense of verb to be; preposition since
30. Present perfect tense contrasted with simple past tense
31. Present perfect tense contrasted with past habitual
32. Past tense contrasted with present perfect continuous tense; any and some in questions and affirmative and negative statements

DEVELOPING STRATEGIES

-B-

by: Brian Abbs/Ingrid Freebairn

Unit 1.

1. Relative clauses with who, whose, where
2. Clauses of purpose with infinitive and so that

Unit 2

3. Relative clauses with which
4. Have got
5. Too and Enough

Unit 3

6. Should, have to, needn't
7. Comparatives

Unit 4

8. Past simple and continuous
9. Time clauses
10. Time markers
11. Used to

Unit 5

12. Review

Unit 6

13. Present Continuous

14. 1st conditional if - present tense
Unit 7
15. 2nd conditional if - past tense
Unit 8
16. Reported requests and commands
17. Reported statements with say
Unit 9
18. Reported speech with different verbs
19. Adverbs of manner
Unit 10
20. Review
Unit 11
21. Modal verbs
22. Clause of contrast
Unit 12
23. Modal verbs
24. Clause of results
Unit 13
25. I wish - past simple, - past perfect
26. 3rd conditional if - past perfect
Unit 14
27. Present simple passive
28. Past simple passive
29. Present perfect passive
Unit 15
30. Review

CURRENT ENGLISH GRAMMAR

-B-

by: Sylvia Chalker

1. Word order
2. Word Classes (parts of speech)
3. Sentence elements and verb types

4. Nouns (Mass, count, collective, proper)
5. Noun phrases
6. Determiners
7. Pronouns
8. Articles
9. Demonstratives
10. Quantifiers
11. Numbers
12. Order of Determiners
13. Verbs
14. Questions and negatives (Simple Tenses)
15. Be - Do - Have
16. The tense system
17. Complex tenses (Active-Passive)
18. Modals
19. Modals - perfect infinitive
20. Conditionals
21. Wishing
22. Present and past tense
23. Future tense
24. Adjectives
25. Adverbs
26. Prepositions
27. Prepositional phrases
28. Prepositional and phrasal verbs
29. Conjunctions
30. Subordinating conjunctions and adverbial clauses
31. Relative clauses
32. Nominal clauses
33. Indirect speech
34. Noun and verb phrase

ENGLISH GRAMMAR

-B-

by: Jake Allsop

1. Nouns
2. Nouns which occur only in the plural
3. Nouns which occur only in the singular
4. Words which can be either singular or plural nouns
5. Formation of nouns
6. The possessive form of nouns
7. Uses of the articles; 'an' or 'the'
8. Uses of the articles; with 'the' or without 'the'
9. Demonstratives
10. Quantifiers with mass and count nouns
11. Quantifiers as pronouns
12. Some, Any, Much, Many
13. Either and Neither
14. Adjectives
15. Types of Adjectives
16. Formation of Adjectives
17. Order of Adjectives
18. Comparison of Adjectives
19. Personal pronouns, possessive pronouns
20. Subject pronouns, object pronouns
21. Reflexive/emphatic pronouns
22. Interrogatives: who (m), which, what, whose
23. Relatives; who (m), which, whose, that
24. Prepositions (space, time)
25. The pattern verb - preposition
26. Verb forms
27. Active and passive
28. Simple and continuous
29. Formation of questions
30. Formation of verbs
31. The present tenses

32. The past tenses
33. The perfect tenses
34. Imperatives
35. Meaning and uses of the passive
36. Future tense (will/shall)
37. Future continuous
38. Future perfect
39. Future with 'going to'
40. Other ways of expressing the future
41. Modals (can, could, be able to, may, might,)
42. Condition; if sentences
43. Phrasal verbs
44. Word order in phrasal verbs
45. Adverbials of time
46. Adverbials of place (movement and location)
47. Adverbials of manner
48. Prepositional phrases
49. Order of different types of adverbials
50. Sentence patterns
51. Patterns with intransitive verbs
52. Patterns with transitive verbs
53. Conjunctions; and, but, so, (n) either (n) or, or ...
54. Sequece of tenses in reported speech
55. Relative clauses (defining and non-defining)

ENGLISH GRAMMAR EXERCISES WITH ANSWERS

-B-

Units

1. Nouns
2. The articles and demonstratives
3. Quantifiers and distributives
4. Adjectives
5. Pronouns
6. Prepositions
7. Verb forms
8. Verbs; meaning and use

- 9. The future
- 10. Modals
- 11. Phrasal verbs
- 12. Adverbials
- 13. Sentence patterns
- 14. Sentence construction



- 13) What would you like to do when faced with such a problem?
- a) Ask a teacher - 32
 - b) Be able to cope with it myself - 7
 - c) Review in class - 9
 - d) Other sources - 4
- 14) Do you do anything to improve your English besides studying your assigned lessons?
- a) No - 16
 - b) Yes - 33
- 15) If your answer is 'yes', what do you do?
- a) Talk to foreigners - 10
 - b) Listen to cassettes - 9
 - c) Watch films - 2
 - d) Read books/magazines/newspapers - 26
 - e) Translations - 3
 - f) Give private courses - 2
- 16) Do you believe that the school should provide a self-access aid program for students who need it?
- a) No - 3
 - b) Yes - 47
- 17) How do you suppose this out-of-class activity should be? (written/oral-lab.)
- a) Written - 21
 - b) Oral-lab - 45

APPENDIX IV

SAMPLE COMPOSITIONS WRITTEN BY FIRST, SECOND AND THIRD-YEAR STUDENTS

A BICYCLE

What is a bicycle? It is a vehicle which is made of from metal, rubber and vinyl. It has 5 parts; frame, seat, handlebars, pedals and wheels. You sometimes sit on seat, put handson handlebars and maintain balance. The primary use of a bicycle^{is} for transportation, but it is a kind of machine for short distance. In addition^{to} being used for transportation, a bicycle has many other uses. It can be used for pleasure, especially children fond of ^{riding} to ride it for please. It could be used for the person who needs to do exercises. It could also be used for sport. A bicycle isn't a simple object and it can be used in many different ways.

CHANGING MY BEHAVIOURS TOWARDS MY BROTHERS

My brothers are now my closest friends and helpings. When I was a child, however; I thought they were very small as to be ^a friend or to be helping. I mean, I wouldn't share much thing with them. I ^{thought} myself as a big person towards them. Because, I was elder than them. So, I didn't take them ^{with me} when I left the house. Because they were too small and they needed being look after by my mother.

7
6
What a strengt thing was that if I went to anywhere with them, I thought some people would ^{treat} behave me as a child too. Because I were with my small brothers, That idea was just stupidly thing. However; I thought so by that time.

In addition to that, I thought when I was a child I was much more strongly than my brother. But now, I don't think so. They are as strong as me. Even, I dare to wrest with them.

Both my brother have grown up now. They became as a man. I don't think that when I was a child any more. They are my closest friends. They have life experiences, too. As a result of the fact that, we go to anywhere alltogether. We share a lot of things. I regard more than the old. I behave more respectly to their ideas as much as a big man. I don't bore to be alltogether with them. I go to fish, play football, and watch movie.

However, my some behaviour didn't charge towards them. When I was child and now I keep them from some bad persons and thing. I advice them to do always truths.

THE FACTS INSIDE CLOTHES

From the out look appearence, we can easily understand one's character and we can easily judge him/her. Clothes often tell a lot about a person. Does she aggressive, or is

she sociable or is she shy or is she a student or is she a housewife or is she a doctor or is she a teacher. If you are a little bit carefully person, you can easily understand their characters from their clothes.

If it is driven to your attention, you know that a student always wears blue-jean and sport shoes, or sport clothes. Because it is usual clothes; and it is very comfortable. But on the other hand, in the schools you can see some girls or some boys who wear very colorful clothes. You shocked, and you can think that she likes drive attention. She fond of people who always look her always talking her, shortly always interest her. Besides some boys always wear black glasses, black leather jackets and black leather shoes. Such a these boys like drive attention too. They always like to meet beautiful attractive girls. Because they like to be attractive and they want a girlfriend who attractive like himself. On the other hand, some boys with colorful clothes are very strange. You think that if he is a homosexual or not. Because in normal conditions, a man never wears very colorful clothes.

There are some women that they always wear sexual clothes. They wear very big ear-rings or rings. They comb their hair very strange. They are the women who like drive attention and who like become a sexy woman, Besides there are some women who wear blue-jean or sports clothes. They are modern women. There are some men. They always wear suit

wherever they go. They are serious person. They never like jokes, they don't fond of being joyfull but besides some men, wear unserious clothes even they go to their work. They are joyfull and unserious men.

Some people always wear very cleaned and ironed clothes. They are tidy person. They don't like in order thinks. But some of them wear dirty clothes. They are untidy person. From these things, it is very easy to understand one's character. On the other hand, in some cases, you can easily understand whether she is rich or not. If she wears expensive and very good clothes, she is told to be a rich person.

Shortly, from the clothes, the characteristic things can be told about someone easily.

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