

CONTENTS

| Acknowledgements | | viii |
|---------------------------------|---|--|
| Ι | What is taught may not be what is learnt: Some preliminary questions | 1 |
| 1.1 1.2 1.3 1.4 1.5 | Some questions about tags Some questions about questions Some questions about learning Learning processes Some questions about language Summary | 2 5 6 8 16 |
| 2 | Grammar and lexis and learning | 23 28 |
| 2.6 2.7 2.8 | The grammar of structure The grammar of orientation Pattern grammar Class Lexical phrases and frames Collocation Words Summary | 29 34 37 41 43 46 45 |
| 3 | Developing a teaching strategy | 50 |
| 3.I 3.2 3.3 | Tasks and communicative purpose Language focus and learning processes Summary | 52 59 68 |
| 4 | The grammar of structure | 69 |
| 4.1 4.2 4.3 4.4 4.5 | Clauses: Structure and pattern The noun phrase The verb phrase Specific structures Summary | 69 74 90 91 92 |

| 5 | The grammar of orientation: The verb phrase | 94 |
|--------------|--|------------|
| 5.1 5.2 | What is orientation? The 'traditional' pedagogic description of the verb | 94 94 |
| 5.3 | A systematic description Using the grammatical description | 99 |
| 5·4 5·5 | Summary | 124 |
| 6 | Orientation: Organising information | 126 |
| 6.1 | Definite and indefinite articles | 127 |
| 6.2 | Building grammatical systems | 129 |
| 6.3 | Devices for organising text | 132 |
| 6.4 | Summary | 140 |
| 7 | Lexical phrases and patterns | 142 |
| 7 . 1 | What is a lexical phrase? | 142 |
| 7.2 | Polywords | 145 |
| 7.3 | Frames | 146 |
| 7.4 | Sentences and sentence stems | 147 |
| 7.5 | Patterns | 148 |
| 7.6 | Making learners aware of lexical phrases | 160 161 |
| 7·7 7.8 | Teaching phrases and patterns Summary | 166 |
| 8 | Class: The interlevel | 168 |
| | Grammar and lexis | 168 |
| 8.1 8.2 | Class and structure | 168 |
| 8.3 | Class and orientation | 178 |
| 8.4 | Summary: Class and the lexical syllabus | 184 |
| 9 | The grammar of spoken English | 186 |
| 9.1 | Spoken and written language: Some differences | 186 |
| 9.2 | Teaching the spoken language | 198 |
| 9.3 | Summary | 210 |
| 10 | A final summary | 212 |
| 10. | Language learning and language development | 212 |
| 10. | 2 'Learning how to mean' | 213 |
| | 3 Individual priorities | 2.1.4 |
| | 4 The communicative framework | 215 |
| | 5 Language description and learning processes | 217 |
| | 6 Implications for teaching | 219 |
| 10. | 7 An integrated model | 2.2.2 |

νi

10.8 Implications for syllabus design 10.9 In the meantime ...

References

Subject index

Name index

229 238

Contents

222

225

227