

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)

## Subject index

### A

academic English 160, 182  
 accent 19  
 accuracy, *versus* spontaneous use 18, 20, 215  
 additive, spoken language as 192–93, 203  
 additives 78  
 adjectives  
   comparative and superlative 84  
   evaluative 38, 41  
   and intensifiers 84  
   *it* + *BE* + *adjective* + *to*-infinitive, pattern 37–39, 41  
   and mitigators 84, 178  
   in noun phrase structure 33, 84  
   ordering of 84  
   as word class 177, 178  
 adverbials  
   broad negative 41, 175–76  
   in clause structure 29–30, 32–33, 114, 170, 171  
   learning processes involved in 171–75  
   as polywords 146  
   sentence 170–71  
   and tense forms 181–82  
   used to change topics 170–71  
   and verb meaning 181  
   in verb patterns 72–74, 170, 172  
   in verb phrase 178, 179–82  
 appropriateness 18  
 article system  
   and consolidation 132, 141  
   definite *versus* indefinite articles 78, 127–29  
   determiner and referential systems, integrating with 131–32  
   and exploration 131–32, 141

and first language interference 128–29  
 and improvisation 132  
 and proper nouns 10  
 and recognition 131, 132  
 reference chains, identifying 132  
 routines, use of 129, 131  
 rules-of-thumb, offering 129–30  
 and system building 131, 132  
 use as matter of choice 130–31  
 aspect  
   failure to deal with 97–98  
   and verb phrase 90–91  
   *see also* continuous forms; perfect tense forms  
 attitudinal adjuncts, position of 74  
 auxiliary, dummy *do* 5–6, 24–26, 91–92, 212, 218

### B

business English 161

### C

CANCODE corpus 193  
 class  
 centrality of concept of 168  
   and clause structure 169–76  
   closed classes 84–85  
   and determiner system 178  
   identification of 41  
   importance as interlevel 47–48  
   and language description 218–19  
   and learning processes 47–48, 66–67, 219  
   and lexical syllabus 184–85  
   as link between grammar and lexis 42–43  
   and noun phrase 176–77  
   and noun phrase structure 176–78

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)*Rules, Patterns and Words*

- as organisational principle 43
  - sequences of patterns, predictability of 168, 169
  - structure, as product of choice of words 42, 168
  - teaching decisions about 41
  - text organisation devices 179, 182–84
  - and verb phrase 178, 179–82
  - clause structure
    - and adverbials 29–30, 32–33, 171–75
    - basic elements of 30
    - circumstantial elements of 70
    - and language processing as linear process 70–71
    - and lexical syllabus 184
    - link verbs 169–70
    - noun phrase as subject of 30
    - pedagogic corpus, exploitation of 174–75
    - reconstruction activity 174
    - rules for 69–70
    - subject, requirement for 30–32
    - teaching and learning 71–74
    - verb classes, meanings and pattern grammar 30, 70, 169
  - clefting 36, 135, 136, 148, 182
  - coherence *see* text organisation devices
  - collocation 12, 45–47, 66–67, 219
  - colloquial forms 188
  - communicative activities 26
  - communicative framework, and language use 220–21
  - see also* tasks, and communicative purpose
  - comparative adjectives 84
  - consolidation
    - and article system 132, 141
    - and language 22, 23, 24, 25
    - learning how to mean 213–14
    - and planning stage 216–17
    - and quantifiers 81
    - and verb patterns 72
    - and verb phrase 120–21, 124
    - see also* learning processes
  - continuous forms
    - ing forms, use of 104–6
    - and duration 105
    - and false generalisations 95–98, 104, 117–18, 179–80
    - and interruptedness 96–98, 105, 111
    - and perfective forms 90–91
    - present simple/continuous contrast 10–11, 95–96
    - and progressive change 105
    - and repeated actions 105
    - and stative verbs 179–81
    - and temporariness 95–96
    - see also* aspect; gerunds; perfect tense forms
  - corpus data 148, 181, 193
  - see also* pedagogic corpus, exploitation of
  - countable and uncountable nouns 9, 12–13
  - and collectives 83
  - and determiners, specific and general 77–78
  - and grammar of orientation 41–42
  - and quantifiers 78–79
  - and quantitatives 82, 83
  - as word classes 177
- D
- definite article 78
  - see also* article system
  - delexical verbs 183–84
  - demonstratives 78, 136
  - determiners 136, 178
    - and article system 131–32
    - as closed class 84
    - and grammar of orientation 34
    - in noun phrase structure 33
    - and quantifiers 78–80
    - recognition of 78–79
    - specific and general 77–78
  - developmental process, assisting 212
  - dictionary practice exercises
    - lexical phrases 165
    - quantitatives and collectives, learning 83–84
  - directions, as basic routine 196–97
  - discourse markers 158, 206–7
  - do (dummy auxiliary) 5–6, 24–26, 91–92, 212, 218

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)*Subject index*

double object verbs 39–40  
duration, and continuous aspect 105

**E**

ergative verbs 183  
errors  
    acceptance of 39, 112–13  
    difficulty eradicating 6–7, 212  
evaluative adjectives 38, 41  
explanation, use of 92, 93  
exploration  
    and acquisition of structure 92  
    and adverbials, learning processes  
        involved in 171–75  
    consciousness-raising activities 14  
    and critical analysis of familiar texts  
        131–32, 136–38, 141  
    encouraging activities for 219  
    and foreign language environment 13  
    future, talking about 118–21  
    grammatical systems, subtlety of  
        13–14  
    and language description 218  
    and language elements 66–67  
    and natural texts 224–25  
    and patterns 40, 47  
    promoting 63–64  
    review of *-ing* exercise 123–24  
    review of *would*, exercise 121–22  
    rules, imprecision of 13–14  
    stative verbs, and continuous tenses  
        180  
    unconscious processes 14, 15, 26  
    variation of verb forms, exploiting text  
        containing 118–21  
    and verb phrase 72, 118–24  
    *see also* learning processes

**F**

first language forms, use of 9, 10, 18, 21  
first language interference, and article  
    system 128–29  
first *versus* second language learning  
    17–18  
fluency  
    *versus* accuracy 18, 20, 215  
    and ready-made chunks 43–44, 47,  
        142–44, 149, 150

form/function composites 147–48  
formulaic phrases 161, 194–96, 207–8  
frames 146–47  
    degree of variation within 44–45  
    productive features of 45  
    ready-made chunks 43–44, 142–44  
frequency adverbs, position of 74, 170,  
    172  
frequency lists 223  
functional grammar 20  
functional syllabus 161, 166, 207–8  
future, talking about 101  
    present tense forms 102  
    *will*, uses of 102–4  
    *see also* modal verbs

**G**

gapped exercises 138–39  
generalisations 18, 39, 95–98, 103–4,  
    117–18, 179–80  
gerunds 76–77, 106, 157–58, 166  
grammar and lexis, relationship between  
    28–29, 48  
grammatical range, concept of 93  
grammaticisation exercises 65, 120

**H**

hypothesis, use of past tenses for 101

**I**

*-ing*-forms 158–60, 162–63, 178  
    *see also* continuous forms; gerunds  
ideational metafunction 20  
improvisation 72  
    and adverbials 114, 171  
    and article system 132  
    errors, acceptance of 112–13  
    and language 21–22, 23, 24, 25  
    and language use task 54  
    and learning how to mean 213–14  
    and lexical syllabus 184  
    stative verbs, and continuous tenses  
        180  
    and task phase 216–17  
    tense forms, presentation of 113–14  
    time adverbials, introduction of 114  
    and verb phrase 112–14, 124  
    *see also* learning processes

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)*Rules, Patterns and Words*

indefinite article 78  
*see also* article system  
 individual priorities, balance between 214–15  
 intensifiers  
   and adjectives 84  
   as word class 177, 178  
 interpersonal metafunction 20  
 interruptedness, and continuous aspect 96–97, 105  
 intonation 36  
*It + BE + adjective + to*-infinitive, pattern 37–39, 41  
*it/there* ‘dummy subject’ 30–32, 158

## J

jumbled sentences 138

## L

language description 217–19  
 language learning, assumptions about 1–2  
 language production, complementary purposes in 20, 26  
 language use activities 49, 52–56, 220–21  
*see also* spontaneous language  
 learning  
   integrated model of 222  
   questions about 6–8  
 learning processes  
   and grammar of structure 48  
   and language elements 66–67  
   language use, opportunities for 24–26, 220–21  
   and making mistakes 6–8  
   and orientation 66–67, 219  
   and phrases 66–67, 219  
   promotion of 15–16  
   and specific structures 91–92  
   and spontaneous use 24–25  
   and structure 8, 66–67, 219  
   system of meanings, language as 23  
   and teaching strategies 26  
   and verb phrase 112–21, 124  
*see also* consolidation; exploration; improvisation; recognition; rehearsal; system building  
 lexical phrases

awareness of  
 cleft and pseudo-cleft sentences 148  
 defining 142–44  
 form/function composites 147–48  
 with gerunds, infinitives and clauses 157–58, 166  
 and highly frequent words 149  
 identification of 161, 166  
 numbers of 162, 166  
 in own language 160, 165  
 pedagogical importance of  
   pivotal words and patterns, and clues to meaning 150–51  
 ready-made chunks, and fluency 149, 150  
 vocabulary organisation, productive approach to 151  
 phrasal verbs 147  
 polywords 144, 145–46  
 predictable sets 148–49  
 with prepositions 152–55  
 recognition 155–56  
 system building exercises 156–57  
 pronunciation practice 160  
 sentences and sentence stems 144–45  
 teaching of  
   categorisation activities 155–56, 161, 162–64, 166  
   less predictable patterns, working with 164–65  
   pattern, focusing on 162–64  
   pedagogic corpus, using 163, 165, 166–67  
   types of 144–45  
*see also* frames; vocabulary learning  
 lexical syllabus 184–85  
*see also* pedagogic corpus  
 lexical *versus* structural words, learning of 17, 21, 212  
 lexis, learning *see* vocabulary learning  
 link verbs 169–70  
 listener/reader, concern for 20, 26, 57, 68, 214–215

## M

manner adverbs, position of 74  
 materials, supplementing of 225  
 materials writing, process of 223–24  
 meaning, learning 16–18, 23, 213–14

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)*Subject index*

meaning expansion strategies 17–18  
 meaning system, internationally  
   negotiable 18  
 measurers 82–84, 161, 177, 178  
 memorisation 9, 93  
 message, getting across 20, 26, 57, 68,  
   214–15  
 metafunctions, of language 20  
 metaphorical use of words 134, 140–41,  
   183  
 methodology, key features of 215  
 mitigators, and adjectives 84, 178  
 modal verbs  
   ability 110  
   certainty, degrees of 109–10  
   deduction 110  
   hypotheses and conditions, expression  
     of 110–11  
   instructions and requests 110  
   intentions 110  
   obligation/duty 110  
   obligation/necessity 110  
   offers and invitations 110  
   past habits 110  
   past tense forms, and politeness  
     100–101, 111  
   and perfect tense forms 108–9  
   permission 110  
   possibility 102–3, 110  
   prediction 102–3, 110  
   semi-modal verbs 91  
   suggestions 110  
   verb phrase 91  
   volition 110

**N**

narrative development 196, 208–9  
 negative forms 91–92  
 newspaper English 160  
 notional syllabus 161, 166  
 noun + *of* + *V-ing* pattern 40, 41  
 noun phrase  
   adjectives, with nouns 84  
   basic structure of 33  
   circumstantial elements 75  
   closed classes 84–85  
   collectives 82, 83–84  
   complexity of 74–75, 86–87  
   determiners

  and quantifiers 78–80, 81–82  
   specific and general 77–78  
 elements, ordering of 33–34  
 embedded structures 75–77  
 gerund in 76–77  
 and lexical syllabus 184  
 measurers 82–84  
 noun modifiers 85–86  
 partitives 82, 161, 177, 178  
 postmodification 86–90, 177–78  
 quantifiers 78–81  
 quantitatives 82–84  
 word classes 176–77

**O**

orientation systems  
   determiners 34  
   difficulty mastering 36–37, 94, 118  
   guidelines for learning of 68  
   and learning processes 66–67, 219  
   stative verbs 42  
   tense system 34  
   uncountable nouns 41–42  
   *see also* text organisation devices; verb  
   phrase

**P**

passive voice, use of 36, 109, 218  
 past participle form 106–9  
 past simple/past perfect contrast 13–14,  
   26, 218  
 past simple/present perfect contrast 114,  
   181–82  
 pattern grammar  
   double object verbs 39–40  
   and learning processes 66–67, 219  
   noun patterns 40  
   patterns, and word meaning 31,  
     37–40  
 pedagogic corpus  
   exploitation of 163, 165, 166–67,  
     174–75, 223–25  
   and syllabus design  
     body of language, growing  
       familiarity with 225  
     corpus of texts, processing for  
       meaning 223  
     grammar, identifying elements of  
       223–24

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)*Rules, Patterns and Words*

- language-focused activities, design of 223
  - level of difficulty, ordering by 223
  - lexical items, selection of 223
  - materials, supplementing of 224
  - materials writing, process of 223–24
  - natural texts, selection of 223, 224–25
  - texts, analysing for lexical items coverage 223
  - topics, selection of 223
  - perfect tense forms
    - and continuous forms 90–91, 106–7
    - experience up to established time 106–9
    - past simple/past perfect contrast 13–14, 26, 217
    - past simple/present perfect contrast 114, 181–82
    - problematic nature of 99
    - see also* aspect; continuous forms
  - phrasal verbs 147
  - phrases, and learning processes 66–67, 218
  - plural nouns, as word class 177
  - politeness
    - and length of utterances 19–20
    - and remote tense 100–101, 111
  - polywords 144, 145–46
  - possessives 78, 203–4
  - postmodification, in noun phrase 33, 86–90, 177–78
  - prepositional phrases of place 71
  - prepositions 84, 152–57
  - present continuous *see* continuous forms
  - present simple/continuous contrast 10–11, 95–96
    - see also* continuous forms
  - pro-drop languages 30–32
  - proper nouns, and use of article 10
  - pseudo-clefting 135, 136, 148
  - public performance 57
- Q
- quantifiers
    - production of 79–81
    - recognition of 78–79
    - as word class 176–77
  - quantitatives 177, 178
  - question forms 4–6, 91
  - question tags 2–4, 196
- R
- ready-made chunks, and fluency 43–44, 47, 142–44, 149, 150
  - recall activities 62–65
  - receiver-friendliness 185
  - recognition 24, 25
    - adverbials, learning processes involved in 171
    - and article system 131, 132
    - of determiners 78–79
    - grammar-focused exercises 115–16
    - grammatical items 10
    - and language description 218
    - and language elements 66–67
    - levels of 9, 218–19
    - of lexical items 9
    - of lexical phrases 45, 155–56
    - of patterns 40, 47
    - of prepositions 155–56
    - versus* productive use 116–17
    - promoting 59–61, 68
    - and salience 8–9
    - stative verbs, and continuous tenses 180
    - and verb patterns 72
    - and verb phrase 115–17, 124
    - see also* learning processes
  - referential system 11–12, 63, 126–27, 131–32
  - rehearsal 14–15, 66
  - relative clauses 91–92, 136
  - relexicalisation 22
  - reported questions 5–6, 157–58
  - rote learning 9
  - routines, development of 15
  - rules, as regulative and subservient 51, 142, 144
- S
- self-presentation 20, 26, 57, 68, 214–15
  - sentence adverbials 170–71
  - specific structures 91–92
  - spoken language
    - as additive 192–93, 203
    - as appearing untidy 191–92

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)*Subject index*

- colloquial forms 188
  - difficulty of gathering data on
    - 190–91
  - discourse markers 206–7
  - evaluations 205–6
  - fillers, use of 187–88, 190, 203
  - formulaic exchanges 194–96, 207–8
  - interactions, listening to 204–5
    - as interactive 189–90, 193–94, 205–7
  - repetition, use of 188, 190, 193, 203
  - standards, applying appropriate 200
  - topic-comment structure 188, 192–93
  - typical routines, establishing 196–97, 208–9
  - ungrammatical utterances 189, 190
  - vague language 188, 190, 197–98, 209–10
  - words and phrases, omission of 189, 192
  - versus* written language 190, 191
    - different functions of 203
    - quantifiers and possessives activity 203–4
    - spoken to written language activity 201
    - study of language, as topic to talk about 210
    - transcripts of natural language, using 200
    - written to spoken language activity 202–3
  - spontaneous language
    - difficulty processing 199
    - difficulty teaching 198
    - learning how to mean 214
    - and learning of structures 1–2
    - learning processes, stages of 24–26
    - and mistakes 7–8, 23
    - and question tags 3–4
    - and questions 5–6
  - spontaneous recordings, for classroom use 199, 210
  - stative verbs 42, 71, 179–81
  - subject, ‘dummy’ *it/there* 30–32, 158
  - superlative adjectives 84
  - syllabus design 221, 222–25
    - see also* functional syllabus; notional syllabus; pedagogic corpus
  - system building 24–26
  - adverbials, learning processes involved in 171
  - article system 131, 132
  - conscious processes, and help from teacher 10–11, 15
  - explanation and exemplification 219
  - generalisations, demonstration of 117–18
    - and language description 219
    - and language elements 66–67
    - and learning how to mean 212
    - and lexical phrases 156–57
    - and patterns 40, 47
    - and prepositions 156–57
    - promoting 62–64, 68
    - and quantifiers 81
    - routines, learning 11–12
    - rules of thumb, providing 11
    - stative verbs, and continuous tenses 180
    - and verb patterns 72
    - and verb phrase 117–18, 124
  - vocabulary and grammatical patterns, inseparability of 11–13
    - see also* learning processes
- T
- tags, questions about 2–4, 196
  - task-based framework *see* communicative framework
  - tasks, and communicative purpose
    - development *versus* form 57, 68
    - language use stage 52–56
    - lexis, as basis of communication 55–56
    - planning stage 56–57, 59
      - and consolidation 216–17
    - reading stage 58, 59
    - report stage 57, 59
    - consolidation and spontaneous use 216–17
    - sentence construction *versus*
      - communicative purpose 52
    - task phase, and improvisation 215–17
    - vocabulary input 55–56, 59
  - TBL *see* text-based learning approach
  - teaching strategy, developing
    - communicative capacity, and attention to form 51, 68

Cambridge University Press

978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching

Dave Willis

Index

[More information](#)*Rules, Patterns and Words*

- controlled practice 65–66, 67
  - exploration, promoting 63–64
  - grammaticisation 65
  - improvisation 50
  - language focus, and learning processes 59–67
  - lexical phrases, and communicative competence 50–51
  - message, assembly of 51
  - motivation 65–66
  - orientation, development of precision in 50
  - progressive deletion activity 63–64
  - recognition, promoting 59–61, 68
  - rules, as regulative and subservient 51
  - system building, promoting 62–64, 68  
*see also* tasks, and communicative purpose
  - temporariness, and continuous aspect 95–96, 105, 181
  - tense system, orientation function of 34
  - text-based learning approach 214
  - text organisation devices 179
    - addition markers 182
    - clefting 36, 135, 136, 148, 182
    - consolidation 141
    - contrast markers 182
    - delexical verbs 183–84
    - ergative verbs 183
    - exploration, and critical analysis of familiar texts 136–38, 141
    - focusing words and phrases 135–36, 140
    - fronting 134, 135, 140
    - and grammar of orientation 34–36
    - improvisation 140
    - lexical choice 134–35
    - logical connectors, use of 134, 135, 136, 140
    - metaphorical use of words 134, 140–41, 183
    - passive voice, use of 36, 134
    - pseudo-clefting 135, 136, 148
    - reciprocal verbs 183
    - and recognition 132, 136, 140–41
    - referential system, and movement from given to new 126–27
    - routines, use of 131
    - system building 132, 141
    - text-based exercises 138–40  
*see also* article system
  - textual metafunction 20
  - that*-clauses 157–60, 177–78
  - time adverbials, identification of 72–74, 170, 173–74
  - to*-infinitive 71, 72, 158–60, 178
  - topics, organisation by 161
- U
- uncountable nouns *see* countable and uncountable nouns
  - ungrammatical forms, deliberate use of 19–20
- V
- vague language 188, 190, 197–98, 209–10
  - verb, ‘traditional’ pedagogical description of
    - generalisations, failure to recognise 95–99, 112
    - second conditional, treatment of 98–99
    - simple/continuous contrast 95–98
    - simplicity of 111–12
    - tense forms, gradual presentation of 94–95
  - verb phrase
    - abstract nature of 112
    - aspect 90–91
    - fixed basic structure of 34, 90
    - and lexical syllabus 184
    - and lexical verbs 104
    - past and present tenses 99–101
    - past participle form 106–9
    - past tense forms, for remote reference 100–101, 111
    - present tense forms, for future time 100–101
    - tense-forms 90  
*see also* continuous forms; future, talking about; learning processes, and verb phrase; modal verbs; perfect tense forms
  - verbs, polywords based on 145–46
  - vocabulary learning



Cambridge University Press  
978-0-521-82924-3 - Rules, Patterns and Words: Grammar and Lexis in English  
Language Teaching  
Dave Willis  
Index  
[More information](#)

*Subject index*

classifying 74, 93, 151  
grammatical element of 11–13  
lexical fields 9  
*see also* lexical phrases

W

*wh*-clauses 158–60  
words, and learning processes 66–67,  
219  
*would*, and hypothetical meaning 98–99  
written language *see* spoken language,  
*versus* written language

Name index

B	M
Biber, D. 180	Manning, E. 38, 149, 150, 153, 154, 225
Brazil, D. 52, 53	McCarthy, M. 13–14
C	N
Conrad, S. 180	Nattinger, J. 145, 147
D	O
DeCarrico, J. 145, 147	O’Dell, F. 184
F	S
Francis, G. 38, 149, 150, 153, 154, 218	Shortall, T. 92
H	Sinclair, J. 41, 44, 83, 85, 142, 183
Halliday, M. 16, 20, 82, 213	Sinclair, J.M. 184
Hughes, R. 13–14	Skehan, P. 22, 43, 47, 142, 160
Hunston, S. 38, 149, 150, 153, 154, 225	W
L	Widdowson, H.G. 50–51, 142–43, 146
Leech, G. 180	Willis, D. 52–53, 121, 123, 152, 163, 199
Lewis, M. 184	Willis, J. 57, 184, 217, 225
Long, M. 8	