

Contents

Editor's foreword	vii
Preface	xi
Notation	2
 Part I Background	
1 English teaching	3
<i>The state of grammar in schools</i>	3
<i>The National Curriculum for English</i>	5
<i>Discovery-learning and the National Curriculum</i>	8
2 What grammarians do	15
<i>Who are the grammarians?</i>	15
<i>What is grammar?</i>	21
<i>Some basic principles</i>	28
<i>Some achievements of grammarians</i>	34
3 What is Standard English?	39
<i>Standard English as a dialect</i>	39
<i>How to teach the standard dialect</i>	43
<i>The distinctive characteristics of the standard dialect</i>	48
<i>Standard English as a collection of registers</i>	49
<i>Conclusion</i>	56

Part II Some grammar lessons

Level 1: Inflections and dictionary-words	61
Level 2: Ambiguity	73
Level 3: Tense	88
Level 4: Phrases and the apostrophe	104
Level 5: Vocabulary and style	116
Level 6: Subjects, verbs and dialects	125
Level 7: Purposes and indirectness	136
Level 8: Presuppositions	147
Level 9: Passives	155
Level 10: End-weight and readability	167

Part III Aims and means

4 Why teach grammar?	181
5 Some non-standard dialect features	189
6 Useful books	197

Part IV

An encyclopedia of grammar	205
----------------------------	-----

Part V Appendix

Grammar in the National Curriculum	263
The National Curriculum for English	263
Grammar in the National Curriculum	266

References	280
------------	-----

Index	284
-------	-----

Index

Note: This index does not cover the 'encyclopedia of grammar' in Part IV, which serves as its own index. Words which are listed in the encyclopedia are marked in this index by '\$'.

- accent, 26, 40
- \$adverb, 196
- \$ambiguity: lexical, 73–5;
structural, 75–8
- apostrophe, 104–15
- Bruner, 10, 22
- \$case, 127–8
- categories: grammatical, 36;
morphosyntactic, 17
- China, 16
- Chomsky, 18, 20
- \$clause, 25, 133; \$relative, 184,
195–6
- \$clefting, 115, 176
- \$clitic, 106
- communities, 31–2
- \$comparative, 196
- \$competence, 30
- control through speech, 136–46
- Cox report, 8, 10, 263, 266, 267–8
- cross-referencing, 127–8
- deixis, 101
- demonstrative, 174, 195
- \$descriptivism, 28, 32–4
- \$determiner, 24, 195
- dialect: definition of, 40–1, 123–4;
standard, 28–9, 30, 40; standard
versus non-standard, 41–3, 56,
125–35, 189–96; study of non-
standard, 43–8, 53–4, 181–8,
200–1
- dictionary, 22–3, 24–5, 61–72
- \$dictionary-word, 62–3, 74, 87
- discourse, 25–6
- discovery-learning, 8–14, 32–4,
186–7
- ed-form, 74–5, 92–4, 159–60
- en-form, 160
- encyclopedia, 25
- ending, 66–9
- England, 48
- English: non-standard, 35;
standard, 26, 35, 39–57, 183–4,
197–8, 267
- \$extraposition, 169–71, 173
- \$form of a dictionary-word, 63,
69–70, 87, 190–1
- formality, 52
- French, 45, 96, 132, 212, 223
- \$function, grammatical, 17, 132–5,
165–6
- German, 110, 223, 250

- Germany, 4
- \$grammar: definition of, 21–8;
 \$descriptive, 20–1, 28–9;
 \$generative, 18–20; modern,
 18–21, 34–8, 199; \$prescriptive,
 29, 182, 200–1; systemic, 20;
 theories of, 20; traditional, 3–5,
 16–18, 29, 36; transformational,
 20
- \$grammaticality, 28–9
- Greece, 15
- heavy-noun-phrase-shift, 174
- homonym, 64
- \$imperative, 107, 138, 192
- India, 16
- intonation, 25, 86, 173
- inversion, \$locative, 175–6
- Ireland, 48
- Italian, 129
- Japanese, 37
- Kingman committee, 39, 266
- language, community, 36
- language acquisition, 32–3, 38
- language awareness, 33–4, 185
- Latin, 97, 157, 158, 239, 250–1
- linguistics, 199–200
- literacy, 186–7
- magic *e*, 68–9
- meaning, 24, 26, 85–7, 117–19, 123,
 132, 136–54
- mentalism, 29–34, 124
- methods, 29–30
- \$modifier, 76, 113, 168–9
- \$morphology, 72, 159–60
- National Curriculum, 5–14, 26, 39,
 41, 59, 263–79 *passim*
- negation, 191
- negative, double, 44–8
- Norway, 14
- notation: * = ungrammatical, 8; ()
 = optional, 25; CAPITALS(/...) =
 dictionary-word, 23, 63–4; /.../ =
 phonemes, 63; X-y = y-form of
 X, 70
- \$noun, 9, 17, 65–72; collective, 132
- \$noun-phrase, 112–13
- number, 17
- \$object, 37, 158
- parallelism, 55
- \$participle, 158, 164–5
- \$part-of-speech, 17
- \$passive, 155–66, 172–3
- \$perfect, 160
- \$performance, 30
- personality, 145–6
- persuasion, 136–45, 148–54
- \$phoneme, phonology, 63
- \$phrase, 109–15, 168; fixed, 65
- \$preposition, 37, 109, 158, 196
- \$presupposition, 147–54
- processing, 38, 84, 126–30, 132–5,
 143–5, 164, 169–71
- \$pronoun: \$possessive, 110, 194;
 personal, 129–30, 193–4, 267
- pronunciation, 25, 26, 65–72
- purposes of speaker, 136–46
- Quirk, 21, 35
- received pronunciation (RP), 26, 41
- \$register: definition of, 25, 50,
 123–4; formal, 52–3; technical,
 53–5; written, 50–2
- reported speech, 91
- rule, 18–20, 90–7, 101, *passim*
- Scotland, 48
- sexism, 202
- s-form, 70–2, 108–11
- slang, 141
- sociolinguistics, 42, 181
- spelling, 33, 40–1, 65–72
- structure, 76–7

- structure, phrase, 113
- style, 116–24, 174, 175
- \$subject, 37, 156–7, 164–5; dummy, 129, 174–5, 192; length, 164, 167–77; versus object, 126–8
- \$subject-verb agreement, 126–35, 190–1
- \$syntax, 72, 77, 85–7, 126
- \$tag question, 96–7, 119, 145, 192
- teaching of first-language, 32–3, 198–9; of foreign languages, 33–4, 185; of non-native speakers, 10, 34
- \$tense, 24, 89–103, 184–5, 192–3
- terminology, 10–11
- theory, 7, 37–8
- time-wording, 90–7
- topicalization, 176
- \$type versus \$token, 62, 65
- universal, grammatical, 36–7, 202
- \$verb, 9, 17; \$auxiliary, 89–90, 93, 105–6, 127–8, 131, 192; \$main, 107–8, 171, 267; \$modal, 128; \$tensed, 107, 129, 157–8, 190–1
- vocabulary and concepts, 53–4; size, 53, 62; and style, 50–4, 116–23
- voicing, 66–8
- Wales, 48
- Warlpiri, 127–8
- Welsh, 35, 37
- word, definition of, 61–2, 108
- \$word-class, 17, 23
- \$word order, 113–15, 126–7
- world-view, 187
- writing, 50–2