

| | |
|-------------------------|--|
| 1. Record Nr. | UNISALENT0991000366189707536 |
| Autore | Italia : Ministero della Guerra : Comando del Corpo di stato maggiore : |
| Titolo | Ufficio istruzioni e manovre Regolamento di esercizi per la fanteria / Ministero della Guerra, Comando del Corpo di Stato Maggiore, Ufficio istruzioni e manovre |
| Pubbl/distr/stampa | Roma : Voghera Enrico, 1914 |
| Descrizione fisica | XXIV, 264 p. ; 15 cm |
| Disciplina | 356.184 |
| Soggetti | Esercito italiano - Fanteria - Addestramento |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | N. 17 di collezione senza titolo |
| 2. Record Nr. | UNINA9910786557303321 |
| Autore | Dean Geoff |
| Titolo | Grammar for improving reading and writing in the secondary school / / Geoff Dean |
| Pubbl/distr/stampa | London : , : Routledge, , 2014 |
| ISBN | 1-134-00569-5 1-315-06477-4 1-134-00562-8 |
| Descrizione fisica | 1 online resource (161 p.) |
| Disciplina | 428.2/071241 |
| Soggetti | Grammar, Comparative and general - Study and teaching Language arts (Secondary) English language - Study and teaching (Secondary) Reading (Secondary) Language and languages - Grammars - Study and teaching |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |

Note generali

First published in 2003 by David Fulton Publishers Ltd.

Nota di bibliografia

Includes bibliographical references and index.

Nota di contenuto

Cover; Title Page; Copyright Page; Table of Contents; A Short Grammar; Acknowledgements; Introduction; 1 'Grammar Wars': Grammar

Teaching Since 1950; Grammar teaching, 1945 to the 1960s; 'Transparent grammar', 1960 to 1985; 'Thatcherite grammar and the anomaly of LINC': the 1980s and 1990s; 'Repositioning and restoring grammar': the late 1990s to the present day; 2 What Sort of Grammar Study Could Improve Language Use?; Making a case for a particular approach to grammar; Integrating the study of genre into English studies

Applying similar genre knowledge to the writing of different types of narrative; 3 Creating a School Context for Language Teaching; Establishing a school-based rationale; Creating a secure departmental rationale for the teaching of grammar; 4 An Outline of the Sorts of Grammar that Pupils and Their Teachers Need to Know; Some rudimentary grammar knowledge: a 'starter kit' for teaching language; The process of text-making; Morphology; Syntax; 5 Using Grammar to Improve Reading; Sentence-level questions; Close reading techniques: using grammar knowledge

Comparing the beginnings and endings of texts; Non-fiction texts considered closely; Using grammar to make meaning in poetry; Reading the environment; 6 Using Grammar to Improve Writing; Establishing that pupils know the structures and simple grammatical features of writing; Conclusion; Postscript; Bibliography; Index

Sommario/riassunto

This practical book is chiefly intended to help English teachers tackle an area of the new English programme that causes anxiety and about which a large proportion are still uncertain: grammar. Grammar has been an uncertain classroom topic for many years; taught often as a duty, without real progression. In this book, the latest knowledge about grammar is treated as a central component of the meaning making process, in both reading and writing. Pupils can become better readers and write with greater confidence and control as a result of using this approach to grammar. Teachers