

1.	Record Nr.	UNISALENTO991000366189707536
	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	<p>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</p> <p>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</p> <p>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</p>
Sommario/riassunto	<p>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</p>