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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
