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The Best Grammar Workbook Ever! Arlene Miller 2015-04-01 The Best Grammar Workbook Ever! is a comprehensive instructional guide for ages 10-110. It covers grammar basics, common grammar problems, punctuation, capitalization, and word usage. In addition to a Pretest and Final Test, there are more than 100 practice exercises and tests at the end of each chapter. A complete list of answers is included in one of the appendixes. Other appendixes include commonly misspelled words, commonly mispronounced words, Greek and Latin word roots, and writing tips. The book is written in a friendly and easy-to-use tone. There are helpful hints throughout and a complete index.

The Publishers' Trade List Annual 1880

The American Annual Cyclopaedia and Register of Important Events of the Year ... 1871

THE EDUCATIONAL TIMES, AND JOURNAL OF THE COLLEGE PRECEPTORS. c.f hodgson and sons,2, gough square 1880

Sessional Papers - Legislature of the Province of Ontario Ontario. Legislative Assembly 1890

Intonation and Its Uses Dwight Bolinger 1989 This is the second and concluding volume of the author's magnum opus on intonation, the summation of over forty years of investigation and reflection. The first volume, Intonation and Its Parts: Melody in Spoken English, was published in 1986. Intonation, or speech melody, refers to the rise and fall of the pitch of the voice in speech; it has intimate ties to facial expression and bodily gesture, and conveys, underneath it all, emotions and attitudes. Most of the first volume was devoted to explaining the basic nature, variety, and untility of intonation, using, as in the present volume, hundreds of examples from everyday English speech, presented much in the manner of musical notation. The present volume looks at how intonation varies among speakers and societies in terms of age, sex and region; how it interacts with grammar; and how it has been invoked to explain certain questions of logic. The discussion of variation shows the degree to which intonation can be conventionalized and yet embody a universal core of feelings and attitudes, renewed with each generation. The remainder of the book demonstrates that no explanation of those apparently more arbitrary phenomena with which intonation interacts is adequate if it ignores that emotive undercurrent. In examining recent proposals for a defining relationship between intonation and grammar or logic, the author shows that such relationships are inferential and based on attitudinal meanings. For example, a given intonation does not mean 'factuality', but rather 'speaker confidence', from which factuality is inferred. In general, the author shows intonation operating independently in its own sphere, but as nevertheless indispensable to interpreting other more arbitrary parts of language.

Tigre Grammar and Texts Shlomo Raz 1983

Doing Grammar Max Morenberg 2002 This practical and compact guide is invaluable for students in advanced grammar courses and essential for all readers seeking to discover how the English language works. The author employs insights from contemporary linguistic theories and builds them into a coherent system firmly rooted in traditional models. Focusing on the idea that students learn grammar by actually "doing grammar," he provides down-to-earth explanations about the composition of English sentences, illustrating them at every step with diagrams and other visual models. The author constructs a sensible, even hospitable, approach to grammar. Doing Grammar, 3/e, features real, provocative, and intelligent sentences as examples and exercises. This new edition offers expanded coverage of parts of speech, using both traditional and descriptive explanations to provide definitions of nouns, verbs, adjectives, adverbs, and prepositions. It also features updated sentence exercises, clear diagrams, and an appendix containing answers to half the exercises.

Michigan School Moderator 1887

Texas School Journal 1888

The Spectator 1894

Training 1986

Great Grammar Book

American Educational Monthly 1866

Catalog of Copyright Entries, Third Series Library of Congress. Copyright Office 1974 The record of each copyright registration listed in the Catalog includes a description of the work copyrighted and data relating to the copyright claim (the name of the copyright claimant as given in the application for registration, the copyright date, the copyright number, etc.).

The American Annual Cyclopedia and Register of Important Events 1869

Moderator-topics 1887

Second-language Classroom Interaction Ann C. Wintergerst 1994 "This book analyzes teacher and student interaction in the context of twelve ESL lessons, with the purpose of exploring the extent of student language output. Research has confirmed that teacher speech dominates the second-language classroom. Not surprisingly, 'teacher talk' has been investigated in numerous studies, but 'student talk' has been largely overlooked: this study addresses that imbalance. Questions are one means of engaging student attention, promoting verbal responses, and evaluating student progress. They facilitate interaction by establishing the topic, the speaker, and the respondent. However, as the author shows, some teacher questions encourage communication while others inhibit it." "In this analysis of teacher and student questions and answers, Professor Wintergerst offers new perspective on second-language development and classroom learning in general."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

Sessional Papers ... of the Legislative Assembly of the Province of Ontario ... Ontario. Legislative Assembly 1890

Catalog of Copyright Entries Library of Congress. Copyright Office 1976

The Mathematical Visitor 1881

Teaching Grammar of Thai William Kuo 1982

Appletons' Annual Cyclopædia and Register of Important Events ... 1869

The American Annual Cyclopædia and Register of Important Events of the Year ... 1869

Journal of Education 1882

Effects of Two Types of Teacher Response to Essays Upon Twelfth Grade Students' Growth in Writing Performance Marie Elaine Kelley 1973

American School Board Journal 1902

Grammar and the Advanced Learner Inger Ruin 1996 How do we learn a second language? Is it necessary to study grammar or is it enough just to be exposed to and use the language we want to learn? Is the learning of a second language similar to or fundamentally different from first language learning? These questions are dealt with in Grammar and the Advanced Learner. The purpose of the book is to find out whether the old question of the usefulness of grammar study can be answered by current theories and research results in the field of second language acquisition. A study of a group of Swedish university students of English forms the basis of the discussion. Most research concerns earlier stages of learning and it is therefore interesting to consider the problems of advanced learners to whom some of the generally accepted theories may not be applicable. Not only the learning process but also teaching methods have received the attention of theorists and researchers. Some of their research on methods and their proposals for teaching grammar are presented and discussed. Can linguists supply answers to the questions that teachers are confronted with in their classrooms? Grammar and the Advanced Learner places the advanced learner in focus but it also deals with second language acquisition theories and research from a general perspective. It should therefore be of interest not only to teachers of advanced learners but also to those who teach at earlier stages, and to adult learners of foreign languages who are curious about their own learning process.

A Grammar of Responsibility Gabriel Moran 1996 "A Grammar of Responsibility is an interesting, provocative, and careful study of the way to speak about responsibility. The term is everywhere these days but is seldom examined in any detail. And yet, responsibility is a complicated idea with a peculiar history." "The book starts from the way people speak, using hundreds of examples from contemporary discussions. It explains the need for a grammar, that is, a consistent and comprehensive way to use the term. It goes on to analyze a host of ethical dilemmas. In each case, a "grammar of responsibility" provides a fresh look at seemingly intractable problems. The result is a book of clear ideas to help us deal intelligently with the sense of moral crisis that is widespread today."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

The Journal of Education 1889

Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office 1976

Appletons' Annual Cyclopaedia and Register of Important Events 1873

Journal of Education 1903

The American Annual Cyclopædia and Register of Important Events ... 1869

The Education Outlook 1880

Grammar of Literary Swahili Jan Knappert 1999 This work contains a very condensed grammar of literary Swahili, the traditional literary language. It serves as a vehicle for the Islamic literature, both prose and poetry, including the town chronicles, as well as the long didactic poems on moral duties.

Dialogue Games L. Carlson 1982-12-31 This essay constitutes yet another approach to the fields of inquiry variously known as discourse analysis, discourse grammar, text grammar, functional 1 syntax, or text linguistics. An attempt is made to develop a fairly abstract unified theoretical frame work for the description of discourse which actually helps explain concrete facts of the discourse grammar of a naturallanguage.2 This plan is reflected in the division of the study into two parts. In the first part, a semiformal framework for describing conversational discourse is developed in some detail. In the second part, this framework is applied to the functional syntax of English. The relation of the discourse grammar of Part II to the descriptive frame work of Part I can be instructively compared to the relation of Tarskian semantics to model theory. Tarski's semantics defmes a concept of truth of a sentence in a model, an independently identified construct. Analogously, my rules of discourse grammar defme a concept of appropriateness of a sentence to a given context. The task of the first Part of the essay is to characterize the relevant notion of context. Although my original statement of the problem was linguistic - how to describe the meaning, or function, of certain aspects of word order and intonation - Part I is largely an application of various methods and results of philosophical logic. The justification of the interdisciplinary approach is the simplicity and naturalness of the eventual answers to specific linguistic problems in Part II.

English Complex Sentences Richard A. Hudson 1971

The Journal of Education Thomas Williams Bicknell 1879

Pinckert's Practical Grammar Robert C. Pinckert 1986