

## Nouns

- Proper noun – name
- Common noun – thing
  - Abstract noun – emotion/state of being
- Noun phrase – centred around a noun, e.g. a small island

## Verbs

- Dynamic verbs – the situation described by the verb process changes over time, e.g. 'He ate the cake'
  - Stative verbs – state of being, feelings etc 'I think'
  - Transitive verbs – followed by direct object e.g. 'I carried the baby'
  - Intransitive verbs – do not need direct object, e.g. 'It happened'
- Lexical verbs – express the meaning of the verb phrase 'the boy ran to school'
- Auxiliary verbs – be, do, have

## Modals

Convey a range of attitudes and moods

- Ability – I can
- Intention – You will
- Necessity/Obligation – You must
- Prediction – He will, I shall
- Permission – Can I, May I
- Possibility – I can, I may

- Subject (S) – Usually indicates the element responsible for carrying out the verb process
  - Verb (V) – The verb phrase
- Object (O) – That affected by the action of the verb
- Complement (C) – When, Where, Destination, Manner
- Adverbial (A) – The circumstance of action or event (when, where, how)

## Pre and Post Modification

Adjectives express some features or quality of a noun or pronoun

- Attributive – Premodifies the noun, e.g. 'a sad girl'
- Predicative – Occurs alone as a complement
- Comparative – Using -er and -est
- Superlative - Using more and most
- Descriptive – Focus on size, colour, material, height etc
- Evaluative – Add biased opinion, e.g. Scrawny rather than thin
- Emotive – Add an emotional opinion, e.g. Terrible, horrible

# Grammar

## Active and Passive

- Active – Includes an actor or agent; verb phrase includes a present or past tense verb 'Ms Watson closed the door' (SVO)
- Passive – Omits an actor or agent or includes the agent as part of the prepositional phrase after the verb 'The door was closed by Ms Watson' (OVS)

## Sentence Moods

- Declarative – used for making statements – context bound
- Interrogative – Yes/No questions, Wh-interrogatives - more info
- Imperative – commands, direct address (elliptically), politeness markers to mitigate rudeness
- Exclamative – Use exclamation marks

## Sentence Types

- Simple – one clause
- Compound – Contains two or more clauses caused by coordinating conjunctions
- Complex – Two or more clauses, main clause and subordinate – main clause can stand alone
- Compound Complex – Contains both

## Phrases and Clauses

- Phrase – part of a sentence, consists of one or more words that do not contain a verb
- Clause – a group of words clustered around a verb or verb phrase

## Pronouns

- Personal - I, You, She, They, It
- Possessive – My, His, Our, Their
- Reflexive – Myself, Himself, Themselves
- Demonstrative – This, These, That, Those
- Relative – Who, Whom, Which

- Adverbs – Adds detail to verbs or other adverbs (quickly)
- Determiner – Placed in front of nouns to add detail or clarify – the, a, an
- Conjunction – Links words, phrases and clauses together
- Preposition – relation in terms of time/place – in, at, by, on

# English Language As Level Revision Categorizing Texts

**Ian Pickup**



## **English Language As Level Revision Categorizing Texts:**

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*International Patent Classification General Information* World Intellectual Property Organization, 2015-04-09

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and legal transfer The collection provides an invaluable reference for researchers practitioners academics and students specialising in law and legal translation philosophy sociology linguistics and semiotics

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Early Biliteracy Development Eurydice B. Bauer,Mileidis Gort,2012-05-22 A large and growing number of students from culturally and linguistically diverse backgrounds in the US and around the world have the potential to develop bilingualism and biliteracy if supported in their immediate environment At the forefront in focusing exclusively on biliteracy development in early childhood across a variety of languages this book provides both findings from empirical research with young bilinguals in home and school contexts and practical applications of these findings Each chapter is structured in a similar format to offer parallel descriptions of the research including a brief review of related empirical studies an overview of the methods for data collection and analysis a description of the main findings and specific pedagogical implications to support educators efforts to construct meaningful challenging and dynamic literacy and language learning communities where one or more languages are used for communicating and learning Pushing the field forward this book is a valuable resource for helping literacy educators understand and respond to critical issues related to the development of young children s literate competencies in two languages in home and school contexts

**Automated Education Handbook** ,1969 *Reading and Writing Strategies for the Secondary Social Studies Classroom in a PLC at Work*® Daniel M Argentar,Katherine A. N.

Gillies, Maureen M. Rubenstein, Brian R. Wise, 2020-10-16 Prepare middle school and high school students to read write and think like social studies experts and historians Part of the Every Teacher Is a Literacy Teacher series this resource details how grades 6 12 teachers can work together to support literacy development and social studies learning Explore how to develop collaborative teams differentiate instruction design meaningful common assessments and more Use this resource to address large literacy gaps that require the support of all content area teachers Recognize the need for and benefits of literacy development in social studies classrooms Learn why collaboration among different content area teams in a professional learning community PLC can enhance reading and writing instructional strategies Foster student engagement by utilizing adaptable strategies for developing prereading during reading and postreading skills in social studies Apply strategies for writing development in social studies Obtain tools and techniques for designing meaningful assessments that align with social studies standards and literacy goals of secondary education Contents Preface Introduction Every Teacher Is a Literacy Teacher Chapter 1 Collaboration Learning and Results Chapter 2 Foundational Literacy Triage Chapter 3 Prereading Chapter 4 During Reading Chapter 5 Postreading Chapter 6 Writing Chapter 7 Assessment Epilogue Appendix Reproducibles [International Classification](#), 1999

**Capute and Accardo's Neurodevelopmental Disabilities in Infancy and Childhood** Fatima Y Ismail, Pasquale J. Accardo, Bruce K Shapiro, 2024-11-26 Capute and Accardo's Neurodevelopmental Disabilities in Infancy and Childhood Fourth Edition provides updated foundational theoretical and practical knowledge on the spectrum and continuum of neurodevelopmental disabilities shaped by ongoing advances in neuroscience and related disciplines It reviews the over arching principles of assessment diagnosis and management of patients with a wide range of neurodevelopmental disabilities Streamlined or fully rewritten chapters including developmental screening and surveillance neuroimaging and genetic evaluation early intervention principles of pharmacological treatment principles of successful management programs aging and transition planning telemedicine and care in low resource settings are included The book's practical expert led approach aims to prepare future clinicians to skillfully assess and manage children with neurodevelopmental disabilities with the aid of clinical approach flowcharts to common presentations diagnostic algorithms and clinic notes templates Provides the most comprehensive authoritative and up to date single volume on practical aspects of care for patients with neurodevelopmental disabilities Presents a reorganized single volume that is more accessible than previous editions Features new chapters on telemedicine novel therapies care in low resource settings and the future of neurodevelopmental disabilities Includes full color illustrations throughout along with explanatory figures Covers clinical approaches and diagnostic algorithms and templates for clinic notes that are available for online download

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