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The *Grammar of the English Tense System* forms the first volume of a four-volume set, *The Grammar of the English Verb Phrase*. The other volumes, to appear over the next few years, will deal with mood and modality, aspect and voice. The book aims to provide a grammar of tense which can be used both as an advanced reference grammar (for example by MA-level or postgraduate students of English or linguistics) and as a scientific study which can act as a basis for and stimulus to further research. It provides not only a wealth of data but also a unique framework for the study of the English tense system, which achieves great predictive and explanatory power on the basis of a limited number of relatively simple rules. The framework provided allows for an analysis of the semantics of individual tenses which reflects the role of tenses not only in locating situations in time relative to speech time but also in relating situations in time relative to one another to form temporally coherent discourse. Attention is paid to the relations between tenses. On the one hand, we can identify sets of tenses linked to particular temporal areas such as the past or the future. These sets of tenses provide for the expression of a system of temporal relations in a stretch of discourse in which all the situations are located within the same temporal area. On the other hand, there are many contexts in which speakers might in theory choose between two or more tenses to locate a situation (e.g., when we choose between the past tense and the present perfect to locate a situation before speech time), and the book examines the difference that a choice of one or the other tense may make within a discourse context. The book moves from a detailed exploration of the meaning and use of individual tenses to a thorough analysis of the way in which tenses can be seen to function together as sets, and finally to a detailed examination of tenses in, and tenses interacting with, temporal adverbials. Original data is used frequently throughout the book to illustrate the theory discussed. "Off with her head!" decreed the Queen of Hearts, one of a multitude of murderous villains populating the pages of children's literature explored in this volume. Given the long-standing belief that children ought to be shielded from disturbing life events, it is surprising to see how many stories for kids involve killing. *Bloody Murder* is the

first full-length critical study of this pervasive theme of murder in children's literature. Through rereadings of well-known works, such as *Alice's Adventures in Wonderland*, the *Nancy Drew Mystery Stories*, and *The Outsiders*, Michelle Ann Abate explores how acts of homicide connect these works with an array of previously unforeseen literary, social, political, and cultural issues. Topics range from changes in the American criminal justice system, the rise of forensic science, and shifting attitudes about crime and punishment to changing cultural conceptions about the nature of evil and the different ways that murder has been popularly presented and socially interpreted. *Bloody Murder* adds to the body of inquiry into America's ongoing fascination with violent crime. Abate argues that when narratives for children are considered along with other representations of homicide in the United States, they not only provide a more accurate portrait of the range, depth, and variety of crime literature, they also alter existing ideas about the meaning of violence, the emotional appeal of fear, and the cultural construction of death and dying. Issue for Mar. 1981 contains index for Jan.-Mar. 1981 in microfiche form.

Providing the most complete record possible of texts by Italian writers active after 1900, this annotated bibliography covers over 4,800 distinct editions of writings by some 1,700 Italian authors. Many entries are accompanied by useful notes that provide information on the authors, works, translators, and the reception of the translations. This book includes the works of Pirandello, Calvino, Eco, and more recently, Andrea Camilleri and Valerio Manfredi. Together with Robin Healey's *Italian Literature before 1900 in English Translation*, also published by University of Toronto Press in 2011, this volume makes comprehensive information on translations from Italian accessible for schools, libraries, and those interested in comparative literature. Issue for Mar. 1981 contains index for Jan.-Mar. 1981 in microfiche form.

Today's multilingual classrooms challenge even the best teachers' skills. As teachers strive to help all students reach their full potential, the needs of English language learners (ELLs) can seem overwhelming. In *The Language-Rich Classroom*, educators and consultants Pérsida and William Himmele present a five-part, research-based framework--CHATS--that teachers can use to help ELLs, as well as other students, attain greater language skills and deeper content comprehension. This field-tested framework includes

diagnostic tools, comprehensive overviews on second-language acquisition, and teaching techniques to boost language learning in any classroom. The CHATS framework provides teachers with C = content reading strategies, H = higher-order thinking skills, A = assessment tools, T = total participation techniques, and S = scaffolding strategies. The book also contains helpful planning worksheets, assessment logs, and scaffolding tools. Teachers will also find more than 25 classroom and team-building activities and specific tips about how these activities benefit ELLs. *The Language-Rich Classroom* is an invaluable resource that will help teachers foster greater gains in students' language development, increase their comprehension across all subject areas, and build classrooms that are engaging and welcoming to students of all cultures. Sid, Peggy and Amy adore the two gerbils, Bubble and Squeak, but their mother detests them. A major family battle results, and it's clear life is never going to be quite the same again. But after a near fatal encounter between Bubble and Ginger the cat, Mrs Sparrow begins to see that life with a pair of gerbils might not be so bad after all. This book explores Turkey-EU relations in the context of natural gas. Utilising the English School theory and narrative policy analysis, the author examines EU narratives on Turkey's role in European energy security in the sphere of natural gas, as well as narratives of Turkish actors on natural gas pipelines and the liberalisation of the natural gas market. The book discusses the extent to which the positions held by Turkish actors on natural gas and energy security constrain and/or enable its integration with the EU. Accordingly, it compares the narratives of the EU and Turkish actors to ascertain how references to the content and scope of the integration varied between January 2001 and July 2019. In the context of this book, "integration" does not necessarily mean Turkey's full membership in the EU. Rather, it refers to different types of relations, which are classified as energy security societies.