

Exercise 5 – Functional Categories

For every word in this paragraph identify its part of speech, and mark whether part of speech is a lexical or functional part of speech and whether the part of speech is open or closed.

Zero to 3. For ages, this window dominated the field, and it still does today, in part for reasons of convenience: Birth is the easiest time to capture a large population to study, and, as Levitt points out, “it’s easier to understand something as it’s being put together”—meaning the brain—“than something that’s complex but already formed.” There are good scientific reasons to focus on this time period, too:

STOP

(but here’s the rest of the paragraph)

The sensory systems, like hearing and eyesight, develop very early on. “But the error we made,” says Levitt, “was to say, ‘Oh, that’s how all functions develop, even those that are very complex. Executive function, emotional regulation—all of it must develop in the same way.’” That is not turning out to be the case. “If you’re interested in making sure kids learn a lot in school, yes, intervening in early childhood is the time to do it,” says Laurence Steinberg, a developmental psychologist at Temple University and perhaps the country’s foremost researcher on adolescence. “But if you’re interested in how people become who they are, so much is going on in the adolescent years.”

From Senior, Jennifer. 2013. Why You Truly Never Leave High School: New science on its corrosive, traumatizing effects. *New York Magazine*. January 20, 2013.