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A practical reference guide to help teachers to predict and understand the problems their students have.

The purpose of this book English, like all languages, is full of problems for the foreign learner. Some of these points are easy to explain - for instance, the formation of questions, the difference between since and for, the meaning of after all. Other problems are more tricky, and cause difficulty even for advanced students and teachers. How exactly is the present perfect used? When do we use past tenses to be polite? What are the differences between at, on and in with expressions of place? We can say a chair leg - why not * a cat leg? When can we use the expression do so? When is the used with superlatives? Is unless the same as if not? What are the differences between come and go, between each and every, between big, large and great, between fairly, quite, rather and pretty? Is it correct to say There's three more bottles in the fridge? How do you actually say $3 \times 4 = 12$? And so on, and so on. Practical English Usage is a guide to problems of this kind. It deals with over 600 points which regularly cause difficulty to foreign students of English. It will be useful, for example, to a learner who is not sure how to use a particular structure, or who has made a mistake and wants to find out why it is wrong. It will also be helpful to a teacher who is looking for a clear explanation of a difficult language point. There is very full coverage of grammar, as well as explanations of a large number of common vocabulary problems. There are also some entries designed to clarify more general questions (e.g. formality, slang, the nature of standard English and dialects) which students and teachers may find themselves concerned with.

This book teaches the most common ESL grammar points in an accessible way through real ESL errors together with suggested teaching techniques. Relevant grammar terminology is explained. The four objectives of this book are to help teachers: (1) identify common ESL grammar points and understand the details associated with each one; (2) improve their ability to answer any grammar question on the spot (when on the "hot seat"); (3) anticipate common ESL errors by grammar point, by first language, and/or by proficiency level; and (4) develop more effective grammar/language learning lessons. These objectives are for all teachers, whether they are teaching grammar directly or indirectly in a variety of classes -- including a grammar class, a writing class, a speaking class, an ESP class, or a K-12 class.

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