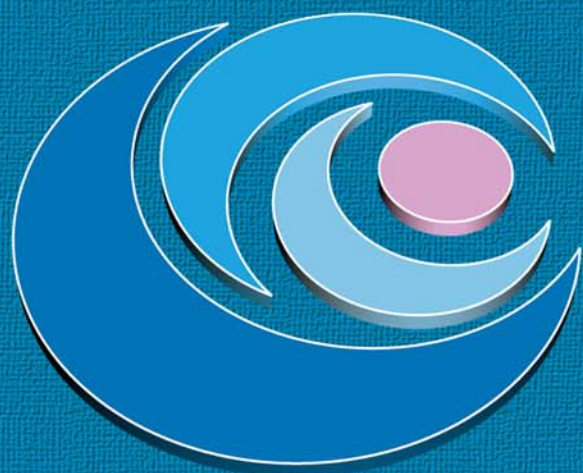


C N GRIVAS

For Teachers
of English

CORRECT English Usage



1

An invaluable reference book
of advanced language points

- Two unique books indispensable to all teachers of English.
- In-depth knowledge all English teachers would like to have.
- Over 6,000 grammatical, lexical and structural items analysed in the two books.
- Book 1: 380 pages
Book 2: 430 pages } All the answers to language usage problems you need to know.

INTRODUCTION

Correct English Usage 1 & 2 have been written with the practical needs of my colleagues – Greek teachers of English – firmly in mind. The two books contain a wide range of advanced English grammar and usage points, presented clearly and concisely, and without employing academic jargon. The points dealt with have been carefully chosen on the basis of their usefulness to today's teachers, and the conclusions that the editorial staff and I made were arrived at only after extensive and meticulous research.

Owing to the pressures of their professional responsibilities, Greek teachers of English often find it difficult to keep abreast of the continual changes in the living language. What are they to do, then, when they encounter a problem of advanced English usage that they cannot satisfactorily resolve using their own knowledge?

Consulting grammars and dictionaries aimed at the foreign learner may not yield results. For obvious reasons, these books tend to address only standard usage. As often as not, the fascinating and problematic exception is dealt with by the simple strategy of ignoring it altogether. If, however, teachers take the time to search the academic reference books, they quite often find that one respected authority flatly contradicts another when it comes to dealing with advanced language points.

The obvious alternative of consulting a native English speaker is tempting. This, however, may not always be reliable. The average native speaker of any language spends very little time studying their mother tongue. What they consider correct or incorrect often depends more on personal influences – their parents or teachers, or where they grew up – rather than any wider analysis. (In this context, it is worth mentioning that some of the leading English grammarians have not been native speakers; it may well be that this contributed to their objectivity.)

Correct English Usage 1 & 2 allow Greek teachers to avoid this whole process, and to find answers that they can rely on quickly and easily. Our working method, briefly, was as follows:

The first step was to establish, by close consultation of a wide selection of reference books, what the opinions of recognised authorities were on each particular point. If they agreed, all well and good; but as mentioned before, they often did not.

The second step, then, was to gather the opinions of a good sample of educated native speakers, many of whom have been working in the field of English language teaching for many years. By evaluating and comparing the information and opinions they volunteered, we were able to resolve many of the conflicts between authoritative sources to a reasonable degree of certainty.

The Internet and corpora of real English usage also proved invaluable resources. While caution must be exercised (as the identity of the speaker / writer is unknown), when we needed to know how the language is used in everyday informal contexts, these sources provided us with instant access to a huge pool of language users.

After completing this process, we labelled examples of usage as ‘incorrect’ only when we were absolutely certain that they are unacceptable. Very often, however, such a designation would be too unequivocal. In these cases, guidance is given as to where an unusual or controversial example of usage might be found, using labels such as ‘old-fashioned’, ‘informal’, ‘less likely’, and so on.

I am confident that **Correct English Usage 1 & 2** address the advanced language problems encountered by Greek teachers of English in a clear, comprehensive and conclusive way. It is my sincere hope that these books will encourage my colleagues to embark on their own research, continuing from the point where we have left off.

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CORRECT ENGLISH USAGE 1 & 2 by C N GRIVAS

Two invaluable reference books dealing with over 6,000 advanced language points in grammar and usage.

Here are some of the advanced language points included in the two books.

1 WORDS often mispronounced:

anemone, bass, Belgium, bosom, brooch, cupboard, indict, melancholy, rhetoric, roll, social, Stephen, towards, worship } [see page 5]

2 SYNONYMS often confused:

1 behaviour - conduct	3 almost - nearly	5 accurate - exact - precise
2 preface - foreword	4 abandon - desert - forsake	6 aroma - perfume - scent

3 COLLOCATIONS

Which word does not form a collocation?

- 1 I have **big** / **great** / **huge** / **enormous** admiration for his talent.
- 2 The up-and-coming young actor only made a **brief** / **quick** / **fleeting** appearance on the stage.
- 3 The earthquake was a(n) **absolute** / **complete** / **thorough** / **great** catastrophe.
- 4 Most of the people present **received** / **took** / **got** (Holy) Communion.

4 IDIOMS often misinterpreted:

- 1 **It's like banging your head against a brick wall.**
[This idiom does not mean: Είναι να χτυπάς το κεφάλι σου στον τοίχο.
What does it mean then?]
- 2 **Still waters run deep.**
[This idiom does not mean: Τα στεγανά ποτάμια να φοβάσαι.
What does it mean then?]
- 3 **For your eyes only.**
[This idiom does not mean: Για τα μάτια σου μόνο.
What does it mean then?]
- 4 **It cuts both ways.**
[This idiom does not mean: Είναι δίκοπο μαχαίρι.
What does it mean then?]

5 GRAMMAR – STRUCTURE – STRESS

1 Note the following:

- i) The verb **reach** is not followed by 'to'.
Why then are the following sentences correct?
His coat reached to his knees.
The huge cupboard almost reached to the ceiling.
- ii) We cannot say:
The milk is too hot to drink it.
However, we can say:
The milk is too hot for the baby to drink (it).
Why is that?
- iii) We cannot say:
I don't like red colour. [when talking in a general sense]
Why not?

2 It is incorrect to say:

- i) *The little girl blew her soup to cool it.*
- ii) *Global warming is caused by several reasons.*
- iii) *Little did he know about computers.*
- iv) *He would be well unless he smoked so many cigarettes.*
- v) *Athens is larger than any city in Greece.*
- vi) *They went for a picnic to the woods.*
- vii) *Needless to say that this film is loved by everyone.*

What do we say instead?

3 What's wrong with the following sentences?

- i) *The charity has requested for clothes and blankets.*
- ii) *The money is required to be paid by the sixth of this month.*
- iii) *He got a scholarship for Eton.*
- iv) *When the disease hit the city, people died by thousands.*
- v) *He sent his beloved friend a letter of condolences.*
- vi) *The three friends were seriously discussing in the garden.*
- vii) *He's too coward to tell the truth.*
- viii) *They have been teaching my books for many years.*

4 What's the difference?

- i) *He's a **German** teacher.* ii) *There's nothing to do.*
*He's a German **teacher**.* *There's nothing to be done.*
- iii) *He's no diplomat.* iv) *He's one of the great poets.*
He's not a diplomat. *He's one of the greatest poets.*

5 The sentences below look 'odd' but they are correct. Why?

- i) *The said Terry Brown was seen outside the house on the night of April 20th.*
- ii) *They'll arrive at the hotel as soon as we will.*
- iii) *The kidnappers asked for a ransom of £100,000.*
- iv) *Which is the fastest of the two?*
- v) *She's busy as a bee.*
- vi) *I never did visit her.*
- vii) *He died at a great age.*
- viii) *She took two aspirin for her headache.*

6 DID YOU KNOW?

- i) Note the difference in the stress:
*Oxford Street, **Bond** Street* BUT: *Euston Road, Park Lane, Trafalgar Square, Piccadilly Circus*
- ii) Incorrect: *I live in central London, at 95 Piccadilly Street, just opposite Green Park.*
- iii) There are over 50 verbs / phrases + **to** followed by an **-ing** form.

anemone /ə'ni:məni/, **bass** (μπάσος) /beɪs/, **Belgium** /'beldʒəm/, **bosom** /'bʊzəm/, **brooch** /brəʊtʃ/, **cupboard** /'kʌbəd/,
indict /ɪn'daɪt/, **melancholy** /'melənkəli/, **rhetoric** /'retərɪk/, **roll** /rəʊl/, **social** /'səʊʃəl/, **Stephen** /'sti:vən/,
towards /tə'wɔ:dz/, **worship** /'wɜ:ʃɪp/

Sample Entries

any

- 1 When asking a general question, **any + plural** is used.

Are there any restaurants in the area?

[~~NOT: Is there any restaurant ...~~]

However, when asking a more precise question, **any + singular** is correct.

Is there any restaurant in the area that stays open after twelve o'clock?

- 2 When **any of + plural** occurs, the verb that follows can be either **singular** or **plural**.

If any of your students is / are late, you must inform the head teacher.

A singular verb is more formal.

area

correct: The repair work will cost **in the area of** £800.

correct: The repair work will cost **in the region of** £800.

correct: The repair work will cost **in the neighbourhood of** £800.

as well as

- 1 **Note** the variety of possible structures when the main verb is followed by a **to-infinitive**:

correct: His job is **to hire** staff as well as **to supervise** them.

correct: His job is **to hire** staff as well as **supervise** them.

correct: His job is **to hire** staff as well as **supervising** them.

[The last structure is less common.]

- 2 When there is a **modal** in the main clause, a **bare infinitive** must be used after **as well as**.

*She **can** sing as well as **play** the piano.*

- 3 When the verb in the main clause is in the **simple present / simple past**, the **-ing** form should be used after **as well as**.

*She **sings** as well as **playing** the piano.*

OR: *As well as **playing** the piano, she **sings**.*

[In everyday spoken English, sentences such as 'She sings as well as plays the piano.' may sometimes be heard.]

Note: If there are two main verbs, both referring to the same single object, they must be in the same tense (i.e. either simple present – simple present or simple past – simple past):

*He writes as well as **publishes** these travel books.*

[~~NOT: He writes as well as **publishing** these travel books.~~]

begin / start

In other words:

get down to

make a start on

get the ball rolling

get cracking (on)

get underway

get sth off the ground

boil

BrE: *Bring the water to the boil.*

AmE: *Bring the water to a boil.*

enough

- 1 **incorrect:** The hotels on the island are not enough for all the tourists.

correct: There are not enough hotels on the island for all the tourists.

incorrect: The salad is enough for everybody.

correct: There is enough salad for everybody.

The first and third sentences are incorrect because in these cases **enough** must be placed before the noun. **Note**, however, that **enough** can occur after the noun if it refers to specific quantities / amounts / measurements.

Half a kilo of sugar is not enough.

Fifty pounds is enough for the weekend.

sale

- 1 **for sale:** available to be bought, especially from a private owner
on sale: available to be bought, especially in a shop / store
His house is for sale at £450,000.
This house is (up) for sale – the owner's got a job in another town.
FOR SALE (sign)
ENGLISH NEWSPAPERS ON SALE HERE (sign)
On sale at all major record shops now.
 - *The old model is not **on sale** / **for sale** any longer.*
- 2 incorrect: She bought a skirt and a dress on the sales.
correct: She bought a skirt and a dress **in the sales.**
(= στις εκπτώσεις)
also: Harrods is having a sale.
OR: There is a sale on at Harrods.

size

- correct:** What size shoe do you take? / What size shoe are you?
correct: What size shoes do you take? / What size are your shoes?
correct: What's your shoe size?
- Note also:**
I take a size 9 shoe.
I take size 9.
I take size 9 shoes. [OR: I take (a) size 9 in shoes.]
I am (a) size 9.
- Note** that the verb **wear** can be used in place of 'take' in all the above cases.
- *Would you like to try the coat (on) for size, sir? [NOT: ... ~~for the size~~ ...]*
 - *Do you have these trousers in (a) size 12? [OR: ... trousers in a 12?]*

treasure

- incorrect: The children found a buried treasure.
correct: The children found buried treasure.
- Similarly: hidden / sunken treasure
[The word **treasure** is uncountable in this sense.]
- Note** that we can use **a** when referring to someone who is very useful or important to us.
Our new secretary is a real treasure.
- The word **treasures**, as a countable noun in the plural, means very valuable things, especially works of art.
The museum has art treasures from all over the world.

until now

- incorrect: Until now they have received over 2,000 job applications.
correct: So far they have received over 2,000 job applications.
- Note**, however, that we can say: **Up until now** / **Up to now** they have received over 2,000 job applications.

used to

- incorrect: She is used not to eating after 9 p.m.
correct: She is used to not eating after 9 p.m.
BUT: She used to not like tennis but now she does.
OR: She used not to like tennis but now she does.

Language is constantly changing; what was unacceptable in the past may be in common usage today. This can present serious difficulties for Greek teachers of English, particularly when they have little or no regular contact with native speakers.

Correct English Usage 1 & 2 provide Greek teachers of English with practical up-to-date guidance on the patterns of usage in the English language. The two books contain a wealth of advanced language points of particular interest to the Greek teacher, compiled after exhaustive research of numerous authoritative sources and close consultation with native speakers. The language used is neither pedantic nor obscure, thus avoiding the confusing explanations so often found in grammar and reference books.

Correct English Usage 1 includes:

- analysis of advanced language points.
- clarification of the meaning and use of confusing words and expressions.
- information on formal and informal usage, appropriateness and style.
- a careful selection of English words frequently mispronounced.
- differences in British and American English.

Correct English Usage 1 & 2 meet the long-neglected need for a contemporary usage guide written specifically for Greek teachers of English, focusing on the doubts and uncertainties they encounter while teaching.

Costas Grivas has been involved in the field of EFL teaching in Greece for over 35 years, both as a teacher and as an author of books for learners of every age and level.

A practical resource book for all teachers of English.

Correct English Usage 1 & 2 are for teachers only, and are not available in bookshops.
Contact Grivas Publications direct to purchase your copy.