

Common Mistakes in English with Exercises

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Errors, like straws, upon the surface flow;
He who would search for pearls must dive below.
John Dryden

فتككمز، قندولئوس

Common Mistakes in English Web Exercises / By T. J. FARRER, Farrer Tutoring

تبریز، زمستان ۱۳۸۶.

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نتیجہ :

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المادة ١٠٠: لا يجوز للمحكمة أن تصدر حكمًا بغير حجة مقبولة أو دليل مقبول.

Common Mistakes

مؤلفہ: شمیمہ بیگم

(رئيس مجلس الوزراء)

مناشر: انتشارات عمان عمان

نہایت جانبدار اور غیر جانبدار

حرف: ۱۰۰؛ ۱۰۰۰؛ ۱۰۰۰۰

تاریخ: ۱۳۹۸/۰۵/۰۵

تهران - میدان انقلاب - خدایان شهدای زندگرمی -

بین کارگر و اربابیت - سالختمان ۲۲۷ - ط سوم

88980394-7:10

قیمت: ۱۷۰۰ تومان

Pearson Education Limited

Edinburgh Gate, Harlow

Essex CM20 2JE, England

and Associated Companies throughout the world

www.longman-elt.com

This edition © Pearson Education Limited 2002

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First published 1936

Second edition 1937

Third edition 1939

Fourth edition 1947

Fifth edition 1963

Sixth edition 2002

Printed in Malaysia

ISBN 0 582 34458 1

Formatted by CjB Editorial Plus

Preface .

Preface to the first edition

This book has been designed to meet the requirements of students whose mother tongue is not English. Its main purpose is to help to correct the common mistakes to which foreign learners of English are liable.

The method adopted throughout this work is uniform. All the errors dealt with are singled out, for they have to be recognised before they can be corrected; then correct forms are substituted for incorrect ones; finally, simple explanations are given wherever necessary to justify particular usages. Exercises are set at the end to ensure that the principles may become firmly fixed in the students' minds.

It is not claimed that this manual is exhaustive. Nevertheless, the difficulties tackled are real, and the examples are representative of the mistakes commonly made by foreign students of English, being the result of observations made over a long period of time.

Much care has been given to the preparation of the Index, which it is hoped will make the book a useful work of reference.

My acknowledgements are due to Mr W. H. G. Popplestone, who has read my manuscript and made many valuable suggestions.

T. J. F.

August 1936

Preface to the Sixth Edition

It is now more than 60 years since this book was first published. It has gone through many revisions, and additions have been made at different times in its history. With the millennium approaching it was decided that there were some points of usage which are no longer relevant and so this new edition has been prepared. The content has been completely reviewed in the light of modern English usage, and the type-faces and design up-dated for clarity.

And yet the original concept and, indeed, most of the original mistakes listed, are still pertinent to students of English even in the year 2000. This little book has sold several hundred thousand copies all over the world and seems likely to go on doing so.

The author's note on how the book should be used is on page vii, with an addition for this edition.

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How this book should be used

This book is intended for two uses. It may be used as a reference book and as an ordinary text book.

As a book of reference it should be consulted with every composition. The teacher may refer the student to the appropriate section dealing with his mistake by a number in the margin of his exercise book. For example, a misuse of a preposition of time (*at*, *on* or *in*) is indicated by 383 in the margin to enable the student to look up his mistake and correct it. This method has been tested and found more effective than the common practice of writing the correct form for the student. It is axiomatic that the greater the student's individual effort, the more thorough will be his learning.

With regard to its second use, as an actual text book, we strongly recommend that the teacher should start off with the exercises on pages 137 to 181. These are arranged under the headings of the various parts of speech: nouns, adjectives, pronouns, etc. However, before an exercise is attempted, the teacher should make certain that the students have comprehended the particular usage involved. An occasional reference to some specific section may be made whenever this is deemed necessary, but under no circumstances is it advisable to go through the various sections of the book consecutively, or to commit to memory rules concerning usage.

Despite the fact that this book has been designed for two separate uses, the writer is of the opinion that the best results will be achieved if it is used by the student both as a text book and as a book of reference.

T.J.F.

January 1961

While the above is still true, there is also a self-study use for this little book. With more varied teaching materials available now, it can also be used as a self-study book by

How this book should be used

students of English as a foreign language who are preparing work either as part of their studies or for their occupations. With a view to this, it is suggested that, when a question of correct usage arises, the student should look first for the core word in the index and so find the section detailing the usage. For example, is it *by foot* or *on foot*? Look up *foot* in the index and you will be directed to Section 13 which will explain that *on foot* is correct.

Students and teachers will decide for themselves what is the best way to use this book. What is constant is the quality of content and how helpful it is to all those who use English as a foreign language.