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words needed by elementary learners often have a lot of grainmar liney may belong to more than one part of speech and have several meanings (mind, like) or their meaning and usage may be compileated (modal verbs all have their individual differences). So it is not enough to know the meaning(s) of a word, or even to know in general what, say, werh tenses mean; you still need to know how each particular word is used in practice.

But even this 'bad news' has its good side. By concentrating on the grammar of a few nundred individual words you learn the essentials of English grammar.

Word frequencies

Research into word frequencies (how often different words are used) has been transformed in recent years by configuration and spoken) to be large quantities of real English (both written and spoken) to be accurately analysed, bievertheless, research findings depend on the texts fed into the computers, in the first place, and the resulting frequency counts have to be interpreted in the light of learners' experiences and needs.

In English Grammar Word by Word Thave omitted some high frequency words that have sinaple grammar (door, father-floure, local, mother, party, water ...) But I have included a number of words with rather lower frequencies. I have done this either because these words belong to the core grammar of English (Enyhold, Edgel), dare, first, hem e, oneself, seldom, theirs, vourselves) or because-seldispite the statistics — learners do encounter them, and their usage, is, not straight forward (asleep, awake, belong ...). I have also restricted most entries to meanings and usages that a not-too-advanced learner might be expected to need.