

Essential Grammar in Use

A self-study reference and practice book
for elementary students of English

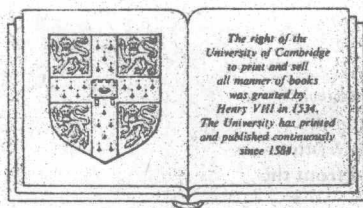
WITH ANSWERS

Essential Grammar in Use

A self-study reference and practice book
for elementary students of English

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Raymond Murphy



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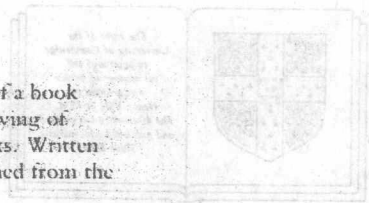
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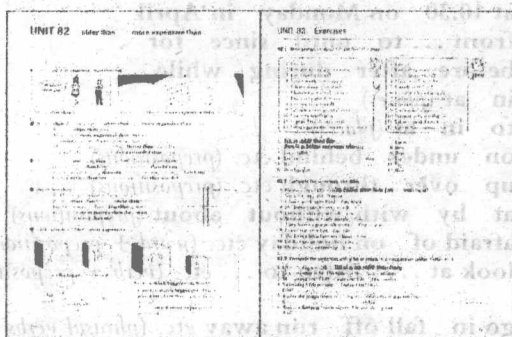
To the student (working without a teacher)

This is a grammar book for elementary students of English. There are 107 units in the book and each unit is about a different point of English grammar. There is a list of units at the beginning of the book (*Contents*).

Do not study all the units in order from beginning to end. It is better to choose the units that you *need* to do. For example, if you have a problem with the present perfect ('have done' / 'have been' etc.), use the *Index* (at the back of the book) to find the unit(s) you need to study (Units 15–19).

Each unit is two pages. The explanation is on the left-hand page and the exercises on the right.

Explanation



Exercises

Use the book in this way:

- 1 Look in the *Contents* and/or *Index* to find the unit(s) you need.
- 2 Study the left-hand page (explanation and information).
- 3 Do the exercises on the right-hand page (if you want to do them).
- 4 Use the *Key* to check your answers.
- 5 Study the left-hand page again if necessary.

Don't forget the six *Appendices* at the back of the book (pages 216–223). These will give you information about irregular verbs, short forms, spelling and phrasal verbs.

To the teacher

The most important features of this book are:

- It is a grammar book. It deals only with grammar and is therefore not intended to be a general course book.
- It is a book for elementary learners. It does not cover areas of grammar which are not normally taught at elementary level.
- It combines reference and exercises in one volume.
- It can be used either for self-study or as supplementary course material.

Organisation of the book

There are 107 units in the book, each one focusing on a particular area of grammar. The material is organised in grammatical categories, such as tenses, modal verbs, questions, pronouns, articles, adjectives and prepositions. Units are *not* ordered according to difficulty, and should therefore be selected and used in the order appropriate for the learner(s). The book should *not* be worked through from beginning to end. The units are listed in the *Contents* and there is a comprehensive *Index* at the end of the book.

Each unit has the same format consisting of two facing pages. The point is explained on the left-hand page and the corresponding exercises are on the right. There are six *Appendices* (pages 216–223) dealing with irregular verbs, short forms (contractions), spelling and phrasal verbs. It might be useful for teachers to draw students' attention to these.

Finally, there is a *Key* at the back of the book (pages 224–253) for students to check their answers. An edition without the *Key* is also available for teachers who might prefer their students to use this.

Level

The book is intended for elementary learners, i.e. learners with very little English, but I would not expect it to be used from the first day of a course for complete beginners. It is intended mainly for elementary students who are beyond the very earliest stages of a beginners' course. It could also be used by lower-intermediate students whose grammar is weaker than other aspects of their English or who have problems with particular areas of 'elementary' grammar.

The explanations are addressed to the elementary student and are therefore as simple and as short as possible. The vocabulary used in the examples and exercises has also been restricted so that the book can be used at this level.

Using the book

The book can be used by students working alone (see '*To the student*,' page viii) or as supplementary course material. In either case the book can serve as an elementary grammar reference book.

When used as course material, the book can be used for immediate

consolidation or for later revision or remedial work. It might be used by the whole class or by individual students needing extra help.

In some cases it may be desirable to use the left-hand pages (explanation) in class, but it should be noted that these have been written more for private study and reference. In most cases, it is probably better for the teacher to present the grammar point in his/her preferred way with the exercises being done for homework. The left-hand page is then available for later reference by the student.

A teacher might prefer to keep the book for revision and remedial work. In this case, individual students or groups of students can be directed to the appropriate units for self-study.

Organization of the book

The book is organized into units, each one focusing on a particular area of grammar. The material is organized in grammatical categories, such as tenses, modal verbs, pronouns, articles, adjectives and prepositions. Units are arranged in order of increasing difficulty, and should therefore be selected and worked through from beginning to end. The units are listed in the Contents which is a comprehensive index at the end of the book.

Each unit has the same format consisting of a left-hand page. The point is explained on the left-hand page and the corresponding exercises are on the right. There are six phases: (page 22) dealing with irregular verbs, (page 23) dealing with irregular verbs, (page 24) dealing with irregular verbs, (page 25) dealing with irregular verbs, (page 26) dealing with irregular verbs, (page 27) dealing with irregular verbs.

Finally, there is a Key at the back of the book (pages 224-257) for students to check their answers. A section within the Key is also available for teachers who might prefer their students to use this.

Level

The book is intended for elementary learners, i.e. learners with very little English, but it would not be used from the first day of a course for complete beginners. It is intended mainly for elementary students who are beyond the very earliest stages of a beginner's course. It could also be used by lower-intermediate students whose grammar is weaker than other aspects of their English or who have problems with particular areas of elementary grammar.

The explanations are addressed to the elementary student and are therefore as simple and as short as possible. The vocabulary used in the examples and exercises has also been restricted so that the book can be used at this level.

Using the book

The book can be used by students working alone (see 'For the student', page 210) or as supplementary material in class. The book can also be used as a reference grammar for students who are working at a higher level. As much as possible, the book can be used for this purpose.

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Thanks

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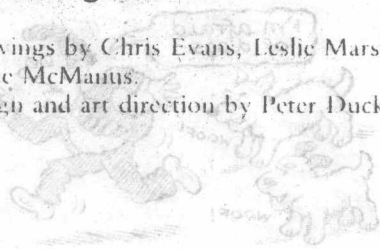
Pilot centres:

The British Institute, Florence, Italy; The British School, Bologna, Italy; FAO, Rome, Italy; International House, Arezzo, Italy; International House, La Spezia, Italy; ITC Maggiolini, Parabiago, Italy; IHLS, Budapest, Hungary; International House, Budapest, Hungary; International Language Institute, Cairo, Egypt; LS Kielipisto, Tampere, Finland; Klubschule Migros, Berne, Switzerland; Klubschule Migros, Lichtensteig, Switzerland; Ecole d'Ingénieurs, Geneva, Switzerland; Capital Institute, Ruwi, Oman; British Institute, Valencia, Spain; International House, Madrid, Spain; International House, Barcelona, Spain; International House, Coimbra, Portugal; Instituto de Idiomas, Lima, Peru; AMES, Hobart, Tasmania; CUCES-Universités, Nancy, France; INFOP, Longvic, France; The British Council Cambridge English School, Tokyo, Japan; Cambridge English School, Ikebukuro, Japan; Cambridge English School, Tokyo, Japan; Stanton School of English, Tokyo, Japan; Katoh Gakuen Gyoshu High School, Japan; The Studio School of English, Cambridge; The Cambridge Centre for Languages, Sawston; University of Glasgow EFL Unit; The Bell School of Languages, Cambridge; The Swan School of English, Oxford; Institute for Applied Language Studies, University of Edinburgh.

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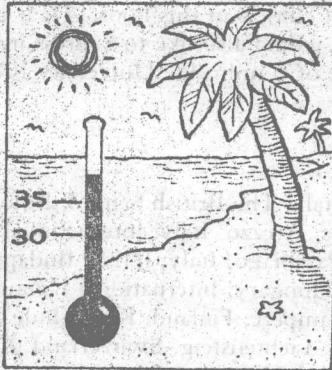


UNIT 1 am/is/are

Thanks



She's a doctor.
She **isn't** a nurse.



It's hot.
It **isn't** cold.



They're rich.
They **aren't** poor.

positive

I	am	(I'm)
he	is	(he's)
she		(she's)
it		(it's)
we	are	(we're)
you		(you're)
they		(they're)

negative

I	am not	(I'm not)
he	is not	(he's not or he isn't)
she		(she's not or she isn't)
it		(it's not or it isn't)
we	are not	(we're not or we aren't)
you		(you're not or you aren't)
they		(they're not or they aren't)

- Can you close the window, please? I'm cold.
- I'm 32 years old. My sister is 29.
- My brother is a policeman. He's very tall.
- John is afraid of dogs.
- It's 10 o'clock. You're late again.
- Ann and I are very good friends.
- My shoes are very dirty. I must clean them.
- I'm tired but I'm not hungry.
- Tom isn't interested in politics.
- Jane isn't at home at the moment. She's at work.
- Those people aren't English. They're Australian.



That's = that is there's = there is here's = here is:

- Thank you. **That's** very kind of you.
- Look! **There's** George.

► Unit 2 am/is/are (questions)

UNIT 1 Exercises

(questions) are / is / am

UNIT 2

1.1 Write the short form (she's / we aren't etc.).

- | | | |
|---------------------|--------------|---------------|
| 1 he is <u>he's</u> | 3 she is not | 5 I am not |
| 2 they are | 4 it is | 6 you are not |

Write the full form (she is / we are not etc.).

- | | | |
|-------------------------------|----------------|-------------|
| 7 we aren't <u>we are not</u> | 9 you're | 11 it isn't |
| 8 I'm | 10 they aren't | 12 she's |

1.2 Put in am, is or are.

- | | |
|---|---|
| 1 The weather <u>is</u> very nice today. | 8 This castle <u>is</u> one thousand years old. |
| 2 I <u>am</u> not tired. | 9 My brother and I <u>are</u> good tennis players. |
| 3 This case <u>is</u> very heavy. | 10 Ann <u>is</u> at home but her children <u>are</u> at school. |
| 4 These cases <u>are</u> very heavy. | 11 I <u>am</u> a student. My sister <u>is</u> an architect. |
| 5 The dog <u>is</u> asleep. | |
| 6 Look! There <u>is</u> Carol. | |
| 7 I <u>am</u> hot. Can you open the window, please? | |

1.3 Write full sentences. Use am/is/are each time.

- (my shoes very dirty) My shoes are very dirty.
- (my bed very comfortable) My bed is very comfortable.
- (your cigarettes in your bag) My cigarettes are in my bag.
- (I not very happy today) I am not very happy today.
- (this restaurant very expensive) This restaurant is very expensive.
- (the shops not open today) The shops are not open today.
- (Mr Kelly's daughter six years old) Mr Kelly's daughter is six years old.
- (the houses in this street very old) The houses in this street are very old.
- (the examination not difficult) The examination is not difficult.
- (those flowers very beautiful) Those flowers are very beautiful.

1.4 Write positive or negative sentences. Use am / am not / is / isn't / are / aren't.

- (Paris / the capital of France) Paris is the capital of France.
- (I / interested in football) I am not interested in football.
- (I / hungry) I am hungry.
- (it / warm today) It is warm today.
- (Rome / in Spain) Rome is in Italy.
- (I / afraid of dogs) I am not afraid of dogs.
- (my hands / cold) My hands are cold.
- (Canada / a very big country) Canada is a very big country.
- (the Amazon / in Africa) The Amazon is in South America.
- (diamonds / cheap) Diamonds are not cheap.
- (motor-racing / a dangerous sport) Motor-racing is a dangerous sport.
- (cats / big animals) Cats are not big animals.

UNIT 2 am/is/are (questions)

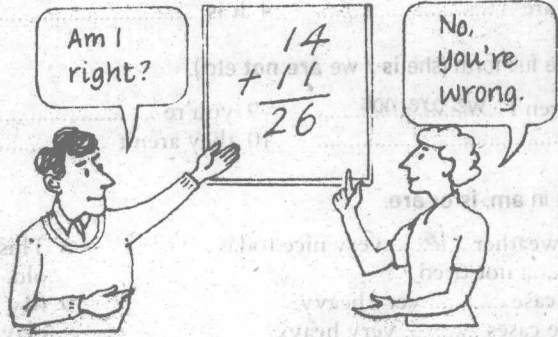
► Unit 1 am/is/are

positive

I	am
he	} is
she	
it	
we	} are
you	
they	

question

am	I?
} is	he?
	she?
	it?
} are	we?
	you?
	they?



- 'Is your mother at home?' 'No, she's out.'
- 'Is it cold in your room?' 'Yes, a little.'
- 'Those shoes are nice. Are they new?'
- 'Are books expensive in your country?'
- 'How old is Joe?' 'He's 24.'
- 'What colour is your car?' 'It's blue.'
- 'Where are you from?' 'Canada.'
- 'How much are these postcards?' 'They're 40 pence each.'

what's = what is who's = who is how's = how is where's = where is:

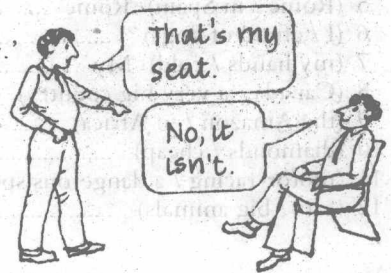
- What's the time? - Who's that man?
- Where's Jill? - How's your father?

short answers

Yes, I am.	
Yes, {	he she it
	} is
Yes, {	we you they
	} are.

No, I'm not.	
No, {	he's she's it's
	} not. or No, {
	he she it
	} isn't.
No, {	we're you're they're
	} not. or No, {
	we you they
	} aren't.

- 'Are you tired?' 'Yes, I am.'
- 'Are you hungry?' 'No, I'm not but I'm thirsty.'
- 'Is he English?' 'Yes, he is.'
- 'Is Ann at work today?' 'No, she isn't.'
- 'Is this seat free?' 'Yes, it is.'
- 'Are these your shoes?' 'Yes, they are.'
- 'Am I late?' 'No, you aren't.'



UNIT 2 Exercises

2.1 Write questions from these words. Use **am/is/are**.

- 1 (your mother at home?) *Is your mother at home?* ?
- 2 (your parents at home?) at home ?
- 3 (this hotel expensive?) ?
- 4 (you interested in art?) ?
- 5 (the shops open today?) ?
- 6 (the park open today?) ?

2.2 Write questions with **What/Who/How/Where/Why ... ?** Use **am/is/are**.

- 1 (what colour your car?) *What colour is your car?* ?
- 2 (where my key?) *Where* ?
- 3 (where my socks?) ?
- 4 (how old your father?) *How* ?
- 5 (what colour his eyes?) ?
- 6 (why John angry with me?) ?
- 7 (how much these shoes?) ?
- 8 (who your favourite actor?) ?
- 9 (why you always late?) ?

2.3 Ask the questions. (Read the answers to the questions first.)



- 1 (your name?) *What's your name?* ?
- 2 (married or single?) *Are you married or single?* ?
- 3 (British?) ?
- 4 (where / from?) ?
- 5 (how old?) ?
- 6 (a student?) ?
- 7 (your wife a teacher?) ?
- 8 (where / from?) ?
- 9 (her name?) ?
- 10 (how old?) ?



PAUL

- Paul.
 I'm married.
 No, I'm not.
 From Australia.
 I'm 25.
 No, I'm a teacher.
 No, she's a lawyer.
 She's Italian.
 Anna.
 She's 25 too.

2.4 Write positive or negative short answers (**Yes, I am / No, he isn't** etc.).

- | | |
|--|------------------------------|
| 1 Are you married? <i>No, I'm not.</i> | 6 Is it dark now? |
| 2 Are you tall? <i>Yes, I am.</i> | 7 Are your hands cold? |
| 3 Is it cold today? | 8 Are you hungry? |
| 4 Are you a teacher? | 9 Is your father tall? |
| 5 Are you tired? | 10 Is it sunny? |

UNIT 3 I am doing (present continuous)



She's eating.
She isn't reading.



It's raining.
The sun isn't shining.



They're running.
They aren't walking.

■ The present continuous tense is:

am/is/are -ing (doing/eating/raining/running/writing etc.)

I	am (not) -ing	I'm working.
he	is (not) -ing	Tom is writing a letter.
she		She isn't eating.
it		The telephone is ringing.
we	are (not) -ing	We're having dinner.
you		You're not listening to me.
they		The children are doing their homework.

► Unit 1 for the short forms 'm/'s/'re/isn't/aren't

■ **am/is/are -ing** = something is happening **now**:

I'm working
she's wearing a hat
they're playing football
I'm not watching television

past ← NOW → future

- Please be quiet. **I'm working.** (= I'm working now)
- Look! Joy **is wearing** her new hat. (= she's wearing it now)
- Don't go out now. **It's raining.**
- 'Where are the children?' 'They're **playing** in the garden.'
- (on the telephone) **We're having** dinner now. Can you **phone** later?
- You can turn the television off. **I'm not watching** it.

Spelling ► Appendix 4 (4.3 and 4.4):

come → coming

run → running

lie → lying

smoke → smoking

sit → sitting

die → dying

write → writing

swim → swimming

- Unit 4 Are you -ing? (present continuous questions)
- Unit 8 I am doing (present continuous) and I do (present simple)
- Unit 21 What are you doing tomorrow? (present for the future)

UNIT 3 (Exercises) UNIT 4

3.1 Complete the sentences. Use **am/is/are** + one of these verbs:

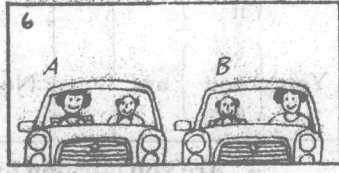
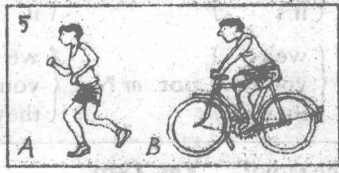
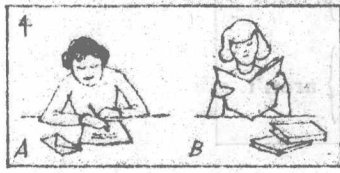
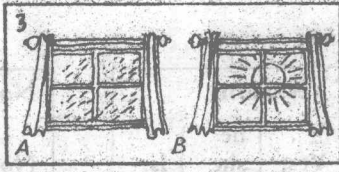
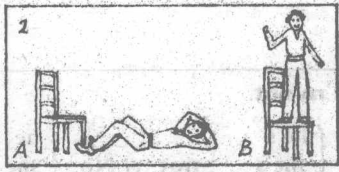
- building coming having playing cooking standing swimming**

- 1 Listen! Pat is playing the piano.
- 2 They a new hotel in the city centre at the moment.
- 3 Look! Somebody in the river.
- 4 'You on my foot.' 'Oh, I'm sorry.'
- 5 Hurry up! The bus
- 6 'Where are you, George?' 'In the kitchen, I a meal.'
- 7 (on the telephone) 'Hello. Can I speak to Ann, please?' 'She a shower at the moment. Can you phone again later?'

3.2 What's happening at the moment? Write *true* sentences.

- 1 (I / wash / my hair) I'm not washing my hair.
- 2 (it / snow) It is snowing.
- 3 (I / sit / on a chair)
- 4 (I / eat)
- 5 (it / rain)
- 6 (I / learn / English)
- 7 (I / listen / to the radio)
- 8 (the sun / shine)
- 9 (I / wear / shoes)
- 10 (I / smoke / a cigarette)
- 11 (I / read / a newspaper)

3.3 What is the difference between picture A and picture B? Write two sentences each time. Use **is/are (not) -ing**.



- 1 In A the man is smoking a cigarette. In B he is eating an apple.
- 2 In A the man In B he
- 3 In A In B
- 4
- 5
- 6

UNIT 4 Are you -ing? (present continuous questions)

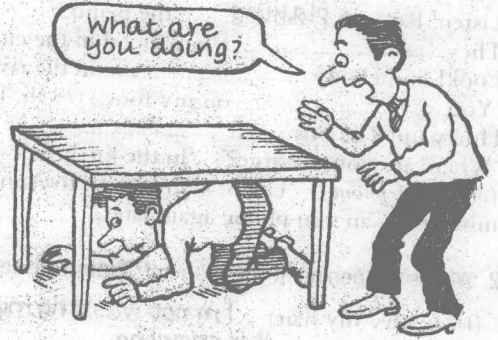
▶ Unit 3 I am doing (present continuous)

positive

I	am	-ing
he	} is	-ing
she		
it		
we	} are	-ing
you		
they		

question

am	I	-ing?
is	he	-ing?
	she	
	it	
are	we	-ing?
	you	
	they	



- Your face is white. **Are you feeling okay?**
- **'Is it raining?'** 'Yes, take an umbrella.'
- **'Why are you wearing a coat?'** It's not cold today.
- **'What's Roy doing?'** 'He's cooking the dinner.'
- **'What are the children doing?'** 'They're playing in the garden.'
- Look! There's Jan. Where's she going?

The word order in these questions is:

	is/are	+	subject	+	-ing
Is	is	+	he	+	working today?
Is	is	+	Mr Smith	+	working today?
Where are	are	+	they	+	going?
Where are	are	+	those people	+	going? (not 'Where are going those people?')

short answers

Yes, I am.	
Yes,	{ he she } is.
	{ it }
Yes,	{ we you } are.
	{ they }

No, I'm not.	
No,	{ he's she's } not. or No, { he she } isn't.
	{ it's }
No,	{ we're you're } not. or No, { we you } aren't.
	{ they're }

- **'Are you listening to the radio?'** 'Yes, I am.'
- **'Is Tom working today?'** 'Yes, he is.'
- **'Is it raining?'** 'No, it isn't.'
- **'Are your friends staying at a hotel?'** 'No, they aren't.'