

Essential Grammar in Use

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英语在用

剑桥初级英语语法

Raymond Murphy (英)

114 units of grammar reference and practice

self-study and classroom use

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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英语在用

剑桥初级英语语法

原著:(英)Raymond Murphy

* * *

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英语学习者的“圣经”

——“英语在用”丛书简介

一套全面、实用的语法和词汇参考书是几乎所有英语学习者的梦想。如今我们欣喜地告诉大家，随着“英语在用”丛书的出版，这个梦想可以实现了。

本丛书是世界上最畅销的英语语法与词汇学习参考书，迄今读者已逾千万，被誉为“英语学习者的‘圣经’”。它专为非英语国家英语学习者编写，在结构上，条理明晰，形式简约顺达；在内容上，解析重点与难点，透彻生动，同时反复练习，巩固成效。

“英语在用”丛书包括语法和词汇两个系列，每系列分3级，分别针对初、中、高级学习者，并配有练习册。既可作为自学用书，也可作为课堂用书。

本丛书的特点是：

- **教法新颖**：以“在语境中学习语言”为原则，辅以大量生动的图表，摒弃死记硬背的陈旧方法。
- **内容实用**：取材自真实的语料库，强调内容的实用性，使您真正达到学以致用。
- **结构简明**：将语法和词汇项目分类解说，方便您挑选所需内容。
- **使用方便**：采用解说与练习左右两页对照的形式。左页解释说明语法规则和词汇意义，右页通过练习巩固本单元所学用法，随学随练，让您能每迈一步都体会到进步的成就感。
- **技巧训练**：介绍学习技巧，帮助您自己总结语法及词汇规律，养成良好的学习习惯。
- **参考答案**：详尽全面，给您充分的信息。
- **目录**：清晰详细，说明每单元讲解的词汇和语法，便于快速寻找所需内容。
- **索引**：将书中讲解的所有重要词汇和语法点按字母顺序列出，并标注书中位置，方便查找。
- **附录**：丰富全面，提供多方面的参考资料。

语法附录包括：被动语态，引语，不规则动词，常见错误等。

词汇附录包括：音标表，常用习语，常见错误等。

“英语在用”丛书原书由剑桥大学出版社出版。外语教学与研究出版社引进本套丛书，旨在介绍国际先进的英语学习方法，帮助学习者对英语融会贯通，学有卓效。《荀子》“劝学篇”中有一脍炙人口的佳句：“吾尝终日而思矣，不如须臾之所学也；吾尝跂而望矣，不如登高之博见也。”又有：“学而不化，非学也。”如果大家能藉此套丛书通达学路，登顶揽胜，我们便可聊以自慰了。

“英语在用”丛书将分英文版和中文注释版两种陆续出版。首批推出：

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- English Vocabulary in Use: elementary 剑桥初级英语词汇
- English Vocabulary in Use: pre-intermediate and intermediate 剑桥中级英语词汇
- English Vocabulary in Use: upper-intermediate and advanced 剑桥高级英语词汇

语法部分：

- Essential Grammar in Use 剑桥初级英语语法
- English Grammar in Use 剑桥中级英语语法
- Advanced Grammar in Use 剑桥高级英语语法
- Essential Grammar in Use Supplementary Exercises 剑桥初级英语语法练习
- English Grammar in Use Supplementary Exercises 剑桥中级英语语法练习

Contents

To the student
To the teacher
Thanks

Unit

- 1 **am/is/are**
- 2 **am/is/are** (questions)
- 3 **I am doing** (present continuous)
- 4 **are you doing?** (present continuous questions)
- 5 **I do/work/like** etc. (present simple)
- 6 **I don't ...** (present simple negative)
- 7 **Do you ... ?** (present simple questions)
- 8 **I am doing** and **I do** (present continuous and present simple)
- 9 **I have ... / I've got ...**

- 10 **was/were**
- 11 **worked/got/went** etc. (past simple)
- 12 **I didn't ... Did you ... ?** (past simple negative and questions)
- 13 **I was doing** (past continuous)
- 14 **I was doing** (past continuous) and **I did** (past simple)
- 15 **I have done** (present perfect 1)
- 16 **I've just ... I've already ... I haven't ... yet** (present perfect 2)
- 17 **Have you ever ... ?** (present perfect 3)
- 18 **How long have you ... ?** (present perfect 4)
- 19 **for since ago**
- 20 **I have done** (present perfect) and **I did** (past simple)

- 21 **is done was done** (passive 1)
- 22 **is being done has been done** (passive 2)

- 23 **be/have/do** in present and past tenses
- 24 Regular and irregular verbs

- 25 **I used to ...**

- 26 **What are you doing tomorrow?**
- 27 **I'm going to ...**
- 28 **will/shall** (1)
- 29 **will/shall** (2)

- 30 **might**
- 31 **can** and **could**
- 32 **must mustn't needn't**
- 33 **should**
- 34 **I have to ...**
- 35 **Would you like ... ? I'd like ...**

- 36 **there is there are**
- 37 **there was/were there has/have been there will be**
- 38 **It ...**

- 39 **I am I don't** etc.
- 40 **Have you? Are you? Don't you?** etc.
- 41 **too/either so am I / neither do I** etc.
- 42 **isn't haven't don't** etc. (negatives)
- 43 **is it ... ? have you ... ? do they ... ?** etc. (questions 1)
- 44 **Who saw you? Who did you see?** (questions 2)
- 45 **Who is she talking to? What is it like?** (questions 3)
- 46 **What ... ? Which ... ? How ... ?**
- 47 **How long does it take ... ?**
- 48 **Do you know where ... ? I don't know what ...** etc.
- 49 **She said that ... He told me that ...**
- 50 **work/working go/going do/doing**
- 51 **to ... (I want to do) and -ing (I enjoy doing)**
- 52 **I want you to ... I told you to ...**
- 53 **I went to the shop to ...**
- 54 **go to ... go on ... go for ... go -ing**
- 55 **get**
- 56 **do and make**
- 57 **have**
- 58 **I/me he/him they/them** etc.
- 59 **my/his/their** etc.
- 60 **Whose is this? It's mine/yours/hers** etc.
- 61 **I/me/my/mine**
- 62 **myself/yourself/themselves** etc.
- 63 **-'s (Ann's camera / my brother's car)** etc.
- 64 **a/an ...**
- 65 **flower(s) bus(es)** (singular and plural)
- 66 **a car / some money** (countable/uncountable 1)
- 67 **a car / some money** (countable/uncountable 2)
- 68 **a/an and the**
- 69 **the ...**
- 70 **go to work / go home / go to the cinema**
- 71 **I like music I hate exams**
- 72 **the ...** (names of places)
- 73 **this/that/these/those**
- 74 **one/ones**
- 75 **some and any**
- 76 **not + any no none**
- 77 **not + anybody/anyone/anything nobody/no-one/nothing**
- 78 **somebody/anything/nowhere** etc.
- 79 **every and all**
- 80 **all most some any no/none**
- 81 **both either neither**
- 82 **a lot much many**
- 83 **(a) little (a) few**

- 84 **old/nice/interesting** etc. (adjectives)
 85 **quickly/badly/suddenly** etc. (adverbs)
 86 **old/older expensive / more expensive**
 87 **older than ... more expensive than ...**
 88 **not as ... as**
 89 **the oldest the most expensive**
 90 **enough**
 91 **too**
- 92 He **speaks English** very well. (word order 1)
 93 **always/usually/often** etc. (word order 2)
 94 **still yet already**
 95 **Give me that book! Give it to me!**
- 96 **at 8 o'clock on Monday in April**
 97 **from ... to until since for**
 98 **before after during while**
- 99 **in at on** (places 1)
 100 **in at on** (places 2)
 101 **to in at** (places 3)
 102 **under behind opposite** etc. (prepositions)
 103 **up over through** etc. (prepositions)
 104 **on at by with about** (prepositions)
 105 **afraid of ... good at ...** etc. preposition + **-ing (good at -ing** etc.)
 106 **listen to ... look at ...** etc. (verb + preposition)
- 107 **go in fall off run away** etc. (phrasal verbs 1)
 108 **put on your shoes put your shoes on** (phrasal verbs 2)
- 109 **and but or so because**
 110 **When ...**
 111 **If we go ... If you see ...** etc.
 112 **If I had ... If we went ...** etc.
 113 a person **who ...** a thing **that/which ...** (relative clauses 1)
 114 the people **we met** the hotel **you stayed at** (relative clauses 2)

Appendices

- Appendix 1 Active and passive 239
 Appendix 2 List of irregular verbs 240
 Appendix 3 Irregular verbs in groups 241
 Appendix 4 Short forms (**he's / I'd / don't** etc.) 242
 Appendix 5 Spelling 244
 Appendix 6 Phrasal verbs (**look out / take off** etc.) 246
 Appendix 7 Phrasal verbs + object (**fill in a form / put out a fire** etc.) 247

Additional exercises 248

Key to Exercises 265

Key to Additional exercises 293

Index 296


To the student (working without a teacher)

This is a grammar book for elementary students of English. There are 114 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 (*I have been, he has done* etc.), use the *Index* (at the back of the book) to find the unit (or units) you need to study (Units 15-20 for the present perfect).

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

Information
(left)

<p>34 I have to ...</p> <p>A  I have to do something - it is necessary for me to do it, I am obliged to do it.</p> <table border="1"> <tr> <td>I / we / you / they</td> <td>have</td> <td>to do</td> </tr> <tr> <td>he / she / it</td> <td>has</td> <td>to do</td> </tr> </table> <p>B I'll be here for work tomorrow. I have to go to the dentist. • Jill starts work at 7 o'clock, so she has to get up at 6. • You have to pass a test before you can get a driving licence.</p> <p>C In questions and negatives we use <i>do/does</i> (present) and <i>did</i> (past).</p> <table border="1"> <tr> <td>do</td> <td>I / we / you / they</td> <td>have to</td> <td>?</td> <td>do</td> <td>he / she / it</td> <td>has to</td> <td>?</td> </tr> <tr> <td>does</td> <td>he / she / it</td> <td>have to</td> <td>?</td> <td>did</td> <td>I / we / you / they</td> <td>didn't have to</td> <td>?</td> </tr> </table> <p>D <i>must</i> and <i>have to</i></p> <p><i>Use must to have to when you say what you think is necessary, when you give your opinion:</i></p> <ul style="list-style-type: none"> It's a fantastic film. You must see it. or You have to see it. <p><i>When you are not giving your personal opinion, we have to (just mean):</i></p> <ul style="list-style-type: none"> Jill won't be at work this afternoon. She has to go to the dentist. (that is not my personal opinion - it is a fact) In many countries, men have to do military service. (this is not my opinion - it is the law in these countries) 	I / we / you / they	have	to do	he / she / it	has	to do	do	I / we / you / they	have to	?	do	he / she / it	has to	?	does	he / she / it	have to	?	did	I / we / you / they	didn't have to	?	<p>EXERCISES</p> <p>34.1 Complete the sentences. Use <i>have to</i> or <i>has to</i> + a verb from the box.</p> <p>do read speak travel arrive</p> <ol style="list-style-type: none"> They can't see very good. I think the best is a suit. At the end of the course all the students will a test. Many of my students like to a lot of books. Chris doesn't understand much English. You must very slowly to him. Kate is not often at home. She has to for her job. <p>34.2 Complete the sentences. Use <i>have to</i> or <i>has to</i> + a verb from the box.</p> <p>eat sleep drink get</p> <ol style="list-style-type: none"> The night is dark. have to sleep. There were no buses. It's hot. I must eat. I'll see you tomorrow. There is the supermarket after work, providing I have to some food. This train doesn't go all the way to London. You must at Bristol. We did an exam yesterday. We had to all questions first of ten. <p>34.3 Complete the sentences. Some are present and others are past.</p> <table border="1"> <tr> <td>I have to get up early tomorrow.</td> <td>What time do you have to get up?</td> </tr> <tr> <td>Change had to wear a long dress.</td> <td>How long did you have to wear it?</td> </tr> <tr> <td>Lee had to go somewhere.</td> <td>Where did you have to go?</td> </tr> <tr> <td>We had to pay a lot of money.</td> <td>How much did you have to pay?</td> </tr> <tr> <td>I have to do some work.</td> <td>What exactly do you have to do?</td> </tr> </table> <p>34.4 Write sentences with <i>do/does/must/have to</i>.</p> <ol style="list-style-type: none"> Why are you going out? You don't have to go out. Why is Ann reading? She has to read. Why did you get up early? You had to get up early. Why is Paul working so hard? He has to work hard. Why do you need to have money? You have to have money. <p>34.5 Which is correct? Sometimes <i>must</i> and <i>have to</i> are both correct.</p> <ol style="list-style-type: none"> It's a great film. You must/you have to see it. Both are correct. In most countries, men must/have to do military service. have to is correct. You can't park your car here for nothing. You must/have to pay for it. must is correct. John has very money with me last night, so I must/have to tell my brother. must is correct. I can't reach the shelves. I must/have to ask somebody. must is correct. Why is Paul going now? "The great night. I must/have to go to my party." What's wrong? "You must/have to hurry up, the train is late." <p>34.6 Write some things that you (or your friends or family) have to do or had to do.</p> <ol style="list-style-type: none"> every day: I have to brush my teeth every day. every day: I have to brush my teeth every day. sometimes: I have to brush my teeth every day. sometimes: I have to brush my teeth every day. 	I have to get up early tomorrow.	What time do you have to get up?	Change had to wear a long dress.	How long did you have to wear it?	Lee had to go somewhere.	Where did you have to go?	We had to pay a lot of money.	How much did you have to pay?	I have to do some work.	What exactly do you have to do?
I / we / you / they	have	to do																															
he / she / it	has	to do																															
do	I / we / you / they	have to	?	do	he / she / it	has to	?																										
does	he / she / it	have to	?	did	I / we / you / they	didn't have to	?																										
I have to get up early tomorrow.	What time do you have to get up?																																
Change had to wear a long dress.	How long did you have to wear it?																																
Lee had to go somewhere.	Where did you have to go?																																
We had to pay a lot of money.	How much did you have to pay?																																
I have to do some work.	What exactly do you have to do?																																

Exercises
(right)

You can use the book in this way:

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

Don't forget the seven *Appendices* at the back of the book (pages 239-247). These will give you information about active and passive forms, irregular verbs, short forms, spelling and phrasal verbs.

There are also *Additional exercises* at the back of the book (pages 248-264). There is a list of these exercises on page 248.

To the teacher

The most important features of this book are:

- It is a grammar book. It deals only with grammar and is not 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 for self-study or as supplementary course material.

Organisation of the book

There are 114 units in the book, each one focusing on a particular area of grammar. The material is organised in grammatical categories, such as tenses, questions and articles. 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 grammar point is presented and explained on the left-hand page and the corresponding exercises are on the right. There are seven *Appendices* (pages 239–247) dealing with active and passive forms, irregular verbs, short forms (contractions), spelling and phrasal verbs. It might be useful for teachers to draw students' attention to these.

This new edition of *Essential Grammar in Use* also contains a set of *Additional exercises* (pages 248–264). These exercises provide 'mixed' practice bringing together grammar points from a number of different units (mainly those concerning verb forms). There are 33 exercises in this section and there is a full list on page 248.

Finally, there is a *Key* at the back of the book (pages 265–295) for students to check their answers. An edition without the *Key* is also available for teachers who would prefer their students to use this.

Level

The book is 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 learners 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 learner 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*) or as supplementary course material. In either case the book can serve as an elementary grammar 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 and practice.

In some cases it may be desirable to use the left-hand pages (presentation and explanation) in class, but it should be noted that these have been written for individual study and reference. In most cases, it would probably be 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.

Some teachers may 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 and practice.

Changes from the first edition

The main changes from the first edition are:

- There are six new units:

Unit 16	present perfect + <i>just/already/yet</i>
Unit 22	passive (<i>is being done / has been done</i>)
Unit 25	<i>I used to ...</i>
Unit 56	<i>do and make</i>
Unit 57	<i>have</i>
Unit 112	<i>if I had ... / if we went... etc.</i>

There is also a new appendix on active and passive forms (*Appendix 1*).

- Some of the material has been revised and reorganised. For example, the content of Units 99-100 (*in/at/on*) in the new edition corresponds to Unit 94 and part of Unit 96 in the old edition.
- Some units have been redesigned, for example Unit 41 (originally 39) and Unit 54 (originally 52).
- Some of the units have been reordered and (after Unit 8) nearly all units have a *different number from the original edition*. A few units have been moved to different parts of the book. For example, Unit 50 (*work/working etc.*) was originally Unit 34.
- Many of the left-hand pages have been rewritten and many of the examples changed. In a few cases there are significant changes to the content, for example Unit 51 (originally 47), Unit 73 (originally 68) and Unit 82 (originally 77).
- Many of the original exercises have been modified or completely replaced with new exercises (for example, Units 4 and 5).
- There is a new section of *Additional exercises* at the back of the book (see *Organisation of the book* above).

Thanks

For their help in producing this new edition of *Essential Grammar in Use*, I would like to thank Jeanne McCarten, Nóirín Burke, Liz Driscoll, Chris Hamilton-Emery, Geraldine Mark, Jane Walsh, Pam Murphy, Ruth Carim and Lelio Pallini.

Drawings by Richard Deverell, Richard Eckford, Sue Hillwood-Harris and Amanda MacPhail.

Book design by Peter Ducker MSTD.

am/is/are

A



B

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)

- I'm cold. Can you close the window, please?
- I'm 32 years old. My sister is 29.
- My brother is very tall. He's a policeman.
- John is afraid of dogs.
- It's ten o'clock. You're late again.
- Ann and I are good friends.
- Your keys are on the table.



- I'm tired but I'm not hungry.
- Tom isn't interested in politics. He's interested in music.
- Jane isn't at home at the moment. She's at work.
- Those people aren't English. They're Australian.
- It's sunny today but it isn't warm.

C

that's = that is there's = there is here's = here is

- Thank you. That's very kind of you.
- Look! There's Chris.
- 'Here's your key.' 'Thank you.'



EXERCISES

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

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

1.2 Put in am, is or are.

- | | |
|-------------------------------------|----------------------------------------------------|
| 1 The weather <u>is</u> nice today. | 5 Look! There Carol. |
| 2 I not tired. | 6 My brother and I good tennis players. |
| 3 This bag heavy. | 7 Ann at home. Her children at school. |
| 4 These bags heavy. | 8 I a taxi driver. My sister a nurse. |

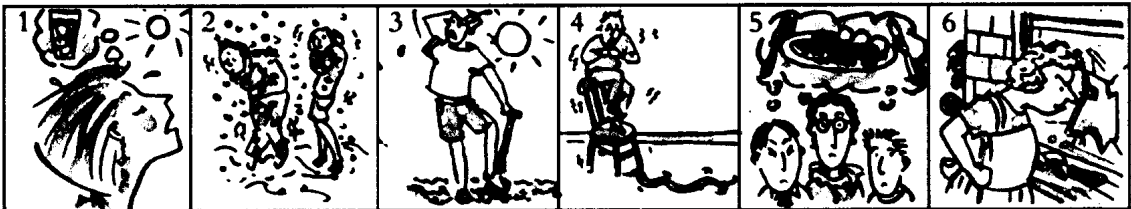
1.3 Write full sentences. Use is/isn't/are/aren't.

- (your shoes very dirty) Your shoes are very dirty.
- (my brother a teacher) My
- (this house not very big)
- (the shops not open today)
- (my keys in my bag)
- (Jenny 18 years old)
- (you not very tall)

1.4 Look at Lisa's sentences (Unit 1A). Now write sentences about yourself.

- | | |
|----------------------|----------------------------------|
| 1 (name?) My | 6 (favourite colour or colours?) |
| 2 (from?) I | My |
| 3 (age?) I | 7 (interested in...?) |
| 4 (job?) I | I |
| 5 (married?) I | |

1.5 Write sentences for the pictures. Use: afraid angry cold hot hungry thirsty



- | | | |
|-------------------------|------------|---------|
| 1 <u>She's thirsty.</u> | 3 He | 5 |
| 2 They | 4 | 6 |

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

- (I / interested in politics) I'm interested (OR I'm not interested) in politics.
- (I / hungry) I
- (it / warm today) It
- (I / afraid of dogs)
- (my hands / cold)
- (Canada / a very big country)
- (diamonds / cheap)
- (I / interested in football)
- (Rome / in Spain)

am/is/are (questions)

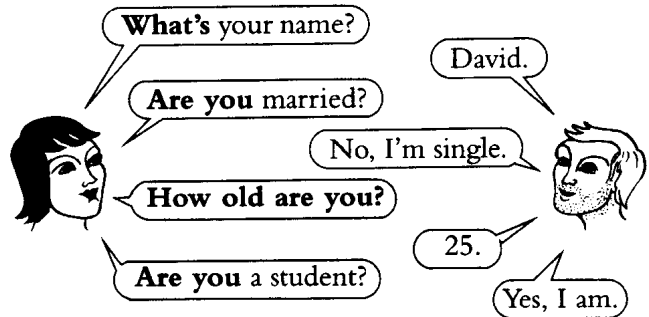
A

positive

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

question

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



- 'Am I late?' 'No, **you're** on time.'
- 'Is your mother at home?' 'No, **she's** out.'
- 'Are your parents at home?' 'No, **they're** out.'
- 'Is it cold in your room?' 'Yes, a little.'
- **Your shoes are** nice. **Are they** new?

We say:

- **Is she** at home? / **Is your mother** at home? (not 'Is at home your mother?')
- **Are they** new? / **Are your shoes** new? (not 'Are new your shoes?')

B

Where ... ? / What ... ? / Who ... ? / How ... ? / Why ... ?

- **Where is** your mother? Is she at home?
- **What colour is** your car? 'It's red.'
- **How are** your parents? Are they well?
- **How much are** these postcards? 'Fifty pence.'
- **Where are** you from? 'Canada.'
- **How old is** Joe? 'He's 24.'
- **Why are** you angry?

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?

C

short answers

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

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



- 'Are you tired?' 'Yes, I **am**.'
- 'Are you hungry?' 'No, I'm **not** but I'm thirsty.'
- 'Is your friend English?' 'Yes, **he is**.'
- 'Are these your keys?' 'Yes, **they are**.'
- 'That's my seat.' 'No, **it isn't**.'

EXERCISES

2.1 Find the right answers for the questions.

- 1 Where's the camera?
- 2 Is your car blue?
- 3 Is Linda from London?
- 4 Am I late?
- 5 Where's Ann from?
- 6 What colour is your bag?
- 7 Are you hungry?
- 8 How is George?
- 9 Who's that woman?

- A London.
- B No, I'm not.
- C Yes, you are.
- D My sister.
- E Black.
- F No, it's black.
- G In your bag.
- H No, she's American.
- I Very well.

- 1 G
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

2.2 Make questions with these words. Use **is** or **are**.

- 1 (at home / your mother?)
- 2 (your parents / well?)
- 3 (interesting / your job?)
- 4 (the shops / open today?)
- 5 (interested in sport / you?)
- 6 (near here / the post office?)
- 7 (at school / your children?)
- 8 (why / you / late?)

Is your mother at home?
Are your parents well?

.....

.....

.....

.....

.....

2.3 Complete the questions. Use **What...** / **Who...** / **Where...** / **How...**

- 1 How are..... your parents?
- 2 the bus stop?
- 3 your children?
- 4 these oranges?
- 5 your favourite sport?
- 6 the man in this photograph?
- 7 your new shoes?

They're very well.
At the end of the street.
Five, six and ten.
£1.20 a kilo.
Skiing.
That's my father.
Black.

2.4 Write the questions. (Read the answers first.)

- 1 (name?) What's your name?
- 2 (married or single?)
- 3 (American?)
- 4 (how old?)
- 5 (a teacher?)
- 6 (wife a lawyer?)
- 7 (from?)
- 8 (her name?)
- 9 (how old?)



Paul.
I'm married.
No, I'm Australian.
I'm 30.
No, I'm a lawyer.
No, she's a designer.
She's Italian.
Anna
She's 27.



2.5 Write short answers (**Yes, I am.** / **No, he isn't.** etc.).

- | | |
|----------------------------------------|------------------------------|
| 1 Are you married? <u>No, I'm not.</u> | 4 Are your hands cold? |
| 2 Are you thirsty? | 5 Is it dark now? |
| 3 Is it cold today? | 6 Are you a teacher? |

I am doing (present continuous)

A



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 is:

am/is/are + doing/eating/running/writing etc.

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

B

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 at Sue! She's **wearing** her new hat. (= she is wearing it now)
- The weather is nice at the moment. **It's not raining.**
- 'Where are the children?' 'They're **playing** in the park.'
- (on the phone) We're **having** dinner now. Can you phone again later?
- You can turn off the television. **I'm not watching** it.

Spelling (⇒ Appendix 5):

come → coming write → writing dance → dancing
run → running sit → sitting swim → swimming
lie → lying

am/is/are ⇒ UNIT 1 are you doing? (questions) ⇒ UNIT 4 I am doing and I do ⇒ UNIT 8

What are you doing tomorrow? ⇒ UNIT 26