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# Essential Grammar in Use

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

**Fourth Edition**

with answers

**Raymond Murphy**

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

Information



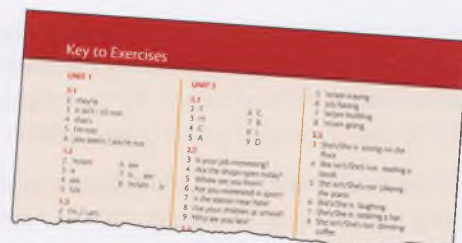
Exercises



Study the left-hand page (information), and then do the exercises on the right-hand page.

Use the Key to check your answers. The Key is on pages 283–309.

Study the left-hand page again if necessary.

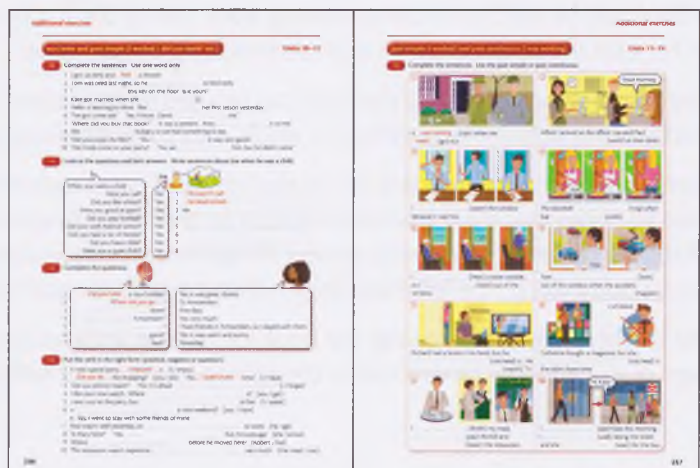


Don't forget the seven *Appendices* at the back of the book (pages 243–251). These will give you information about active and passive forms, irregular verbs, short forms, spelling and phrasal verbs.



There are also *Additional exercises* at the back of the book (pages 252–270).

There is a list of these exercises on page 252.



# To the teacher

The most important features of this book are:

- It is a grammar book. It does not deal with other aspects of the language.
- It is for elementary learners. It does not cover areas of grammar which are not normally taught at elementary level.
- It is a reference book with exercises. It is not a course book and is not organised progressively.
- It is addressed to learners and intended for self-study.

## Organisation of the book

There are 115 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 243–251) 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.

At the back of the book there is a set of *Additional exercises* (pages 252–270). These exercises provide 'mixed' practice bringing together grammar points from a number of different units (especially those concerning verb forms). There are 35 exercises in this section and there is a full list on page 252.

Also at the back of the book there is a *Study guide* to help students decide which units to study – see page 271.

Finally, there is a *Key* (pages 283–309) for students to check their answers to all the exercises in the book. An edition without the *Study guide* and *Key* is available for teachers who would prefer it for their students.

## Level

The book is for elementary learners, i.e. learners with very little English, but not for complete beginners. It is intended mainly for elementary students who are beyond the early stages of a beginners' course. It could also be used by low-intermediate learners whose grammar is weaker than other aspects of their English or who have problems with particular areas of basic 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 teachers to present the grammar point in their 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.

# am/is/are

A

My name **is** Lisa.

I'm 22.

My favourite colour **is** blue.

I'm American. I'm from Chicago.

My favourite sports **are** football and swimming.

I'm a student.

I'm interested in art.

My father **is** a doctor and my mother **is** a journalist.

I'm **not** interested in politics.

LISA

B

positive

negative

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

short form

short forms

- I'm cold. Can you close the window, please?
- I'm 32 years old. My sister **is** 29.
- Steve **is** ill. He's in bed.
- My brother **is** scared 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.
- Lisa **isn't** interested in politics. She's interested in art.
- James **isn't** a teacher. He's a student.
- 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.'





# am/is/are (questions)

A

positive		question	
I	am	am	I?
he	is		he?
she			she?
it			it?
we	are		we?
you			you?
they			they?



- What's your name?
- Are you married?
- How old are you?
- Are you a student?



David.

No, I'm not.

25.

Yes, I am.

- '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?
- 'Where are you from?' 'Canada.'
- 'What colour is your car?' 'It's red.'
- 'How old is Joe?' 'He's 24.'
- How are your parents? Are they well?
- These shoes are nice. How much are they?
- This hotel isn't very good. Why is it so expensive?

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 Lucy?
- How's your father?

C

Short answers

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

No,	I'm	not.
	he's she's it's	
	we're you're they're	

or

No,	he she it	isn't.
	we you they	aren't.



That's my seat.

No, it isn't.

- '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?	A London.	1 <u>G</u>
2 Is your car blue?	B No, I'm not.	2 .....
3 Is Kate from London?	C Yes, you are.	3 .....
4 Am I late?	D My sister.	4 .....
5 Where's Amy from?	E Black.	5 .....
6 What colour is your bag?	F No, it's black.	6 .....
7 Are you hungry?	G In your bag.	7 .....
8 How is George?	H No, she's American.	8 .....
9 Who's that woman?	I Very well.	9 .....

## 2.2 Make questions with these words.

- (is / at home / your mother) Is your mother at home ?
- (your parents / are / well) Are your parents well ?
- (interesting / is / your job) ..... ?
- (the shops / are / open today) ..... ?
- (from / where / you / are) ..... ?
- (interested in sport / you / are) ..... ?
- (is / near here / the station) ..... ?
- (at school / are / your children) ..... ?
- (you / are / late / why) ..... ?

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

1	<u>How are</u> your parents?	They're very well.
2	..... the bus stop?	At the end of the street.
3	..... your children?	Five, six and ten.
4	..... these oranges?	£1.50 a kilo.
5	..... your favourite sport?	Skiing.
6	..... the man in this photo?	That's my father.
7	..... your new shoes?	Black.

## 2.4 Write the questions.

1 (name?) <u>What's your name?</u>	Paul.
2 (American?) .....	No, I'm Australian.
3 (how old?) .....	I'm 30.
4 (a teacher?) .....	No, I'm a lawyer.
5 (married?) .....	Yes, I am.
6 (wife a lawyer?) .....	No, she's a designer.
7 (from?) .....	She's Italian.
8 (her name?) .....	Anna.
9 (how old?) .....	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)

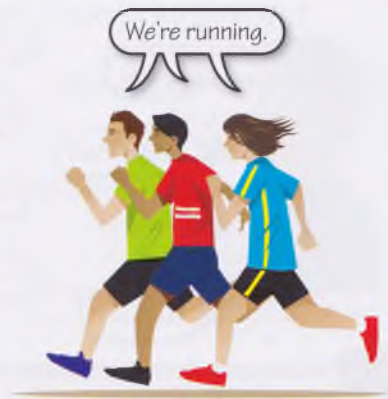
A



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	<b>am</b> (not)	<b>-ing</b>
he she it	<b>is</b> (not)	
we you they	<b>are</b> (not)	

- I'm **working**. I'm **not** watching TV.
- Maria **is** reading a newspaper.
- She **isn't** eating. (or She's **not** eating.)
- The bus **is** coming.
- We're **having** dinner.
- You're **not** listening to me. (or You **aren't** listening ...)
- 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 TV

*past*

*now*

*future*

- Please be quiet. **I'm working**. (= I'm working now)
- Look, there's Sarah. She's **wearing** a brown coat. (= she is wearing it now)
- The weather is nice. **It's not raining**.
- 'Where are the children?' 'They're **playing** in the park.'
- (on the phone) We're **having** dinner now. Can I call you 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**