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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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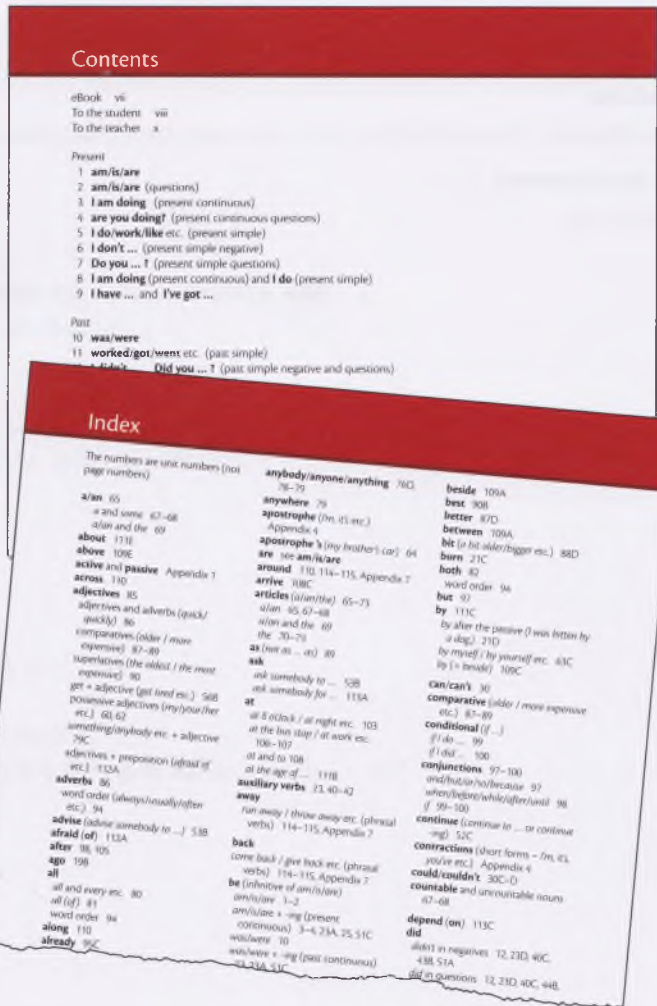
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To the student (working without a teacher)

This is a grammar book for elementary students of English. There are 115 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.), study Units 15–20.

Use the *Contents* or the *Index* (at the back of the book) to find the unit (or units) that you need.



If you are not sure which units you need to study, use the *Study guide* at the back of the book.

Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

134	Please be quiet.	A) I'm writing. B) I work. C) I'm working. D) I'm work.	13.00
135	Sun ...	A) shows every morning. B) has. C) is having. D) have.	13.00
136	What ...	A) do you usually do. B) are you usually doing. C) can you usually do. D) do you usually do.	13.11
137	She's not feeling well ...	A) she has. B) she has got. C) she has. D) she's got.	13.12
138	They ...	A) don't have. B) doesn't have. C) no have. D) haven't got. E) hasn't got.	13.14
139	The weather ...	A) is good. B) was good. C) were good. D) good.	13.15
140	Why ...	A) she was. B) did you. C) was you. D) you were. E) were you.	13.16
141	Tom ...	A) work. B) working. C) was. D) worked. E) was work.	13.17
142	Caroline ...	A) go. B) went. C) goes. D) go. E) was.	13.18
143	I ...	A) didn't wash. B) didn't washed. C) wasn't washed. D) don't wash. E) didn't washing.	13.19
144	I saw ...	A) happened the accident. B) did happen the accident. C) saw the accident happen. D) did the accident happen. E) the accident happened.	13.20
145	What ...	A) were you doing. B) was you doing. C) were you doing. D) were you do. E) you was doing.	13.21
146	Jack was reading a book when the phone ...	A) ringing. B) ring. C) rang. D) was ringing. E) was ring.	13.22
147	I saw Lucy and Sam the morning. They ...	A) were sitting. B) wasn't. C) were sitting. D) was sitting. E) were weren't.	13.23
148	What's Rebecca ...	A) she's going. B) she has gone. C) she's gone. D) she has gone. E) she's gone.	13.24
149	Don't forget to ...	A) don't arrive yet. B) have already arrived. C) haven't already arrived. D) haven't arrived yet.	13.25

Present perfect

150	What's Rebecca ...	A) she's going. B) she has gone. C) she's gone. D) she has gone. E) she's gone.	13.26
151	Don't forget to ...	A) don't arrive yet. B) have already arrived. C) haven't already arrived. D) haven't arrived yet.	13.27

Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

152	My aunt ...	A) has never visited. B) has never visited. C) is never visited. D) has never been visited. E) has never visited.	13.28
153	I ...	A) let. B) was. C) let. D) was. E) let.	13.29
154	How long ...	A) you are. B) you have been. C) has you been. D) are you. E) have you been.	13.30
155	Do you know ...?	A) know. B) has known. C) know. D) is knowing. E) was knowing.	13.31
156	Richard has been in Canada ...	A) for ten months. B) since ten months. C) ten months ago. D) in ten months. E) ten months ago.	13.32
157	When did Tom go ...?	A) for ten minutes. B) since ten minutes. C) ten minutes ago. D) ten minutes.	13.33
158	She ...	A) don't have. B) hasn't had. C) isn't had. D) didn't have. E) didn't had.	13.34
159	Where ...	A) you were. B) you have been. C) was you. D) have you been. E) were you.	13.35
160	This house ...	A) is built. B) is building. C) was built. D) was built. E) built.	13.36
161	She ...	A) didn't visit. B) didn't visited. C) wasn't visited. D) wasn't visited. E) hasn't been visited.	13.37
162	Where ...	A) you are. B) you were. C) was you. D) are you. E) were you.	13.38
163	My car is in the garage ...	A) is being repaired. B) is repairing. C) has been repaired. D) repaired. E) repairs.	13.39
164	I can't find my keys. I think ...	A) they're been stolen. B) they are stolen. C) they're stolen. D) they're being stolen.	13.40
165	My car ...	A) wasn't started. B) wasn't run. C) didn't start. D) wasn't running. E) wasn't running.	13.41
166	Someone ...	A) has broken. B) has broken. C) has broken. D) has broken.	13.42

Study guide (pages 271–282)

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		(he's)	he		(he's not or he isn't)
she	is	(she's)	she	is not	(she's not or she isn't)
it		(it's)	it		(it's not or it isn't)
we		(we're)	we		(we're not or we aren't)
you	are	(you're)	you	are not	(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.'



