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978-0-521-67581-9 - Essential Grammar in Use: A Self-Study Reference and Practice Book for
Elementary Students of English, Third Edition

Raymond Murphy

Frontmatter

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Essential Grammar in Use

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

THIRD
EDITION

Raymond Murphy



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Thanks

For their help in producing this third edition of *Essential Grammar in Use*, I would like to thank Liz Driscoll, Jessica Roberts and Alison Sharpe. I would also like to thank the teachers and reviewers from various countries who provided me with feedback on the previous edition.

Illustrations by Kate Charlesworth, Richard Deverell, Gillian Martin, Roger Penwill,
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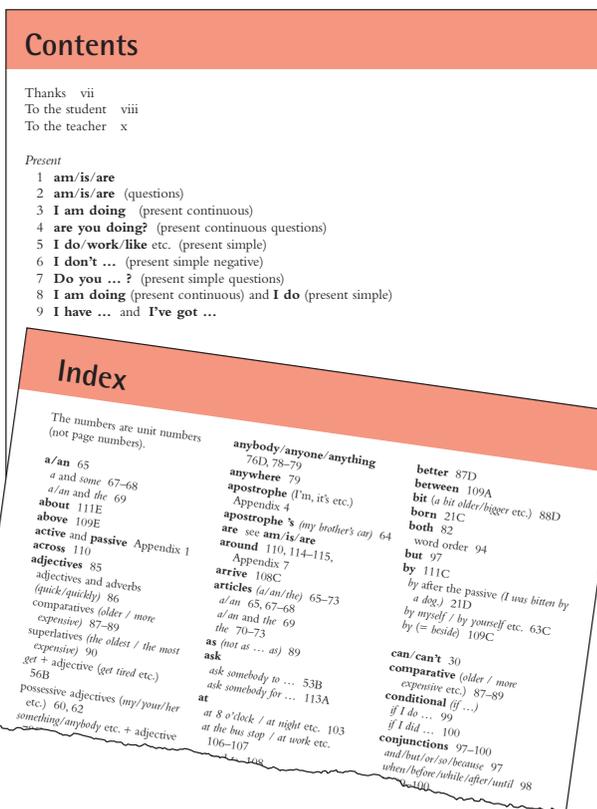
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To the student

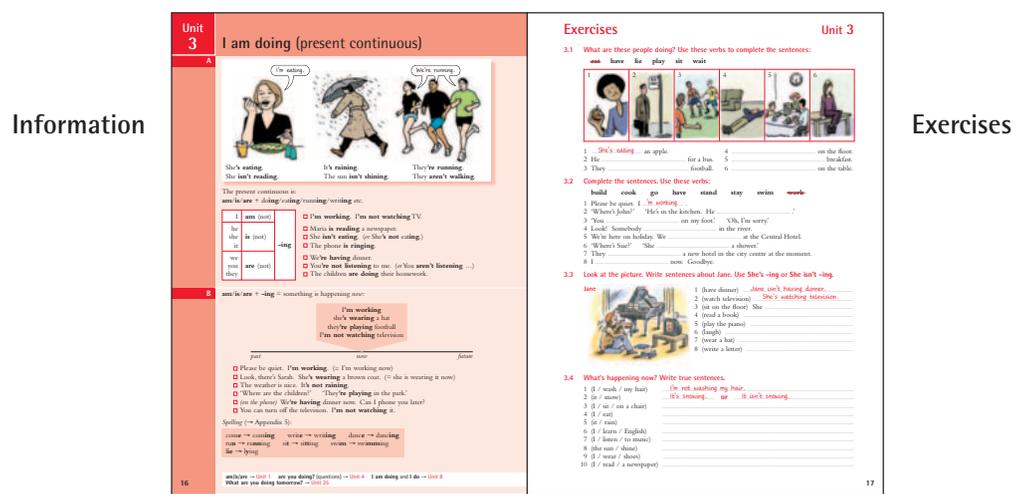
This is a grammar book for elementary students of English. There are 115 units in the book and each unit is about a different point of English grammar. There is a list of units at the beginning of the book (*Contents*).

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.



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



Study the left-hand page (information), and then do the exercises on the right-hand page. Ask your teacher to check your answers. 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.

Appendix 2 List of irregular verbs (→ Unit 24)

infinitive	past simple	past participle	infinitive	past simple	past participle
be	was/were	been	let	let	let
beat	beat	beaten	lay	lay	lain
became	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bite	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read (read*)	read (read*)	read (read*)
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	saw	saw	seen
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	show	showed	shown
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
get	got	got	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	gone	start	started	started
grow	grew	grown	swim	swam	swam
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tear	tear	tear
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	want	wanted	wanted
leave	left	left	was	was	was
lend	lent	lent	was	was	was
			won	won	won
			wrote	wrote	written

The following verbs can be regular (-ed) or irregular (-ed):

infinitive	past simple / past participle	infinitive	past simple / past participle
burn	burned / burned	learn	learned / learned
dream	dreamed / dreamed	smell	smelled / smelled

Appendix 3 Irregular verbs in groups

The past simple and past participle are the same:

1	cut → cut	hit → hit
	cut → cut	put → put
	hit → hit	shut → shut
	hurt → hurt	

The past simple and past participle are different:

1	break → broke	break
	choose → chose	chosen
	spend → spent	spent
	read → read	read
	write → wrote	written

2	draw → drew	drawn
	ride → rode	ridden
	rise → rose	risen
	write → wrote	written

3	cost → cost	cost
	eat → ate	eaten
	fall → fell	fallen
	forget → forgot	forgotten
	give → gave	given
	see → saw	seen
	take → took	taken

4	blow → blew	blown
	grow → grew	grown
	know → knew	known
	throw → threw	thrown
	fly → flew	flown
	draw → drew	drawn
	show → showed	shown

5	begin → began	begun
	draw → drew	drawn
	drink → drank	drunk
	dream → dreamed	dreamed
	ring → rang	rung
	sing → sang	sung
	run → ran	run

6	come → came	come
	become → became	become

Appendices (pages 243–251)

There are also *Additional exercises* at the back of the book (pages 252–270). There is a list of these exercises on page 252.

Additional exercises

was/were and past simple (I worked / did you work? etc.) Units 10–12

10 Complete the sentences. Use one word only.

- I got up early and ... **had** ... a shower.
- Tom was tired last night, so he ... **went** ... to bed early.
- I ... **left** ... the pen on the floor. It is yours!
- Kate got married when she ... **was** ... 23.
- Helen is learning to drive. She ... **took** ... her first lesson yesterday.
- I've got a new job. "Yes, I know. David ... **was** ... me."
- "When did you buy that book?" "It was a present. Jane ... **bought** ... it to me."
- We ... **were** ... hungry so we had something to eat.
- "Did you enjoy the film?" "Yes, I ... **loved** ... it was very good."
- "Did Andy come to your party?" "No, we ... **didn't see** ... him, but he didn't come."

11 Look at the questions and Kevin's answers. Write sentences about Kevin when he was a child.

When you were a child, were you tall?	No.	1. He wasn't tall.
Did you like school?	Yes.	2. He liked school.
Were you good at sport?	Yes.	3. He ...
Did you play football?	Yes.	4. ...
Did you walk to school?	No.	5. ...
Did you have a lot of friends?	Yes.	6. ...
Did you have a bicycle?	No.	7. ...
Were you a quiet child?	No.	8. ...

12 Complete the questions.

1 Did you have a nice holiday?	Yes, it was great. Thanks.
2 Where did you go?	To Amsterdam.
3 How long did you stay?	Five days.
4 How many people were there?	Yes, very much.
5 How was the weather?	I have friends in Amsterdam, so I stayed with them.
6 How did you like the city?	Yes, it was warm and sunny.
7 Did you see anything interesting?	Yesterday.

13 Put the verb in the right form (positive, negative or question).

- It was a good party. I ... **enjoyed** ... it. (enjoy)
- Did you ... **like** ... the shopping? (you / do) "No, I ... **didn't have** ... time." (I / have)
- Did you phone Adam? "No, I'm afraid ... **didn't**" (I / forget)
- I like your new watch. Where ... **did you buy** ... it? (you / get)
- I saw Lucy at the party, but she ... **wasn't** ... to her. (I / speak)
- ... **was** ... a nice weekend? (you / have)
- Yes, I want to stay with some friends of mine.
- Paul wasn't well yesterday, so ... **didn't** ... to work. (he / go)
- "Is Mary here?" "Yes, ... **is** ... five minutes ago." (she / arrive)
- Where ... **did you move** ... before he moved here? (Robert / live)
- The restaurant wasn't expensive. ... **wasn't** ... very much. (the meal / cost)

Additional exercises

past simple (I worked) and past continuous (I was working) Units 11–14

14 Complete the sentences. Use the past simple or past continuous.

1 It ... was raining ... (rain) when we ... were ... (go) out.	2 When I arrived at the office, Jane and Paul ... were ... (work) at their desks.
3 ... was ... (open) the window because it was hot.	4 The phone ... was ... (ring) when Sue ... was ... (look) the director.
5 I ... was ... (hear) a noise outside, so I ... was ... (look) out of the window.	6 Tom ... was ... (look) out of the window when the accident ... happened ...
7 Richard had a book in his hand, but he ... wasn't ... (not/read) it. He ... was ... (watch) TV.	8 Catherine bought a magazine, but she ... wasn't ... (not/read) it. She ... was ... (look) at the bus.
9 I ... was ... (finish) my meal, I ... was ... (get) the bill and ... was ... (leave) the restaurant.	10 I ... was ... (wait) for the bus.

Additional exercises (pages 252–270)

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.

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.

An edition of *Essential Grammar in Use* with answers is also available for students working on their own.

Essential Grammar in Use *Third Edition*

This is a new edition of *Essential Grammar in Use*. The differences between this edition and the second edition are:

- The book has been redesigned with new colour illustrations.
- There is one new unit (Unit 35) and some reorganisation, so that most units have different numbers from the previous edition.
- There are many (usually minor) revisions to the explanations, examples and exercises.
- There are two new pages of *Additional exercises* (pages 252–270)