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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

 **CAMBRIDGE**
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Thanks

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Illustrations by Kate Charlesworth, Richard Deverell, Gillian Martin, Roger Penwill, Lisa Smith, Ian West and Simon Williams

Design by Kamae Design

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.

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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

Unit 3

I am doing (present continuous)

She's sitting.
He isn't sitting.

It's raining.
It isn't raining.

They're running.
They aren't running.

The present continuous is used to describe something that is happening now.

I am (not)	I'm working. I'm not watching TV.
he is (not)	Maria is reading a newspaper.
she is (not)	The car isn't moving. (or She's not moving.)
it is (not)	The phone is ringing.
we are (not)	We're having dinner.
you are (not)	You're not listening to me. (or You aren't listening ...)
they are (not)	The children are doing their homework.

am/is/are + -ing = something is happening now.

I'm working.
She's watching a film.
They're playing football.
I'm not watching television.

just now later future

I'm working. (at I'm working now)

Look! She's back. 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 phone you later?

You can't 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		

atchline → Unit 1 are you doing? (present) → Unit 4 I am doing and I do → Unit 8 What are you doing tomorrow? → Unit 25

Exercises

Unit 3

Exercises

3.1 What are these people doing? Use these verbs to complete the sentences:

eat	have	lie	play	sit	wait
-----	------	-----	------	-----	------

1 She's sitting on the floor.

2 He is walking for a bus.

3 They are running on the table.

3.2 Complete the sentences. Use these verbs:

build	cook	go	have	stand	stay	swim	work
-------	------	----	------	-------	------	------	------

1 Please be quiet. I'm sitting.

2 'What's John?' 'He's in the kitchen. He's cooking.'

3 'What's Mary?' 'She's in the kitchen. She's waiting.'

4 'Look! Somebody is standing on the roof.'

5 'We're here on holiday. We're staying at the Grand Hotel.'

6 'What's Sam?' 'He's swimming in the sea.'

7 They are standing in the city centre at the moment.

8 I'm sitting on the floor.

9 I'm standing on the table.

10 I'm sitting on the floor.

Exercises

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	lie	lay	lain
become	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	rang
close	closed	closed	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	show	showed	shown
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	stand	stood	stood
get	got	got	start	started	started
give	gave	given	stop	stopped	stopped
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
have	had	had	tear	tear	tares
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	want	wanted	wanted
know	knew	known	was	was	was
leave	left	left	were	were	were
lend	lent	lent	wish	wished	wished
let	let	let	write	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	swim	swam / swum
dream	dreamed / dreamed	smell	smelled / smelled

Appendix 3

Irregular verbs in groups

The past simple and past participle are the same:

1. cut → cut	2. sit → sat
3. see → saw	4. swim → swam
5. cut → cut	6. put → put
9. hit → hit	10. shut → shut

The past simple and past participle are different:

1. break → broke	2. draw → drew
3. eat → ate	4. blow → blew
5. choose → chose	6. ride → rode
9. speak → spoke	10. rule → ruled
13. steal → stole	14. write → wrote
17. wake → woke	18. win → won
21. hide → hid	22. begin → began
25. build → built	26. rise → rose
29. send → sent	30. wake → woke
33. stand → stood	34. cost → cost
37. understand → understood	38. become → became

1. lead → led	2. lay → laid	3. read → read	4. shed → shed
5. spend → spent	6. spend → spent	7. get → got	8. go → went
9. beat → beat	10. light → lit	11. lay → laid	12. say → said
13. learn → learned	14. learn → learned	15. keep → kept	16. sleep → slept
17. smell → smelled	18. smell → smelled	19. sleep → slept	20. sleep → slept

1. feel → felt	2. feel → felt
3. meet → met	4. meet → met
5. dream → dreamed	6. dream → dreamed
9. mean → meant	10. mean → meant

1. bring → brought (brought)*	2. bring → brought (brought)*
3. fight → fought (fought)*	4. fight → fought (fought)*
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83. stand → stood	84. stand → stood
85. stand → stood	86. stand → stood
87. stand → stood	88. stand → stood
89. stand → stood	90. stand → stood
91. stand → stood	92. stand → stood
93. stand → stood	94. stand → stood
95. stand → stood	96. stand → stood
97. stand → stood	98. stand → stood
99. stand → stood	100. stand → stood

1. count → counted	2. count → counted
3. count → counted	4. count → counted
5. count → counted	6. count → counted
7. count → counted	8. count → counted
9. count → counted	10. count → counted
11. count → counted	12. count → counted
13. count → counted	14. count → counted
15. count → counted	16. count → counted
17. count → counted	18. count → counted
19. count → counted	20. count → counted
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23. count → counted	24. count → counted
25. count → counted	26. count → counted
27. count → counted	28. count → counted
29. count → counted	30. count → counted
31. count → counted	32. count → counted
33. count → counted	34. count → counted
35. count → counted	36. count → counted
37. count → counted	38. count → counted
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41. count → counted	42. count → counted
43. count → counted	44. count → counted
45. count → counted	46. count → counted
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51. count → counted	52. count → counted
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55. count → counted	56. count → counted
57. count → counted	58. count → counted
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69. count → counted	70. count → counted
71. count → counted	72. count → counted
73. count → counted	74. count → counted
75. count → counted	76. count → counted
77. count → counted	78. count → counted
79. count → counted	80. count → counted
81. count → counted	82. count → counted
83. count → counted	84. count → counted
85. count → counted	86. count → counted
87. count → counted	88. count → counted
89. count → counted	90. count → counted
91. count → counted	92. count → counted
93. count → counted	94. count → counted
95. count → counted	96. count → counted
97. count → counted	98. count → counted
99. count → counted	100. count → counted

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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.

Cambridge University Press
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
[More information](#)



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)