

CAMBRIDGE

FREE  
pull-out  
grammar  
reference  
pocket  
guide

# Essential Grammar in Use

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

*with answers*

**SECOND  
EDITION**

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# 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:

**UNIT 34** I have to ...

**A**  I have to do something – it is necessary for me to do it, I am obliged to do it.

I/you/they	have	to do
he/she/it	has	to do

**B** The past **present** / **had** to do ...

**C** In questions and negatives we use **do** (present) and **did** (past).

do	I/you/they	have to ...	do	I/you/they	don't	have to ...
does	he/she/it	has to ...	doesn't	he/she/it	doesn't	have to ...

**D** **must** and **have to**

**EXERCISES** **UNIT 34**

**34.1** Complete the sentences. Use **have to** or **have** + one of these verbs.

do read speak travel wear

- My eyes are not very good. I **have to wear** glasses.
- At the end of the course all the students **have to do** a test.
- After a long holiday, I **have to** clean my house.
- After a long holiday, I **have to** clean my house.
- After a long holiday, I **have to** clean my house.

**34.2** Complete the sentences. Use **had to** or **had** + one of these verbs.

answer buy change go walk

- We **had to walk** home last night. There were no buses.
- We **had to** answer the questions. I had no time to think.
- I **had to** change the tyre after work yesterday. I had no time to go to the garage.
- The man **had to** go all the way to London. You **had to** go to the airport.
- We **had to** answer yesterday. We **had to** answer the questions.

**34.3** Complete the exercises. Complete present and past tense first.

I have to get up early tomorrow.	What time did you have to get up?
George had to wait a long time.	How long did he have to wait?
I had to go to the bank.	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 do you have to do?

**34.4** Write a question with **do** or **have** for each sentence.

- Why are you going now? You don't have to go now.
- Why is he waiting? He has to wait.
- Why did you go to the bank? You had to go to the bank.
- Why is he not working in the bank? He has to work in the bank.
- Why do you want to leave now? You have to stay.

**34.5** Which is correct? Complete each sentence with **have to** or **must**.

- If it rains, you **have to** / **must** take an umbrella.
- In many countries, you **have to** / **must** do military service.
- You **have to** / **must** pay your taxes.
- I **have to** / **must** have my car serviced every year.
- You **have to** / **must** wear your seat belt.
- You **have to** / **must** wear your seat belt.
- You **have to** / **must** wear your seat belt.

**34.6** Write a question with **do** or **have** for each sentence.

- Why did you go to the bank? You had to go to the bank.
- Why did you go to the bank? You had to go to the bank.
- Why did you go to the bank? You had to go to the bank.
- Why did you go to the bank? You had to go to the bank.

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

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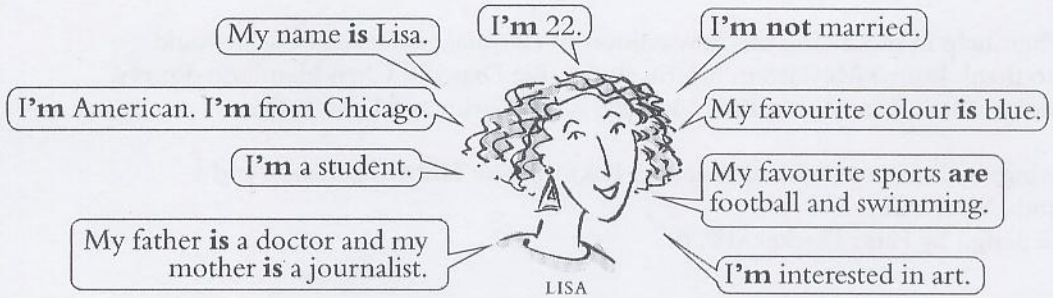
Drawings by Richard Deverell, Richard Eckford, Sue Hillwood-Harris and Amanda MacPhail.

Book design by Peter Ducker MSTD.



# am/is/are

## A



## B

positive

I	<b>am</b>	(I'm)
he	<b>is</b>	(he's)
she		(she's)
it		(it's)
we	<b>are</b>	(we're)
you		(you're)
they		(they're)

negative

I	<b>am not</b>	(I'm not)
he	<b>is not</b>	(he's not or he isn't)
she		(she's not or she isn't)
it		(it's not or it isn't)
we	<b>are not</b>	(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. ~~feeling fear~~
- 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.'



