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THE WORLD'S BEST-SELLING GRAMMAR BOOK

ENGLISH GRAMMAR

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

with answers

Fifth Edition

IN USE

Raymond Murphy

Experience
Better
Learning

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Thanks

This is the fifth edition of *English Grammar in Use*. I wrote the original edition when I was a teacher at the Swan School of English, Oxford. I would like to repeat my thanks to my former colleagues and students at the school for their help, encouragement and interest at that time.

Regarding the production of this fifth edition, I would like to thank Rebecca Winthrop and Chris Capper.

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To the student

This book is for students who want help with English grammar. It is written for you to use without a teacher.

The book will be useful for you if you are not sure of the answers to questions like these:

- What is the difference between *I did* and *I have done*?
- When do we use *will* for the future?
- What is the structure after *I wish*?
- When do we say *used to do* and when do we say *used to doing*?
- When do we use *the*?
- What is the difference between *like* and *as*?

These and many other points of English grammar are explained in the book, and there are exercises on each point.

Level

The book is intended mainly for *intermediate* students (students who have already studied the basic grammar of English). It concentrates on those structures that intermediate students want to use, but that often cause difficulty. Some advanced students who have problems with grammar will also find the book useful.

The book is *not* suitable for elementary learners.

How the book is organised

There are 145 units in the book. Each unit concentrates on a particular point of grammar. Some problems (for example, the present perfect or the use of *the*) are covered in more than one unit. For a list of units, see the *Contents* at the beginning of the book.

Each unit consists of two facing pages. On the left there are explanations and examples; on the right there are exercises. At the back of the book there is an Answer Key for you to check your answers to the exercises (page 336).

There are also seven *Appendices* at the back of the book (pages 292–301). These include irregular verbs, summaries of verb forms, spelling, and American English.

Finally, there is a detailed *Index* at the back of the book (page 373).

How to use the book

The units are not in order of difficulty, so it is not intended that you work through the book from beginning to end. Every learner has different problems, and you should use this book to help you with the grammar that *you* find difficult.

It is suggested that you work in this way:

- Use the *Contents* and/or *Index* to find which unit deals with the point you are interested in.
- If you are not sure which units you need to study, use the *Study guide* on page 326.
- Study the explanations and examples on the left-hand page of the unit you have chosen.
- Do the exercises on the right-hand page.
- Check your answers with the *Key*.
- If your answers are not correct, study the left-hand page again to see what went wrong.

You can, of course, use the book simply as a reference book without doing the exercises.



Additional exercises

At the back of the book there are *Additional exercises* (pages 302–325). These exercises bring together some of the grammar points from a number of different units. For example, Exercise 16 brings together grammar points from Units 26–36. You can use these exercises for extra practice after you have studied and practised the grammar in the units concerned.

ebook

An ebook version of *English Grammar in Use* is also available to buy.

To the teacher

English Grammar in Use was written as a self-study grammar book, but teachers may also find it useful as additional course material in cases where further work on grammar is necessary.

The book will probably be most useful at middle- and upper-intermediate levels (where all or nearly all of the material will be relevant), and can serve both as a basis for revision and as a means for practising new structures. It will also be useful for some more advanced students who have problems with grammar and need a book for reference and practice. The book is not intended to be used by elementary learners.

The units are organised in grammatical categories (*Present and past, Articles and nouns, Prepositions* etc.). They are not ordered according to level of difficulty, so the book should not be worked through from beginning to end. It should be used selectively and flexibly in accordance with the grammar syllabus being used and the difficulties students are having.

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. The left-hand pages (explanations and examples) are written for the student to use individually, but they may of course be used by the teacher as a source of ideas and information on which to base a lesson. The student then has the left-hand page as a record of what has been taught and can refer to it in the future. The exercises can be done individually, in class or as homework. Alternatively (and additionally), individual students can be directed to study certain units of the book by themselves if they have particular difficulties not shared by other students in their class. Don't forget the *Additional exercises* at the back of the book (see **To the student**).

English Grammar in Use Fifth Edition

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

- Much of the material has been revised or reorganised, and in most units there are changes in the examples, explanations and exercises.
- The book has been redesigned with new, updated illustrations.
- There is a new ebook available with all the contents of the book as well as audio, access to a dictionary and more.

An edition of *English Grammar in Use* without the Key is also available. Some teachers may prefer to use this with their students.

ENGLISH GRAMMAR IN USE

Present continuous (I am doing)

A Study this example situation:

Sarah is in her car. She is on her way to work.
She's **driving** to work. (= She **is driving** ...)

This means: she is driving *now*, at the time of speaking.
The action is not finished.

am/is/are + -ing is the *present continuous*:

I	am	(= I'm)	driving working doing etc.
he/she/it	is	(= he's etc.)	
we/you/they	are	(= we're etc.)	



B **I am doing** something = I started doing it and I haven't finished; I'm in the middle of doing it.

- Please don't make so much noise. **I'm trying** to work. (*not* I try)
- 'Where's Mark?' 'He's **having** a shower.' (*not* He has a shower)
- Let's go out now. It **isn't raining** any more. (*not* It doesn't rain)
- How's your new job? **Are you enjoying** it?
- What's all that noise? What's **going** on? *or* What's **happening**?

Sometimes the action is not happening at the time of speaking. For example:

Steve is talking to a friend on the phone. He says:



Steve says '**I'm reading** ...' but he is *not* reading the book at the time of speaking.

He means that he has started reading the book, but has not finished it yet. He is in the middle of reading it.

Some more examples:

- Kate wants to work in Italy, so she's **learning** Italian.
(but perhaps she isn't learning Italian at the time of speaking)
- Some friends of mine **are building** their own house. They hope to finish it next summer.

C You can use the present continuous with **today / this week / this year** etc. (periods around now):

- A: You're **working** hard **today**. (*not* You work hard today)
- B: Yes, I have a lot to do.
- The company I work for **isn't doing** so well **this year**.

D We use the present continuous when we talk about a change that has started to happen. We often use these verbs in this way:

getting, becoming
starting, beginning

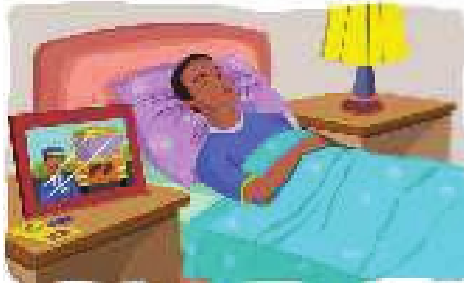
changing, improving
increasing, rising, falling, growing

- Is your English **getting** better? (*not* Does your English get better)
- The population of the world **is increasing** very fast. (*not* increases)
- At first I didn't like my job, but **I'm starting** to enjoy it now. (*not* I start)

Present simple (I do)

A

Study this example situation:



Alex is a bus driver, but now he is in bed asleep. He is not driving a bus. (He is asleep.)

but He **drives** a bus. He is a bus driver.

drive(s), work(s), do(es) etc. is the *present simple*:

I/we/you/they	drive/work/do etc.
---------------	---------------------------

he/she/it	drives/works/does etc.
-----------	-------------------------------

B

We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

- Nurses **look** after patients in hospitals.
- I usually **go** away at weekends.
- The earth **goes** round the sun.
- The cafe **opens** at 7.30 in the morning.

We say:

I work	but	he works	you go	but	it goes
they teach	but	my sister teaches	I have	but	he has

For spelling (-s or -es), see Appendix 6.

C

We use **do/does** to make questions and negative sentences:

do	I/we/you/they	work?	I/we/you/they	don't	work
does	he/she/it	drive?	he/she/it	doesn't	drive
		do?			do

- I come from Canada. Where **do** you **come** from?
- I **don't go** away very often.
- What **does** this word **mean**? (*not* What means this word?)
- Rice **doesn't grow** in cold climates.

In the following examples, **do** is also the main verb (do you **do** / doesn't **do** etc.):

- 'What **do** you **do**?' 'I work in a shop.'
- He's always so lazy. He **doesn't do** anything to help.

D

We use the present simple to say how often we do things:

- I **get** up at 8 o'clock **every morning**.
- How often do** you **go** to the dentist?
- Julie **doesn't drink** tea **very often**.
- Robert usually **goes** away **two or three times a year**.

E

I promise / I apologise etc.

Sometimes we do things by saying something. For example, when you promise to do something, you can say '**I promise ...**'; when you suggest something, you can say '**I suggest ...**':

- I **promise** I won't be late. (*not* I'm promising)
- 'What do **you suggest** I do?' '**I suggest** that you ...'

In the same way we say: **I apologise ... / I advise ... / I insist ... / I agree ... / I refuse ...** etc.

Exercises

2.1 Complete the sentences using the following verbs:

cause(s) close(s) connect(s) go(es) live(s) ~~speaks(s)~~ take(s)

- 1 Tanya speaks German very well.
- 2 Ben and Jack to the same school.
- 3 Bad driving many accidents.
- 4 The museum at 4 o'clock on Sundays.
- 5 My parents in a very small flat.
- 6 The Olympic Games place every four years.
- 7 The Panama Canal the Atlantic and Pacific oceans.

2.2 Put the verb into the correct form.

- 1 Julia doesn't drink (not / drink) tea very often.
- 2 What time (the banks / close) here?
- 3 I have a car, but I (not / use) it much.
- 4 Where (Maria / come) from? Is she Spanish?
- 5 'What (you / do)?' 'I'm an electrician.'
- 6 Look at this sentence. What (this word / mean)?
- 7 David isn't very fit. He (not / do) any sport.
- 8 It (take) me an hour to get to work in the morning. How long (it / take) you?

2.3 Complete the sentences using these verbs. Sometimes you need the negative.

believe eat flow ~~go~~ ~~grow~~ make rise tell translate

- 1 The earth goes round the sun.
- 2 Rice doesn't grow in cold climates.
- 3 The sun in the east.
- 4 Bees honey.
- 5 Vegetarians meat.
- 6 An atheist in God.
- 7 An interpreter from one language into another.
- 8 Liars are people who the truth.
- 9 The River Amazon into the Atlantic Ocean.

2.4 You ask Lisa questions about herself and her family. Write the questions.

- 1 You know that Lisa plays tennis. You want to know how often. Ask her.
How often do you play tennis ?
- 2 Perhaps Lisa's sister plays tennis too. You want to know. Ask Lisa.
..... your sister ?
- 3 You know that Lisa goes to the cinema a lot. You want to know how often. Ask her.
..... ?
- 4 You know that Lisa's brother works. You want to know what he does. Ask Lisa.
..... ?
- 5 You're not sure whether Lisa speaks Spanish. You want to know. Ask her.
..... ?
- 6 You don't know where Lisa's grandparents live. You want to know. Ask Lisa.
..... ?

2.5 Complete using the following:

I agree I apologise I insist I promise I recommend ~~I suggest~~

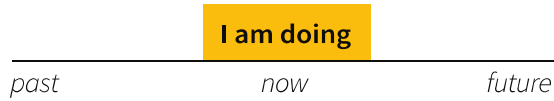
- 1 Mr Evans is not in the office today. I suggest you try calling him tomorrow.
- 2 I won't tell anybody what you said.
- 3 (in a restaurant) You must let me pay for the meal.
- 4 for what I said. I shouldn't have said it.
- 5 The new restaurant in Baker Street is very good. it.
- 6 I think you're absolutely right. with you.

Present continuous and present simple 1 (I am doing and I do)

A Compare:

present continuous (I am doing)

We use the continuous for things happening at or around the time of speaking. The action is not complete.



- The water **is boiling**. Be careful.
- Listen to those people. What language **are they speaking**?
- Let's go out. It **isn't raining** now.
- 'I'm busy.' 'What **are you doing**?'
- I'm **getting** hungry. Let's go and eat.
- Kate wants to work in Italy, so she's **learning** Italian.
- The population of the world **is increasing** very fast.

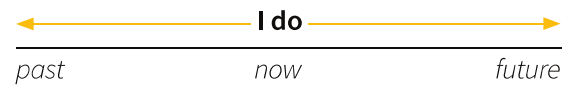
We use the continuous for *temporary* situations (things that continue for a short time):

- I'm **living** with some friends until I find a place of my own.
- A: You're **working** hard today.
B: Yes, I have a lot to do.

See Unit 1 for more information.

present simple (I do)

We use the simple for things in general or things that happen repeatedly.



- Water **boils** at 100 degrees Celsius.
- Excuse me, **do** you **speak** English?
- It **doesn't rain** very much in summer.
- What **do** you usually **do** at weekends?
- I always **get** hungry in the afternoon.
- Most people **learn** to swim when they are children.
- Every day the population of the world **increases** by about 200,000 people.

We use the simple for *permanent* situations (things that continue for a long time):

- My parents **live** in London. They have lived there all their lives.
- Joe isn't lazy. He **works** hard most of the time.

See Unit 2 for more information.

B I always do and I'm always doing

I **always do** something = I do it every time:

- I **always go** to work by car. (*not* I'm always going)

I'm **always doing** something = I do it too often or more often than normal.

For example:

A woman with dark hair is sitting at a desk, looking frustrated. She has a speech bubble above her head that says, "I've lost my keys again. I'm always losing them." On the desk, there are several items including a pen, a pencil, and some papers.

I'm **always losing** them = I lose them too often, or more often than normal.

- Paul is never satisfied. He's **always complaining**. (= he complains too much)
- You're **always looking** at your phone. Don't you have anything else to do?

Exercises

3.1 Are the underlined verbs OK? Correct them where necessary.

- 1 Water boils at 100 degrees Celsius. OK
- 2 How often are you going to the cinema? do you go
- 3 Ben tries to find a job, but he hasn't had any luck yet.
- 4 Martina is phoning her mother every day.
- 5 The moon goes round the earth in about 27 days.
- 6 Can you hear those people? What do they talk about?
- 7 What do you do in your spare time?
- 8 Sarah is a vegetarian. She doesn't eat meat.
- 9 I must go now. It gets late.
- 10 'Come on! It's time to leave.' 'OK, I come.'
- 11 Paul is never late. He s always starting work on time.
- 12 They don't get on well. They 're always arguing.

3.2 Put the verb into the correct form, present continuous or present simple.

- 1 a I usually get (I / usually / get) hungry in the afternoon.
- b I'm getting (I / get) hungry. Let's go and eat something.
- 2 a '..... (you / listen) to the radio?' 'No, you can turn it off.'
- b '..... (you / listen) to the radio a lot?' 'No, not very often.'
- 3 a The River Nile (flow) into the Mediterranean.
- b The river (flow) very fast today – much faster than usual.
- 4 a I'm not very active. (I / not / do) any sport.
- b What (you / usually / do) at weekends?
- 5 a Rachel is in New York right now. (She / stay) at the Park Hotel.
- b (She / always / stay) there when she's in New York.

3.3 Put the verb into the correct form, present continuous or present simple.

- 1 Why are all these people here? What's happening (What / happen)?
- 2 Julia is good at languages. (She / speak) four languages very well.
- 3 Are you ready yet? (Everybody / wait) for you.
- 4 I've never heard this word. How (you / pronounce) it?
- 5 Kate (not / work) this week. She's on holiday.
- 6 I think my English (improve) slowly. It's better than it was.
- 7 Nicola (live) in Manchester. She has never lived anywhere else.
- 8 Can we stop walking soon? (I / start) to get tired.
- 9 Sam and Tina are in Madrid right now. (They / visit) a friend of theirs.
- 10 'What (your father / do)?' 'He's an architect.'
- 11 It took me an hour to get to work this morning. Most days (it / not / take) so long.
- 12 I (I / learn) to drive. My driving test is next month. My father (teach) me.

3.4 Finish B's sentences. Use always -ing.

- 1 A: I've lost my keys again.
 B: Not again! You're always losing your keys
- 2 A: The car has broken down again.
 B: That car is useless. It
- 3 A: Look! You've made the same mistake again.
 B: Oh no, not again! I
- 4 A: Oh, I've left my phone at home again.
 B: Typical!

Present continuous and present simple 2

(I am doing and I do)

A

We use continuous forms (**I'm waiting**, **it's raining** etc.) for actions and happenings that have started but not finished.

Some verbs (for example, **know** and **like**) are not normally used in this way. We don't say 'I am knowing', 'they are liking'. We say 'I **know**', 'they **like**'.

The following verbs are not normally used in the present continuous:

like	want	need	prefer	
know	realise	understand	recognise	
believe	suppose	remember	mean	
belong	fit	contain	consist	seem

- I'm hungry. I **want** something to eat. (*not* I'm wanting)
- Do** you **understand** what I **mean**?
- Anna **doesn't seem** very happy right now.

B

think

When **think** means 'believe' or 'have an opinion', we do not use the continuous:

- I **think** Mary is Canadian, but I'm not sure. (*not* I'm thinking)
- What **do** you **think** of my idea? (= what is your opinion?)

When **think** means 'consider', the continuous is possible:

- I'm **thinking** about what happened. I often **think** about it.
- Nicky **is thinking** of giving up her job. (= she is considering it)

C

see hear smell taste look feel

We normally use the present simple (not continuous) with **see/hear/smell/taste**:

- Do** you **see** that man over there? (*not* are you seeing)
- The room **smells**. Let's open a window.
- This soup **doesn't taste** very good.

You can use the present simple or continuous to say how somebody **looks** or **feels** now:

- You **look** well today. *or* You're **looking** well today.
- How **do** you **feel** now? *or* How **are** you **feeling** now?

but

- I usually **feel** tired in the morning. (*not* I'm usually feeling)

D

am/is/are being

You can say **he's being ...**, **you're being ...** etc. to say how somebody is behaving *now*:

- I can't understand why he's **being** so selfish. He isn't usually like that. (**being** selfish = behaving selfishly now)
- 'The path is icy. Don't slip.' 'Don't worry. I'm **being** very careful.'

Compare:

- He never thinks about other people. He's very selfish. (= he is selfish generally, not only now)
- I don't like to take risks. I'm a very careful person.

We use **am/is/are being** to say how a person is *behaving* (= doing something they can control) now.

It is not usually possible in other situations:

- Sam **is** ill. (*not* is being ill)
- Are** you tired? (*not* are you being tired)