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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

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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.

## **Design & Illustrations**

Q2A Media Services Pvt. Ltd.

# 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

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



**I'm reading** a really good book at the moment.  
It's about a man who ...

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)

