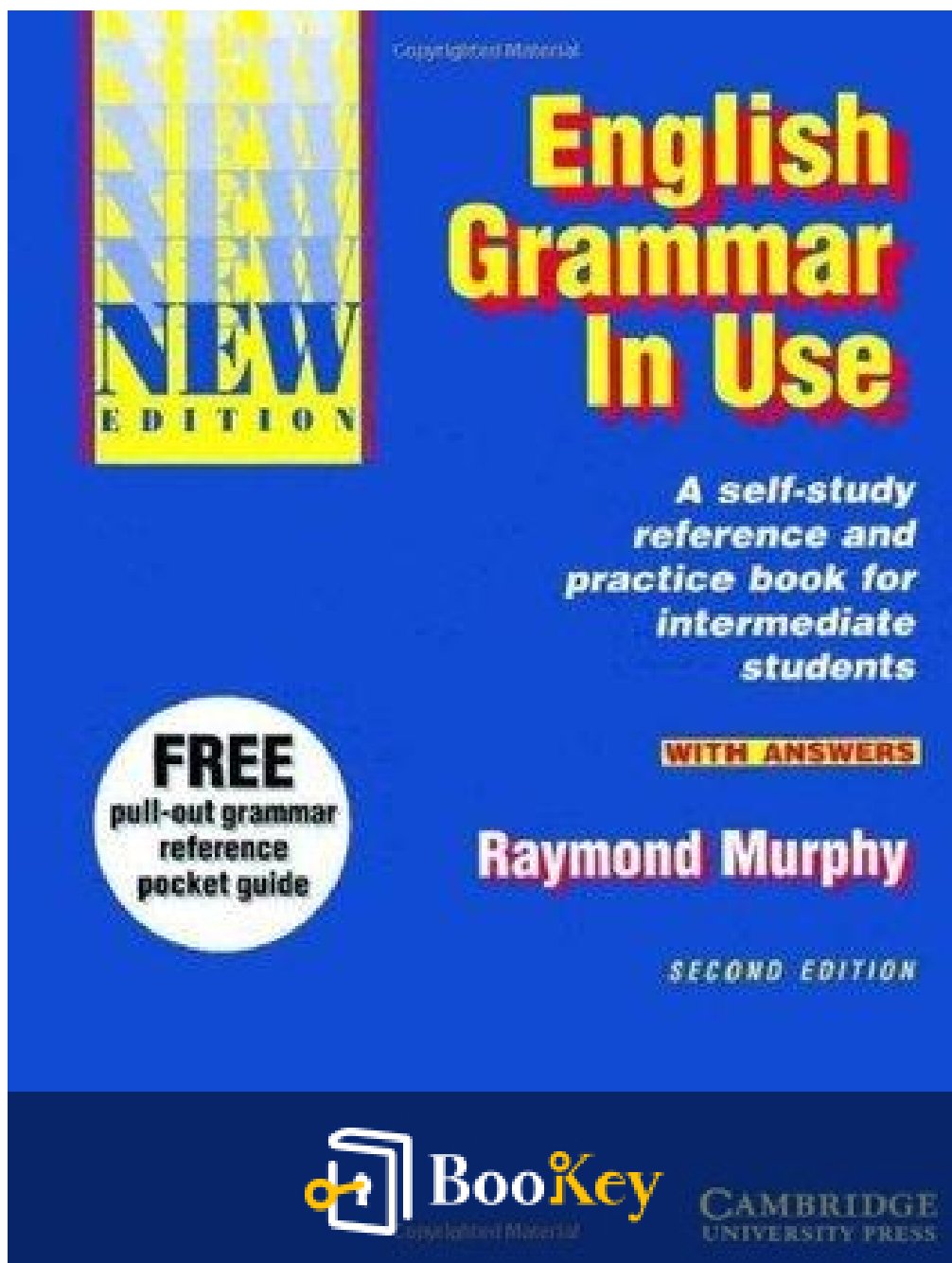


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Raymond Murphy



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About the book

English Grammar in Use With Answers by Raymond Murphy is an indispensable resource crafted for learners of all levels who seek to enhance their understanding and use of English grammar. This book brilliantly combines theoretical insights with practical exercises, enabling readers to not only grasp the fundamental rules of grammar but also apply them confidently in real-life communication. With clear explanations, a user-friendly layout, and a wealth of engaging exercises, Murphy's guide demystifies complex grammatical concepts and serves as an essential companion for students, teachers, and anyone looking to refine their English skills. Dive into this comprehensive resource and unlock the potential to express yourself more fluently and accurately in English!

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About the author

Raymond Murphy is a distinguished author and educator, best known for his significant contributions to English language teaching and learning. With a background in linguistics and extensive experience in teaching English as a foreign language, Murphy has developed a reputation for creating clear, user-friendly resources for learners and teachers alike. His most acclaimed work, "English Grammar in Use," has become a staple reference for learners around the world, offering practical explanations and exercises designed to enhance understanding of English grammar. Through his insightful writing and effective teaching methodologies, Murphy continues to empower students to confidently master the complexities of the English language.

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Chapter 1 Summary: UNIT 1. Present continuous (I am doing)

The latest edition of "English Grammar in Use" by Raymond Murphy has undergone significant changes compared to previous versions. Several units have been reordered, altering their numbering, and some have been relocated within the book. Notably, the original Unit 65 has been restructured and is now referred to as Unit 35, which focuses on expressions like "had better" and "it's time." Alongside these adjustments, many explanations on the left-hand pages have been rewritten, and numerous examples have been refreshed to better reflect contemporary usage.

In an effort to enhance the learning experience, a variety of existing exercises have been revised and replaced, creating a more engaging, relevant practice environment for students. Additionally, a new section featuring Additional exercises has been introduced at the back of the book. For those utilizing the version with answers, a Study guide has been incorporated to aid students in selecting appropriate units for their individual study needs; this guide is exclusive to the edition that includes answers.

Furthermore, there are two new appendices focusing on future forms and modal verbs, with other existing appendices being updated to improve clarity and comprehensiveness.

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The book opens with an explanation of the present continuous tense, illustrated through a clear example where Ann is depicted driving to work. This tense is defined as something currently in progress, not yet completed, and is formed using the auxiliary verbs am, is, or are followed by a verb ending in -ing. The text emphasizes that when we state "I am doing something," it denotes being in the midst of an action which might not necessarily be occurring at that exact moment. Instances highlighting this concept show that present continuous can encompass actions that have commenced but remain unfinished, such as Tom reading a book, even though he is not actively doing so at that moment.

The narrative further clarifies that the present continuous is employed to refer to actions taking place within a broader timeframe—like "today" or "this week"—and to indicate ongoing changes. For instance, the rising global population and improving language skills are cited as examples where present continuous aptly describes current developments.

To solidify comprehension and application of the present continuous, a series of exercises follow. These range from fill-in-the-blank activities that require completion of sentences using appropriate verb forms, to dialogue formats aimed at practicing conversational skills. There are also activities designed to encourage learners to think critically about verb usage in various contexts, reinforcing the understanding of the present continuous tense as integral to expressing ongoing or habitual actions.

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In conclusion, the first chapter, rich with fresh explanations, examples, and interactive exercises, serves as a foundational introduction to a crucial aspect of English grammar. This systematic approach ensures a comprehensive grasp of the present continuous tense, setting the stage for further exploration of English grammar principles throughout the book.

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Chapter 2 Summary: UNIT 2. Present simple (I do)

In this chapter, we delve into the present simple tense, a fundamental aspect of English grammar employed to express routines, general truths, and habitual actions. There are several key principles to understand regarding its usage.

First, the present simple is characterized by its structure, which varies depending on the subject. For plural subjects, such as "I," "we," "you," and "they," the verb remains in its base form (e.g., "I drive," "they work"). In contrast, for singular subjects, particularly third-person singular pronouns like "he," "she," and "it," an "s" is typically added to the verb (e.g., "he drives," "she works"). This rule is essential to remember; hence, it is highlighted that forgetting the "s" can lead to grammatical errors.

Secondly, the present simple conveys actions that occur habitually or universally, rather than relying solely on the time of speaking. For instance, statements such as "The earth goes round the sun" and "Nurses care for patients in hospitals" exemplify this tense's capacity to express general truths or repeated actions.

Next, the formation of questions and negatives in the present simple involves the auxiliary verbs "do" and "does." For example, to inquire about someone's occupation, one might ask, "What do you do?" or negate with, "I



don't smoke," illustrating the versatility of "do" as both an auxiliary and a main verb.

Moreover, the present simple is used to illustrate frequency, as in "I get up at 8 o'clock every morning." This function demonstrates the tense's role in describing how often actions take place, which is pivotal for effective communication about routines and habits.

Finally, the chapter highlights that certain statements that express commitments, suggestions, or apologies use the present simple. For example, in phrases such as "I promise I won't be late" or "I suggest that you...", the present simple becomes crucial in communicating actions technically achieved through speech.

Overall, mastering the present simple tense is critical for fluency and clarity in English communication. Through structured usage, it helps convey timeless truths, habitual actions, and commitments, facilitating effective dialogue in various contexts.

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Chapter 3: UNIT 3. Present continuous and present simple (1) (I am doin

In this chapter, the focus is mainly on the distinction between the present continuous and the present simple tenses in English, alongside practical applications and exercises to ensure understanding.

The present continuous tense, exemplified by phrases like "I am doing," conveys actions occurring right at the moment of speaking. This form is particularly useful for describing activities that are currently in progress or for illustrating temporary situations. For instances, one might say, "I am living with some friends until I find a flat," indicating a non-permanent arrangement. The continuous tense can also highlight ongoing actions, such as noting that "The water is boiling" or asking, "What are you doing?" Such usages reflect activities that are not yet completed.

Conversely, the present simple tense, represented by "I do," is reserved for habitual actions, general truths, or permanent situations. For example, stating "Water boils at 100 degrees Celsius" is a universal fact. When inquiring

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Chapter 4 Summary: UNIT 4. Present continuous and present simple (2) (I am doin

In this chapter, we explore the distinctions between the present continuous and the present simple tenses, emphasizing their specific uses in English grammar.

1. Continuous tenses are reserved for actions or events that are currently happening, such as "They are eating" or "It is raining". However, certain verbs that do not convey an action, such as "know" and "like," cannot be used in the continuous form. For instance, one would say "I know" instead of "I am knowing", demonstrating that these stative verbs indicate states of being rather than activities.
2. A list of verbs typically excluded from the continuous tense includes "like," "love," "hate," "want," and others that define states as opposed to actions. For example, we say, "I'm hungry. I want something to eat," not "I'm wanting."
3. Additionally, like verbs that express senses—such as "see," "hear," "smell," and "taste"—the present simple is preferred. For instance, "Do you see that man over there?" is correct, whereas "Are you seeing" would be inappropriate. There is, however, an exception where "see" can be used in the continuous form in contexts implying a meeting, e.g., "I'm seeing the



manager tomorrow morning."

4. The verb "be" can also shift in meaning. In the continuous form, "He is being selfish" indicates temporary behavior, implying that the individual is acting selfishly at that moment. Conversely, saying "He is very selfish" describes a general characteristic rather than a specific behavior at the time.

5. Regarding feelings and appearances, both the present simple and continuous can be employed to describe how someone looks or feels at that moment. For example, one might say, "You look well today," or "You're looking well today." However, it is incorrect to use the continuous form when discussing habitual states, as in, "I usually feel tired in the morning," not "I'm usually feeling tired."

These grammatical structures are crucial for accurate communication in English. Understanding when and how to use the present continuous and simple forms enhances clarity and fluency, making it easier to convey both ongoing actions and conditions effectively.

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Chapter 5 Summary: UNIT 5. Past simple (I did)

In this chapter, the focus is primarily on English verb forms in both present continuous and past simple tenses, providing essential grammar rules and practical examples to illustrate their usage.

1. The present continuous tense is employed to describe actions currently in progress or ongoing situations. Examples highlight scenarios where one might be actively using something or experiencing a particular feeling, emphasizing the structure by requiring the correct form of 'to be' and an '-ing' verb. For instance, one might say, "I am using the dictionary" or "He is looking at us."
2. In contrast, the present simple tense is often utilized for habitual actions or general truths. Sentences straightforwardly demonstrate this with examples like "I usually finish work at 5 o'clock" and "Air consists mainly of nitrogen and oxygen." The distinct difference between these two forms hinges on the nature of the action—whether it is a regular occurrence or a current activity.
3. Transitioning to the past simple tense, it is crucial for narrating completed actions that have occurred in the past. Regular verbs typically form the past tense by adding '-ed,' such as in "worked" or "invited." Examples further clarify usage of the past simple with sentences illustrating these scenarios, such as "He lived from 1756 to 1791" and "They decided not to come."



4. It is important to note the irregular verbs in the English language that do not adhere to the standard '-ed' format when forming the past simple, illustrated through examples like "went" from "go," "saw" from "see," and "wrote" from "write." A list of these irregular verbs provides a reference for learners.

5. Questions and negatives in the past simple are structured using 'did' or 'didn't' plus the base verb. For instance, confirming past actions follows a structure like "Did you enjoy the film?" or negating them as in "I didn't enjoy it." This rule stands out particularly when 'do' serves as the main verb, inhibiting the use of 'did' directly before another verb.

6. The past forms of the verb 'to be'—'was' and 'were'—further illustrate distinctions in subjects. For instance, "I was tired" versus "They were busy," showcasing that unlike other verbs, 'to be' employs this structure without 'did' in negatives or questions. Questions phrased as "Was the weather good?" or "Were you late?" exemplify this unique aspect.

7. Exercises in the text encourage practical application of these grammatical principles, with tasks that ask learners to convert present continuous verbs to past simple or fill in sentences with appropriate verb forms. This experiential learning fosters an understanding of how to navigate English verbs accurately across various contexts.



Overall, this chapter outlines fundamental grammatical structures essential for expressing actions in English, demonstrating how verb forms shift with tense and providing clear examples to enable learners to apply these principles in their language use.

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Chapter 6: UNIT 6. Past continuous (I was doing)

In the narrative of Chapter 6 from "English Grammar in Use With Answers" by Raymond Murphy, the focus is on understanding the application of the past continuous tense, which illustrates actions occurring over a period of time in the past. This chapter includes several exercises designed to reinforce learning, demonstrating practical usages of various verbs in context.

Firstly, the chapter presents a scenario involving Ann, who spent a significant amount of money the previous day, specifically purchasing a dress costing £100. This example showcases how the past simple tense can convey completed actions in the past.

Next, the chapter engages readers with a relatable exercise where they inquire about a friend's recent holiday experiences. The questions illustrate how to form inquiries in the past tense, prompting further exploration into the details of the friend's trip. The questions focus on various elements such as the location of travel, companionship during the trip, the quality of food, duration of stay, accommodation specifics, mode of transportation, weather

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Chapter 7 Summary: Compare:

In Chapter 7 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the past continuous tense, which serves to describe actions that were in progress at a specific moment in the past. This chapter outlines several key principles that help clarify its use and differentiate it from the past simple tense.

1. The past continuous tense is used to indicate that an action was ongoing at a certain time in the past, meaning that it had started but was not yet completed. For instance, one might say, "This time last year, I was living in Brazil." It helps provide a vivid snapshot of ongoing actions during particular moments, such as asking, "What were you doing at 10 o'clock last night?"
2. A significant contrast is drawn between the past continuous and the past simple. The former emphasizes actions in progress (e.g., "I was walking home when I met Dave") while the latter reflects completed actions (e.g., "I walked home after the party last night"). Understanding this difference aids in capturing the rightful nuances of a narrative.
3. The integration of both tenses frequently occurs when narrating events, where the past continuous sets the scene for an interruption or event denoted by the past simple. For example, one might say, "Tom burnt his hand when



he was cooking dinner," where the cooking was ongoing until the moment of injury, reflecting how one event can overlap with another.

4. Furthermore, the chapter addresses the sequence of events. The past simple is used to denote actions happening sequentially, as shown in the sentence, "When Karen arrived, we had dinner," indicating that Karen's arrival preceded the meal, contrasting with "We were having dinner when Karen arrived," suggesting that dinner was in progress when she came in.

5. Not all verbs can be used in the continuous form, particularly stative verbs like know, want, and believe. For instance, one could say, "We were good friends," indicating familiarity, but it would be incorrect to say "We were knowing each other well."

Through various exercises, learners are encouraged to practice these concepts, reinforcing their understanding of how to construct sentences using both the past continuous and past simple forms effectively. The exercises prompt users to reflect on their own experiences at specified times and to combine actions appropriately, providing ample opportunity for skill development in narrative construction.

Overall, this chapter serves as a comprehensive guide to mastering the nuances of the past continuous tense, clarifying its function, identifying its distinctive features, and contextualizing its use in complete and meaningful

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expressions within the framework of English grammar.

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Chapter 8 Summary: UNIT 7 Present perfect (1) (I have done)

In Chapter 8 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the present perfect tense, which indicates actions completed in the past but with relevance or an effect in the present. The chapter begins by illustrating a practical example: when Tom cannot find his key, he states, "He has lost his key," signifying that the action of losing the key has implications in the present moment.

1. The present perfect simple structure is defined as "have/has + past participle," where the past participle generally concludes with -ed for regular verbs (e.g., finished, decided). However, it should be noted that many essential verbs are irregular, like lost, done, and been. An appendix is referenced for a comprehensive list of these irregular forms.

2. The use of the present perfect tense always implies a connection with the present. The actions described in the past have resulting states or consequences now. Illustrative sentences showcase this concept, such as expressing confusion about a key's location or discussing a name that has been forgotten, all focusing on the current outcome of past actions. The phrase "there has been an accident" emphasizes delivering new information relevant to the present.



3. Adverbs like "just," "already," and "yet" frequently accompany the present perfect tense, each serving distinct purposes. "Just" indicates an action that happened a short time ago, while "already" reinforces that an action occurred sooner than anticipated. Conversely, "yet" is used in negatives and questions to express ongoing expectation about an action or event that hasn't occurred as of the present moment.

4. The distinction between "gone (to)" and "been (to)" is vital; "gone" signifies someone currently at a location (e.g., Jim has gone to Spain), while "been" indicates someone who has returned from a place (e.g., Jane has been to Italy and is now home).

The chapter provides ample exercises to apply these concepts, encouraging learners to form sentences using the present perfect tense in various scenarios. Overall, the focus is on understanding both the structure and application of the present perfect, underscoring its relevance in current conversations about past actions. This rich detail assists learners in mastering the conceptual and practical elements of English grammar related to the present perfect tense.

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Chapter 9: UNIT 8. Present perfect (2) (I have done)

In this summary of Chapter 9 from "English Grammar in Use" by Raymond Murphy, we explore key aspects of the present perfect tense and present perfect continuous tense, detailing their usage with examples.

- 1. Present Perfect Usage:** The present perfect tense is employed to discuss actions or experiences that occurred at some unspecified time in the past and are relevant to the present. For example, when Jane states, "I've been to lots of places," it suggests her travel experiences have relevance to her current life.
- 2. Life-long Experiences:** The phrase "Have you ever...?" appears frequently in conversations about personal experiences. Questions like "Have you ever eaten caviar?" invite responses that relate to the speaker's life as a whole. Such construction emphasizes the ongoing relevance of past experiences.
- 3. Time Indicators:** We utilize the present perfect to refer to events

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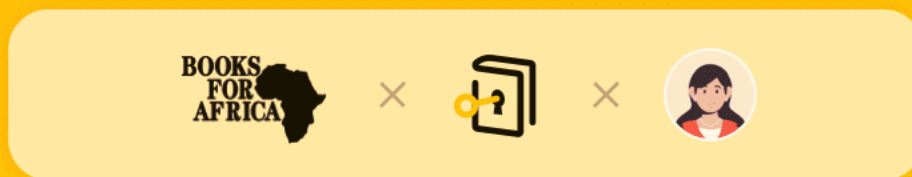
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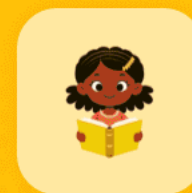
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Chapter 10 Summary: UNIT 10. Present perfect continuous and simple (I have been

In this chapter, the focus is on the present perfect continuous and simple tenses, distinguishing between their usage and the information they communicate. The present perfect continuous highlights activities that are ongoing or were recently completed, while the present perfect simple emphasizes completed actions and their results.

1. The present perfect continuous tense (e.g., "I have been doing") showcases activities that are still in progress or that have only recently concluded. For instance, Ann's situation with paint on her clothes illustrates an ongoing activity—she has been painting the ceiling, which remains unfinished. In this context, the emphasis lies in the activity itself rather than its completion.
2. Conversely, the present perfect simple tense (e.g., "I have done") pertains to actions that have been completed. The focus here is on the result of the activity rather than the process. Ann has painted the ceiling signifies that the action is done and focuses on the outcome (the painted ceiling).
3. The chapter provides contrasting examples: activities like “repairing the car” where the hands are dirty highlight the ongoing nature of work, while “I’ve repaired it” underscores completion. This distinction helps learners



grasp when to use each tense effectively.

4. Furthermore, questions can be constructed differently based on whether one is interested in ongoing activities or past completed actions. For instance, “How long have you been reading that book?” pertains to an action still in progress, while “How many pages of that book have you read?” refers to a completed quantity.

5. It's important to note that some verbs, particularly verbs of perception and cognition like “know,” “like,” or “believe,” are typically not used in the continuous form. Understanding these exceptions is crucial for proper tense application.

Through practical exercises and real-life situational examples, learners are encouraged to practice forming both the present perfect continuous and simple tenses. This reinforces their understanding of when to articulate ongoing versus completed actions, thereby enhancing their overall grammatical proficiency.

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Chapter 11 Summary: UNIT 11. How long have you (been) ...?

In addressing the specifics of the present perfect and its use in English grammar, we find it essential to distinguish between actions or states that began in the past but continue to the present. This concept is effectively illustrated through various examples that highlight the correct structure and usage.

Firstly, we observe that in inquiries about one's experiences or the duration of actions, the present perfect form is employed to convey continuity. For instance, when someone is asked about their work history in a factory, a response using the present perfect—"No, I have never worked there"—is appropriate. Similarly, asking about Jane's holiday travels, one would phrase the question as "Where has she gone?" These constructions emphasize the experience or duration of the action up to now, showcasing how the present perfect offers a sense of connection to the present moment.

Next, we examine the structure of the present perfect continuous, which particularly focuses on actions in progress that started in the past. One says, "I have been learning English for a long time," rather than simply "I am learning," thus signifying that the learning process is ongoing. This structure can apply to repeated actions, as well: "How long have you been driving? Since I was 17." It reinforces the notion that the action has been happening



over a period that stretches from the past into the present.

Additionally, one can differentiate between using the simple present perfect and the continuous form. While both can be interchangeable in contexts like living or working, the continuous form emphasizes the ongoing nature of the action. For example, one might ask, "How long have you been working here?" reflecting on the continuous experience, whereas asking "How long have you worked here?" could imply a more static view of the duration.

Negative constructions also utilize the present perfect to highlight the time elapsed since the last occurrence of an event. For example, "I haven't seen Tom since Monday," clearly articulates the last point of contact and the ongoing gap since then. This structure is essential in conversational English to convey such time frames effectively.

We also note the use of 'for' and 'since' when discussing the duration of actions. 'For' is applied when referring to a length of time—"I've been waiting for two hours," while 'since' is utilized to denote a specific starting point of time—"I've been waiting since 8 o'clock." These distinctions serve to clarify the timeline of events and the relationship between past occurrences and the present context.

Lastly, when expressing time gaps in a conversational context, phrases like "It's been a long time since I last saw Joe" serve to denote both the passage

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of time since an event and its relevance to the current situation. Similarly, questions like "How long is it since you last saw Joe?" efficiently inquire about past interactions while maintaining relevance to the present.

Thus, mastering these grammatical principles elucidates not only the structure but enhances the fluidity of expression, deepening understanding and facilitating richer, more nuanced communication in English.

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Chapter 12: UNIT 13. Present perfect and past (1) (I have done and I did

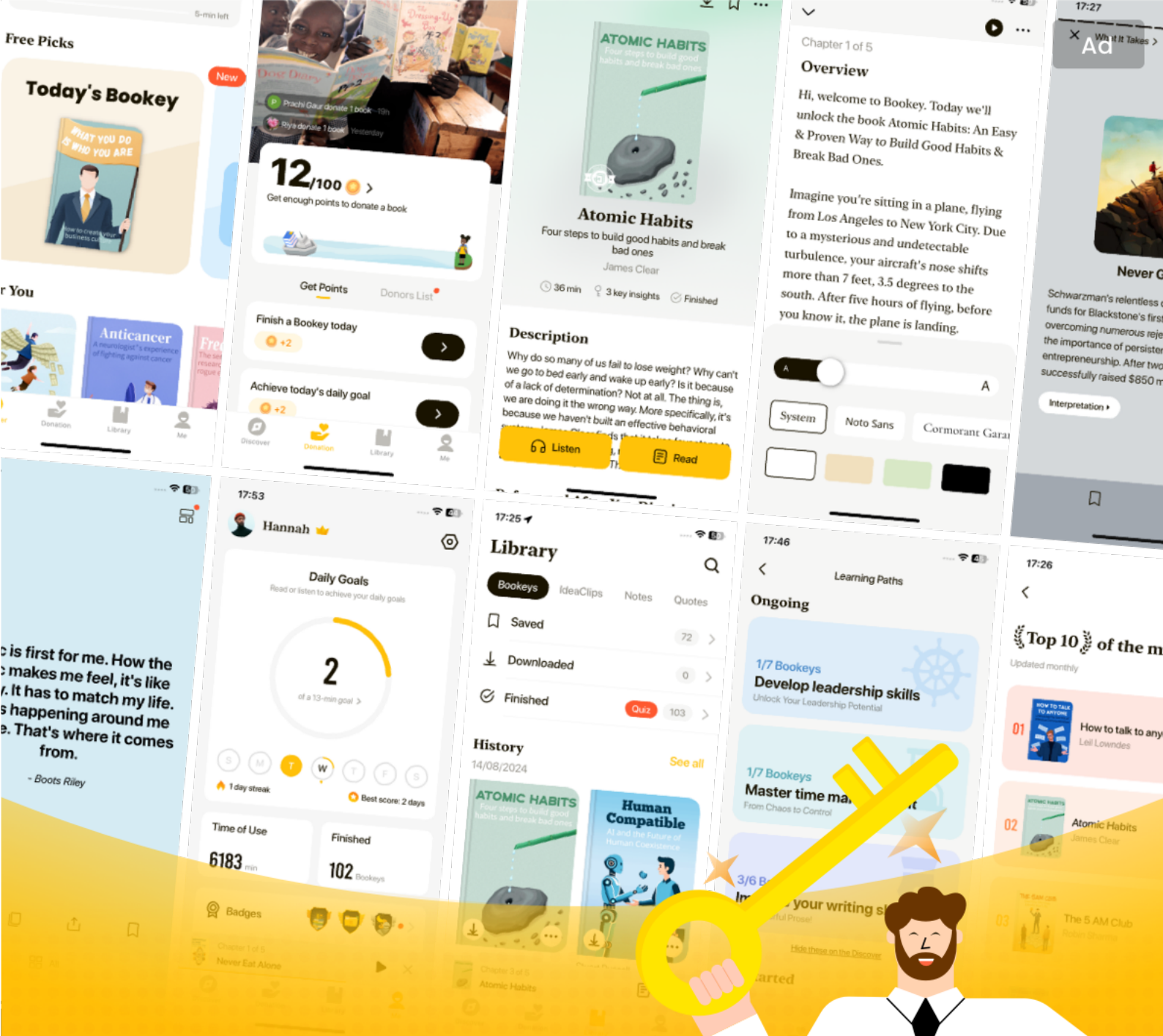
In Chapter 12 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the use of the present perfect tense and its distinction from the past simple tense. This chapter is essential for understanding how these two tenses convey time and context in language, enabling clear communication about past actions and their relevance to the present.

1. The present perfect tense, as demonstrated through examples, indicates an action that has relevance to the present moment. For instance, if Tom lost his key, the present perfect phrase "Tom has lost his key" implies that he does not currently possess it. In contrast, using the past simple—"Tom lost his key"—restricts the information to the past, leaving ambiguity about his current possession of the key.

2. Certain scenarios require the past simple tense when there is no ongoing relevance to the present. Examples include historical facts or actions long

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Chapter 13 Summary: UNIT 14. Present perfect and past (2) (I have done and I did)

In exploring the differences between the present perfect tense and the simple past tense, certain key principles emerge that are crucial for effective communication in English. To clarify the use and implications of these tenses, we can break down the information into a logical sequence of numbered points.

1. The distinction between present perfect and past simple primarily revolves around the timeframe of actions. The present perfect (e.g., "I have done") is used to indicate actions that have relevance to the present or are connected to the current situation. For example, if someone says, "I have lost my key," it emphasizes the current impact: they cannot find the key now. In contrast, the simple past tense (e.g., "I did") depicts actions that occurred in a specific timeframe in the past, with no direct connection to the present. For instance, saying, "I lost my key yesterday," focuses purely on the action in the past without addressing its current implications.

2. The present perfect tense is typically employed for actions that have relevance over an indefinite period and continue into the present. Examples include statements like "I have never played golf" or "We have been waiting for an hour," both emphasizing ongoing situations or experiences that continue from the past to the present moment. Use this tense when the



timeframe stretches from the past to now, such as "this week" or "since 1985."

3. Conversely, the simple past should be used when referring to completed actions within defined timeframes, such as "yesterday," "last week," or a specific year. For example, inquiries like "Did you see Ann on Sunday?" focus on a fixed time in the past, demonstrating that the action was completed and is not linked to the present.

4. When asking questions about past events, it is essential to use the past simple tense, especially when asking "When?" or "What time?" For instance, "When did they arrive?" emphasizes the specific time of arrival, indicating the action's completion without ongoing implications.

5. Misuse of these tenses can lead to grammatical errors. For example, it would be incorrect to say, "Have you seen the news on television last night?" Instead, one should say, "Did you see the news last night?" This highlights the importance of matching the tense with the contextual timeframe.

6. An effective way to practice these distinctions involves filling in the correct tense in sentences or correcting sentences that misuse the tenses. Exercises could include tasks that ask individuals to differentiate between present perfect and past simple forms, allowing for a deeper understanding



of when to use each tense correctly.

Understanding these principles allows for more precise communication in English, permitting speakers to accurately convey the timing of their actions and their relevance to the current moment. The careful choice between the present perfect and the simple past enriches conversation, making it clearer and more engaging for listeners.

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Chapter 14 Summary: UNIT 15. Past perfect (I had done)

In the dialogue exchange, two individuals discuss past living situations, revealing how long one person lived in different cities. This interaction exemplifies how we construct sentences concerning our own experiences, particularly in the context of what we have or have not done recently and in the past. For instance, one might state, "I haven't eaten any fruit today," indicating recent actions or inactions.

Transitioning to a broader discussion of tenses, the text introduces the past perfect tense, which is used to describe actions that occurred before a specific moment in the past. An example illustrates this concept: Sarah and Paul attend a party at different times, with Sarah arriving after Paul has already left. Thus, when stating, "He had gone home," the past perfect form "had gone" clarifies that Paul's departure occurred prior to Sarah's arrival. This tense is formed using "had" plus the past participle of the verb, such as gone, seen, or finished.

Additionally, the past perfect simple allows us to provide context to past events. For instance, we can highlight that at a certain moment, something else had already happened, illustrated by sentences like, "When we got home, we found that somebody had broken in." The difference between the present perfect and past perfect is noted, exemplifying the distinction in time reference; for example, "I've never seen her before" versus "I'd never seen



her before" contextually links actions to distinct times.

Comparison between the past perfect and the past simple tense further cements understanding. For example, asking whether Tom attended a party and stating, "he had already gone home" (past perfect) indicates an action completed before another past reference, whereas the simple past "he went home soon afterwards" simply recounts an event.

Engaging in exercises can reinforce these tenses. For instance, one might write a sentence reflecting on past occurrences, such as, "She had gone out," or recounting a situation like, "I met Jim a few days ago," referencing actions that preceded the meeting.

The text reinforces practicing these forms through various examples and activities, thereby allowing learners to master distinguishing when to appropriately apply the past perfect versus the past simple tense. Engaging with sentences that illustrate these tense usages can aid in the retention and application of the grammatical concepts, enhancing one's ability to communicate complex time relationships in English effectively.

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Chapter 15: UNIT 16. Past perfect continuous (I had been doing)

In Chapter 15 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the past perfect continuous tense, illustrated through various examples to clarify its use and purpose in English grammar.

1. The past perfect continuous tense is formed using "had been" followed by the present participle (verb+ing). This structure conveys that an action was ongoing before another past event occurred. For instance, the ground was wet because it had been raining earlier, though it wasn't raining at the time of observation.

2. A key application of the past perfect continuous tense is to describe ongoing actions that took place over a specific duration before a particular event. For example, one may state that they had been playing tennis for half an hour when it started to rain. This understanding emphasizes the relationship between the duration of the action and the subsequent event.

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Chapter 16 Summary: UNIT 17. Have and have got

In this chapter, the focus is on the different uses of the verb "have," including its forms and variations, particularly "have got," as well as its application in various contexts, including actions and experiences. The chapter comprises two significant sections that outline the nuances of using "have" and "have got."

1. Possession and Ownership: The verb "have" and its variant "have got" are commonly used to express possession. While both forms are interchangeable in many contexts, "have got" is often preferred in informal situations. For instance, one might say, "We have a new car" or "We've got a new car," both meaning the same thing. This applies not only to physical possessions, such as cars or money, but also to conditions, such as illnesses. In forming questions and negatives, various structures can be used, such as "Have you got any money?" alongside "Do you have any money?" or the less common "Have you any money?"

2. Past Tense Usage: When discussing past possessions or conditions, "had" is utilized, typically without the "got" variant. Therefore, one would say, "I had a bicycle when I was a child," rather than using "had got." Questions and negative constructions in the past typically employ "did" or "didn't," exemplified by "Did they have a car when they lived in London?"



3. Actions and Experiences: The verb "have" extends beyond possession to describe numerous activities and experiences, such as having breakfast, having a party, or having a good time. In these cases, "have" operates similarly to other verbs, allowing for continuous forms, as in "I'm having dinner." This differs from the use of "have got," which is not used in these contexts.

4. Practical Examples and Exercises: The text provides numerous practical examples and exercises to reinforce the concepts introduced. Various exercises ask learners to create sentences using "have" in both present and past forms, emphasizing its versatility and the difference between its uses in various sentence structures and contexts.

Overall, this chapter effectively illustrates the multifaceted nature of "have" and "have got," clarifying their applications in English grammar while providing opportunities for practice to solidify understanding. By navigating the distinctions and structures associated with these verbs, learners can enhance their language proficiency and ability to communicate effectively.

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Chapter 17 Summary: UNIT 18. Used to (do)

In this chapter, the focus is on the concept of "used to" in English grammar, which helps convey past habits, routines, and truths that have since changed. This structure is crucial for discussing behaviors and states that were regular in the past but are no longer true today.

1. The phrase "used to" indicates that an action was done regularly in the past, but it is not being done anymore. An example illustrates this: Dennis quit smoking two years ago; he used to smoke 40 cigarettes a day, suggesting a habitual action that has ceased. This usage highlights the contrast between past and present states; it can refer to activities like playing a sport or traveling frequently.
2. The expression can also denote beliefs or facts that were true in the past but are now different. For example, a building that once served as a cinema can now be recognized as a furniture shop. The construction of sentences utilizing "used to" emphasizes the idea of change over time, such as stating that one used to think of someone as unfriendly but has changed that perspective.
3. It's essential to understand that "used to" strictly refers to the past and has no present tense equivalent—one cannot say "I use to do." Therefore, to express present habits or routines, the present simple tense should be applied



instead. The distinction between "used to" and "do" aids in maintaining clarity about timeframes.

4. The typical question format using "used to" is constructed with "did," as in "Did you use to...?" The negative form, on the other hand, can be expressed as "didn't use to" or alternatively "used not to." This grammatical nuance allows speakers to inquire about or state past habits comfortably and accurately.

5. Differentiating "used to" from similar phrases is also vital. While "I used to play" signifies a former regular activity that has stopped, "I was doing" indicates a specific action that was occurring at a particular moment in the past. This contrast is significant in clarifying the timing and nature of past references.

6. It's important not to confuse "used to do" with "I am used to doing." The former indicates a past habit that has ceased, while the latter suggests acceptance or familiarity with a current routine. For example, saying "I am used to living alone" implies comfort with the current situation, whereas "I used to live alone" acknowledges a past living arrangement no longer in effect.

Through practical exercises, learners are guided to apply these concepts by completing sentences and contrasting past and present situations. This

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dynamic helps to effectively solidify understanding of the grammatical structure and its applications in everyday communication.

Overall, mastering "used to" enriches one's ability to discuss personal histories and transformations, providing a deeper insight into how past experiences shape present identities. Understanding these principles thus aids both in writing and in casual conversations, offering clarity and continuity in discourse.

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Chapter 18: UNIT 19. Present tenses (I am doing/I do) for the future

In Chapter 18 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the use of present tenses, specifically the present continuous and present simple, in the context of future events.

1. The present continuous tense, indicated by "I am doing," is employed to express personal arrangements that have already been made for the future. For instance, when Tom's diary is reviewed, we see clear examples of planned activities such as playing tennis, going to the dentist, and having dinner. In conversations, this tense is natural to describe one's plans, as illustrated in dialogues where individuals confirm their commitments for specific times. Additionally, the alternative phrasing using "going to" is also acceptable, but the present continuous is favored for its emphasis on arrangements. Notably, the use of "will" is discouraged in this context; it should not be utilized to describe previously arranged plans.

2. Conversely, the present simple tense, represented by "I do," is reserved for

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Chapter 19 Summary: UNIT 20. (I'm) going to (do)

In Chapter 19 of "English Grammar in Use with Answers" by Raymond Murphy, the focus is on expressing future intentions and arrangements using different grammatical structures. The chapter introduces key phrases and distinctions in meaning that enhance the understanding of future tenses.

1. The phrase "I am going to do something" indicates a decision that has already been made with the intention to act upon it. For example, one might express plans like going to the theatre or attending a concert, demonstrating that those actions are decided but may not yet be arranged in detail.
2. The use of the present continuous tense, such as "I am doing," is typically reserved for plans that have been specifically arranged, emphasizing a commitment, like meeting someone at a set time. This contrasts with "I am going to," which suggests a future decision that is intended but may not be organized.
3. The concept "something is going to happen" is introduced, indicating that current circumstances imply a future event. This is exemplified in scenarios like observing dark clouds and predicting rain or noticing someone about to fall into a hole. Here, the present situation leads to a clear future expectation.
4. The phrase "I was going to do something" signifies an intention that did



not materialize. This is useful for explaining past plans or intentions that changed, such as deciding to travel by train but opting for a car instead. It highlights the flexibility of human decisions and their potential alterations.

Throughout the exercises provided, learners practice forming questions, completing dialogue, and using the correct future expressions related to personal intentions and plans. This reinforces the rules and usage of future tenses in various contexts, effectively preparing them for real-life communication scenarios.

By emphasizing distinctions between intent and arrangement, as well as the nuances of future prediction based on present observations, Chapter 19 builds a comprehensive foundation for mastering English grammar related to future actions and intentions.

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Chapter 20 Summary: UNIT 21. Will/shall (1)

In Chapter 20 of "English Grammar in Use With Answers" by Raymond Murphy, the author focuses on the usage of "will" and "shall," providing a clear understanding of how to apply these modal verbs in various contexts. The text lays out several key principles, enriching the reader's grasp of English grammar through examples and explanations that highlight nuances in spoken language.

1. The contraction "I'll," representing "I will," is employed when someone makes a spontaneous decision at the moment of speaking. For example, if a person realizes they have left a door open, they might say, "Oh, I've left the door open. I'll go and shut it." This usage reflects immediate intentions, distinguishing it from more planned actions. Additionally, in conversational English, the negative form "won't" (will not) is commonly used, as in: "I can see you're busy, so I won't stay long."
2. It is crucial to remember that "will" is not appropriate for actions already decided or arranged prior to the moment of speaking. For instance, one would say, "I'm going on holiday next Saturday," rather than using "I'll go."
3. There are specific situations where "will" is applicable. First, it is often used for making offers, as in: "That bag looks heavy. I'll help you with it." Similarly, it can indicate agreement to do something ("I'll give it to you this



afternoon”), or promise an action, such as: “I’ll pay you back on Friday.” Moreover, “will” can be used in polite requests, for instance, “Will you please be quiet?”

4. “Shall” is primarily used in questions, particularly in “shall I...?” or “shall we...?” to seek opinions or make suggestions. For example, one might ask, “Shall I open the window?” indicating an inquiry into what the other person would like. It also contrasts with “will you...?” which implies a more direct request—“Will you shut the door?” highlights a desire for someone to perform an action.

In summary, this chapter delineates the contexts in which “will” and “shall” should be employed, emphasizing their roles in spontaneous decisions, offers, agreements, promises, and polite requests, while underscoring the importance of using these modal verbs correctly to enhance clarity in communication.

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Chapter 21: UNIT 22. Will/shall (2)

In Chapter 21 of "English Grammar in Use With Answers" by Raymond Murphy, the principles of using "will" and "shall" in the context of future intentions and predictions are elaborated on. The chapter begins by clarifying that we typically do not use "will" to discuss plans, arrangements, or scheduled events that someone has already decided upon. For example, we say "Ann is working next week," rather than "Ann will work next week," indicating that the first statement reflects an established plan rather than a prediction.

In contrast, we use "will" to express predictions or expectations about future events that are not tied to prior decisions. This usage is reflected in sentences like "Do you think Ann will pass the exam?" where "will" is used to make a speculation about a potential future outcome rather than an established plan. Other examples highlight how we employ "will" or "won't" to predict situations, such as anticipating changes upon someone's return or assuming future whereabouts.

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Chapter 22 Summary: UNIT 23. I will and I'm going to

In this chapter, the focus is on expressing future actions and predictions using the phrases "will" and "going to." Understanding when to use each is crucial for effective communication about future intentions and expectations.

1. Deciding at the Moment vs. Pre-Planned Decisions:

The distinction between "will" and "going to" lies in whether a decision is made spontaneously or premeditated. When someone decides to act at the moment of speaking, such as inviting friends to a party, as illustrated by Sue and Helen, the phrase "we'll" is appropriate. Conversely, if there has been a prior decision, "going to" should be used, as Helen indicated while speaking to Dave about the party plans made earlier.

2. Contextual Predictions:

Both "will" and "going to" can be applied when making predictions about the future. The key differentiation occurs when the prediction is based on current evidence: for instance, witnessing dark clouds indicates that "it's going to rain." On the other hand, predictive statements without immediate evidence can employ "will," suggesting a weaker certainty, like predicting the weather later in the day.



3. Practical Examples and Exercises:

The chapter includes various exercises designed to reinforce the distinctions between both phrases. For instance, complete the sentences with the appropriate form, whether "will" or "going to," based on the situation. This includes conversational scenarios assessing one's readiness to assist friends or making plans according to recent realizations.

In summary, understanding the nuanced differences between "will" and "going to" empowers individuals to communicate their intentions effectively and accurately. Spontaneous decisions favor "will," while intentions already in mind lean towards "going to." Thus, mastering these distinctions is key for fluent conversation about the future.

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Chapter 23 Summary: UNIT 24. Will be doing and will have done

In this chapter, we explore the nuances of using "will be doing" (future continuous) and "will have done" (future perfect) in English grammar.

1. Understanding Future Continuous: The phrase "I will be doing something" denotes an action that will be ongoing at a specific time in the future. For example, during a football match, Kevin states, "I'll be watching the football" when asked about 8:30 PM, illustrating that he will be engaged in the match at that time. Another case provides, "This time next week I'll be lying on a beach," which depicts a future scenario where one is in the middle of an enjoyable activity. This form is also contrasted with various tenses; for instance, "We'll be having dinner then" (future continuous) differs meaningfully from "we'll have dinner" which indicates a completed action.

2. Using Future Continuous for Planned Actions: Additionally, "will be doing" can indicate future arrangements or plans, suggesting when something will occur. An illustration here involves a conversation about asking Sally to phone someone because "I'll be seeing her this evening." This reflects both certainty and future intention and can be used to inquire about someone's plans, such as asking, "Will you be passing the post office when you're out?" to which a favorable reply may indicate a willingness to help.



3. Future Perfect Explained: Shifting to "will have done," this structure conveys the completion of an action before a certain point in the future. In the example of the football match ending at 9:15 PM, Kevin remarks that by 9:30 PM the match "will have finished." Other examples reinforce this idea, such as, "She'll have gone to work" by a certain time, indicating her action will already be complete. Moreover, the future perfect can relate to present perfect structures, allowing for natural comparisons across timeframes, such as noting how long Ted and Amy will have been married next year compared to how long they have been married today.

Through these concepts, we deepen our understanding of expressing future actions and their time-oriented contexts, enhancing both the clarity and richness of communication in English.

In summary, mastering "will be doing" and "will have done" allows speakers to accurately convey ongoing actions and future completions, pivotal for effective and rich conversational exchanges.

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Chapter 24: Unit 25. When I do/When I've done When and if

In Chapter 24 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on future tenses and the use of present tense in conditional and time-related clauses. The explanations presented outline a series of important grammatical principles regarding how we communicate future events, and they highlight the structures that appropriately express different temporal relationships.

1. One fundamental point is the distinction between main clauses and subordinate clauses in future contexts. For instance, when asked about future actions, the speaker can respond, "I'll phone you when I get home from work." Here, "I'll phone you" serves as the main clause, while "when I get home from work" is a subordinate clause that describes the timing of the main action. Importantly, the time clause utilizes the present simple ("get") rather than the future tense, establishing a common grammatical convention in English.

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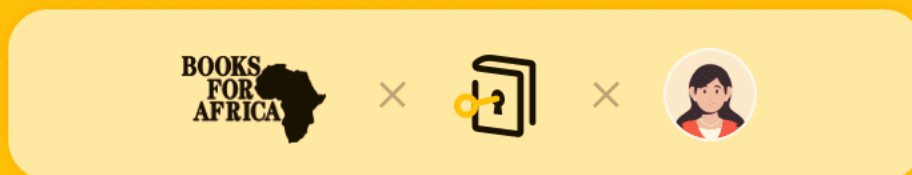
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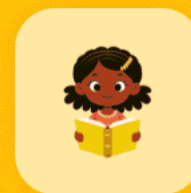
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Chapter 25 Summary: Unit 26. Can, could and (be) able to

In this chapter, the focus is on the use of modal verbs, particularly "can," "could," and the phrase "(be) able to." These verbs are essential for expressing ability, possibility, and permission in English.

1. Can for Ability and Possibility: "Can" is primarily used to indicate that something is possible or to express someone's ability to do something. For example, when stating that a person can see something, you might say, "We can see the lake from our bedroom window." Similarly, you can ask questions about abilities, such as "Can you speak any foreign languages?" In its negative form, "can't" indicates a lack of ability, as illustrated by "I can't come to the party on Friday."

2. Using (Be) Able To: The phrase "(be) able to" serves as an alternative to "can," particularly when discussing events that cannot be expressed solely with "can." For instance, one might say, "Are you able to speak any foreign languages?" However, "can" has a limited range of forms, only appearing in the present and past. In contrast, "(be) able to" can fit different tenses, allowing for phrases like "I haven't been able to sleep recently."

3. Distinction Between Could and Was/Were Able To While "could" generally serves as the past tense of "can," it's typically used to describe



abilities or permissions in a general sense. For example, “My grandfather could speak five languages.” However, when recounting specific instances where someone accomplished something, "was/were able to" or "managed to" are more suitable. For instance, when discussing a situation where everyone escaped a fire, one should say, “Everybody was able to escape.”

4. Negative Forms and Usage: In both general and specific contexts, the negative form "couldn't" indicates an inability to perform an action. For example, “My grandfather couldn't speak any languages” or “We tried hard, but we couldn't persuade them to come with us.” Thus, the negative may be used consistently across different scenarios.

By mastering these distinctions and usages of "can," "could," and "(be) able to," speakers can articulate abilities and possibilities in a more nuanced and grammatically correct manner. Overall, the mastery of these modal verbs enriches one's ability to communicate effectively in English.

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Chapter 26 Summary: UNIT 27 Could (do) and could have (done)

In this chapter, the use of modal verbs "can," "could," and "could have" is explored, detailing their applications in different contexts and timeframes.

1. The verb "can" indicates ability or possibility in the present, while "could" serves as its past tense form. For example, when referring to present capability, one might say, "I can hear something," whereas in the past, one would state, "I could hear something."
2. "Could" extends its utility beyond the past; it can also express future possibilities or suggestions. Consider the scenario where one might say, "We could go to the cinema tonight," indicating a suggestion rather than a firm plan. Notably, "could" conveys a degree of uncertainty compared to "can," making it appropriate for hypothetical or less certain situations, such as "I could kill him!" which implies an emotion rather than a literal intention.
3. "Could" signifies potentialities in the present or future, distinguishing it from "can," which does not effectively fit into speculative contexts. For instance, one might say, "The phone is ringing. It could be Tim," illustrating a likely but uncertain possibility.
4. The concept of "could have" juxtaposes current opportunities with those



that existed in the past but were not realized. For instance, saying, "You could have stayed with Barbara," indicates that staying with her was a possible choice that was ultimately not acted upon. This usage conveys realizable options and emphasizes missed opportunities, such as in the phrase, "He could have hurt himself badly," referring to a situation where harm was possible but avoided.

5. Additionally, "could" may imply hypothetical ability, suggesting future actions dependent on conditions being met. An example might be, "We could go away if we had enough money," where the ability to travel hinges on financial resources.

In conclusion, mastering the distinctions between "can," "could," and "could have" is vital for communicating nuances in capability, possibility, and alternate realities across different time frames. These modal verbs enrich the language by allowing speakers to convey certainty, suggestion, and missed potential in various contexts.

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Chapter 27: UNIT 28. Must and can't

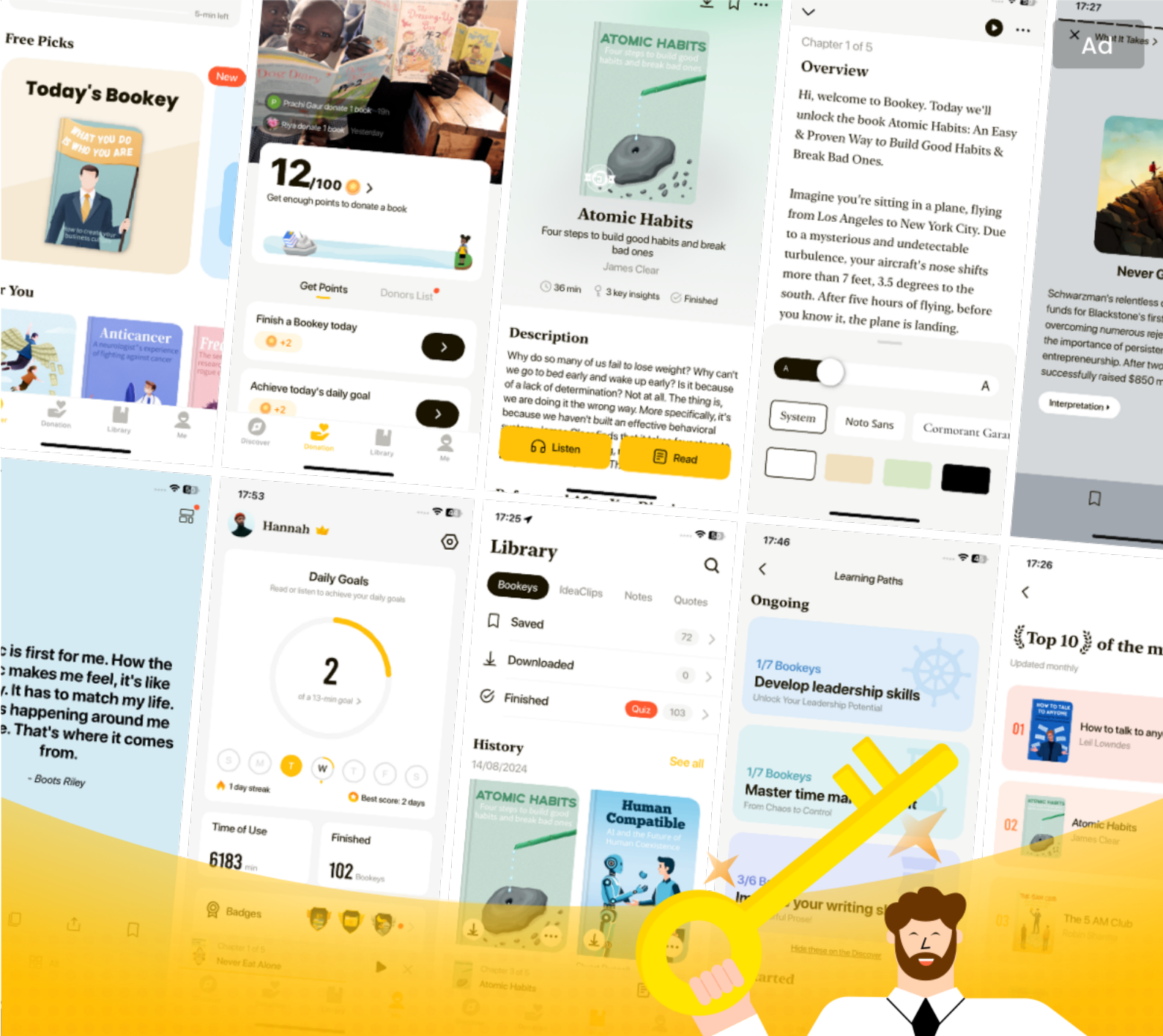
In Chapter 27 of "English Grammar in Use," the narrative centers around Ken, who was unavailable to assist his friends and family due to a prior commitment. The chapter introduces a key exercise in distinguishing between what Ken could have done and what he could not, based on the context of various requests.

1. Understanding Potential Actions: Ken could not have driven his aunt to the airport as his car had been stolen. This illustrates the necessity of context when determining the feasibility of actions. Similarly, the tasks posed to him—such as going out for a meal, playing tennis, lending money, or attending a party—are evaluated through the lens of availability and commitment.

2. Expressing Certainty with Must and Can't: The chapter transitions to the language structures used to assert certainty concerning actions. The term "must" is employed to express confidence about a situation being true, as in the example of someone who has been traveling presumably being tired.

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Chapter 28 Summary: UNIT 29. May and might (1)

Sure! Here's a comprehensive summary of the concepts from the chapters of "English Grammar in Use With Answers" by Raymond Murphy regarding various aspects of English grammar, particularly verbs, nouns, adjectives, and relative clauses.

The content captures the intricacies of English grammar, focusing on verb forms, noun usage, adjectives, and relative clauses. Each point has been numbered for clarity and ease of reference.

1. The text discusses auxiliary verbs, emphasizing how they can stand alone in responses, e.g., "Yes, I have." It also highlights the use of short questions to show polite interest or surprise, such as "Oh, have you?"
2. It introduces the concept of 'some' and 'any', noting that 'some' is used in positive sentences while 'any' appears in negative contexts and questions, stating that 'some' is also used when expecting a positive answer.
3. The distinction between 'much' and 'many' is explained, stressing that 'much' pairs with uncountable nouns and 'many' with plural countable nouns. The use of 'a lot of' is introduced as an alternative for both.
4. Countable nouns are addressed as terms that can exist in singular or plural



forms, indicating that singular nouns need 'a/an' but plural nouns can stand alone. Uncountable nouns, on the other hand, don't take 'a/an.'

5. The text elucidates the structure of certain verbs followed by 'to' as in 'want to do something' and 'suggest' requiring an -ing form.

6. Emphasis is placed on the need for understanding relative clauses introduced by 'who', 'that', and 'which' and distinguishes between essential and non-essential clauses, marked by the use of commas.

7. Reflexive pronouns like 'myself' or 'yourself' are discussed when the subject and the object are the same, while the distinction between the use of -ing and -ed is made.

8. Further, the text clarifies the use of prepositions followed by -ing clauses (e.g., 'interested in doing'), expressing that certain verbs require a specific structure.

9. The chapter concludes with the application of adjectives and adverbs, focusing on how to appropriately use them in sentences concerning actions or descriptions, and introduces the differentiation between adjectives ending in -ing and -ed.

10. The final notes introduce the use of 'some' and 'any', forming

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contextually relevant sentences where plurals may come into play, and re-emphasizes grammatical rules concerning relative clauses and noun forms.

By understanding these grammatical structures, learners can communicate more effectively and appropriately in English contexts. The distinction between using 'a' and 'the', the nuances of uncountable versus countable nouns, and the correct use of relative clauses enhance sentence construction and the clarity of communication.

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Chapter 29 Summary: UNIT 100 Adjectives and adverbs (2) (well/fast/late, hard/ha

In Chapter 29 of "English Grammar in Use With Answers" by Raymond Murphy, key grammar concepts related to adjectives and adverbs are discussed, with a particular focus on the usage of words that change meaning depending on their grammatical role.

1. Understanding Adjectives and Adverbs: The distinction between adjectives and adverbs is central. Adjectives describe nouns, whereas adverbs modify verbs. For example, "good" is an adjective while "well" is the corresponding adverb. This difference is illustrated through diverse examples: "Your English is good" and "You speak English well."

2. Common Adjectives with Dual Functions: Several adjectives also function as adverbs, such as "fast," "hard," and "late." The context determines their role. For instance, "Jack is a very fast runner" utilizes "fast" as an adjective, while in "Jack can run very fast," it acts as an adverb. Similarly, "hard" can describe a worker or identify how someone works, and "late" can describe trains or the time of rising.

3. Usage of 'Hardly': The term "hardly" is introduced as an adverb meaning "very little" or "almost not." It provides examples showcasing its use in sentences to illustrate minimal occurrence, like "She hardly spoke to

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me” or “They hardly know each other.” It’s essential to distinguish "hard" from "hardly" as they have opposite meanings—one indicating a great effort and the other indicating minimal effort.

4. Expressions Incorporating ‘Hardly’: It’s common to use “hardly” with various quantifiers like "any," "anybody," or "anything." For instance, "I have hardly any food" implies almost none. The chapter underscores the flexibility in sentence construction with "hardly," allowing for variation in position, such as “She hardly ate anything” or “We’ve hardly got any food.”

5. Application and Exercise: To reinforce understanding, the chapter includes exercises requiring the application of the discussed principles. These exercises focus on differentiating between “good/well,” utilizing "well" with specific words like "dressed" and "informed," and practicing the use of "hardly" in various contexts. This hands-on approach solidifies the learners' grasp on the material.

Through these concepts and exercises, readers cultivate a nuanced understanding of how adjectives and adverbs operate within the English language, enhancing both their comprehension and usage skills in effective communication. This chapter serves as a valuable resource for refining grammar knowledge critical for both written and spoken English.



Critical Thinking

Key Point: The Power of Context in Language

Critical Interpretation: Imagine you are conveying a message in a conversation or a piece of writing. The distinction between adjectives and adverbs may seem like a trivial detail, but it holds the key to how your ideas are interpreted. By understanding that words like 'hard' can have vastly different meanings depending on their context, you learn how essential it is to choose your words wisely. Just as an adjective can change the way a noun is perceived, your choice of adverbs can shift the focus of a verb, altering the entire message. Embracing this nuance invites you to be more thoughtful in your communication. When you express your emotions, intentions, and thoughts, being aware of these subtleties empowers you to articulate your experiences vividly and accurately, inspiring your interactions and making your voice resonate with clarity and impact.

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Chapter 30: UNIT 101 So and such

In the exploration of the English language, the distinction between "so" and "such" emerges as a significant aspect of expressing strength and emphasis in both adjectives and nouns. This enables speakers to convey their sentiments in a vivid and impactful manner.

1. The usage of "so" is tailored for adjectives and adverbs, enhancing their meanings to signify an extent that feels intense. For instance, one might say, "The story was so stupid," emphasizing how foolish the narrative truly is. When you wish to indicate a degree of quality in a manner that suggests profundity or intensity, using "so" becomes imperative.

2. Conversely, "such" is designated for nouns and serves to intensify their context. In expressions such as "It was such a stupid story," "such" helps encapsulate the commentary in a noun-driven framework, thereby augmenting its gravity. This highlights that "such" can accompany not only a noun alone but also a noun that is preceded by an adjective, as in "such a stupid story." It's important to note the correct construction—using "such a"

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Chapter 31 Summary: UNIT 102 Enough and too

In Chapter 31 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the usage of the terms "enough" and "too." This chapter is fundamental for understanding how these words modify adjectives, adverbs, and nouns, aiding learners in constructing grammatically correct sentences.

1. The term "enough" is predominantly utilized after adjectives and adverbs. For instance, when someone lacks sufficient experience for a position, we say, "He wasn't experienced enough," and similarly, we express that one needs to work diligently by stating, "You won't pass the examination if you don't work hard enough." Additionally, when describing age, one might say, "She's not old enough to marry." This positioning is crucial, as it reflects the standard grammatical structure—"enough" should follow the word it modifies.
2. In contrast, the term "too" signifies excess, indicating that something surpasses the desired or acceptable level. For example, one might lament, "You work too hard," indicating an excessive work ethic. "Too" also follows a similar pattern as "enough" in dissatisfaction scenarios, such as stating one cannot proceed with plans because "it costs too much."
3. Notably, "enough" typically precedes nouns, as seen in expressions like "I



haven't got enough money" or "There weren't enough chairs." This indicates sufficiency or a lack thereof regarding concrete entities. Moreover, "enough" can stand alone without a noun, highlighting the sufficiency of something previously mentioned, as in, "I'll lend you some money if you haven't got enough."

4. The constructs of "for" and "to" also play a significant role. The phrase "enough/too ... for" references suitability for something, such as "I haven't got enough money for a holiday." Conversely, the phrase "enough/too ... to" relates to the ability to perform an action, illustrated by, "I haven't got enough money to go on holiday." This differentiation is vital for correct usage, as reductions in meaning or clarity may occur from unsupported structures.

5. Lastly, comparisons showcasing the difference between adjectives and the corresponding structures reveal how to express limitations and impossibilities. For instance, one could say, "The food was too hot to eat," which appropriately omits the pronoun "it." This highlights the distinction in applying "too" effectively without compromising grammatical integrity.

In conclusion, understanding the precise placement and usage of "enough" and "too" significantly enhances one's ability to articulate ideas clearly and correctly, particularly concerning sufficiency and excess in different contexts. The chapter imparts critical rules and examples that serve as a



foundation for developing more nuanced English language skills.

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Critical Thinking

Key Point: Understanding limits and potentials of 'enough' and 'too' in our lives.

Critical Interpretation: Embracing the principle of 'enough' can inspire you to recognize when you have sufficient resources, skills, or time to achieve your goals, encouraging a mindset of gratitude and sufficiency. This empowers you to focus on what you can achieve, rather than constantly striving for excess. Conversely, acknowledging the concept of 'too' can motivate you to re-evaluate situations where you might be overextending yourself, whether it's in work, relationships, or personal pursuits. By balancing these concepts, you can cultivate a healthier, more fulfilling life that treasures moderation, promotes well-being, and inspires you to set realistic, achievable goals.

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Chapter 32 Summary: UNIT 103 Quite and rather

In this chapter, important distinctions are made regarding the use of certain expressions in English, particularly focusing on degrees of intensity and certainty. The content primarily examines the usage of "quite" and "rather," illustrating their contextual meanings and appropriate applications through various examples.

1. The chapter begins with practical exercises that demonstrate how to construct sentences using modifiers like "too" and "enough." For instance, a sentence about food being inedible due to extreme temperature develops into the construction that emphasizes the food's excessive heat, illustrating how "too" conveys limitation. This concept is extended to similar scenarios involving inability to undertake actions because of various constraints—such as the weight of a piano or the height of a wall—by employing "too" to underscore the insurmountable nature of these challenges.

2. Transitioning to the usage of "quite," it is highlighted as a comparative term that falls between "a little" and "very." It is versatile, being applied before nouns and adjectives as well as in specific phrases. For example, phrases such as "quite famous" or "quite a surprise" illustrate its ability to indicate a significant degree without reaching the maximum intensity of "very." The chapter explains that "quite" is employed with verbs like "like" and "enjoy," solidifying its role in conveying a moderate positive



impression.

3. In contrast, “rather” emerges as a term that parallels “quite” but is predominantly used in negative contexts. It serves to express a lesser degree of positivity, as seen in phrases such as “rather difficult” or “rather lazy.” This chapter elucidates the nuances between “quite” and “rather,” where “quite” typically accompanies affirmative sentiments, and “rather” leans towards expressing dissatisfaction or unexpected observations.

4. Notably, "quite" also denotes completeness, which is illustrated through examples where adjectives such as "sure" and "clear" are modified by “quite” to signify total agreement or understanding. Alternatively, “not quite” is used to indicate incompleteness or uncertainty, reflecting the subtlety in English expressions.

5. The exercises create a practical approach, encouraging the application of learned concepts through sentence completion tasks. Participants are prompted to fill in gaps using either "quite" for positive contexts or "rather" for negatives, reinforcing the principles outlined. The exercises additionally require differentiating the meanings of "quite" based on context, aiding in comprehension of its varying implications.

Overall, this chapter enhances understanding of English grammar, particularly the gradation of adjectives and the nuanced meanings of terms

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that describe the extent of qualities or states. Through detailed explanations, contextual examples, and interactive exercises, readers gain a richer grasp of language subtleties, which are essential for effective communication.

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Critical Thinking

Key Point: Understanding Degrees of Intensity and Certainty

Critical Interpretation: By mastering the distinction between 'quite' and 'rather', you can navigate conversations with greater ease and precision. This mastery can inspire you to communicate your thoughts and feelings more effectively, ensuring that your audience fully grasps the nuances of your perspective. Just as the chapter illustrates the importance of choosing the right words to express intensity, you can apply this lesson in your life: consider how you articulate both your aspirations and your challenges. By being deliberate in your language, you not only convey your ideas more clearly but also empower yourself to tackle situations with the right mindset—whether you feel 'quite optimistic' about a new project or find it 'rather challenging.' Embracing this level of consciousness in your communication can enhance your relationships and facilitate more meaningful connections.

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Chapter 33: UNIT 104 Comparison (1)--cheaper, more expensive etc.

In this chapter, we explore the concept of comparison in English grammar, particularly focusing on comparatives like "cheaper" and "more expensive." Here, we discover the mechanics of forming comparative adjectives and adverbs, guiding us through various scenarios where these comparisons are applicable.

1. Understanding Comparatives: Comparatives help us indicate that something is greater or lesser in some quality compared to something else. The form "cheaper" denotes a lower cost, whereas "more expensive" indicates a higher cost. For instance, one might say, "It's cheaper to go by car than by train," illustrating the comparative to show preference in travel options based on cost.

2. Regular Forms of Comparatives: Comparative adjectives are typically formed by adding -er to short words, especially those of one syllable such as "cheap" becoming "cheaper," or "fast" turning into "faster."

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Chapter 34 Summary: UNIT 105 Comparison (2)

In this segment from Chapter 34 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on comparative forms and their usages in the English language. The text elucidates several key principles, which can be summarized as follows.

1. Comparative structures are essential for expressing differences between two objects or situations. Common forms include using suffixes like "-er" or phrases like "more" depending on the adjective. For example, when discussing temperature changes, you might say, "It's colder today than it was yesterday," highlighting the comparative aspect of the temperature on different days. Additional examples illustrate varying contexts, such as travel duration and performance in exams, helping to solidify the concept of comparisons in everyday scenarios.
2. The text introduces modifiers that enhance comparative constructions. Terms such as "much," "a lot," "far," "a bit," and "slightly" can precede comparatives to indicate the degree of difference being referred to. For instance, stating "It's much cheaper to go by car" emphasizes a significant difference in cost, allowing for nuanced expression of comparisons.
3. The usage of "any" and "no" in conjunction with comparatives adds further depth to the comparisons. For example, when one says, "I'm not



waiting any longer," it conveys a definitive limit to one's patience. Similarly, the statement "This hotel is better and no more expensive" effectively indicates a favorable evaluation without additional costs involved.

4. Continuous change in comparison can be articulated using repetitive structures such as "harder and harder" or "more and more." These phrases convey a sense of gradual progression regarding the degree of difficulty or improvement, as illustrated by statements like "It's becoming harder and harder to find a job." This linguistic pattern showcases not only the nature of change but also the speaker's evolving perception.

5. The principle of correlating conditions with comparative forms, noted through expressions like "the... the..." framework, demonstrates dependency. Phrases such as "The warmer the weather, the better I feel" emphasize that one situation directly influences another. This structure is common in English and facilitates clear communication about relational dynamics between various subjects.

6. The discussion on the terms "older" and "elder" clarifies the distinction in usage concerning familial contexts. While "older" is commonly used in general comparisons, "elder" is specifically applicable within family relationships. This distinction is important for grammatical accuracy, as in the expression "my elder brother," which correctly identifies familial ranking without misapplying the comparative form.



By emphasizing these principles, the chapter provides a robust framework for understanding and applying comparative structures in English grammar. The exercises that follow serve to reinforce these concepts by offering practical applications, allowing learners to engage actively with the material and exemplify their understanding in various contexts. This comprehensive approach not only enhances grammatical skills but also improves fluent expression in everyday interactions.

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Critical Thinking

Key Point: Comparative Structures Highlight Growth

Critical Interpretation: Think about the importance of expressing differences in your life. Just as in grammar, where you learn to articulate how one thing is 'better' or 'colder' than another, you can reflect on your own experiences and growth. By recognizing what you have learned, how you've improved, or how you've overcome challenges, you can appreciate your journey. For instance, if you acknowledge that you're 'happier now than you were last year', you are not only mastering the art of comparison but also celebrating personal development. This realization can inspire you to set new goals, appreciate the progress you've made, and motivate yourself to keep striving for an even better version of yourself.

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Chapter 35 Summary: UNIT 106 Comparison (3)--as ... as/than

In this chapter of "English Grammar in Use With Answers" by Raymond Murphy, several key principles regarding comparisons in English grammar are elaborated, providing an insightful framework for understanding how to express relative qualities among subjects.

- 1. Comparison of Degrees:** To illustrate varying degrees of quality, the chapter emphasizes the use of comparative forms of adjectives. For instance, phrases like "the warmer the weather, the better I feel" highlight how comparative structures can convey a relationship between two factors, suggesting that an increase in one leads to an increase in another. This principle can be applied in different contexts, such as "the more tired you are, the harder it is to concentrate," thereby underlining the correlation between fatigue and focus.
- 2. Older vs. Elder:** The text clarifies the usage of the adjectives "older" and "elder." Although both terms can refer to age, "older" is more in common usage, particularly in informal contexts. For example, it is appropriate to say, "My older brother is a pilot," while "elder" typically finds its place in formal contexts or when comparing familial relationships directly, such as "my elder brother." This distinction enhances clarity when discussing age-related attributes.



3. Using 'as ... as' and Variants: The structure 'as ... as' facilitates equal comparisons, such as “Tom isn't as old as he looks,” allowing one to express that one thing does not surpass another in a certain quality.

Additionally, variations like "not so...as" serve the same purpose, making these expressions versatile for contrasting qualities.

4. Positive Sentences and Questions: The chapter delineates how the construction "as ... as" can be effectively utilized in positive sentences and questions to express equality. For example, “I can run as fast as he can” or “Please send me the money as soon as possible” showcases its application in varying contexts, underscoring the flexibility of this structure in both affirmative statements and inquiries.

5. Quantity Comparisons: The notions of 'twice as ... as' and 'three times as ... as' serve to quantify differences and similarities in magnitudes, providing robust frameworks for discussing relative rates or sizes. For example, “Petrol is twice as expensive as it was a few years ago” effectively conveys a change in price, enabling clearer financial discussions.

6. Same as: When establishing equivalence, "the same as" must be used correctly rather than alternatives like “the same like.” Expressions such as “Ann's salary is the same as mine” promote precision in comparison, ensuring that the message of equality is effectively communicated.

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7. Me vs. I After Comparatives: The chapter concludes with guidance on the use of pronouns following comparatives. Phrases like "You are taller than me" are preferred in casual speech, although more formal constructions like "You are taller than I am" are also correct. Recognizing the connotation and setting will dictate which form may be more appropriate.

Through these principles, readers are equipped with a nuanced understanding of comparative forms in English, enabling them to communicate more effectively and accurately regarding relative qualities and measurements. By applying these grammatical rules, one can articulate observations and comparisons fluently within social, professional, and academic contexts.

Key Principle	Description
Comparison of Degrees	Uses comparative forms of adjectives to show relationships between qualities (e.g. "the warmer the weather, the better I feel").
Older vs. Elder	"Older" is common in casual use, while "elder" is more formal, typically used in family relationships.
Using 'as ... as' and Variants	Facilitates equal comparisons (e.g. "Tom isn't as old as he looks") with variations like "not so...as" for contrasting qualities.
Positive Sentences and Questions	Can express equality in sentences and questions (e.g. "I can run as fast as he can").
Quantity	Uses structures like 'twice as ... as' to quantify differences (e.g.



Key Principle	Description
Comparisons	"Petrol is twice as expensive as it was").
Same as	Correct usage of "the same as" promotes precise comparison (e.g. "Ann's salary is the same as mine").
Me vs. I After Comparatives	In casual speech, "You are taller than me" is preferred, while formal use would be "You are taller than I am".

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Critical Thinking

Key Point: The Principle of Comparison of Degrees

Critical Interpretation: Consider how you navigate your daily life—certain aspects can often feel interlinked, just like the comparative structures in English grammar discussed in this chapter. Imagine how the warmer your relationships are, the more joy you feel in everyday interactions. By recognizing that the quality of your life can dramatically change based on your efforts and emotional connections, you may find motivation to foster deeper connections or elevate your perspective. Much like the phrase 'the warmer the weather, the better I feel,' you can apply this understanding: the more you invest in nurturing your knowledge and experiences, the richer your life will become. Embracing this principle not only sharpens your language skills but also inspires you to seek improvements in various dimensions of your life—ultimately cultivating a thriving and fulfilling existence.

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Chapter 36: UNIT 107 Superlatives--the longest/the most enjoyable etc.

In English grammar, the formation and use of superlatives and comparatives are vital for expressing relative qualities and characteristics succinctly and accurately. The focus is on how to identify and construct these forms correctly based on the length of adjectives and their irregularities.

1. To express the highest degree of a quality, we use superlatives, formed either by adding **-est** for shorter adjectives, such as "long" becoming "longest," or by using **most** with longer adjectives, like "interesting" transforming into "most interesting." Irregular adjectives have unique forms—"good" changes to "best," while "bad" becomes "worst." This distinction emphasizes the need to know which adjectives follow which rules for correct grammar.

2. The definite article "the" is conventionally used before superlatives to specify them clearly, as illustrated in examples such as "the longest river" or "the most boring film." This usage differentiates expressions of the highest

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Chapter 37 Summary: UNIT 108 Word order (1)--verb + object; place and time

In Chapter 37 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on comparative and superlative forms of adjectives, as well as proper word order in English sentences. The content can be summarized as follows:

1. Comparative and Superlative Usage: The chapter highlights the construction of sentences using comparative and superlative forms of adjectives. For instance, to describe emotional states, one might say, "He was a bit depressed yesterday but he looks happier today." Superlative forms are emphasized through examples that reference peak experiences, such as, "That's the most boring film I've ever seen." This pattern is consistent for other adjectives, allowing for effective comparisons and the expression of extremities in qualities.

2. Specific Examples of Superlatives: The chapter provides specific scenarios that illustrate the use of superlatives, encouraging learners to form sentences that capture extreme qualities. For example, when asked about sports popularity, a response could be framed as "What is the most popular sport in your country?" This pattern reinforces the correct application of superlatives through the use of contextually relevant examples.



3. Word Order Principles: A significant part of this chapter emphasizes maintaining the proper sequence of subjects, verbs, and objects within sentences. Generally, the verb directly precedes the object, exemplified in sentences such as "I like children very much." The examples systematically demonstrate common mistakes, such as erroneous placements of adverbs and objects, helping learners grasp the importance of word order in clear communication.

4. Combining Place and Time: The chapter explains how to structure sentences that involve place and time. Typically, when an object is present, the placement of location follows the verb-object structure, as seen in: "I will meet a friend in the street." Time indicators usually follow this structure, forming comprehensive statements such as "We arrived at the airport early."

5. Rearranging Sentence Components: The content suggests that while the time component commonly sits after place, it can also be positioned at the beginning of a sentence for emphasis. For example, "On Monday, I'm going to Paris," showcases flexibility in sentence structure while maintaining clarity.

6. Exercises for Reinforcement: To reinforce these grammatical principles, the chapter includes practical exercises. For example, learners are tasked with identifying correct and incorrect word orders, which

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cultivates a deeper understanding of the rules laid out in the chapter.

Through these key points, learners can gain a clearer understanding of how to effectively use comparative and superlative adjectives as well as maintain appropriate word order in their English sentences, enhancing both their spoken and written communication skills.

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Chapter 38 Summary: UNIT 109 Word order

(2)--adverbs with the verb

In Chapter 38 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on constructing sentences correctly, particularly emphasizing the order of words in relation to verbs and adverbs.

To start, various sentence structures demonstrate that word order is crucial for clarity. For example, organizing elements accurately within sentences ensures proper communication. When asking about inviting guests to a party, or recalling an event like phoning a friend, it highlights the importance of syntax, leading to coherent expressions of thought.

1. The arrangement of words in sentences is fundamental. For instance, in "Did you learn a lot of things at school today?" achieving the right word order is critical, as it affects meaning and understanding. Sentences like "Sue was here five minutes ago. Where is she now?" effectively showcase how positioning can alter the flow of information and maintain the reader's engagement.

2. The structure of sentences requires practice for optimal correctness. This includes combining parts of sentences effectively. In exercises provided, phrases must be correctly ordered to form complete, meaningful sentences, such as turning "the party/very much/everybody enjoyed" into "Everybody



enjoyed the party very much." This reinforces the concept that rearranging components carefully helps avoid confusion and enhances clarity.

3. The integration of adverbs into sentences presents additional rules.

Adverbs like "always," "also," and "probably" have specific placements, contributing to the overall syntax. In sentences with single verbs, adverbs typically appear before the verb ("Tom always goes to work by car"), which is a standard structure. However, when adverbs are introduced with auxiliary verbs ("can remember," "doesn't smoke"), they follow the first verb.

Therefore, proper positioning can convey the intended meaning efficiently.

4. There are specific rules regarding the placement of adverbs with different types of verbs. When verbs consist of one word, the adverb is generally before it, but with forms of to be (am, is, are, was, were) the adverb follows. Understanding where to place adverbs is essential as it impacts how interactions are perceived.

5. The chapter further illustrates the use of "all" and "both," enhancing the sentence's richness and meaning. These terms have specific placements that improve sentence flow, preventing awkward phrasing. For example, "We all felt ill after the meal" illustrates collective experience effectively.

6. The discussion also encircles the use of auxiliary verbs, where words like "never" or "always" precede these verbs instead of trailing them. Statements

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like "He always says he won't be late but he always is" exemplify this notion and highlight how negative forms and their adverbs require specific attention for articulate communication.

The exercises throughout the chapter strengthen the understanding of these principles, encouraging readers to reorder phrases and complete sentences correctly. Such practice not only claws at the intricacies of English grammar but also builds a solid foundation for effective communication, making the content engaging and instructive. The careful arrangement of language elements is paramount for clarity, conciseness, and fluidity in both written and spoken English.

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Chapter 39: UNIT 110 Still, yet and already Any more/any longer/no longer

In this chapter, we delve into common expressions in English, particularly focusing on the words "still," "yet," "already," and the phrases "any more," "any longer," and "no longer." These words and phrases help convey changes in situations and the continuity of actions, thus enriching our communication.

1. The term "still" is employed to signify that a situation or action is ongoing and has not changed. For example, if it's 10 o'clock and someone remains in bed, they are still in that state. We also use "still" in queries to ascertain whether someone's preference or decision remains unchanged, placed typically in the middle of a sentence.

2. Conversely, "not... any more" or "not... any longer" indicates that a situation has changed. These phrases typically appear at the end of sentences. For instance, when someone states, "Ann doesn't work here any more," it signifies a departure from a previous circumstance. Alternatively,

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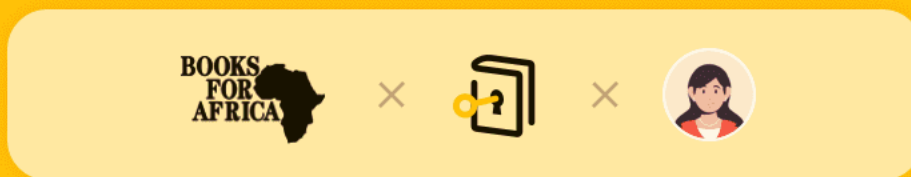
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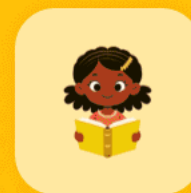
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Chapter 40 Summary: UNIT 111 Even

In Chapter 40 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the use of the word "even" and its applications in various contexts to convey surprise or unusual situations. The text outlines several key principles regarding the construction and meaning of sentences involving "even."

1. The first principle illustrates how "even" can highlight something uncommon or surprising. For instance, having a television in the bathroom is unusual, thus one might say, "Tina has a TV set in every room of the house – even the bathroom." The use of "even" underscores the unexpectedness of the situation.
2. The chapter gives examples where "even" appears within a sentence, often depicting a comparative situation. For instance, one might say, "Sue has traveled all over the world. She has even been to the Antarctic," signaling that her visit to such an extraordinary place implies extensive travel.
3. Additionally, "not even" serves to amplify a negative statement, emphasizing the lack of a situation that might be considered basic or easy. For example, "I can't even boil an egg" suggests that the speaker finds the task surprisingly difficult.



4. The principles of comparative use are also explained, noting that one may use "even" with adjectives and adverbs to intensify statements. Phrases like "I got up very early, but John got up even earlier" showcase this comparative structure, making it clear that John exceeds the already early rising of the speaker.

5. The text further discusses the conjunctions "even though," "even when," and "even if," which can be employed to join clauses, where "even" serves to strengthen the contrast or condition being expressed. For example, "Even though she can't drive, she has bought a car" reflects an unexpected decision stemming from a limitation.

6. Various exercises throughout the chapter encourage practice with "even" and its derivatives. Participants are invited to complete sentences, reinforcing their understanding of how to apply "even" in varied contexts, whether it be to denote surprise, make comparisons, or express conditions.

Overall, this chapter enhances the reader's understanding and practical application of "even," thereby enriching the overall command of English grammar and providing tools for more nuanced expression in writing and conversation.

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Chapter 41 Summary: UNIT 112 Although/though/even though In spite of/despite

In exploring the nuanced distinctions between "although," "though," "even though," and the phrases "in spite of" and "despite," we can delineate several key principles that govern their use in English.

1. Contrasting Clauses: Both "although" and "even though" serve to introduce contrasting ideas, indicating that one clause presents a fact that might typically lead to a negative outcome, while the other presents the positive result. For instance, "Although it rained a lot, they enjoyed themselves" conveys that despite the unfavorable weather, enjoyment was still achieved. "Even though" intensifies this contrast, indicating a stronger contradiction between the circumstances and the outcome, such as in "Even though I was really tired, I couldn't sleep."

2. Sentence Structure: When using "although," it is essential to follow it with a subject and a verb. Examples include "Although it rained a lot, we enjoyed our holiday," showing that a full clause follows. In contrast, "in spite of" and "despite" should be paired with a noun, pronoun, or gerund ("-ing" form) instead. For example, "In spite of the rain, we enjoyed our holiday" correctly follows this guideline.

3. Everyday Usage: In informal spoken English, "though" can often



replace "although," particularly at the end of sentences, as seen in "I like the garden though." This usage conveys a contrasting idea in a more conversational manner.

4. Exclusions and Restrictions: It's important to note the structural limits of these terms. "In spite of" and "despite" cannot be followed directly by a clause; instead, one must use structures such as "in spite of the fact (that)..." or use "despite" in similar contexts. For instance, "I didn't get the job despite the fact (that) I had all the necessary qualifications" illustrates the correct usage of the latter.

5. Meaning Comparison: A crucial distinction arises when comparing "although" with "because." While "although" presents contrast, "because" provides causation. For instance, "We went out although it was raining" implies that the rain did not deter them, whereas "We didn't go out because it was raining" indicates that the rain was the reason for staying in.

Ultimately, mastering these constructs enhances clarity and richness in English communication, as they allow speakers to articulate nuances, contrasts, and exceptions in thought processes effectively. Understanding when to use each term and the appropriate structure forms the cornerstone of advanced English grammar and usage.

Key Concept	Description
Contrasting Clauses	"Although" and "even though" introduce contrasting ideas; the first indicates a contrast leading to a positive outcome, while the latter intensifies the contrast.
Sentence Structure	"Although" requires a subject and verb; "in spite of" and "despite" must be followed by a noun, pronoun, or gerund (e.g., "In spite of the rain...").
Everyday Usage	In informal speech, "though" can replace "although" at the end of sentences for a conversational tone.
Exclusions and Restrictions	"In spite of" and "despite" cannot be followed by a clause; they require structures like "in spite of the fact that...".
Meaning Comparison	"Although" shows contrast, while "because" indicates causation (e.g., "We went out although it was raining" vs. "We didn't go out because it was raining").
Conclusion	Understanding these constructs enhances clarity and richness in English communication, facilitating nuanced expression.



Critical Thinking

Key Point: Embracing Contrasts

Critical Interpretation: Consider how the concept of using 'although' or 'even though' in your communication can reflect your personal approach to challenges in life. When you acknowledge the difficulties you face but still celebrate your successes—like saying 'Although I encountered obstacles, I learned and grew'—you embrace resilience. This mindset allows you to maneuver through life's ups and downs with grace; it inspires you to focus on the positive outcomes that can emerge despite adversity. Just like in grammar, where contrasts are expressed with clarity, in life, owning your experiences defines your narrative and propels you forward.

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Chapter 42: UNIT 113 in case

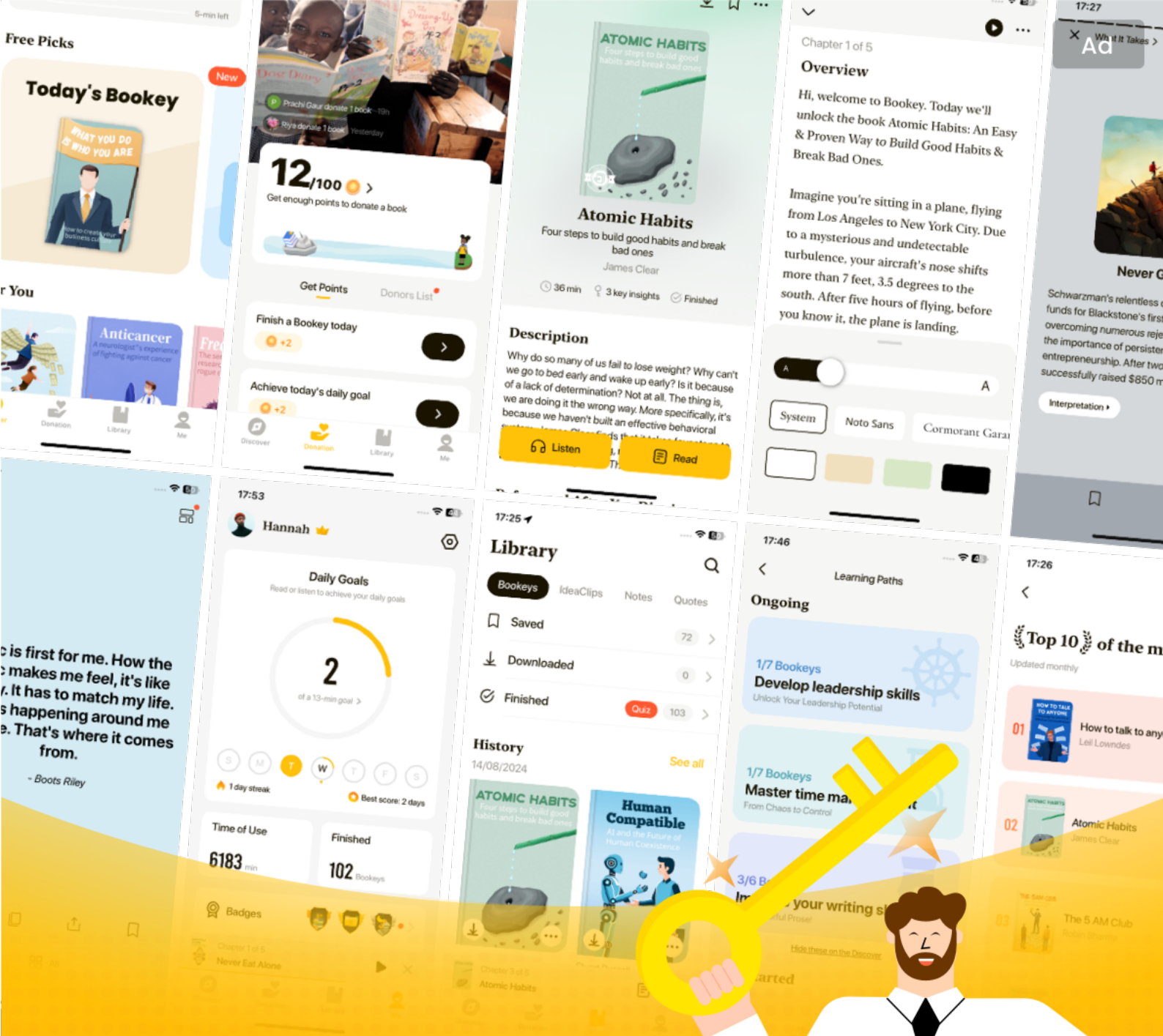
The content focuses on the use of conjunctions and phrases that convey contrasts, explanations, and intentions in English. It illustrates how these linguistic tools allow speakers to express complex ideas and relationships between clauses effectively.

1. The chapter showcases the nuance of expressing reasons and contrasts using the conjunctions "although," "because," and "despite." For example, one can say, "I went to work the next day, although I was still feeling unwell," highlighting the contrast between the action taken and the condition felt. The exercises prompt learners to create sentences that reflect these relationships using varied scenarios. For instance, "He passed the exam because he studied hard" or "I didn't eat anything although I was very hungry" exemplify the duality of situations and outcomes.

2. An essential aspect covered is the formation of complex sentences that combine two independent clauses using transitional phrases. This is illustrated through exercises where participants merge ideas while adhering

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Chapter 43 Summary: UNIT 114 Unless As long as and provided/providing

In this chapter, the focus is on conditional phrases particularly using "unless," "as long as," "provided," and "providing." The chapter begins with illustrative examples, such as meeting people on holiday and discussing potential future visits, setting the stage for conditional situations.

1. Use of "unless": This term functions to indicate that a certain condition must be fulfilled for something else to happen. For instance, one might say, "You can't go in unless you are a member," affirming that club entry is restricted to members only. It can often be rephrased as "except if." Examples are provided to reinforce this concept, such as reminders to hurry to avoid being late or to study hard for exam success, emphasizing the importance of effort in various scenarios. "Unless" is frequently utilized in warnings, allowing for a clear understanding of consequences based on actions or inactions. An alternative phrasing, "if... not," can also be used interchangeably with "unless," demonstrating flexibility in language usage.

2. Expressions akin to "unless": The chapter progresses to expressions like "as long as," "provided (that)," and "providing (that)," which all convey conditionality similar to "if." Phrases such as "You can use my car as long as you drive carefully," illustrate that conditions are placed on permissions, highlighting that actions must align with specified criteria for favorable



outcomes. Examples emphasize the necessity of meeting conditions, such as securing parking when traveling by car or studying diligently to pass exams.

3. Future tense usage: Importantly, the chapter specifies the grammatical norm not to use "will" after "unless," "as long as," "provided," or "providing" when discussing the future, underscoring the correct use of present tense to maintain clarity in conditional statements. For example, one would say, "We'll be late unless we hurry," which highlights the flow of language and its adherence to grammatical rules.

With exercises included, readers practice transforming sentences and choosing appropriate terms, reinforcing comprehension of these conditional structures. This not only enhances their vocabulary but also improves their ability to manipulate English phrases effectively for various contexts, creating a more nuanced understanding of conditional language and its practical applications in communication. Through this chapter, learners are encouraged to explore the richness of conditional expressions, paving the way for improved conversational skills and writing proficiency in English.

Concept	Description
Focus	Conditional phrases with "unless," "as long as," "provided," and "providing".
Use of "unless"	Indicates a condition that must be met for something to occur (e.g., "You can't go in unless you are a member"). It can be rephrased as "except if" and is often used in warnings.

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Concept	Description
Expressions akin to "unless"	Includes phrases like "as long as," "provided (that)," and "providing (that)" to convey similar conditionality. Example: "You can use my car as long as you drive carefully."
Future tense usage	Do not use "will" after conditional phrases when discussing the future. Example: "We'll be late unless we hurry." The present tense should be used for clarity.
Exercises	Includes practice for transforming sentences and choosing appropriate conditional terms to enhance vocabulary and understanding of English phrases.
Overall Goal	Encourages exploration of conditional expressions to improve conversational skills and writing proficiency in English.

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Critical Thinking

Key Point: Embracing Conditionality in Life Choices

Critical Interpretation: As you navigate your journey, consider how the concept of 'unless' can transform your perspective on decisions and goals. It serves as a powerful reminder that outcomes often hinge on specific actions you take or conditions you meet. Imagine setting a personal goal to pursue a new career; you may realize, 'You won't succeed unless you continue learning and adapting.' This realization can inspire you to seek out opportunities for growth and skill enhancement. By understanding that your choices create consequences, you empower yourself to take charge of your future, encouraging proactive behavior in your life. Just as you use conditional phrases to express possibilities, you can apply the same logic to your experiences; acknowledging that you hold the keys to your achievements is not only liberating but also a pathway to a more fulfilling life.

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Chapter 44 Summary: UNIT 115 As (reason and time)

In Chapter 44 of "English Grammar in Use With Answers" by Raymond Murphy, the author explores the dual functions of the word "as," emphasizing its roles in expressing reasons and indicating simultaneity in actions.

1. As a Conjunction of Reason: The term "as" can be understood as synonymous with "because." This usage is exemplified through various sentences indicating causality. For instance, one might say, "As it was a public holiday, all the shops were shut," which directly conveys that the closure of shops resulted from the holiday. Other sentences illustrate this usage by linking the frequency of social visits to proximity, highlighting the rationale behind such occurrences.

2. As Indicating Simultaneous Actions: Beyond expressing reason, "as" is also employed to denote that two events transpire concurrently. For example, "I watched her as she opened the letter" implies that both actions occurred simultaneously. Similarly, sentences like "As they walked along the street, they looked in the shop windows" show two related actions happening at once. Moreover, "as" is employed to describe actions that occur in the midst of another, as noted in "Jill slipped as she was getting off the bus," illustrating how one action interrupted another.



3. Duration of Actions: The use of "as" is not limited to brief events; it can also describe prolonged actions. For instance, "As the day went on, the weather got worse" indicates an ongoing process manifested over time. This feature illustrates how "as" can encapsulate dynamic situations, providing context to the evolving circumstances of an event.

4. Just As: The phrase "just as" is a variation indicating exact timing, as in "Just as I sat down, the phone rang," where it specifies that an event occurred simultaneously with another exact moment.

5. Differences between As, When, and While: The author clarifies that "as" is strictly used for simultaneous actions, while "when" denotes sequential actions where one event follows another. For example, "When I got home, I had a bath" contrasts with a use of "as," which would apply only in contexts of actions occurring at the same time. Furthermore, "as" may convey reason in contexts like "As we were asleep, we didn't hear the doorbell," whereas situations defined by time would require "while" or "when," as seen in the sentences "The doorbell rang while we were asleep" and "Angela got married when she was 23."

In summary, the chapter intricately details the versatile usages of "as" in English grammar, providing key distinctions between its functions related to causality and simultaneity, as well as offering clarity on its proper application in comparison to similar conjunctions like "when" and "while."



Through practical examples and exercises, learners can reinforce their understanding of these critical grammatical principles.

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Critical Thinking

Key Point: Understanding 'as' can deepen your relationships.

Critical Interpretation: Imagine in your daily conversations, you start using 'as' to express reasons and concurrent actions. When you say, 'As I noticed you're feeling down, I wanted to check in on you,' you not only clarify your intent but also show that you're engaged and empathetic, connecting your actions to their feelings. This connection enables a deeper understanding and fosters supportive relationships, illustrating how clear communication enhances our interactions with others.

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Chapter 45: UNIT 116 Like and as

In this chapter, the distinctions and applications of the words "as" and "like" in English grammar are explored, alongside their respective functions, rules, and contextual usages that enhance clarity in communication.

1. The word "as" is often used to denote roles or functions in a specific position, highlighting a direct relationship where one thing is performing the function or action of another. For instance, one might say, "Brenda Casey is the manager of a company. As the manager, she has to make many important decisions," which indicates her role explicitly.

2. Meanwhile, "like" serves to indicate similarity or resemblance between subjects, functioning as a preposition that leads into a noun or noun phrase. For example, when one states, "What a beautiful house! It's like a palace," it suggests that the house resembles a palace in some way, but it is not literally a palace.

3. The chapter clarifies that "as" should be used before a subject and verb,

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Chapter 46 Summary: UNIT 117 As if

In this chapter, we explore various uses of expressions involving "like," "as if," and comparative structures. The principles outlined in this chapter can enhance language fluency and provide nuanced ways to express thoughts and feelings.

1. The chapter begins by emphasizing the significance of using comparative phrases such as "like" or "as" to draw contrasts or similarities between subjects. For instance, one might express a sentiment of disagreement by stating that despite differing opinions, it is not regarded as a significant issue. This approach allows for a smooth transition into discussions where emotional states or unexpected behaviors can be conveyed effectively, such as noting that a 22-year-old might occasionally act immaturely.

2. The use of "like" and "as" is explored through a variety of sentences that require inserted terms to create meaningful comparisons. These comparisons can relate to behavior, preferences, or relatability, as seen in instances where one wishes their English was as fluent as another's or pointing out that while one can choose to disregard advice, the freedom to act is similarly significant.

3. The expressions "as if" and "as though" are introduced to describe perceptions regarding how people look, sound, or feel. Examples

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demonstrate how these phrases create vivid imagery, such as describing a distressed voice or predicting an approach of bad weather. The choice between "as if" and "like" offers flexibility in expression, allowing speakers to convey certainty or possibility in their observations.

4. An intriguing aspect discussed is the nuanced use of the past tense with expressions like "as if," even when referring to the present. This grammar rule enriches communication by allowing speakers to convey hypothetical situations or feelings that aren't necessarily grounded in reality. For example, the phrase "She talks as if she knew everything" implies a judgment about a person's knowledge without asserting its truth.

5. Additionally, the chapter includes exercises that encourage learners to apply these grammar rules actively. Tasking readers with completing sentences using "as if" nurtures understanding and facilitates practice in crafting sophisticated sentences that reflect real-life scenarios—transforming simple observations into richly detailed statements.

Overall, this chapter weaves together a cohesive understanding of comparative language structures while equipping learners with mechanisms to articulate their thoughts with clarity and precision. The practical exercises further reinforce learning and enhance the student's ability to navigate complex expressions in English communication.

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Critical Thinking

Key Point: The power of nuanced expression through comparative structures

Critical Interpretation: Imagine navigating through life with a richer vocabulary that allows you to express your emotions and thoughts with precision. Just as the chapter highlights the significance of using expressions like 'as if' and 'like' to create vivid comparisons, think about how this skill can transform your everyday interactions. When you can articulate your feelings as if they were painted on a canvas—'She spoke as if she held a secret', or 'It felt like the world paused for a moment'—you not only communicate more effectively but also invite others to see the world through your eyes. This ability to draw parallels and elaborate on your perceptions helps you connect on deeper levels, turning mundane conversations into meaningful exchanges. In embracing this chapter's insights, you empower yourself to navigate relationships and experiences with greater empathy, understanding, and creativity.

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Chapter 47 Summary: UNIT 110 For, during and while

In Chapter 47 of "English Grammar in Use With Answers" by Raymond Murphy, the focus is on the correct usage of phrases indicating duration and timing in English. The content introduces key principles that denote the distinctions between various expressions related to time.

1. **Use of "as if"**: The chapter begins with examples illustrating how to complete sentences using the phrase "as if." This structure is essential for conveying hypothetical situations or perceptions about behavior, such as describing someone's driving skills or a person's perspective based on assumptions.

2. **Understanding "for" and "during"**: The chapter highlights the difference between "for" and "during." "For" is used to indicate a specific duration of time, showing how long an action occurs—examples provided include phrases like "for two hours" or "for a week." In contrast, "during" is used with nouns to specify when something happens, such as "during the film" or "during our holiday." It is essential to grasp these distinctions to avoid common errors, especially in contexts where the duration is being discussed.

3. **Time Expressions Regularity**: The chapter elucidates the versatility of "in" and "during" with certain time expressions. Both can often be used

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interchangeably ("in the afternoon" or "during the afternoon"), but "for" cannot be used when indicating duration with "during," as "it rained for three days" illustrates, emphasizing that duration should not mix with expressions of timing.

4. Comparison of "during" and "while": A further distinction is made between "during" and "while." "During" pairs with nouns to indicate when events transpire, whereas "while" requires a subject and a verb, forming clauses. Examples of this usage include sentences like "I fell asleep while I was watching television" versus "I fell asleep during the film." This allows for a nuanced understanding of ongoing actions versus situational contexts.

5. Future Consideration with "while": The chapter emphasizes a critical grammatical point: when discussing future actions, the present tense should follow "while." Sentences like "I hope to see Tom while I'm there" demonstrate this structure, contrasting with the incorrect use of future forms after "while."

The chapter concludes with exercises that encourage the reader to practice the distinctions and applications of "for," "during," and "while," fostering a deeper internalization of these grammatical rules. This approach not only improves writing clarity but also enhances verbal communication by enabling more precise expressions of time-related ideas.



Critical Thinking

Key Point: Understanding Duration and Timing

Critical Interpretation: Imagine how transformative it could be to realize the subtle power of words like 'for' and 'during' in your everyday conversations! By mastering these distinctions, you learn to communicate your thoughts and experiences more precisely, which can lead to stronger relationships and clearer understanding with others. When you say, 'I was at the park for two hours,' it conveys a sense of duration that 'I was at the park during the sunniest part of the day' does not quite capture. Such clarity allows you to share your experiences more vividly, making your stories resonate with those listening. By paying attention to how you express time, you can inspire others to do the same, encouraging a world where communication is rich in detail and understanding. Each choice in language becomes a brushstroke, painting a clearer picture of your life experiences, fostering connection and empathy.

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Chapter 48: UNIT 119 By and until, By the time...

In this chapter, Raymond Murphy explores the nuanced usage of specific temporal conjunctions and expressions that help articulate the timing and conditions of events. The chapter can be summarized as follows:

1. The distinction between "while" and "during" is emphasized as both are used to discuss overlapping time frames. "While" typically refers to actions happening at the same moment, as in "We met many people while we were on holiday." In contrast, "during" relates to events occurring within a broader timeframe, exemplified by "We met many people during our holiday."

2. The chapter introduces the concept of "by" and "until." "By" conveys a deadline, meaning something must occur no later than a specified time, such as "I need to be home by 5 o'clock." Conversely, "until" indicates the duration of a situation extending up to a certain point in time, illustrated by "I will wait until the rain stops."

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Chapter 49 Summary: UNIT 120 At/on/in (time)

In Chapter 49 of "English Grammar in Use With Answers" by Raymond Murphy, various aspects of time expressions and prepositions are explored to enhance clarity and precision in English usage.

1. The distinction between prepositions "by" and "until" is highlighted, with "until" indicating a point in time leading up to an event, and "by" setting a deadline for the occurrence of that event. For example, when completing sentences, one might say, "Fred is away until Monday," signifying his absence ends on that day, or "Fred will be back by Monday," which means he will return no later than that date.

2. The construction "By the time..." illustrates a relationship between two events where one precedes the other. This structure often highlights the arrival, completion, or outcome of one event after a delay, such as in the sentence, "By the time Jane got to the party, most of the other guests had gone." It reflects the cause and effect inherent in time-sensitive scenarios, emphasizing the result being influenced by a delay.

3. Prepositions of time are categorized into three primary groups: "at," "on," and "in." "At" is used for specific times of day (e.g., "at 5 o'clock"), while "on" pertains to days and specific dates (e.g., "on Friday"), and "in" is utilized for extended periods like months, years, and seasons (e.g., "in



October," "in 1968").

4. Additional specific expressions are associated with these prepositions. For example, “at night” signifies a general time preference for activities (“I don’t like going out at night”), while “in the morning” refers to a broader time slice, often indicating habitual actions (“I’ll see you in the morning”). It is also noted that we do not use prepositions with expressions like “last,” “next,” or “this,” which directly precede the time reference (“I’ll see you next Friday”).

5. Time-related phrases such as “in a few minutes” or “in six months” convey a future perspective and indicate the duration necessary to complete an action (“The train will be leaving in a few minutes”). This highlights the functionality of “in” as a preposition that not only indicates a period but also specifies required time frames for actions to unfold.

Overall, this chapter systematically outlines how to effectively use different time prepositions in various contexts, fostering a stronger grasp of temporal relationships in the English language. By following these guidelines, learners can enhance their communication skills and articulate time-related concepts with greater ease and precision.

Aspect	Description
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Aspect	Description
Prepositions "by" vs. "until"	"Until" indicates a point in time leading to an event; "by" sets a deadline for it. E.g., "Fred is away until Monday" vs. "Fred will be back by Monday."
Construction "By the time..."	Demonstrates the relationship between two events with one preceding the other, emphasizing delays. E.g., "By the time Jane got to the party, most guests had gone."
Categories of Time Prepositions	"At" for specific times, "on" for days/dates, "in" for longer periods. E.g., "at 5 o'clock," "on Friday," "in October."
Specific Expressions	"At night" for specific activities; "in the morning" for habitual actions. No prepositions with "last," "next," or "this." E.g., "I'll see you next Friday."
Time-related Phrases	Indicate future perspective and duration; E.g., "The train will be leaving in a few minutes" highlights time frame for actions.
Overall Summary	Chapter emphasizes the effective use of time prepositions for clarity in communication and better articulation of temporal concepts in English.

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Chapter 50 Summary: UNIT 121 On time/in time, At the end/in the end

This section of "English Grammar in Use With Answers" by Raymond Murphy focuses on the correct usage of prepositions and expressions related to time, specifically highlighting the use of "on time," "in time," "at the end," and "in the end."

1. Expressions Regarding Time: The text emphasizes various contexts where prepositions are employed to indicate time frames. For instance, "on time" refers to punctuality, indicating that an event happens as scheduled. Examples illustrate this, such as a train leaving precisely at its scheduled time or a person arriving as planned. In contrast, "in time" conveys the notion of doing something soon enough to be relevant to an event, like arriving at home before dinner or receiving a birthday gift before the occasion. The opposite of "on time" is "late," while for "in time," it is "too late."

2. Distinctions Between "At the End" and "In the End": The section clarifies that "at the end" pertains to the conclusion of an event or period, whether it's the end of a month, film, or concert. This phrase does not apply to expressions like "in the end of" because it is grammatically incorrect. Conversely, "in the end" indicates a final resolution or decision after considering various possibilities, illustrating it with examples such as



challenges leading to a final decision or a change in feelings over time. The opposite concept is usually "at first," which addresses initial feelings or conditions that might evolve.

Overall, the exercises following the explanations encourage the learner to practice these expressions by filling in blanks or forming sentences based on given scenarios, reinforcing their understanding of the nuances in time-related language usage in English.

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Chapter 51: UNIT 122 In/at/on (place) (1)

In this chapter, the reader is introduced to various grammatical concepts centered around the use of prepositions "at," "in," and "on," as well as the expressions "at the end" and "in the end."

1. The first section illustrates how to use imperatives effectively in past contexts. For instance, when a person warns someone not to sit on a freshly painted chair, it demonstrates how actions can be influenced through direct communication. The action of stopping someone from doing something when explicitly told can lead to specific outcomes.
2. The chapter emphasizes the use of "at the end" in different contexts, providing practical examples related to familiar situations. For example, players shaking hands "at the end of the match" reflects customary sportsmanship. Similarly, referring to job offers, a party, or the collapse of runners ties into the conclusion of a significant event, showing how this phrase links various activities to their respective conclusions.

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Chapter 52 Summary: UNIT 123 In/at/on (place) (2)

In understanding the use of prepositions concerning place, it is essential to differentiate between 'in', 'at', and 'on', as they direct the context and meaning of sentences distinctly.

1. Usage of 'In': The preposition 'in' is used to denote enclosure or being within defined boundaries. For example, when we say someone is "in a queue," it implies they are part of a line formed by others. Similarly, we observe usage in terms of location, such as "in a street" or "in a photograph," where the subject is contained or featured within those settings. For instance, if someone lives "in King Street," they reside within the confines of that street. Other examples include expressing existence in a larger context, like "in the world" or "in the sky," suggesting presence within broader spheres.

2. Usage of 'On': The preposition 'on', contrastingly, relates more to surfaces or positions relative to other objects. For instance, when we describe something as "on the left" or "on the right", we are indicating a specific positioning in relation to a reference point. Locations such as "on the first floor" clarify vertical arrangement within a building. In geographical terms, we might state that "London is on the river Thames," which highlights its positioning alongside the river. Additionally, when journeying, one might pass "on the way to" a destination, indicating moving along a designated path.



3. Understanding Corners: In discussing corners, a subtle distinction arises where "in the corner of a room" suggests being positioned within that space, while "at the corner of a street" or "on the corner" indicates a specific external location where two paths meet. The phrasing is essential for clarity in communication about spatial relationships.

4. Positions in Vehicles and Buildings It's important to recognize how we characterize positions in vehicles and buildings. In this case, one would say they are "in the back of the car," denoting an internal space, while using "at the front of" indicates a more outward facing position relative to a larger structure, such as a building or a gathering of people. For example, you might sit "at the front of the cinema" while another might sit "in the front row," which combines explicit seating with positional descriptors.

Through these detailed interpretations, we can grasp how selecting the right preposition enhances clarity and precision in English communication while navigating various contexts concerning locations and placements. This foundational understanding not only aids in grammar but also influences effective conversational and written exchanges.

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Chapter 53 Summary: UNIT 124 In/at/on (place) (3)

In this chapter, the focus is on prepositions of place, particularly the use of "in," "at," and "on." These prepositions serve to locate people or objects in relation to various contexts, emphasizing the nuances in their application.

1. When discussing specific locations, nuances between "in" and "at" emerge. For instance, "in" typically indicates that someone is inside a physical space, such as being "in bed," "in hospital," or "in prison." Conversely, "at" is more about presence at a location, such as "at home," "at work," or "at a concert." This distinction also applies when referencing events; attendance at occasions signifies "at" (e.g., "at the party" or "at a conference").
2. When describing presence in buildings, the choice between "in" and "at" can depend on the focus. If referring to the event itself, "at" is appropriate, as seen in phrases like "at the cinema" or "at the meeting." However, discussing the characteristics of the space defaults to "in," such as "the rooms in Judy's house are small."
3. The chapter also delineates geographical references, advocating "in" for larger areas including cities and towns—e.g., "in New York"—while "at" can denote points of interest or stops on a journey, like "at the station."



4. Moreover, there are physical conveyances to consider in this framework. The preposition "on" is used when speaking of modes of public transport, such as "on a bus," "on a train," or "on a plane," whereas "in" is for personal vehicles like "in a car" or "in a taxi."

5. In practical exercises, readers are asked to demonstrate understanding by completing sentences with the correct prepositions, reinforcing the distinctions made throughout the chapter. These exercises also illustrate that attention to detail in language can convey subtle differences in meaning.

Overall, the chapter effectively highlights the intricate usage of "in," "at," and "on" in various contexts, aiding learners in mastering their application in everyday situations. This understanding of prepositions serves as a foundational aspect of English grammar that enhances both comprehension and communication.

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Chapter 54: UNIT 125 To/at/in/into

In this chapter, the focus is on the proper usage of prepositions "to," "at," "in," and "into," which are essential for conveying movement and location in English.

1. Movement towards a location or event is indicated by "to." This includes a variety of situations such as going to a country, a bed, a bank, or an event like a party or concert. It is important to note that "returning to" a place is the correct form, whereas "returning in" is incorrect. Terminology like "on my way to" or "welcome to" also reflect this usage.
2. The phrase "been to" is commonly used when referring to places one has visited. This can apply to both countries and events, as illustrated by examples such as visiting Italy or attending a football match.
3. When discussing arrival, "get to" is used for arriving at a location, while "arrive in" or "arrive at" are the correct phrases depending on the specifics of the destination. "Arrive in" applies to larger locations such as countries and

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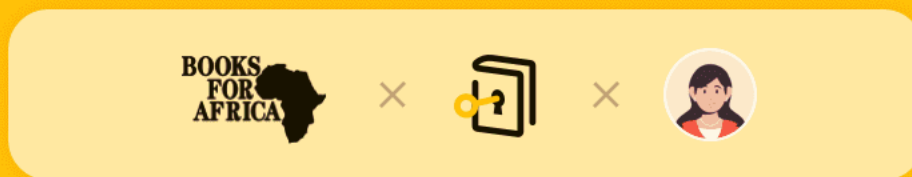
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Chapter 55 Summary: UNIT 126 On/in/at (other uses)

In this chapter, the focus is on the appropriate use of prepositions "to," "at," and "in," particularly in contexts typically encountered in daily conversation and writing. The guidance provided is supplemented with examples and exercises to reinforce understanding and practical application.

1. The chapter begins by guiding readers on how to use "to," "at," and "in" correctly in various sentences. Notably, "to" is used when discussing destinations and arrivals, as exemplified in questions like "What time does this train get to London?" or "When we got to the cinema, there was a long queue outside." The placement of these prepositions plays a vital role in conveying meaning, emphasizing the direction of movement or arrival at a location.
2. Many practical scenarios are presented to illustrate the usage of phrases involving "got into," "got out of," "got on," and "got off." Each scenario prompts the reader to construct sentences that depict common transportation situations, such as getting into a car or getting on a bus. This exercise encourages active engagement with the material, emphasizing real-life applicability.
3. The chapter also delves into expressions involving "on," which are used in specific contexts. Common phrases such as "on holiday," "on business," and



"on fire" demonstrate the versatility of "on" as a preposition in various settings. For instance, one might say, "Tom's away at the moment. He's on holiday in France," showcasing a common usage in travel contexts. Additionally, phrases like "on purpose" and "on the whole" illustrate intentionality and generalization, respectively.

4. The subsequent section focuses on expressions integrated with "in." This includes referring to conditions such as "in the rain" or ways of writing, such as "in ink" or "in pencil." Such distinctions highlight how prepositions can change the meaning of a phrase and provide clearer communication about context, preferences, or conditions.

5. Finally, the chapter discusses specific phrases attached to "at," such as "at the age of," "at a speed of," and "at a temperature of." These constructions are often used to convey factual information regarding age, speed, or temperature, thus broadening the understanding of how "at" fits within factual and descriptive contexts.

Exercises throughout encourage learners to practice filling in the correct prepositions or converting scenarios into sentences, thereby reinforcing their understanding of grammar through application. The integration of real-life contexts ensures that learners can see the relevance of these grammatical points in everyday use. Overall, this chapter serves as a comprehensive guide for mastering the nuanced uses of prepositions in English.

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Chapter 56 Summary: UNIT 127 By

In the context of everyday communication and grammar usage, prepositions play a vital role in conveying specific details and nuances about actions and states. This chapter tackles various instances in which prepositions such as "on," "in," and "by" are used, and it presents several expressions and contexts for their application.

1. Expressions of Location and Time: The use of "on," "in," and "at" is prominent when discussing holidays, age, and occurrences. For instance, one might say, "We didn't go on holiday last year," indicating a choice made about leisure time. Similarly, "at the age of five" references when children start school, while "on the radio" specifies where an interesting program was encountered. A crucial aspect is how "on" relates to specific events and "in" connects with age.

2. Use of "by" regarding Method and Means: The preposition "by" appears in different contexts to express the manner of doing something. For example, one can send something "by post" or "by accident." The absence of articles like "a" or "the" before a noun (e.g., "by chance" and "by cheque") demonstrates a straightforward grammatical structure. Additionally, when discussing travel, one might travel "by car" or "by train," highlighting the mode of transportation without needing to specify ownership or details about the vehicle.



3. The Passive Voice construction: "By" is instrumental in structuring sentences to indicate who performs an action in passive constructions. For example, "The programme was watched by millions" demonstrates who engaged with the subject matter. This structure contrasts with using "with" to specify tools or means, as in "opened with a key."

4. Proximity and Comparison: Beyond functions that describe methods or timings, "by" denotes physical proximity, as seen in sentences like "Come and sit by me." Notably, "by" cannot be confused with other locational prepositions; for instance, it accurately contextualizes changes in figures, such as salary increases described as "increased by."

5. Practical Exercises: The chapter includes exercises that reinforce the understanding of these prepositions through practical application. Users are encouraged to fill in blanks and form sentences that utilize the taught structures. Activities challenge them to recall and apply grammatical rules surrounding the prepositions, enhancing their learning experience.

By engaging in these exercises, learners can deepen their grasp of English grammar and its nuances in conveying meaning, showcasing the importance of prepositions in clear and effective communication.

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Chapter 57: UNIT 128 Noun + preposition (reason for, cause of etc.)

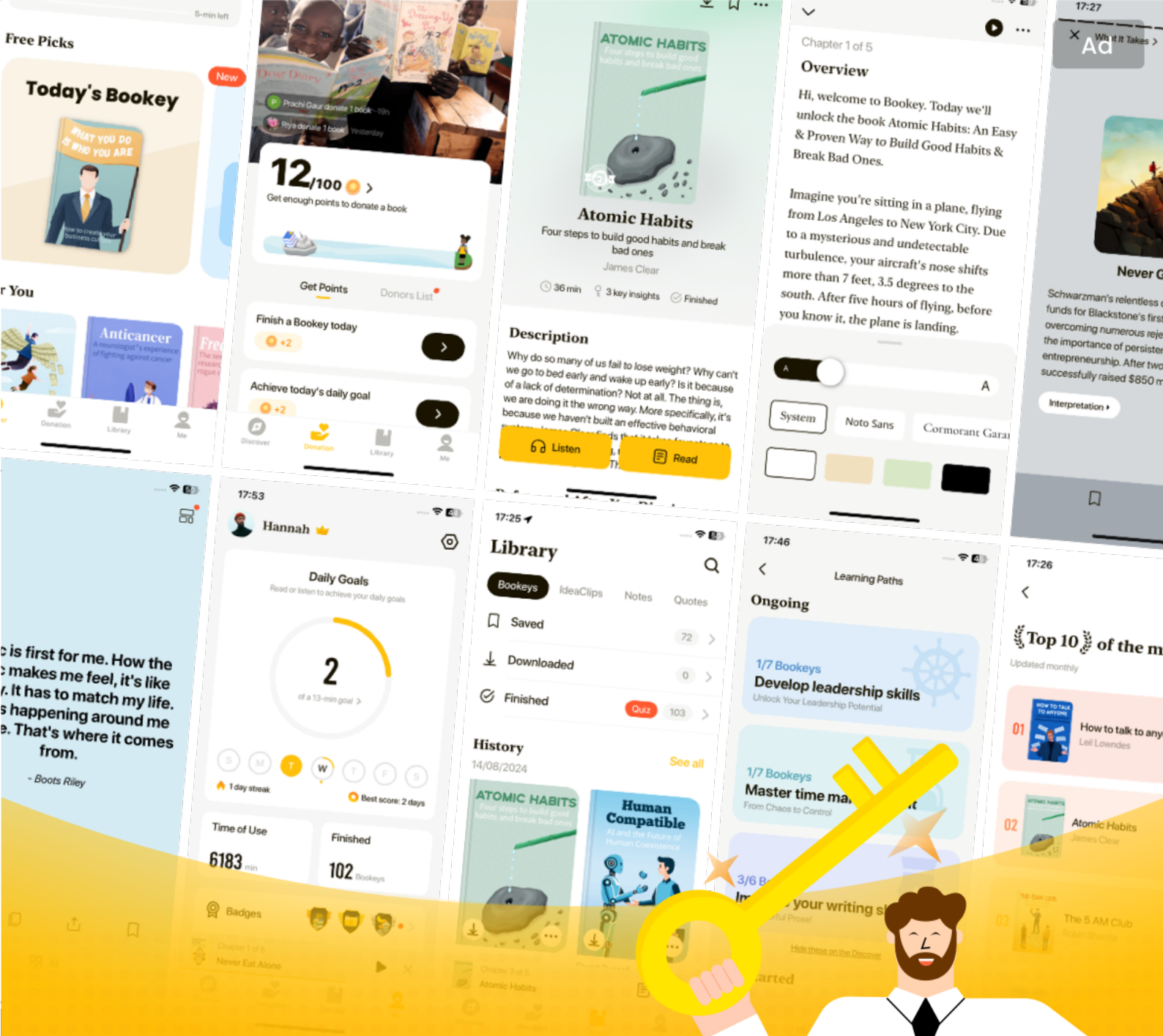
In Chapter 57 of "English Grammar in Use With Answers" by Raymond Murphy, the topic of forming noun + preposition combinations is explored, highlighting the specific prepositions that are typically used with certain nouns. This chapter delineates various structures that involve nouns followed by prepositions to convey nuanced meanings.

1. **Noun + for:** This construction is commonly employed to express various needs or reasons. Examples include "cheque for," indicating a monetary amount, as well as "demand for" and "reason for." These phrases clarify the specifics of a situation, such as financial transactions or the rationale behind particular actions. For instance, one might say, "There's no excuse for behavior like that," showcasing the use of "for" to encapsulate justification or reasoning.

2. **Noun + of:** This structure is used to describe advantages and disadvantages associated with a subject. Terms like "advantage of" or

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Chapter 58 Summary: UNIT 129 Adjective + preposition (1)

In Chapter 58 of "English Grammar in Use With Answers" by Raymond Murphy, we delve into the nuanced world of adjectives and their corresponding prepositions. This chapter offers essential guidance on how to effectively combine certain adjectives with appropriate prepositions to convey precise meanings. Through illustrative examples and structured exercises, learners are encouraged to practice and refine their grammatical skills.

1. When discussing interpersonal gestures, phrases such as "It was nice of you to help me" exemplify the use of adjectives like "nice," "kind," or "generous" followed by "of" to express gratitude for someone's actions. Conversely, it's important to note that these adjectives generally follow the structure of being "nice/kind" to someone rather than "with" them, as highlighted by the sentence, "They have always been kind to me."

2. Furthermore, we examine the emotional responses denoted by adjectives when paired with specific prepositions. For instance, feelings of anger, disappointment, excitement, and happiness are often prefixed by "about" when referring to the cause of those emotions — for example, "I'm excited about going on holiday." However, when expressing frustration or annoyance towards individuals for their actions, the structures shift to "with"



(e.g., "Are you annoyed with me for being late?").

3. The chapter also discusses how adjectives such as "surprised," "shocked," or "impressed" can be combined with "at" or "by" to articulate reactions to events or circumstances. Accordingly, one could say, "I was amazed by the news" or "Everybody was surprised at what happened." For feelings of being fed up or bored, the preposition "with" is the correct choice, as seen in expressions like "I'm fed up with it."

4. Apologies, a common communicative element, require a nuanced understanding of the prepositions used in context. While one might say "I'm sorry about the noise last night," it is more appropriate to say "sorry for doing something," which is illustrated in, "I'm sorry for shouting at you yesterday." This understanding extends to expressing empathy, where we say, "I feel sorry for him."

Through this exploration, learners of English are equipped with the tools to enhance their expressive capabilities by mastering the intricate relationships between adjectives and their prepositions. The chapter concludes with engaging exercises that reinforce these principles, inviting learners to practice constructing sentences that reflect their understanding of the material explored. By doing so, they can improve their English fluency and articulate thoughts more effectively.

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Chapter 59 Summary: UNIT 130 Adjective + preposition (2)

The text elaborates on the use of adjectives coupled with prepositions, demonstrating how certain adjectives form specific meanings when linked to particular prepositions. This structure is vital for precise English communication, revealing the nuances of relationships between subjects and objects. Adjectives can evoke emotions or describe states while prepositions clarify the contexts in which these qualities manifest.

1. Expressions of Emotion and Reaction: Individuals express feelings in relation to their surroundings or experiences. For instance, Jill embodies excitement about her new job while reactions to scenarios—like a shocking sight or disappointing outcomes—reflect a blend of emotions that may include being upset or feeling sorry for others in less fortunate circumstances. Such expressions highlight the personalized responses of characters as they interact with their environments.

2. Adjective + Preposition Construction: Several adjectives require the use of specific prepositions to convey their meanings accurately. For instance, phrases like "afraid of" or "fond of" illustrate a direct connection between the feeling and its object. Understanding combinations such as "capable of" or "tired of" enables speakers to articulate their thoughts more clearly, avoiding common misuses of English.



3. **Varied Prepositional Usage:** The choice of prepositions can alter the described relationship significantly. Notably, "different from" is commonly accepted when contrasting one entity with another, while "similar to" denotes likeness. Moreover, adjectives like "responsible for" and "famous for" show ownership or attribution of qualities, crucial in contexts like work or culture.

4. **Contextual Applications:** Learners are encouraged to apply their understanding through exercises emphasizing sentence completion and transformation tasks. These practical applications involve reformulating statements using the correct adjective-preposition pairs, perfecting their sentence construction and expressive capabilities in English.

5. **Self-Reflection and Personal Expression:** Through prompts, individuals reflect on their skills related to various aspects, allowing for a personal connection to language learning. This self-assessment encourages learners to identify their strengths and weaknesses vis-à-vis specific tasks, thereby making learning more relevant and engaging.

Understanding these principles allows for a greater command of English, enabling clearer and more effective communication by mastering the subtleties of adjective and preposition pairings.

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Chapter 60: UNIT 131 Verb + preposition (1) at and to

In this chapter, we explore the relationship between verbs and their corresponding prepositions, primarily focusing on the usage of "at" and "to." The material emphasizes specific constructions that pair certain verbs with prepositions to convey distinct meanings and contexts.

1. When dealing with verbs followed by "at," several examples illustrate this combination effectively. Actions such as "look," "laugh," "aim," and "point" relate directly to a subject or object, often indicating a direction or an emotional response. For instance, one might "look at" someone in confusion or "laugh at" a situation that appears silly. The nuances of meaning suggest a direct engagement with the noun, highlighting interaction or reaction.

2. In contrast, verbs that pair with "to" are also discussed, manifesting a different kind of relationship. Verbs like "talk," "speak," "listen," and "write" are used to demonstrate communication, interaction, or intention towards someone. For example, when you "speak to" someone, there is a clear recipient of the conversation, pointing to the informality of direct

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Chapter 61 Summary: UNIT 132 Verb + preposition (2) about/for/of/after

In this chapter, we explore various verbs paired with prepositions, emphasizing their correct usage. This section is critical for constructing grammatically accurate sentences and ensuring clarity in communication.

1. Request and Interaction with Common Verbs The chapter begins with examples illustrating how to use verbs without prepositions in certain contexts, like "Can you explain this word to me?" Here, "explain" directly relates to the object. Further instances show how to correctly phrase requests for explanations, making it clear that the verb is inherently transitive, meaning it requires a direct object.

2. Usage of “To”: Several examples showcase situations where the preposition "to" is required. For instance, phrases like "I know who she is but I've never spoken to her" highlight this rule. This preposition links the verbs with their objects, making a sentence complete and meaningful.

3. Verbs Associated with “About”: The guidance extends to verbs that require the preposition "about," such as "talk," "read," and "tell." Notably, the chapter differentiates between using "discuss" without a preposition, emphasizing that one can't say "discussed about." This distinction helps avoid common pitfalls when discussing various topics.



4. Verbs Indicating Care: The chapter introduces specific phrases involving "care." To "care about" something denotes importance, while "care for" can imply liking or looking after someone. For example, "Would you care for a cup of coffee?" suggests a polite offer. Understanding these nuances helps in selecting the right expression based on context.

5. Actions Associated with “For”: The preposition "for" appears frequently in requests or actions aimed at a result. We see examples like “ask for,” “apply for,” and “wait for.” Each showcases how the preposition modifies the action, thereby specifying the intention behind the request or action taken.

6. Distinguishing “Look For” and “Look After”: Two commonly confused phrases are highlighted—“look for” (to search) and “look after” (to take care of). The distinction is crucial: for instance, saying “Can you help me to look for them?” versus “He needs somebody to look after him.” These phrases serve different purposes and enhance clarity when discussing actions involving responsibilities or searches.

7. Practice Exercises: Lastly, the chapter provides practical exercises for applying these concepts, encouraging readers to fill in the blanks with the correct prepositions based on contextual clues. This interactive element reinforces learning and encourages a deeper understanding of



verb-preposition combinations.

Together, these insights into verb-preposition combinations not only enhance grammatical knowledge but also improve overall communication skills, providing the tools necessary for constructing coherent, contextually appropriate sentences in English.

Section	Description
Request and Interaction with Common Verbs	Uses of verbs without prepositions; transitive verbs require direct objects.
Usage of "To"	Examples highlighting the necessity of "to" in linking verbs and objects.
Verbs Associated with "About"	Verbs like "talk," "read," and "tell" require "about"; distinction with "discuss" which does not.
Verbs Indicating Care	"Care about" vs. "care for"; nuances in meaning, such as offering or showing importance.
Actions Associated with "For"	Common phrases that use "for" such as "ask for," "apply for," illustrating specific intentions.
Distinguishing "Look For" and "Look After"	Clarifies the difference between searching (look for) and taking care (look after).
Practice Exercises	Includes exercises for filling in blanks with appropriate prepositions to reinforce learning.

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Chapter 62 Summary: UNIT 133 Verb + preposition (3) about and of

In this chapter, we explore various phrases and verbs that are commonly used in English, particularly focusing on their related prepositions and subtle distinctions in meaning.

1. The first group of expressions revolves around the verb "care." For instance, if someone states, "She doesn't care about the examination," it implies a lack of concern regarding the outcome. Similar structures emerge in phrases like "take care of," signifying responsibility or management. For example, "I'll take care of that" suggests that the speaker will handle the task at hand.
2. The distinction between "look for" and "look after" is paramount. When someone says, "I looked for my keys," it indicates an active search, while "looking after" means taking care or watching over someone or something. The phrase "a baby-sitter is somebody who looks after other people's children" succinctly captures the essence of this responsibility.
3. As we delve deeper into verbs with prepositions, we find that "dream" can be paired with "about" for actual dreams during sleep, and with "of" for aspirations or ambitions, such as "I dream of being rich." Similarly, "hear" leads us to nuanced meanings: "hear about" pertains to information received,



while "hear of" introduces someone or something that one might not know personally, highlighting a distinction in familiar knowledge.

4. The verbs "think about" and "think of" are also explained with clarity.

"Thinking about" requires contemplation, whereas "thinking of" refers to the spontaneous recollection of ideas. For example, "What are you thinking about?" suggests a focus on a specific matter, contrasting with "I can't think of his name" which indicates a moment of forgetfulness. Furthermore, we use "think of" to express opinions, as in "What did you think of the film?"

5. Transitioning to the realms of reminders and complaints, "remind somebody about" urges someone not to forget something, while "remind somebody of" evokes memories. For instance, "This house reminds me of my childhood home" illustrates this relationship. Complaints follow a similar structure with "complain about" indicating dissatisfaction to someone, and "complain of" addressing personal ailments or discomforts.

6. Finally, the chapter presents the use of "warn" both "of" and "about," managing the nuances of caution regarding dangers or risks. For example, "Everybody has been warned about the dangers of smoking" emphasizes alertness to potential harm.

Through a series of examples and exercises, the content deepens understanding of these verbs, allowing learners to apply proper prepositions

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to convey precise meanings while enhancing their overall command of English grammar. The structured exploration of these concepts ensures clarity and promotes a comprehensive grasp of verb usage in various contexts, vital for effective communication.

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Chapter 63: UNIT 134 Verb + preposition (4)

of/for/from/on

In this chapter, the focus is on the relationship between verbs and their corresponding prepositions, which is crucial for mastering English grammar. The chapter presents several categories of verbs that pair with specific prepositions, along with example sentences that illustrate their usage.

1. Verb + Preposition Combinations The chapter introduces various verbs that are followed by the preposition "of." For instance, verbs like "accuse" and "approve" are tied to a person or action, which enhances clarity in communication. Examples provided include: "Sue accused me of being selfish" and "His parents don't approve of what he does." Furthermore, the verb "die" is directly linked to causes, as in "What did he die of?", while "consist" is used to describe the components of something, as illustrated by the example of an enormous meal consisting of seven courses.

2. Common Phrasing with "for": The text also details verbs that utilize

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Chapter 64 Summary: UNIT 135 Verb + preposition (5) in/into/with/to/on

The essence of Chapter 64 from "English Grammar in Use With Answers" by Raymond Murphy revolves around various verb-preposition combinations that are crucial for clear and precise English communication. This chapter provides a structured approach to understanding how specific verbs connect with particular prepositions, which can significantly alter the meaning of sentences.

1. The chapter emphasizes the importance of using correct verb-preposition pairings. For instance, when a verb is followed by a specific preposition, it often creates a phrase that conveys a distinct meaning. A notable example is the distinction between "discuss something with someone" and "insist on something," illustrating how the choice of preposition influences the overall message conveyed.

2. Specific verbs such as "accuse," "apologize," and "depend" define relationships between actions and their objects. For example, one does not simply accuse someone but must say whom they are accusing and what for, such as being "accused of cheating." Additionally, using combinations like "depend on" helps clarify reliance on another entity, demonstrating how language reflects relationships in real life.



3. The chapter further explores various forms of sentences requiring different verbs and their respective prepositions. For instance, when one wants to express gratitude, one might say, "I thank you for your help," which underscores how the preposition "for" indicates the reason for giving thanks.

4. Additionally, the text introduces verbs that combine naturally with "in," "into," "with," "to," and "on." This segmentation provides clarity in understanding how actions relate to objects or subjects. Expressions such as "I believe in God," or "He specializes in company law" serve to illustrate these relationships effectively.

5. Exercises throughout the chapter reinforce the learning process by prompting users to practice completing sentences with appropriate verbs and prepositions. This engaging format allows for an active learning process, enabling readers to apply their knowledge practically.

6. The integration of examples such as "the school provides students with books" and "the traffic collided with the bus" affirms the application of these grammatical rules in real-world contexts. The proper utilization of such expressions enhances not only written skills but also verbal communication.

7. Finally, the chapter concludes with a focus on the significance of understanding these combinations to improve fluency and coherence in

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English. By mastering these essential verb-preposition pairs, individuals can elevate their language proficiency and achieve greater clarity in their communication.

In summary, Chapter 64 systematically tackles the complexities of verb-preposition usage, providing clear definitions, illustrative examples, and extensive practice, thus serving as an invaluable resource for anyone looking to enhance their command of the English language.

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Chapter 65 Summary: UNIT 136 Phrasal verbs (getup/ breakdown /fill in etc.)

Chapter 65 of "English Grammar in Use With Answers" by Raymond Murphy contains several important grammar concepts, particularly focusing on the use of prepositions, phrasal verbs, and other grammatical structures. The chapter emphasizes the correct placement of prepositions, providing ample practice exercises for the learner.

1. Prepositions in Context: The chapter provides sentences demonstrating that specific verbs often pair with particular prepositions. For example, "The teacher decided to split the class into four groups," and "I filled the tank with the wrong kind of petrol." There's an emphasis on understanding which prepositions to use with various verbs to convey the intended meaning.

2. Phrasal Verbs: It details the structure of phrasal verbs, which consist of a verb combined with a particle that alters the verb's meaning. Examples include "put out," "run away," and "get on." The importance of recognizing phrasal verbs is highlighted along with exercises to practice using them correctly in sentences.

3. Phrasal Verbs with Objects Some phrasal verbs can be separated by their objects, while others cannot. For instance, "I turned off the light" can

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also be phrased as "I turned the light off," but for pronouns like "it," the object must directly follow the verb (e.g., "I turned it off," not "I turned off it").

4. Practice Exercises: The chapter includes various exercises, prompting users to fill in the blanks with appropriate prepositions or phrasal verbs, often utilizing context to determine the correct answer. Exercises are designed to reinforce learning by applying new grammar rules in practical scenarios.

5. Examples and Clarifications: Practical examples illustrate how to use prepositions correctly in full sentences, demonstrating nuances like "I look forward to hearing from you" versus "I look forward to your response." Such examples clarify common errors and the subtleties of the English language.

6. Conclusion on Usage: In summary, the emphasis is on mastering prepositional phrases and their combinations with verbs, alongside understanding the flexibility and constraints of phrasal verbs. Practicing these concepts is essential for fluency and accurate expression in English.

By integrating these key concepts and exercises, learners can develop a nuanced understanding of English grammar, particularly the strategic use of prepositions and the effective application of phrasal verbs.

Key Concept	Description
Prepositions in Context	Focuses on pairing specific verbs with their appropriate prepositions for clarity in meaning. Examples are provided for contextual understanding.
Phrasal Verbs	Discusses phrasal verbs formed by a verb and a particle that changes the verb's meaning. Emphasizes their recognition and provides practice exercises.
Phrasal Verbs with Objects	Explains which phrasal verbs can be separated by their objects and provides rules for object placement, especially with pronouns.
Practice Exercises	Includes fill-in-the-blank exercises for practicing prepositions and phrasal verbs, reinforcing learning through context-based application.
Examples and Clarifications	Offers practical examples of preposition usage in sentences, highlighting common mistakes and subtleties in the English language.
Conclusion on Usage	Summarizes the importance of mastering prepositions and phrasal verbs for fluency and accuracy in English communication.

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