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American English

# GRAMMAR

Self-study reference  
and practice for  
students of English

with answers

# IN USE

# INTERMEDIATE

Fourth Edition

Raymond Murphy

with William R. Smalzer and Joseph Chapple

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# Grammar in Use Intermediate

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students of North American English

**Fourth Edition**

**with answers**

**Raymond Murphy**

**with William R. Smalzer  
and Joseph Chapple**



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# Acknowledgements

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## To the Student

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

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

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

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

### Level

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

The book is *not* suitable for beginning learners.

### How the Book Is Organized

There are 142 units in the book. Each unit concentrates on a particular point of grammar. Some problems (for example, the present perfect or the use of *the*) are covered in more than one unit. For a list of units, see the *Contents* at the beginning of the book.

Each unit consists of two facing pages. On the left there are explanations and examples; on the right there are exercises. At the back of the book there is an *Answer Key* for you to check your answers to the exercises (page 331).

There are also seven *Appendixes* at the back of the book (pages 286–295). These include irregular verbs, summaries of verb forms, spelling, and British English.

Finally, there is a detailed *Index* at the back of the book (pages 368–374).

### How to Use the Book

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

It is suggested that you work in this way:

- Use the *Contents* and/or *Index* to find which unit deals with the point you are interested in.
- If you are not sure which units you need to study, use the *Study Guide* on page 321.
- Study the explanations and examples on the left-hand page of the unit you have chosen.
- Do the exercises on the right-hand page.
- Check your answers with the *Answer Key*.
- If your answers are not correct, study the left-hand page again to see what went wrong.

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

### Additional Exercises

At the back of the book there are *Additional Exercises* (pages 296–320). These exercises bring together some of the grammar points from a number of different units. For example, Exercise 16 brings together grammar points from Units 25–35. You can use these exercises for extra practice after you have studied and practiced the grammar in the units concerned.



## To the Teacher

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

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

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

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

The forms presented in *Grammar in Use* are those that are most used and generally accepted in standard spoken North American English. Some native speakers may regard some of the usages as "incorrect," for example, the use of *who* as an object pronoun or the use of *they* to mean "he or she." In this book, such usages are treated as standard.

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

The book is sold with or without an ebook. The ebook contains the same explanations and exercises as the book. It can be used on an iPad, Android tablet, PC, or Mac. Using the ebook, students can listen to examples, save their answers, take notes, highlight text, bookmark pages, and use a dictionary.

### **Grammar in Use Intermediate Fourth Edition**

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

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







# Unit 1

## Present Continuous (I am doing)

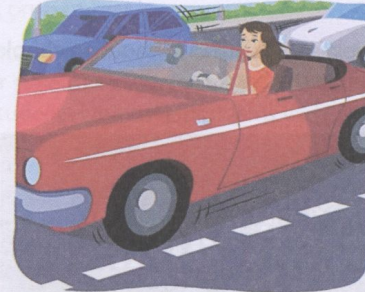
**A** Study this example situation:

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

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

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

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



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

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

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

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



**I'm reading** a really good book right now.  
It's about a man who ...

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

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

Some more examples:

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

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

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

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

**getting**      **changing**      **increasing**      **rising**      **starting**  
**becoming**    **improving**      **growing**      **falling**      **beginning**

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







# Unit 2

## Simple Present (I do)

**A** Study this example situation:



Alex is a bus driver, but now he is asleep in bed.

He is not driving a bus. (He is asleep.)

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

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

I/we/you/they	<b>drive/work/do</b> , etc.
he/she/it	<b>drives/works/does</b> , etc.

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

- Nurses **take** care of patients in hospitals.
- I usually **leave** for work at 8 a.m.
- The earth **goes** around the sun.
- The coffee shop **opens** at 7:30 in the morning.

We say:

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

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

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

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

- I come from Japan. Where **do** you **come** from?
- I **don't travel** a lot.
- What **does** this word **mean**? (*not* What means this word?)
- Rice **doesn't grow** in cold climates.

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

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

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

- I **get** up at 8:00 **every morning**.
- How often** do you **go** to the dentist?
- Julia **doesn't drink** coffee **very often**.
- Michael usually **plays** tennis two or three times a week.

**E** I **promise** / I **apologize**, etc.

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

- I **promise** I won't be late.
- "What do **you suggest** I do?" "I **suggest** that you ..."

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



# Exercises

**2.1** Complete the sentences using the following verbs:

**cause(s)   close(s)   connect(s)   go(es)   live(s)   -speak(s)-   take(s)**

- 1 Tanya speaks German very well.
- 2 Ben and Jack ..... to the same school.
- 3 Bad driving ..... many accidents.
- 4 The museum ..... at 4:00 on Sundays.
- 5 My parents ..... in a very small apartment.
- 6 The Olympics ..... place every four years.
- 7 The Panama Canal ..... the Atlantic and Pacific Oceans.

**2.2** Put the verb into the correct form.

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

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

**believe   eat   flow   -go-   -grow-   make   rise   tell   translate**

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

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

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

**2.5** Complete using the following:

**I agree   I apologize   I insist   I promise   I recommend   -I suggest**

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