

GRAMMAR *in use*

REFERENCE AND PRACTICE
FOR INTERMEDIATE STUDENTS
OF ENGLISH

RAYMOND MURPHY

with Roann Altman

Consultant: William E. Rutherford

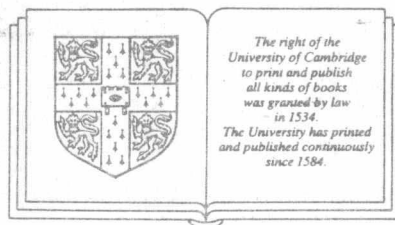
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INTRODUCTION

Grammar in Use is a textbook for intermediate students of English who need to study and practice using the grammar of the language. It can be used as a classroom text or for self-study. It will be especially useful in cases where, in the teacher's view, existing course materials do not provide adequate coverage of grammar.

Level

The book is intended mainly for intermediate students (that is, students who have already studied the basic structures of English). It concentrates on those structures which intermediate students want to use but which often cause difficulty. 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 of practicing new material. The book will also be useful for more advanced students who still make a lot of grammatical mistakes and who need a book for reference and practice.

The book is not intended to be used by beginning-level students.

How the book is organized

The book consists of 124 units, each of which concentrates on a particular point of grammar. Some areas (for example, the present perfect or the use of articles) are covered in more than one unit. In each unit there are explanations and examples (left-hand page) and exercises (right-hand page), except for Unit 112, which is a double unit.

At the beginning of the book the *Contents* pages provide a full list of units, and there is a detailed *Index* at the end for easy reference.

There are also four *Appendixes* at the end of the book: "List of Present and Past Tenses," "Regular and Irregular Verbs," "Spelling," and "Short Forms." It might be useful for the teacher to draw students' attention to these.

Using the book

It is certainly not intended that anyone should work through this book from beginning to end. It is for the teacher to decide what to teach and in what order to teach it, so the book is best used selectively and flexibly.

The book can be used with the whole class or with individual students. When using the book with the whole class, it is suggested that teachers teach the grammar points concerned in whatever way they want. In this case the left-hand page is not used actively during the lesson but serves as a record of what has been taught and can be referred to by the student in the future. The exercises can then be done 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.

Answer Key

A separate answer key is available for teachers and self-study users.

UNIT 1

Present continuous (I am doing)

a Study this example situation:

Ann is in her car. She is on her way to work.

She **is driving** to work.

This means: She is driving now, at the time of speaking.

This is the *present continuous* tense:

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



We use the present continuous when we talk about something that is happening at the time of speaking:

- Please don't make so much noise. **I'm studying.** (*not I study*)
- "Where is Peggy?" "She's **taking** a bath." (*not she takes*)
- Let's go out now. It **isn't raining** anymore.
- (*at a party*) Hello, Ann. **Are you enjoying** the party? (*not do you enjoy*)

b We also use the present continuous when we talk about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking. Study this example situation:

- Tom and Ann are talking and having coffee in a cafe. Tom says: "**I'm reading** an interesting book at the moment. I'll lend it to you when I've finished it."

Tom is not reading the book at the time of speaking. He means that he has begun the book and hasn't finished it yet. He is in the middle of reading it. Here are some more examples:

- Maria **is studying** English at a language school. (*not studies*)
- Have you heard about Brian? He **is building** his own house. (*not builds*)

But perhaps Maria and Brian are not doing these things exactly at the time of speaking.

c We often use the present continuous when we talk about a period around the present. For example: **today, this week, this season**, etc.:

- "You're **working hard today.**" "Yes, I have a lot to do."
- Tom **isn't playing** football **this season.** He wants to concentrate on his studies.

d We use the present continuous when we talk about changing situations:

- The population of the world **is rising** very fast. (*not rises*)
- Is your English **getting** better? (*not does ... get*)

UNIT 1 Exercises

1.1 Put the verb into the correct form.

Examples: Please don't make so much noise. I *am studying*..... (study).

Let's go out now. It *isn't raining*..... (not/rain) anymore.

Listen to those people. What language *are they speaking*.. (they/speak)?

1. Please be quiet. I (try) to concentrate.
2. Look! It (snow).
3. Why (you/look) at me like that? Did I say something wrong?
4. You (make) a lot of noise. Can you be a little bit quieter?
5. Excuse me, I (look) for a phone booth. Is there one near here?
6. (at the movies) It's a good movie, isn't it? (you/enjoy) it?
7. Listen! Can you hear those people next door? They (yell) at each other again.
8. Why (you/wear) your coat today? It's very warm.
9. I (not/work) this week. I'm on vacation.
10. I want to lose weight. I (not/eat) anything today.

1.2 Complete these sentences using one of these verbs:

get become change rise improve fall increase

You don't have to use all the verbs and you can use some of them more than once.

Example: The population of the world *is rising*..... very fast.

1. The number of people without jobs at the moment.
2. He is still sick, but he better slowly.
3. These days food more and more expensive.
4. The world Things never stay the same.
5. The cost of living Every year things are more expensive.
6. George has gone to work in Spain. At first, his Spanish wasn't very good, but now it
7. The economic situation is already very bad, and it worse.

1.3 Read this conversation between Brian and Steve. Put each verb into the correct form.

Brian and Steve meet in a restaurant.

Brian: Hello, Steve. I haven't seen you for ages. What (1) *are you doing*..... (you/do) these days?

Steve: I (2) (work) in a department store.

Brian: Really? (3) (you/enjoy) it?

Steve: Yeah, it's OK. How about you?

Brian: Well, I (4) (not/work) at the moment, but I'm very busy. I (5) (build) a house.

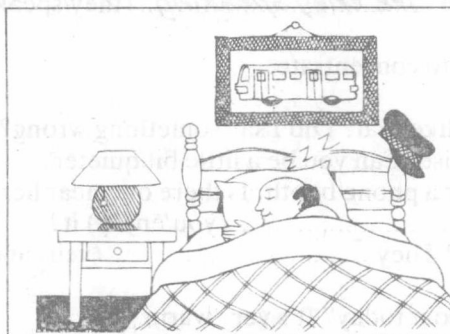
Steve: Really? (6) (you/do) it alone?

Brian: No, some friends of mine (7) (help) me.

UNIT 2

Simple present (I do)

a Study this example situation:



Alex is a bus driver. But now he is asleep in bed.
So:

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

But: He **drives** a bus.

This is the *simple present* tense:

I/we/you/they **drive**

he/she/(it) **drives**

We use the simple present to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking:

- The earth **goes** around the sun.
- Nurses **take care** of patients in hospitals.
- In Canada, most stores **close** at 6:00 p.m.

Remember that we say **he/she/it -s**. Don't forget the s:

- I **work** in a bank. Barry **works** in a department store.

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

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

- Excuse me, **do you speak** English?
- "Would you like a cigarette?" "No, thanks. **I don't smoke.**"
- **What does** this word **mean**? (*not* What means this word?)
- Rice **doesn't grow** in Alaska.

For questions see also Unit 47.

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

- I get up at 8:00 **every morning**. (*not* am getting)
- **How often do you go** to the dentist?
- Ann **doesn't go out** very often.
- In the summer, Tom **usually plays** tennis **twice a week**.

d Note that we say "Where **do you come** from?" (= Where are you from?):

- Where **do you come** from? (*not* Where are you coming from?)
- He **comes** from Japan. (*not* He is coming from Japan.)

UNIT 2 Exercises

2.1 Put the verb into the correct form.

Examples: Water *boils* (boil) at 100 degrees Celsius.
 George *doesn't go* (not/go) to the movies very often.
 How many languages *do you speak* (you/speak)?

1. The swimming pool (open) at 9:00 and (close) at 6:30 every day.
2. What time (the banks / close) here?
3. I have a car, but I (not/use) it very often.
4. How many cigarettes (you/smoke) a day?
5. "What (you/do)?" "I'm an electrical engineer."
6. "Where (your father / come) from?" "He (come) from Mexico."
7. It (take) me an hour to get to work. How long (it/take) you?
8. I (play) the piano, but I (not/play) very well.
9. I don't understand the word "deceive." What ("deceive" / mean)?

2.2 Read these sentences and correct them. The English is correct but the information is wrong. Write two correct sentences each time.

Example: The sun goes around the earth. *The sun doesn't go around the earth..*
The earth goes around the sun.

1. The sun rises in the west.
2. Mice catch cats.
3. Carpenters make things from metal.
4. The Amazon River flows into the Pacific Ocean.

2.3 Use these sentences to make questions. Begin your questions with the word(s) in parentheses (...).

Examples: Tom plays tennis. (How often?) *How often does Tom play tennis?*
 I jog in the morning. (What time / usually?) *What time do you usually jog?*

1. Ann watches television. (How often?) How often
2. I write to my parents. (How often?)
3. I have dinner in the evening. (What time / usually?)
4. Tom works. (Where?)
5. I go to the movies. (How often?)
6. People do stupid things. (Why?)
7. The car breaks down. (How often?)

Present continuous (I am doing) or simple present (I do)?

Before you study this unit, study Units 1 and 2.

a Study this explanation and compare the examples:

Present continuous (I am doing)

Use the present continuous to talk about something that is happening at or close to the time of speaking:

**I am
doing**

past now future

The water **is boiling**. Could you turn it off, please?

Listen to those people. What language **are they speaking**?

"Where's Tom?" "He's **playing tennis**." (you find a stranger in your room) What **are you doing** here?

Maria is in Canada for three months. She's **learning** English.

Use the present continuous for a temporary situation:

I'm **living** with some friends until I can find an apartment.

Mary usually has a summer job, but she **isn't working** this summer.

Simple present (I do)

Use the simple present to talk about things in general or things that happen repeatedly:

← **I do** →

past now future

Water **boils** at 100 degrees Celsius.

Excuse me, **do you speak** English?

Tom **plays** tennis every Saturday.

What **do you usually do** on the weekend?

What **do you do**? (= What's your job?)

Most people **learn** to swim when they are children.

Use the simple present for a permanent situation:

My parents **live** in Boston. They have been there for 20 years.

Jack **doesn't work** during the summer. He always takes a long vacation.

b Some verbs are used only in *simple* tenses. For example, you cannot say "I am knowing." You can only say **I know**. Here is a list of verbs that are not normally used in *continuous* tenses (but there are exceptions):

want	like	belong	know	suppose	remember
need	love	see	realize	mean	forget
prefer	hate	hear	believe	understand	seem

have (meaning "possess"; see also Unit 23) **think** (meaning "believe" / "have an opinion")

- Do you **like** Rome? (not are you liking)
- He **doesn't understand** the problem. (not he isn't understanding)
- These shoes **belong** to me. (not are belonging)
- What **do you think** Tom will do? (= What do you believe he will do?)
- Do you **have** a car? (not are you having)

but: ■ What **are you thinking** about? (= What is going on in your mind?)

UNIT 3 Exercises

3.1 Decide whether the verbs in these sentences are right or wrong. Correct the ones that are wrong.

Examples: I don't know your telephone number.

Please don't make so much noise. I study.

RIGHT.....

WRONG: am studying

1. Look! Somebody is climbing that tree over there.
2. Can you hear those people? What do they talk about?
3. Are you believing in God?
4. Look! That man tries to open the door of your car.
5. The moon goes around the earth.
6. What are you thinking about my idea?
7. The government is worried because the number of people without jobs is increasing.
8. I'm usually going to work by car.

3.2 Put the verb into the correct form, present continuous (I am doing) or simple present (I do).

Examples: Please don't make so much noise. I am studying..... (study).

How many languages does Tom speak... (Tom/speak)?

Jean doesn't speak..... (not speak) any foreign languages.

1. I (not/belong) to a political party.
2. Hurry! The bus (come). I (not/want) to miss it.
3. The Nile River (flow) into the Mediterranean.
4. The river (flow) very fast today – much faster than usual.
5. (it/ever/snow) in India?
6. We usually (grow) vegetables in our garden, but this year we (not/grow) any.
7. A: Can you drive?
B: No, but I (learn).
8. You can borrow my umbrella. I (not/need) it right now.
9. I (get) hungry. Let's go get something to eat.
10. George is a vegetarian. He (not/eat) meat.
11. George says he's 80 years old, but I (not/believe) him.
12. Ron is in San Francisco now. He (stay) at the Hilton Hotel. He usually (stay) at the Hilton Hotel when he's in San Francisco.

In these sentences, think about whether the situation is temporary or permanent.

13. My parents (live) in Winnipeg. They were born there and have never lived anywhere else. Where (your parents / live)?
14. She (stay) with her sister until she finds somewhere else to live.
15. A: What (your father / do)?
B: He's a teacher, but he (not/work) right now.

UNIT 4

Present tenses (I am doing / I do) with a future meaning

- a** *Present continuous with a future meaning*
Study this example situation:



This is Tom's schedule for next week.

He **is playing** tennis on Monday afternoon.

He **is going** to the dentist on Tuesday morning.

He **is having** dinner with Ann on Friday.

In all these examples, Tom has already decided and arranged to do these things.

When you are talking about what you have already arranged to do, use the present continuous (**I am doing**). Do *not* use the simple present (**I do**).

- A: What **are you doing** tomorrow evening? (*not* what do you do)
- B: I'm **going** to the theater. (*not* I go)
- A: **Are you playing** tennis tomorrow?
- B: Yes, but Tom **isn't playing**. He hurt his leg.
- A: Ann **is coming** tomorrow.
- B: Oh, **is she**? What time is she **arriving**?
- A: At 10:15.
- B: **Are you meeting** her at the station?
- A: I can't. I'm **working** tomorrow morning.

It is also possible to use **going to (do)** in these sentences:

- What **are you going to do** tomorrow evening?
- Tom **is going to play** tennis on Monday afternoon.

But the present continuous is usually more natural when you are talking about arrangements. See also Unit 5.

Do *not* use **will** to talk about what you have already arranged to do:

- What **are you doing** this evening? (*not* what will you do)
- Alex **is getting** married next month. (*not* Alex will get)

For **will** see Units 6 and 7.

- b** *Simple present with a future meaning*

We use the simple present when we are talking about timetables, schedules, etc. (for example, public transportation, movies):

- What time **does** the movie **begin**?
- The train **leaves** Boston at 7:25 a.m. and **arrives** in Washington, D.C., at 3:41 p.m.
- The football game **starts** at 2:00.
- Tomorrow **is** Wednesday.

But we do not usually use the simple present for personal arrangements:

- What time **are you meeting** Ann? (*not* do you meet)

UNIT 4 Exercises

4.1 A friend of yours is planning to go on vacation very soon. You ask him about his plans. Use the words in parentheses (...) to make your questions.

Example: (where / go)? *Where are you going?*

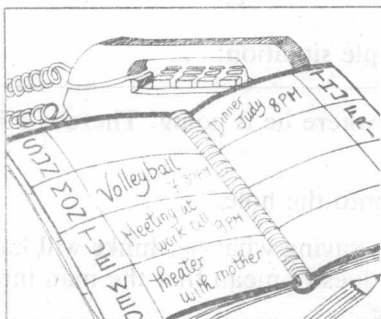
1. (how long / stay?)
2. (when / leave?)
3. (go / alone?)
4. (go / by car?)
5. (where / stay?)

4.2 Ann is going on vacation. Write sentences about her vacation plans. Use the words in parentheses to write your sentences.

Example: (go / Hawaii) *She is going to Hawaii.*

1. (leave / next Friday) She
2. (stay / in Hawaii for two weeks)
3. (go / with a friend of hers)
4. (stay / in a hotel) They
5. (go / by plane)

4.3 Tom wants you to visit him, but you are very busy. Look at your schedule for the next few days and explain to him why you can't come.



Tom: Can you come on Monday evening?
 You: Sorry, I'd love to, but *I'm playing volleyball.*
 Tom: What about Tuesday evening then?
 You: I'm afraid I can't. I (1)
 Tom: Well, what are you doing on Wednesday evening?
 You: (2)
 Tom: I see. Well, are you free on Thursday evening?
 You: I'm afraid not. (3)

4.4 Put the verb into the most appropriate form: present continuous (I am doing) or simple present (I do).

Example: We *are going* (go) to the theater this evening.

Does the movie begin (the movie / begin) at 3:30 or 4:30?

1. We (have) a party next Saturday. Would you like to come?
2. I (not/go) away for my vacation next month because I don't have enough money. (you/go) away?
3. The concert this evening (start) at 8:00.
4. George, is it true that you (get) married next week?
5. The art exhibit (open) on May 3rd and (close) on July 15th.
6. What time (the next train / leave)?
7. Ann, we (go) to the park. (you/come) with us?

Going to (I am going to do)

a We use **going to (do)** when we say what we have already decided to do, or what we intend to do in the future:

- A: There's a movie on television tonight. **Are you going to watch it?**
- B: No, I'm too tired. **I'm going to make** it an early night.
- A: I hear Ann has won a lot of money. **What is she going to do** with it?
- B: I've heard she's **going to travel** around the world.

For the difference between **will** and **going to** see Unit 8.

b We prefer to use the present continuous (**I am doing**) when we say what someone has *arranged* to do – for example, arranged to meet someone, arranged to travel somewhere. **Going to** is also possible:

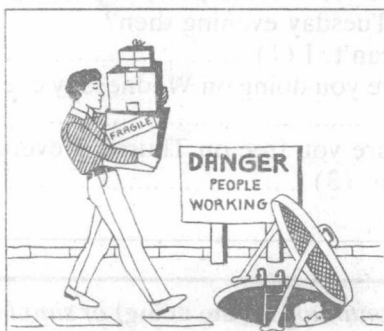
- What time **are you meeting** Ann? (*or are you going to meet*)
- I'm **leaving** for Europe on Monday. (*or I'm going to leave*)

See also Unit 4a.

c We use **was/were going to** to say what someone intended to do in the past (but didn't do):

- We **were going to take** the train, but then we decided to go by car.
- A: Did Tom take the exam?
- B: No, he **was going to take** it, but then he changed his mind.

d **Going to** also has another meaning. Study this example situation:



The man can't see where he is going. There is a hole in front of him.

He **is going to fall** into the hole.

Here the speaker is saying what he thinks will happen. Of course he doesn't mean that the man intends to fall into the hole.

We use **going to** in this way when we say what we think will happen. Usually there is something in the present situation (the man walking toward the hole) that makes the speaker sure about what will happen.

- Look at those black clouds! It's **going to rain**. (the clouds are there now)
- Oh, I feel terrible. I think I'm **going to be sick**. (I feel terrible now)