

Oxford  
**Grammar**  
for Schools **2**



Liz Kilbey

All the grammar you need  
for Cambridge English: *Movers*

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# Oxford **Grammar** for Schools **2**

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# Introduction

*Oxford Grammar for Schools* helps students develop a detailed understanding of grammar form and use in context, and inspires them to have fun with English through songs and games. The grammar is introduced or revised through easy-to-read tables and illustrated presentations with clear examples. The exercises build from simple concept-check activities up to more communicative and productive skills-based activities. In each unit there are several speaking activities where students work with each other to use English with improved accuracy and confidence. The extended writing activities also encourage students to use language in realistic situations.

Each unit begins with a 'Can do' statement, which says what students will be able to achieve on completion of the unit. At the end of each unit is a self-evaluation table. Students should be encouraged to rate their progress in each exercise, which helps them to take responsibility for their own learning and also increases motivation.








At the end of the book there are five pages of extra information for the information gap activities, a word list with spaces for students to write their own translations, and a list of key verbs for them to learn.

Students can use the *Oxford Grammar for Schools* series in class with their coursebook to support and reinforce their grammar study. The Teacher's Book includes all the answers and audio scripts. There are also tests for every Student's Book unit, and four review tests which can be used at the end of a school term.

## Student's DVD-ROM

The Student's DVD-ROM includes scored interactive activities as well as all the Student's Book pages in digital form and all the listening exercises and songs. The Student's DVD-ROM enables students to use the Student's Book outside class, and can also be used on an interactive whiteboard in class.

## Key to the symbols

 0.0 (=track number)	Listening activity
	Speaking activity
	Game
	Extended writing activity
	Pronunciation activity
	Song
	Introductory exercise
	Moderately challenging exercise
	Most challenging exercise

A difficulty rating is given to each exercise. The scale of difficulty is relative to each unit, so there are exercises with one, two, and three stars in every unit.

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# 1 Plurals

I can recognize and use regular and irregular plurals.

## Regular plurals



two babies



lots of leaves



three buses

Plurals usually end in -s.

bag – bags    toy – toys    teacher – teachers  
friend – friends    bottle – bottles

### Spelling rules

For nouns ending **consonant + -y**, we delete -y and add -ies.

baby – babies    country – countries  
library – libraries    family – families

For nouns ending **s, s, ss, sh, ch, x** and **o**, we add -es

bus – buses    class – classes  
toothbrush – toothbrushes    lunch – lunches  
box – boxes    potato – potatoes

For nouns ending **f**, we delete -f and add -ves.

leaf – leaves    wife – wives

### \*1 1.1 Write the plurals. Listen and check.

~~bus~~ dress boy hat kite life party  
orange scarf story tomato

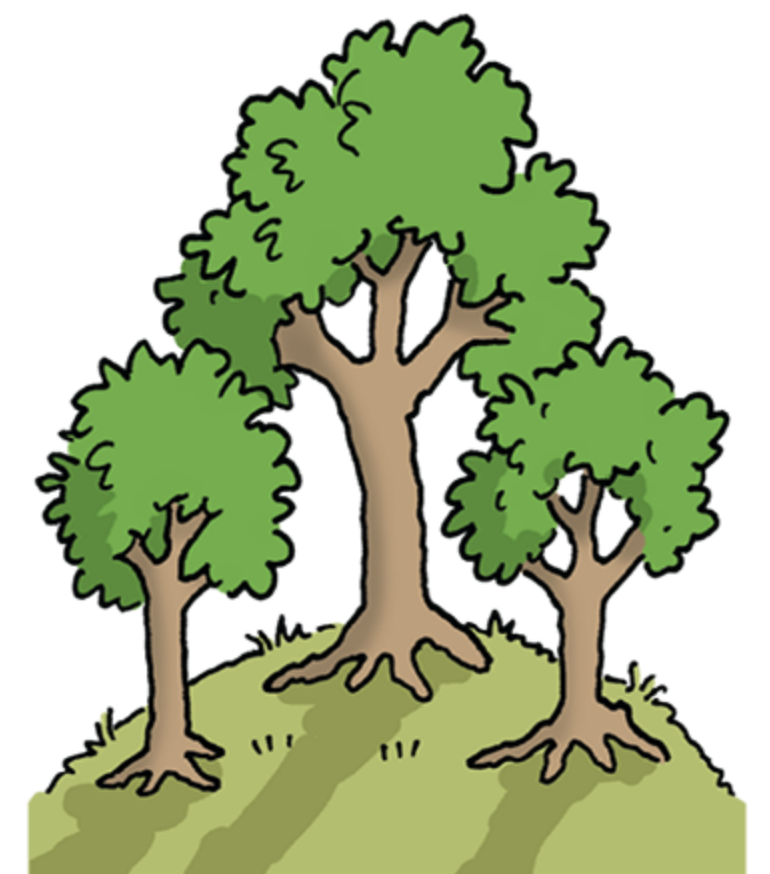
+s	+ -ies	+ -es	+ -ves
		buses	

### \*2 Write the correct plural form of the words in the box.

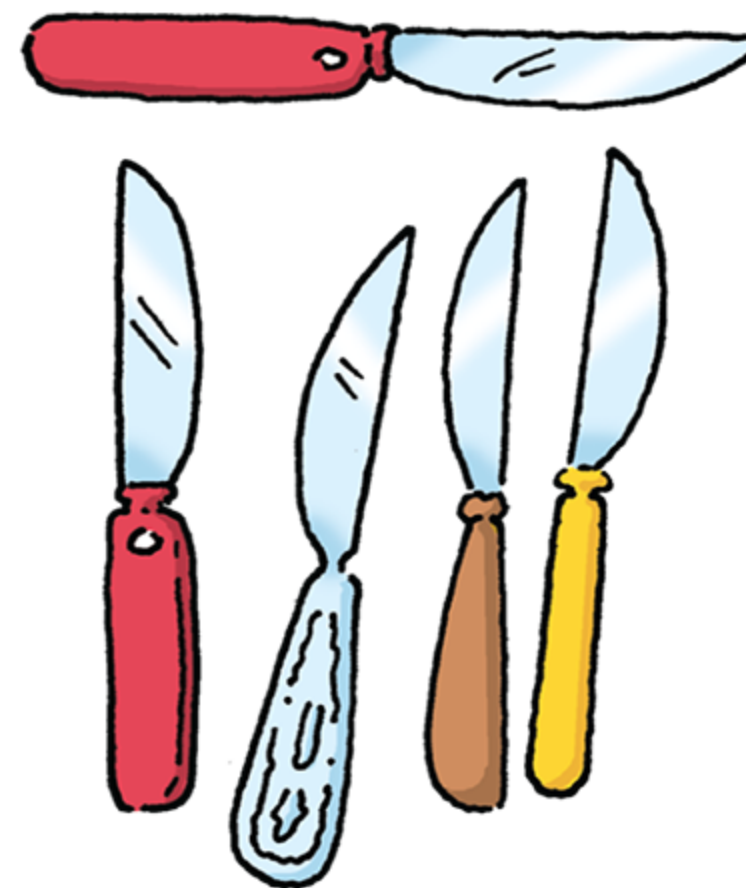
~~box~~ city knife potato tree watch



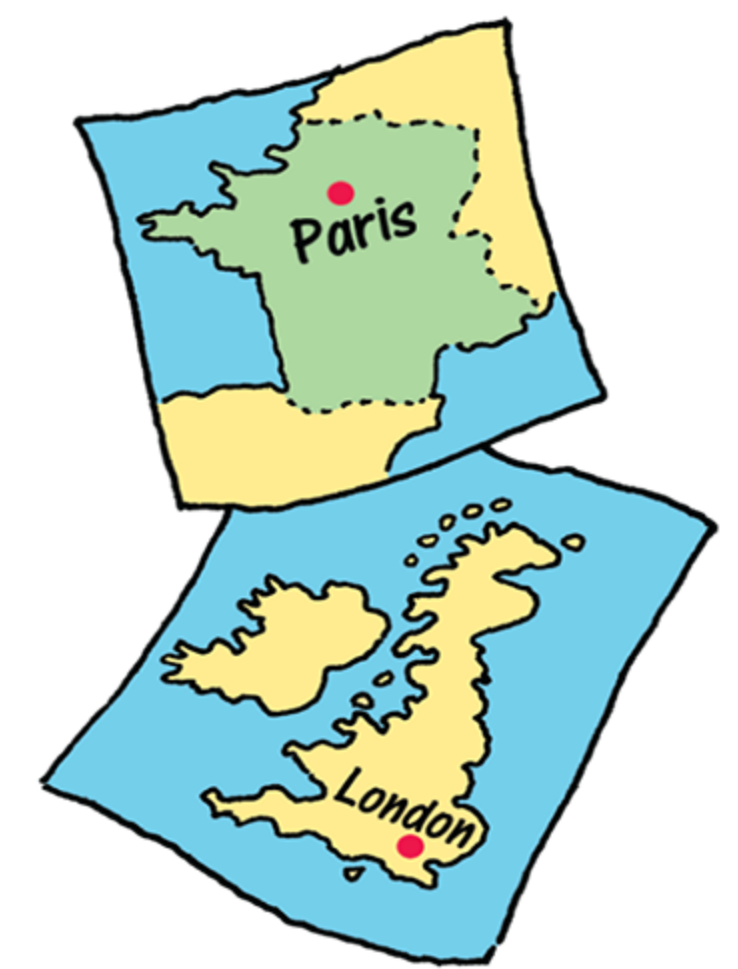
▶ six boxes



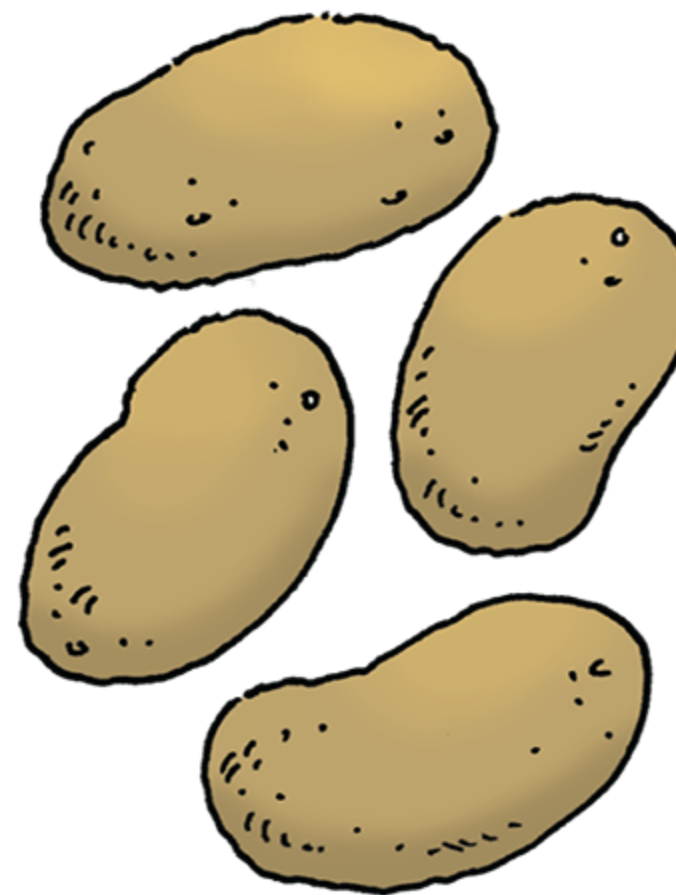
3 three \_\_\_\_\_



1 five \_\_\_\_\_



4 two \_\_\_\_\_



2 four \_\_\_\_\_

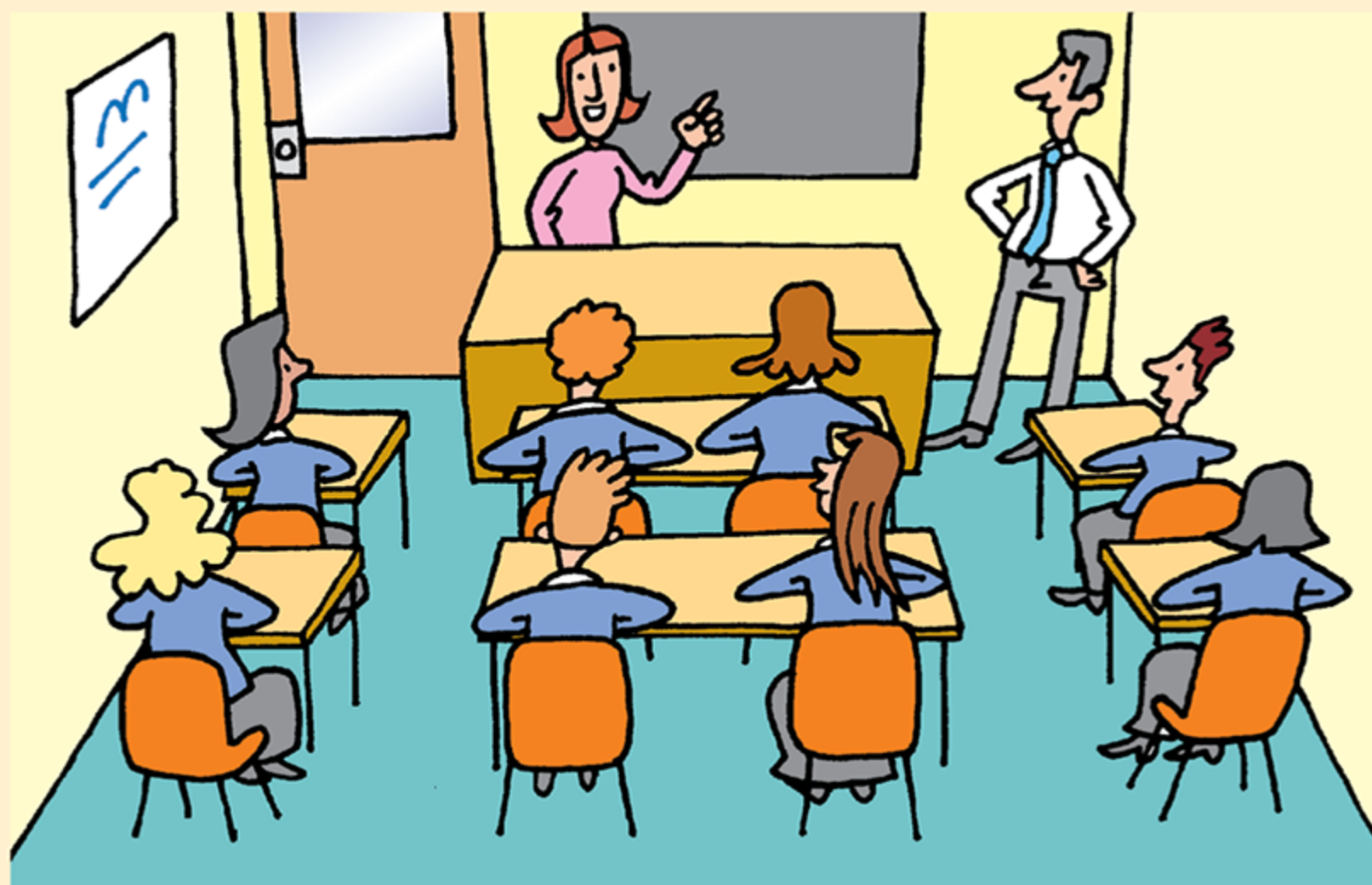


5 two \_\_\_\_\_

# Pronunciation



/s/ The shops sell biscuits, sweets and drinks.



/z/ Boys, girls and teachers have lessons on Mondays.



/ɪz/ Look – boxes of oranges and sandwiches.

Most plurals end in the sounds: /s/, /z/ or /ɪz/.

**\*3** **1.2** Listen to the sentences and repeat.

**\*4** **1.3** Listen and repeat.

/s/	cup cups	book books
/z/	boy boys	television televisions
/ɪz/	sandwich sandwiches	puppy puppies

**\*5** **1.4** Put the words into the correct list. Then listen and check.

~~hats~~ boxes potatoes chips buses  
bikes bananas horses girls

/s/	<i>hats, ...</i>
/z/	
/ɪz/	

**\*6** Work in pairs. Find the things in the picture. Write the plural word.

two *cats* \_\_\_\_\_ six \_\_\_\_\_  
 three \_\_\_\_\_ seven \_\_\_\_\_  
 four \_\_\_\_\_ eight \_\_\_\_\_  
 five \_\_\_\_\_ lots of \_\_\_\_\_



**\*7** Draw a picture with lots of things in it. Ask your partner to describe it.

## Irregular plurals



man



men



woman



women



child



children



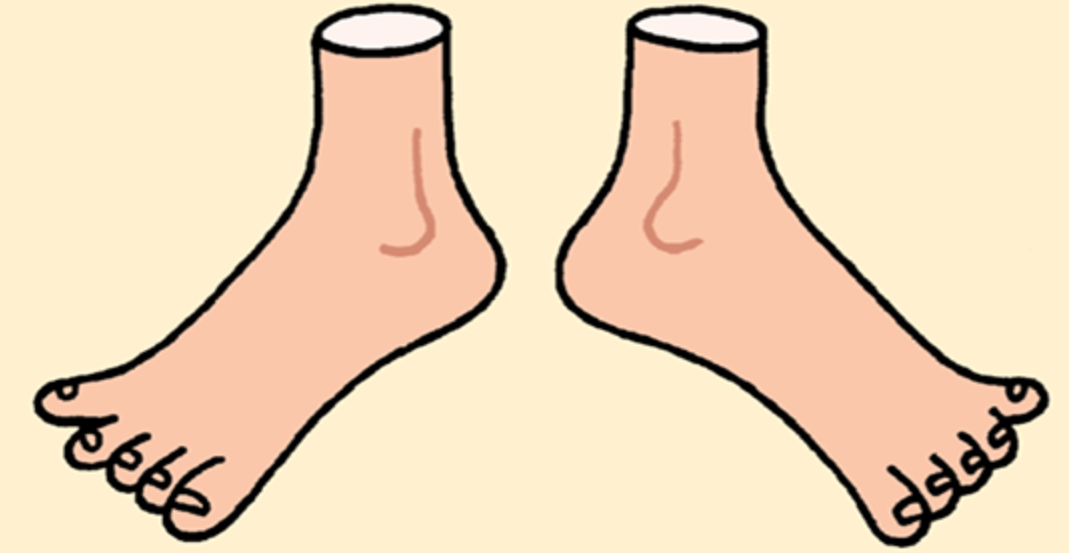
person



people



foot



feet



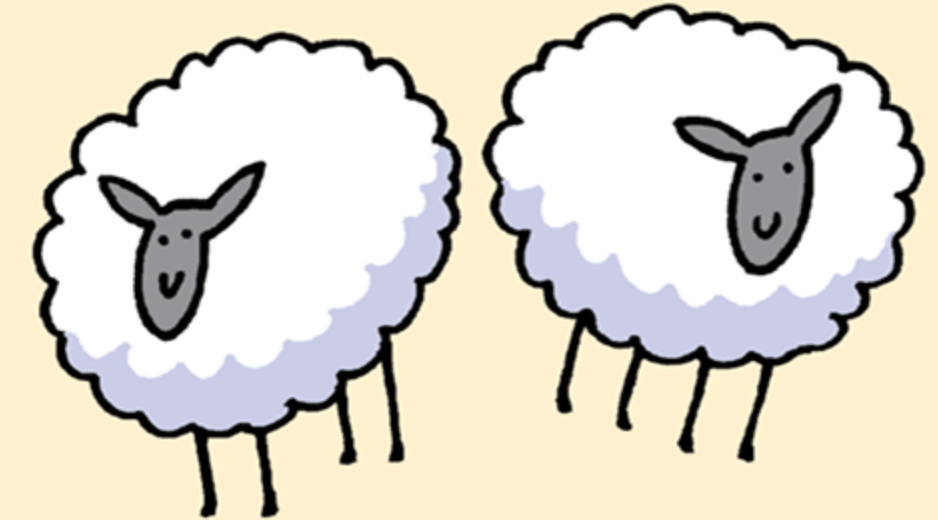
tooth



teeth



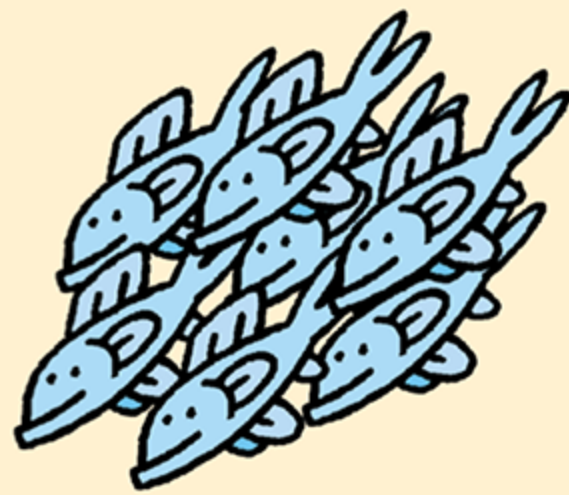
sheep



sheep



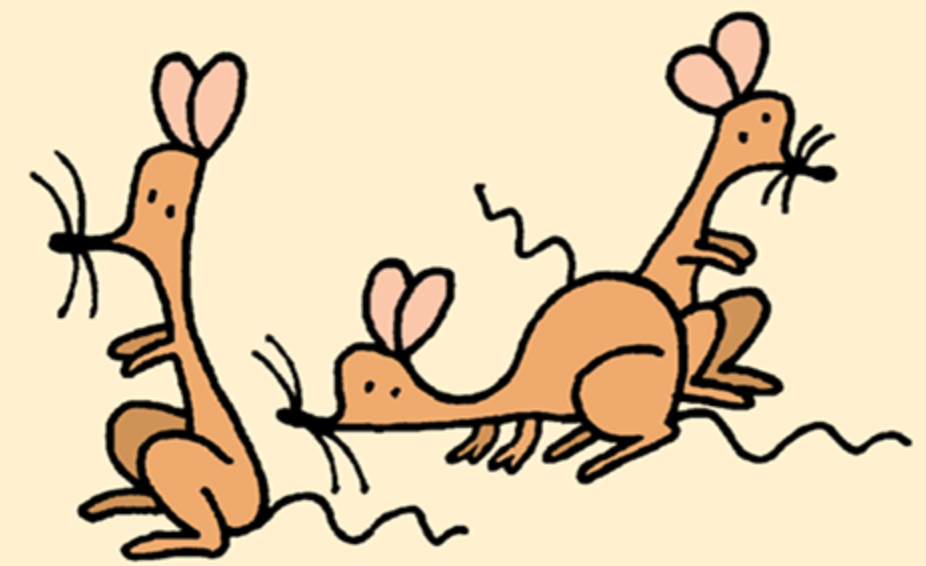
fish



fish



mouse



mice

Some nouns have irregular plural forms. You have to learn each one.

\*8  1.5 Listen, say the plurals and point to the correct pictures.

\*9  Work in pairs. Point to the pictures and say the plural forms.

**\*10** Correct the mistakes.



▶ two mice  
three mice



4 four child  
four children



1 one people  
\_\_\_\_\_



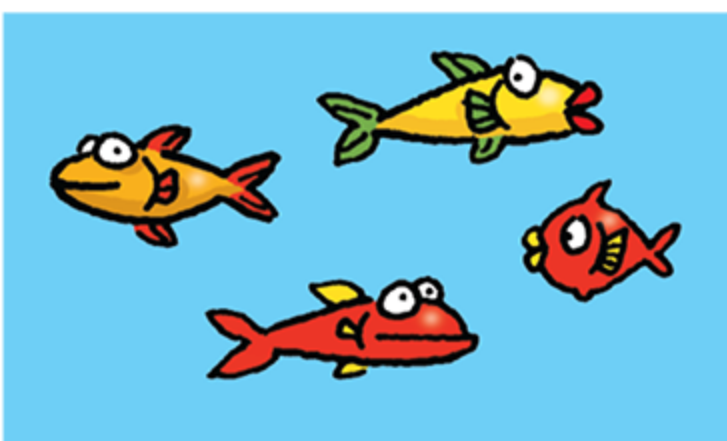
5 two feet  
\_\_\_\_\_



2 one women  
\_\_\_\_\_



6 lots of tooth  
\_\_\_\_\_

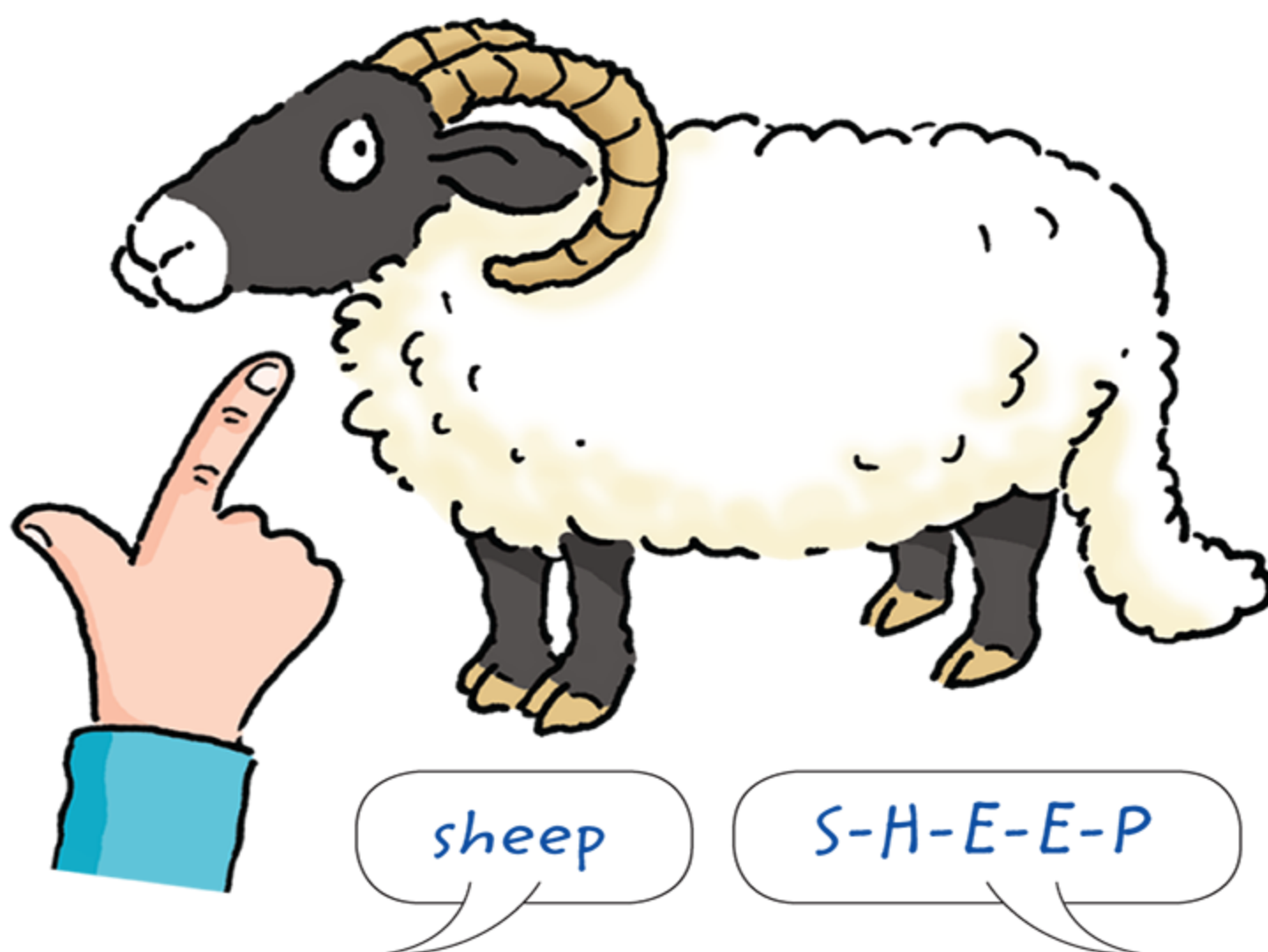


3 five fish  
\_\_\_\_\_

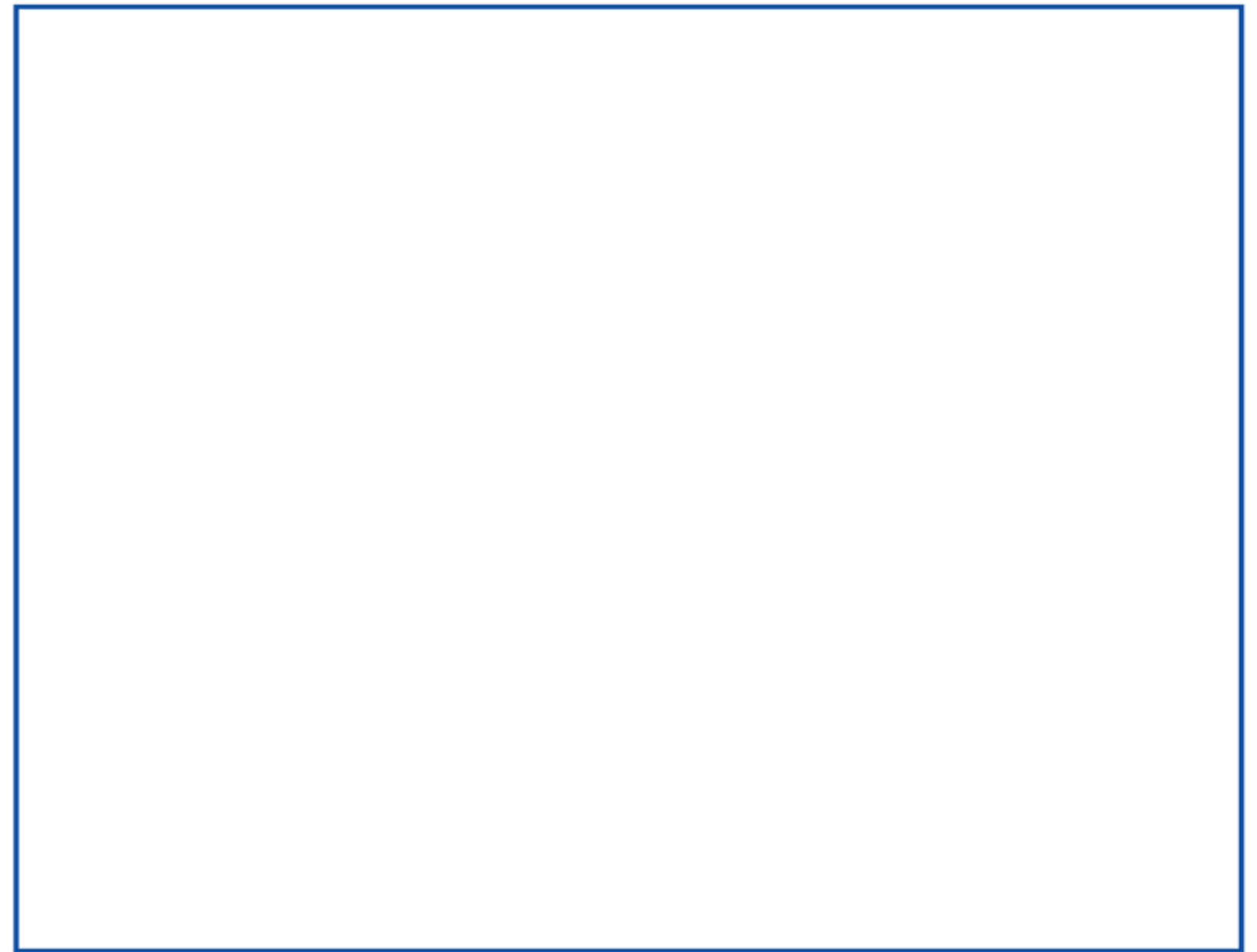


7 two sheep  
\_\_\_\_\_

**\*11** **GAME** Play in pairs. Point to a single noun from this unit. Your partner says the plural form of the noun and spells it.



**\*12** **1.6** Listen and draw what you hear.



**\*13** Write the letters in the correct order to make plural nouns.

- ▶ henilcdr children
- 1 eplepo \_\_\_\_\_
- 2 mweon \_\_\_\_\_
- 3 ehtet \_\_\_\_\_
- 4 suhose \_\_\_\_\_
- 5 athescw \_\_\_\_\_
- 6 toptaeso \_\_\_\_\_
- 7 aesvel \_\_\_\_\_
- 8 rgoaen \_\_\_\_\_
- 9 esralirib \_\_\_\_\_

**\*14** **GAME** Work in pairs. Student A, turn to page 135. Student B turn to page 137. Describe the pictures and draw.

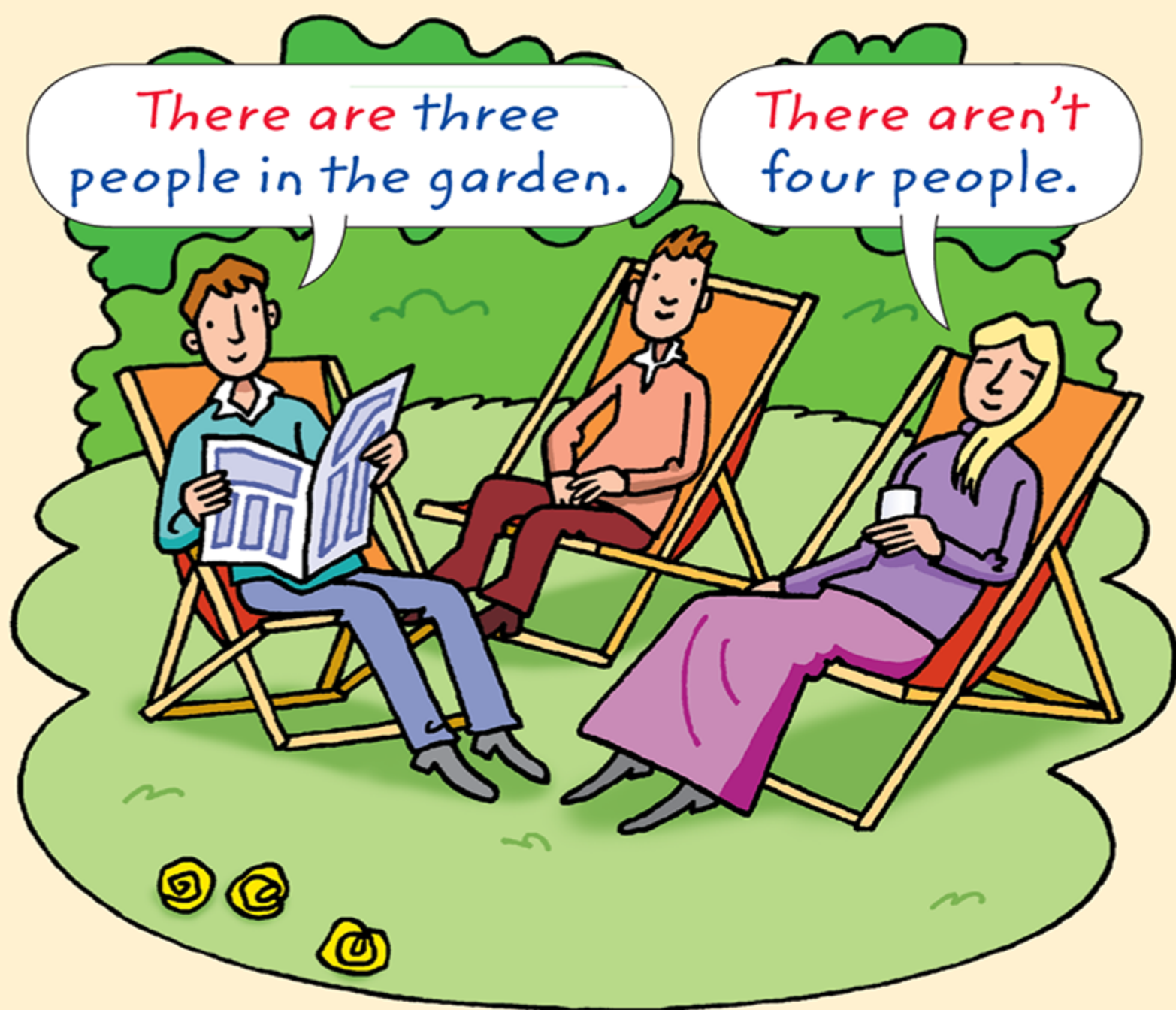
**Self-evaluation** Rate your progress.

	😊	😊😊	😊😊😊
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13			
14			

# 2 There is, there are

I can recognize and use there is and there are.

## Affirmative and negative



We use **there is** and **there are** to say that something or somebody exists.

We use **there is** for singular items and **there are** for plural items.

We often shorten **there is** to **there's**.

**\*1** Look at the picture and read the text. Are the sentences true ✓ or false X?

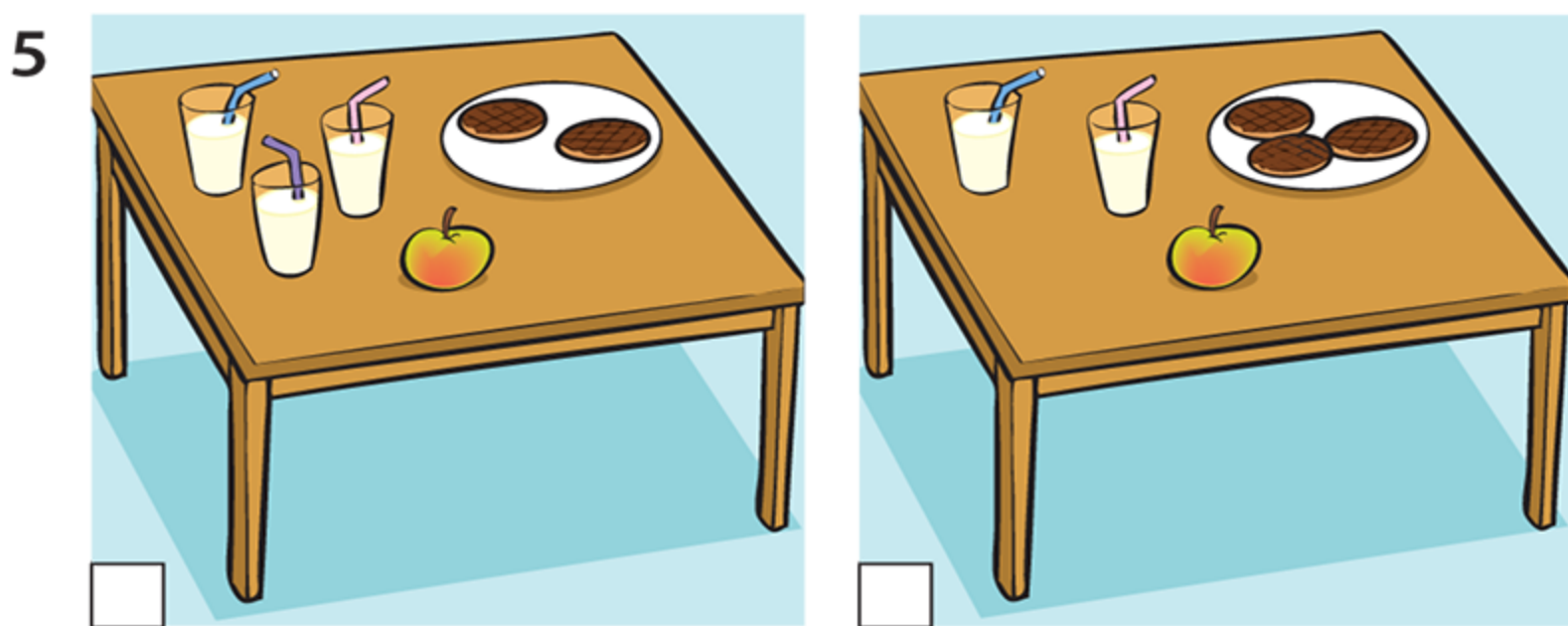
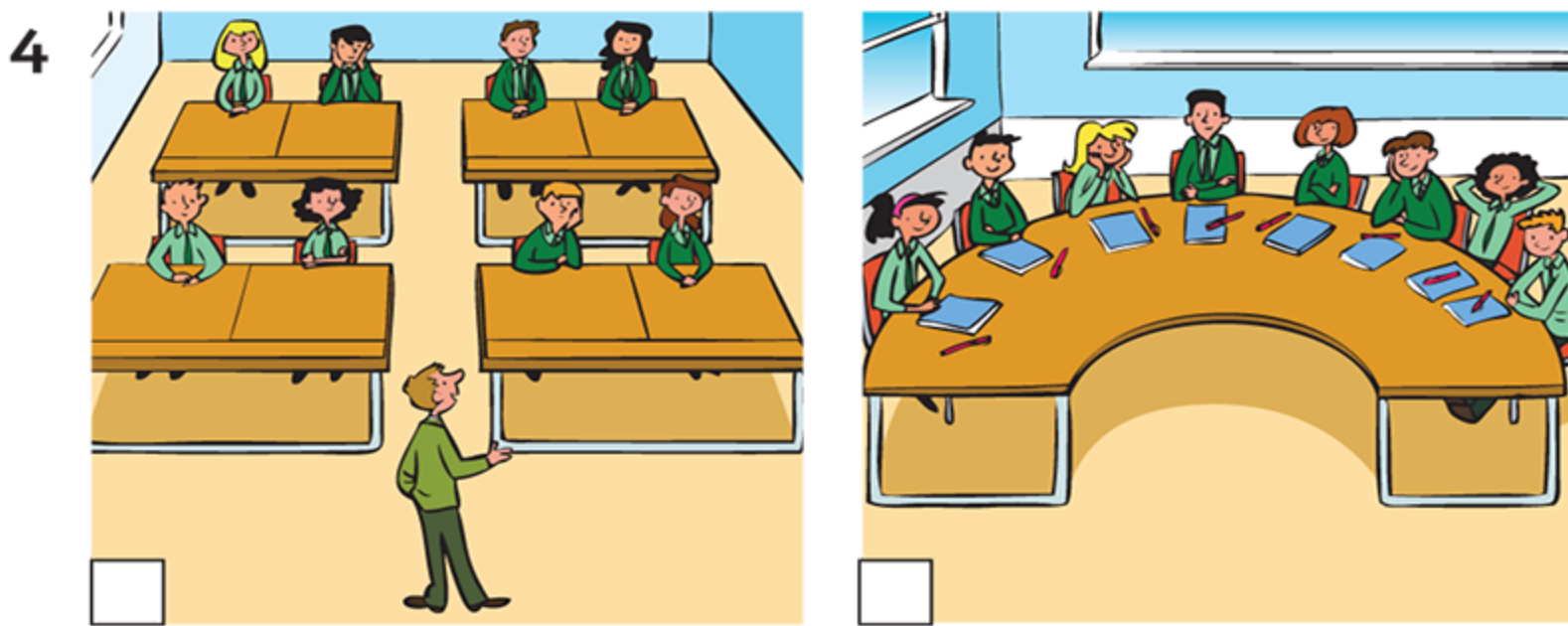
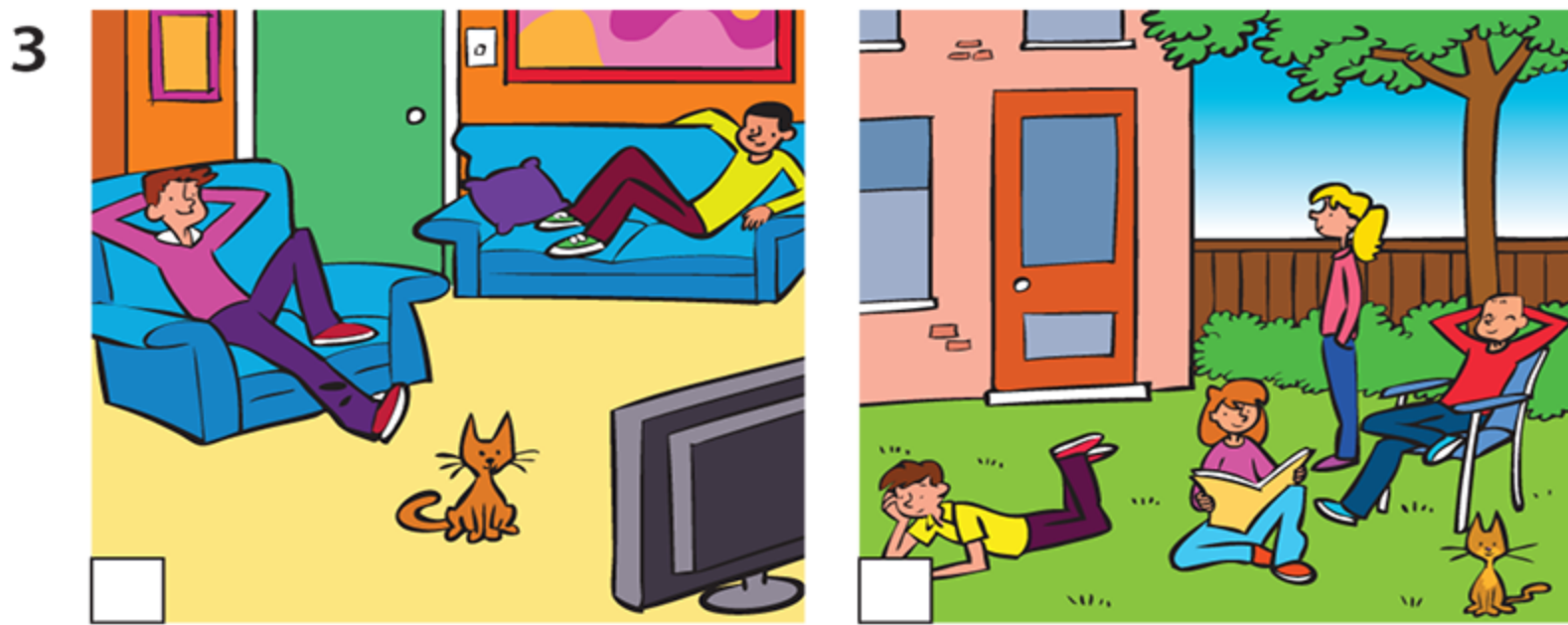
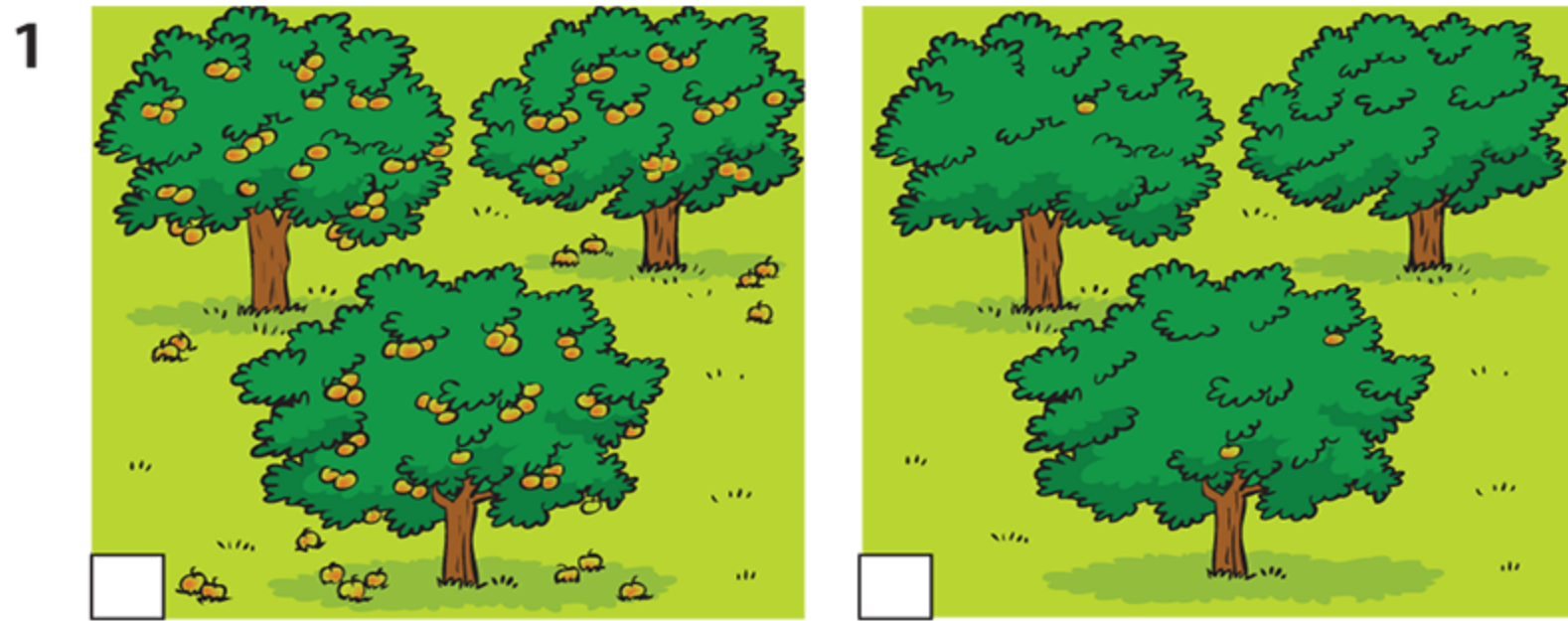
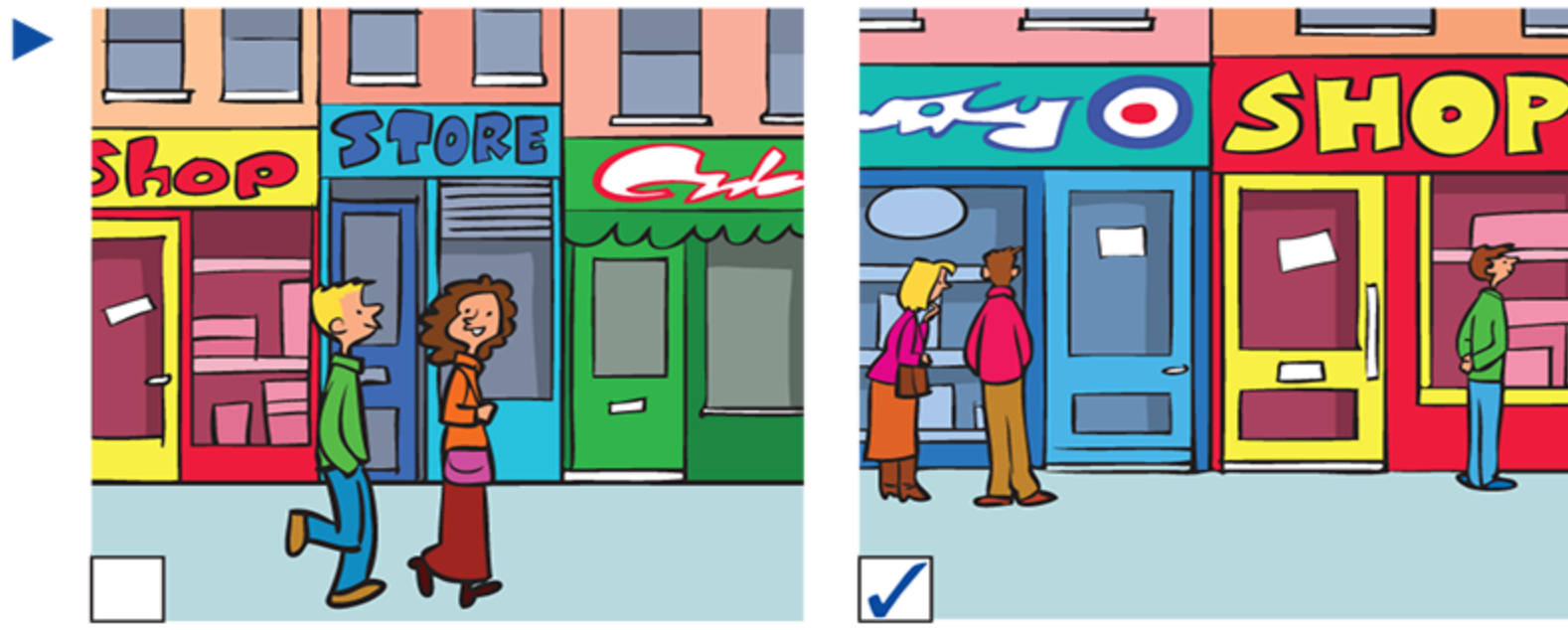


- ▶ There's a TV.
- 1 There are three people.
- 2 There's a cat.
- 3 There are two chairs.
- 4 There are two tables.
- 5 There's a sofa.
- 6 There's a sandwich.

**\*2** Look at the picture again. Complete the sentences with *There's*, *There isn't*, *There are* or *There aren't*.

- ▶ There's a picture.
- 1 \_\_\_\_\_ three books.
- 2 \_\_\_\_\_ two boys.
- 3 \_\_\_\_\_ a phone.
- 4 \_\_\_\_\_ four biscuits.
- 5 \_\_\_\_\_ a cake.
- 6 \_\_\_\_\_ a computer.

**\*3** **2.1** Listen and tick ✓ the correct picture.



**\*4** Write sentences about your classroom with *there is* or *there are*. Use the words in the box. Tell the class.

board desks door students  
teacher windows

- ▶ *There's a teacher.*
- ▶ *There are ... students.*
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**\*5** Think about your town. Tick ✓ the true sentences. Cross ✗ and correct the false sentences. Tell the class.

- ▶ There's one house.  *There isn't one house. There are lots of houses.*
- 1 There are two hospitals.
- 2 There's one school.
- 3 There are lots of cinemas.
- 4 There are two parks.
- 5 There are three cafés.

**\*6** **GAME** Play in groups. Say what's in your bedroom and try to remember what the other students say. Use the words in the box and your own ideas.

bag bed blanket book bookcase  
chair desk picture table toy ...

- In my room, there's a bed.*
- In my room, there's a bed and there are two chairs.*
- In my room, there's a bed and there are two chairs ... and there's ...*

## Questions and short answers



Questions	Short answers
Is there a bus?	Yes, there is.
Is there a train?	No, there isn't.
Are there three cars?	Yes, there are.
Are there lots of people?	No, there aren't.

In short answers, we don't say **there's**.

**\*7** **2.2** Look at the picture and listen to the questions. Write short answers.

▶ Yes, there is.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**\*8** **2.3** Listen and check your answers to exercise 7.

**\*9** Work in pairs. Ask and answer questions about the picture. Use the words in the box and short answers.

two women a baby a white car  
a school three boys two black cars

Are there two women?

No, there aren't.

**\*10** **GAME** Write some sentences with *There is/ There are* about a city or country. Use the ideas in the box to help you. Read your sentences for the other students to guess the place.

lots of: trees shops animals houses  
people cafés restaurants

a: swimming pool river cinema  
parks tower castle palace called ...

There's a big tower. There's a river.  
There are lots of French people!

Is it Paris?

Yes, it is!

### Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
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8			
9			
10			

# 3 Countable and uncountable nouns

I can recognize countable and uncountable nouns.  
I can use **a**, **an**, **some** and **any**.

## A, an and some



### Countable nouns

There's <b>a</b> child.	There are <b>some</b> children.
There's <b>an</b> apple.	There are <b>some</b> apples.
There's <b>a</b> tree.	<b>There are</b> some trees.

### Uncountable nouns

There's <b>some</b> tea.
There's <b>some</b> milk.
There's <b>some</b> sugar.

Countable nouns are the names of things that we can count. They have a singular and plural form:  
*apple – apples, child – children, tree – trees*

Uncountable nouns are the names of things we can't count. They only have a singular form:  
*tea, milk, sugar*

In affirmative sentences, we use **a** or **an** before singular countable nouns, and **some** before plural countable nouns and uncountable nouns.

### \*1 3.1 Look, listen and point. Then listen and repeat.

- |                         |                           |
|-------------------------|---------------------------|
| 1 There's a table.      | 5 There's some spaghetti. |
| 2 There's an orange.    | 6 There's some milk.      |
| 3 There are some eggs.  | 7 There's some sugar.     |
| 4 There are some pears. |                           |

### \*2 Write the words in the correct lists.

pears milk table bananas sugar  
money orange oil eggs children  
apple orange juice spaghetti bag

#### Countable nouns

There's a / an ...  
*table*

There are some ...  
*pears*

#### Uncountable nouns

There is (There's) some ...  
*milk*

