

Oxford Grammar for Schools 4

Student's DVD-Rom

OXFORD

Oxford Grammar for Schools **4**

Martin Moore

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries.

© Oxford University Press 2014

The moral rights of the author have been asserted.

First published in 2014

2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

ISBN: 978 0 19 455903 4

Printed in China

This book is printed on paper from certified and well-managed sources.

ACKNOWLEDGEMENTS

Illustrations by: Judy Brown pp.7, 16, 21, 39, 46, 71, 91, 100, 106, 124, 139, 145 (Ex 3), 159, 166; Heather Clarke pp.29 (Ex 8), 55, 75, 78 (Ex 1), 90, 123, 123 (Ex 1), 136, 145 (Prepositions of place), 149, 158; James Hart pp.26, 29 (Ex 10), 42, 58, 86, 98, 118, 155, 163; Sean Longcroft pp.18, 33, 48, 65, 85, 87, 112, 121, 142, 146, 152; Oxford University Press pp.107, 169; Andy Peters pp.6, 11, 15, 20, 24, 30, 35, 41, 45, 52, 57, 61, 73, 78 (Reported speech), 84, 89, 96, 103, 105, 110, 116, 120, 123 (desert island), 127, 132, 140, 144, 148, 153, 156; Jo Taylor pp.9, 38, 102, 107, 129.

We would also like to thank the following for permission to reproduce the following photographs: Alamy pp.94 (Jim Wileman), 154 (credit card/nobeastsofierce), (chips/Viktor Fischer), (dictionary/D. Hurst), (swimming hat/Anton Starikov), (keyboard/Zoonar/Igor Terekhov/Zoonar GmbH), 157 (funkyfood London/Paul Williams), 159 (Tony French); Corbis p.143 (George Tiedemann/Historical); Getty Images pp.47 (John Lund/Marc Romanelli/Blend Images), 60 (Bob Thomas/Popperfoto), 70 (Andy Buchanan/AFP), 72 (Kyu Oh/E+), 131 (KidStock/Blend Images); Royalty-free pp.17 (Ricardo Junqueira), 32 (kangaroo/Photodisc), 32 (tiger/Photodisc), 80 (Thinkstock), 154 (jam/John Foxx); Science Photo Library p.28 (Detlev van Ravenswaay); Shutterstock pp.19 (Victor Torres), 23 (Gail Johnson), 32 (gorilla/Eric Isselee), (penguin/Leksele), 34 (Nataiki), 44 (Josep Pena Llorens), 64 (dotshock), 68 (Goodluz), 93 (Bigchen), 101 (Goodluz), 109 (woman/hurricane), (traffic jam/Adisa), 135 (jabiru), 147 (r.nagy).

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 personalized activities, games and role play. The grammar is introduced or revised through easy-to-read tables and illustrated presentations with clear examples, all level-appropriate. The exercises build from controlled 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 summarizes 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 reference section containing useful form tables, and an irregular verb list.

Students can use the *Oxford Grammar for Schools* series in class with any 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 two review tests which can be used at the end of a school term or whenever appropriate.

Student's DVD-ROM

The Student's DVD-ROM includes all the exercises in the Student's Book, as well as all the audio recordings for the listening and pronunciation activities. Students can also access and print out extra interactive activities, giving them motivating additional practice for homework. The teacher can also use the DVD-ROM on an interactive whiteboard in class.

Key to the symbols

 0.0 (0.0 = track number)	Listening activity
	Speaking activity
	Game
	Extended writing activity
	Pronunciation activity
	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.

Contents

1	Nouns, quantities and articles	Countable, uncountable and plural nouns Quantities: a/an/some ; container words Articles: the/a/an /no article	6
2	Some and any ; indefinite pronouns	Some/any/no ; requests and offers Indefinite pronouns: some-/any-/every-/no-	11
3	Quantifiers	Much, many, a lot of, a few, a little Too much, too many, (not) enough	15
4	Personal pronouns; impersonal there and it/they	Personal pronouns Impersonal it/they and there	20
5	Demonstratives and possessives	Demonstrative pronouns: this/that/these/those ; one/ones Possessive adjectives; possessive pronouns; possessive 's	24
Revision 1 Units 1–5			27
6	Present simple and continuous	Present simple and continuous contrast	30
7	Past simple	Past simple: regular verbs Past simple: be Past simple: irregular verbs Time expressions: in, last, yesterday, on, ago	35
8	Past continuous	Past continuous: time expressions Past continuous or past simple? When/while	41
9	Present perfect	Present perfect: time expressions (unfinished); gone vs been Present perfect with just, already, yet and still Present perfect with since and for	45
10	Present perfect and past simple	Present perfect and past simple contrast	52
11	Past perfect	Past perfect vs past simple; conjunctions when/by the time/ before/after/the first time	57
12	The future	Be going to + the infinitive Will + the infinitive Shall...? Present continuous for future Will vs going to	61
Revision 2 Units 6–12			67
13	To + the infinitive and the -ing form	To + the infinitive -ing form: go + -ing ; -ing as subject Verbs with to + the infinitive or -ing	73
14	Reported speech	Tense changes Pronoun changes Say vs tell Time and place references	78
Revision 3 Units 13–14			82
15	Can, could, be able to	Can, could, be able to : ability Can and could : permissions and requests	84
16	Must, have to, should, needn't	Must, have to : necessity and obligation Mustn't, don't have to, needn't : permission and obligation Should, must : advice and recommendation	89