

A photograph of a roller coaster track curving upwards, set against a bright orange background. The track is white and has several cars on it.

New Round-Up

Virginia Evans Jenny Dooley

Starter

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English Grammar Practice



Teacher's Book

with audio CD



PEARSON
Longman

New
Round-Up **1**
English Grammar Practice

Teacher's Guide

Virginia Evans - Jenny Dooley



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Key to terms

| | |
|-----------------------|---|
| S = student | p. = page |
| Ss = students | open pairs = students in random pairs |
| Ex. = exercise | closed pairs = students sitting next to each other |

Lesson guidelines

New Round-Up is a fun, practical English grammar practice book that supplements your coursebook. It is perfect for extra grammar practice at the end of a lesson or as homework.

New Round-Up is straightforward and easy to use. It is designed to be used with students who are studying English in different situations. Levels 1–3 are for students at the early stages of English language learning.

New Round-Up 1 English Grammar Practice is divided into nineteen units, each of which focuses on one area of grammar. Within each unit there are clear and colourful grammar reference boxes and a series of straightforward, mainly write-in activities to practise the grammar. Every second unit there is a Progress Check, which gives students the chance to consolidate what they have learned in each section. Throughout the book there are team games, which allow students to have fun while they learn English.

This updated version provides Progress Checks and a Revision section. Use the Progress Checks to help you and your students identify the grammar points that need further explanation and practice. You can use them in two ways:

1. As a diagnostic test to help you identify grammar points that students have difficulty with.
2. To help students identify the grammar points they need to revise and practise before they do the Revision at the end of each section.

The Revision section provides exercises which test students' progress and comprehension of grammar points and also prepares them for a test after every two units.

Your Teacher's Guide has the answer key to the exercises in the Grammar Practice book and a set of photocopiable tests with keys as well as quizzes which are to be taken after each unit. Students will be well prepared for these tests once they have successfully completed the appropriate revision unit.

Level 1 of New Round-Up Grammar Practice is accompanied by a CD-ROM.

Using New Round-Up

Choose exercises from the Grammar Practice book that practise or revise the language that you have (just) covered in your coursebook. Within each unit of the Grammar Practice book there is no need to do all the exercises. Simply choose as many as you like and have time for.

The exercises can be done by simply following the instructions in the Grammar Practice book, with students writing in the answers. Or, when there is time in class, you can do them orally first: with the whole class, in pairs, or in groups.

Oral practice

It is a good idea to do the exercises orally first, then in writing. English spelling can be confusing. By starting with oral practice, students get a chance to hear how words sound and concentrate on the meaning before they have to be concerned with the form.

Whole class

Give students some time to look at the exercises before they have to do them out loud. Then, select students at random. If students do not know who will be asked to speak next, they will have to pay closer attention and concentrate on all the exercises in case they are chosen next.

This whole class practice works well with many of the exercises, for example Unit 5 Exs. 1–3 ('this / that' and 'these / those'), Unit 6 Ex. 3 ('there is / there are') and Unit 17 Ex. 3 ('how much / how many').

Pairwork

Many of the exercises can easily be done by students in pairs. This ensures that everyone gets the chance to speak. There are several different ways to vary the pairwork. There are two variations.

1. The simplest way of doing the exercises in pairs is to get students to work together in closed pairs to complete the exercises orally first, then in writing. When most of the students have finished, check the answers in open pairs so that everyone in the class can hear. Unit 4 Ex. 2 (the verb 'to be'), for example, give students practice in pronouncing English names as well as grammatical structure.

2. Some of the exercises can be done in closed pairs as mini-dialogues – orally first, then in writing – and finally checked in open pairs. Having students practise the mini-dialogues in closed pairs helps them build up their confidence and allows you to wander round the classroom and monitor and correct their errors before they have to speak in front of the whole class.

At this level the exchanges are quite short, for example Unit 4 Ex. 7 (the verb ‘to be’). For item 3 Student A asks, ‘Are they horses?’ and Student B replies, ‘No they aren’t. They’re elephants.’

Unit 11 Ex. 10 (‘present simple’), Unit 12 Ex. 14 (‘present continuous’) and Unit 18 Ex. 3b (‘some / any’) are also useful for mini-dialogue practice.

To vary the pairwork, try dividing the class into two big groups. The two groups take turns chanting the sentences. This can get noisy!

Groupwork

You may want to give students extra practice by putting them into groups to do the exercises orally first and then in writing. Select a few groups to present their exercises to the class. Exercises with several sentences (such as Unit 12 Ex. 11 (‘present continuous’) and Unit 13 Ex. 5 (‘present simple - present continuous’) are good for this type of work because everyone in the group has a chance to speak.

In addition, exercises such as Unit 10 Ex. 8 (‘have / have got’) and Unit 11 Ex. 8 (‘likes and dislikes’ in the Present Simple) can be extended and done in groups by replacing the names in the grid in the book with the names of the students in each group. And in the case of Unit 11 Ex. 8 you can also change the foods listed in the book to foods your students are interested in.

In groups, students ask each other whether they like the food and put a tick (✓) or a cross (✗) in the box. When everyone’s likes and dislikes are recorded the students write sentences about each other. At the end of the activity, each group chooses one student to report back to the whole class.

Extra games

Team games

Some of the exercises can also be adapted for team games. Examples of these are Unit 2 Ex. 3 and Ex. 6 (plurals), Unit 3 Ex. 4 (personal pronouns) and Unit 7 Ex. 9 (possessives).

e.g. Plurals

The teacher divides the class into two teams and says nouns in the singular. In turns members of each team say the plural of the words. Each correct answer gets one point. The team with the most points is the winner.

The never-ending game

This game is a good way to practise the verb ‘have / have got’ (Unit 10). One student starts by saying what he/she has got. The next student goes on to say what the previous student has got, adding what he/she has got:

S1: I’ve got a dog.

S2: She’s got a dog and I’ve got a cat.

S3: He’s got a cat and I’ve got a bird.

You might want to make this more fun by encouraging students to think of unusual or funny animals (penguins, elephants) or objects.

Grammar boxes and tables

The grammar boxes and tables sum up the key grammar points in each unit. Students can refer to these while they are doing the practice activities and later when they are revising. Encourage them to use the boxes and to reread them often.

Guessing new words

Students should be encouraged to use their own language and words that they already know in English to guess the meaning of new vocabulary. Recording new vocabulary in sets, for example by topic, can help students remember it.

Additionally, it is useful for students to look at the illustrations, cover any labels and try to predict what each word might be in English before they do the exercises.

New Round-Up 1 Key

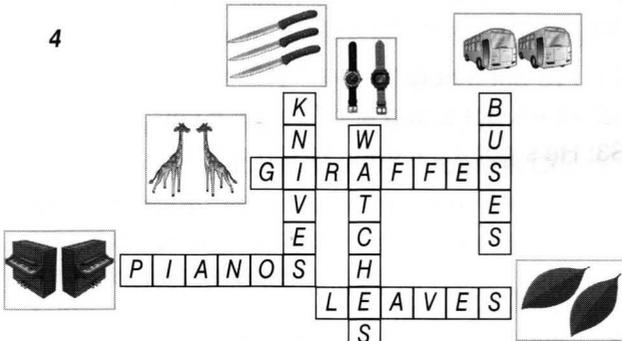
1 A – An

- 1 2 a 5 an 8 a 11 an
 3 an 6 a 9 an 12 a
 4 a 7 an 10 a
- 2 2 an 5 an 8 an 11 an
 3 an 6 a 9 a 12 an
 4 a 7 a 10 a

| a | | an |
|-------|----------|--------|
| bag | notebook | atlas |
| ruler | pen | eraser |
| book | | |

2 Plurals

- 1 2 frogs 5 tigers 8 elephants
 3 dogs 6 lions 9 zebras
 4 snakes 7 cows
- 2 2 babies 5 strawberries 8 ladies
 3 cherries 6 keys
 4 boys 7 monkeys
- 3 2 two tomatoes 5 five scarves
 3 four glasses 6 four dishes
 4 two boxes



- 5 2 sheep 5 foot 8 woman
 3 fish 6 people
 4 teeth 7 children
- 6 2 two sheep 5 four children 8 three feet
 3 four mice 6 five teeth
 4 three fish 7 two people

| | |
|-------|---|
| 7 -s | bags, boys, elephants, owls |
| -es | boxes, tomatoes, watches, glasses |
| -ies | strawberries, cherries, babies, butterflies |
| -ves | wolves, scarves, knives, leaves |
| other | children, feet, men, mice |

Progress Check 1 (Units 1-2)

- 1 2 a 4 a 6 a 8 a
 3 an 5 an 7 an 9 a
- 2 2 sheep 4 watches 7 children
 3 cherries 5 teeth

- 3 2 fish 8 glasses 14 sandwiches
 3 strawberries 9 babies 15 boxes
 4 knives 10 dishes 16 people
 5 radios 11 feet 17 deer
 6 buses 12 toys 18 oxen
 7 apples 13 leaves

- 4 butterfly on the table: orange
 butterfly between the two flowers: brown
 butterfly under the bench: red
 butterfly behind the cat: blue
 butterfly in front of the bag: green

- 5 Ss listen to the song and they sing along.

3 Personal Pronouns

- 1 2 d 3 a 4 b 5 f 6 c
- 2 2 it 4 they 6 she 8 they
 3 she 5 I 7 it
- 3 2 she 5 they 8 it 11 you
 3 it 6 we 9 they 12 she
 4 he 7 he 10 I
- 4 2 he 6 they 10 they 14 he
 3 you 7 they 11 you 15 it
 4 she 8 they 12 we 16 they
 5 we 9 it 13 it

4 The verb 'to be'

- 1 2 am 3 is 4 are 5 are 6 are
- 2 2 's 4 's 6 're
 3 're 5 's 7 'm

| | Long Form | Short Form |
|---|-----------|------------|
| 1 | are not | aren't |
| 2 | are not | aren't |
| 3 | is not | isn't |
| 4 | is not | isn't |
| 5 | are not | aren't |

- 4 2 isn't 4 isn't 6 aren't
 3 aren't 5 isn't 7 isn't

- 5 2 g 4 a 6 b
 3 e 5 d 7 c

- 6 1 is 6 aren't – are
 2 isn't – is 7 aren't – are
 3 aren't – are 8 isn't – is
 4 aren't – are 9 aren't – are
 5 isn't – is 10 isn't – is

- 7 3 No, they aren't. They're elephants.
 4 Yes, she is.
 5 Yes, I am.
 6 Yes, it is.
 7 No, they aren't. They're lions.
 8 Yes, I am. / No, I'm not. I'm (ten).

Progress Check 2 (Units 3-4)

- 1 2 C 4 B 6 A 8 B
 3 C 5 A 7 B 9 C