



New Round-Up

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Starter

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English Grammar Practice



Teacher's Book

with audio CD



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Longman

New
Round-Up **2**
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 2 English Grammar Practice is divided into twenty-two 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. At the end of 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 2 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 2 Exs. 14–16 (Plurals – This / These – That / Those), Unit 4 Ex. 1 (There is – There are – Some/Any) and Unit 10 Ex. 1 (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. These 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 1 Ex. 2 (Personal Pronouns – 'Be' – 'Have (got)' – 'Can'), for

example, gives 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 1 Ex. 10 (Personal Pronouns – ‘Be’ – ‘Have (got)’ – ‘Can’). For item 1 Student A asks, ‘Has it got small ears?’ and Student B replies, ‘No, it hasn’t.’

Unit 4 Ex. 2 (There is / There are – Some / Any), Unit 5 Ex. 8 (Present Continuous) and Unit 6 Ex. 5 (Present Simple) 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 5 Ex. 2 (Present Continuous) and Unit 6 Ex. 13 (Present Simple) are good for this type of work because everyone in the group has a chance to speak.

In addition, exercises such as Unit 1 Ex. 13 (Personal Pronouns – ‘Be’ – ‘Have (got)’ – ‘Can’) can be extended and done in groups by replacing the names in the book with the names of the students in each group. In the case of Unit 10 Ex. 1 (How much – How many) you can also change the food listed in the book to food 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 Exs. 3–4 (Plurals – This / These – That / Those), Unit 5 Ex. 1 (Present Continuous) and Unit 6 Ex. 1 (Present Simple).

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 (got)’ (Unit 1). 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 2 Key

1 Personal Pronouns - 'Be' - 'Have (got)' - 'Can'

- 1 2 he 4 they 6 he/she 8 they
3 she 5 they 7 it
- 2 2 We 4 It 6 They
3 She 5 They
- 3 2 them 4 him 6 you 8 her
3 me 5 them 7 it

Long Form	Short Form
2 is	's
3 are	're
4 am	'm
6 am not	'm not
7 is not	isn't
8 is not	isn't
9 are not	aren't

- 5 2 Are you from England? 5 Are they in the garden?
3 They aren't sisters. 6 She isn't in my class.
4 He is a student.
- 6 2 is 4 is 6 are
3 are 5 am 7 are
- 7 1 No, they aren't. They're friends.
2 Is - Yes, he is.
3 Is - No, he isn't. He's ten.
4 Are - Yes, they are.
5 Are - No, they aren't. They're students.
- 8 2 Are - they aren't 5 Is - she isn't
3 Is - it isn't 6 Are - they are
4 Is - he is
- 9 2 We've got a big house.
3 She's got a pink coat.
4 He's got an old watch.
5 I've got a new toothbrush.
6 Have you got a computer?
7 He hasn't got three brothers.
8 We haven't got a new teacher.
9 We haven't got a car.
10 She's got a red dress.
- 10 2 Have they got - Yes, they have.
3 Has he got - Yes, he has.
4 Has she got - No, she hasn't.
5 Has it got - No, it hasn't.
- 11 2 is 6 is 10 is
3 am 7 has got 11 have got
4 have got 8 has got 12 Have - got
5 is 9 has got
- 12 1 Yes, she has.
2 Has - got - No, he hasn't.
3 Has - got - Yes, he has.
4 Have - got - No, they haven't.
5 Has - got - Yes, she has.
- 13 3 can swim 6 cannot/can't fly a kite
4 cannot/can't swim 7 can climb a tree
5 can fly a kite 8 cannot/can't climb a tree
- 14 2 Tina can swim really well.
3 They can play football.
4 My brother can drive a car.
5 Can you clap your hands?
6 I can't ride a horse.

15 (Suggested Answers)

- 2 Yes, I can. 5 Yes, I can.
3 No, he can't. 6 Yes, I can.
4 No, I can't. 7 Yes, she can.
- 16 2 Can I - ... you can't. 4 Can I - ... you can.
3 Can I - ... you can.
- 17 2 e 4 f 6 d
3 g 5 a 7 c

Game (Suggested Answers)

- 1 8, 10, 12 4 cake, chocolate, chicken
2 shorts, shirt, skirt 5 sheep, dog, cat, giraffe
3 Maths, PE, History

Writing Activity (Suggested Answer)

My Friend Brian

by Thomas

My friend Brian is nine years old. He has got green eyes and black hair. He can swim and ride a horse really well. My friend is great fun!

2 Plurals - This / These - That / Those

- 1 2 birds 4 dolphins 6 spiders
3 shoes 5 clowns
- 2 2 They're clowns. 5 They're doctors.
3 You've got friends. 6 Look at the sharks.
4 Look at the bats.
- The answer in the theory is: **-es**
- 3 2 foxes 4 benches 6 tomatoes
3 mosquitoes 5 dresses
- 4 2 leaves 5 lorries 8 shelves
3 babies 6 roofs 9 scarves
4 thieves 7 monkeys

5	-s	spiders, toys, pianos
	-es	sandwiches, tomatoes, buses, classes
	-ies	ladies, butterflies, babies, flies
	-ves	knives, leaves, scarves, wolves

- 6 2 buses 5 fish 8 deer 11 feet
3 women 6 teeth 9 children 12 sheep
4 mice 7 oxen 10 classes
- 7 2 knives 5 cherries 8 sandwiches
3 apples 6 pumpkins
4 cakes 7 carrots
- 8 2 They're tall men. 5 We're nice girls.
3 They're good teachers. 6 They're pretty babies.
4 Look at the black sheep.
- 9 2 some 6 a 10 an
3 a 7 some 11 a
4 a 8 an 12 some
5 some 9 a
- 10 2 a 6 an 10 some
3 some 7 some 11 some
4 some 8 some 12 some
5 some 9 a
- 11 2 glasses 6 cartons 10 cups
3 loaves 7 pieces 11 jars
4 slices 8 boxes 12 pieces
5 cartons 9 glasses
- 12 2 slice 4 box 6 loaf 8 box
3 kilo 5 glass 7 jar 9 slice