



New Round-Up

Virginia Evans Jenny Dooley

Starter

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English Grammar Practice



Teacher's Book

with audio CD



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Key to terms

S = student
Ex. = exercise
p. = page

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Key to terms

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

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. Level 4 is for intermediate students of English.

New Round-Up English Grammar Practice is divided into eighteen 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 the previous units. Throughout the book there are 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 for the exercises in the Grammar Practice book and a set of photocopiable tests with keys as well as quizzes which are to be taken at the end of each unit. These tests can save you preparation time and give your students a good idea of their progress. Students will be well prepared for each test once they have successfully completed the appropriate revision unit.

Level 4 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 language that has been presented. You may want to use whole units or select parts of units. Do not feel that you have to use all the exercises in a unit.

The exercises can be used by simply following the instructions in the book and students write in the answers. Or, when there is time in class, you can use them orally first with the whole class or in pairwork or groupwork.

Oral practice

It is a good idea to do the exercises orally first, then go on to do the writing. English spelling can be confusing. By starting with oral practice, students get a chance to hear how the word sounds and concentrate on the meaning before they have to start worrying about the form.

Whole class

New Round-Up Grammar Practice includes several exercises that you can use with the whole class to work on students' pronunciation and intonation. These are especially well-suited to whole class practice because they give you a chance to check on students' pronunciation and help them improve it through student-student correction or by modelling the pronunciation yourself. The exercises that are well-suited to this type of oral practice are:

Unit 1 Ex. 2 (present simple – present continuous: Third person singular)

Unit 2 Ex. 2 (past simple – present perfect: '-ed' endings)

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

In Unit 10 Ex. 8 (question-tag intonation) you will need to refer to the key in the Teacher's Book for the intonation patterns. Read the sentences aloud while students tick the appropriate column. Check answers then get students to produce the correct intonation.

Many of the exercises are worth using with the whole class to help them get used to oral practice. For example, Unit 9 Ex. 12 (modals: substitution table), Unit 10 Ex. 6 (question tags), Unit 13 Ex. 15

(conditionals), Unit 15 Ex. 6 (relatives) and Unit 16 Ex. 3 (reported speech) will help students consolidate their understanding of these language areas.

Pairwork

Many of the exercises can easily be done by students in pairs. Pairwork is vital because it ensures that everyone gets the chance to speak. Like groupwork, it also allows you to spend time with students who might be having difficulties. There are several different ways to vary the pairwork. Here are some examples.

1. The simplest way is for the 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.

Some exercises that work well this way are: Unit 1 Exs. 5a, 20 (present simple – present continuous), Unit 3 Exs. 5, 6, 8, 12 (adjectives – adverbs – comparisons), Unit 7 Ex. 6 (pronouns / possessives), Unit 8 Ex. 8 (past perfect), Unit 14 Ex. 6 (wishes).

2. Some of the exercises can be done as dialogues. First students do the exercise in closed pairs: e.g., one student asks the questions, the other replies. When they finish, they reverse the roles. Then, in open pairs, choose a student to ask a question and one to reply.

Practising the dialogues in closed pairs helps the students gain confidence and allows you to monitor and correct errors before they have to speak in front of the whole class.

Exercises that have dialogue parts and suit this type of pairwork are:

Unit 2 Exs. 12, 16 (past simple – present perfect), Unit 4 Exs. 4, 12 (will), Ex. 4 (Progress Check 2), Unit 9 Exs. 5-7 (modals), Unit 12 Ex. 14 (passive), Unit 13 Ex. 9 (conditionals).

Groupwork

1. Put the students into groups to go through the exercises orally first, then to the written work together. When most groups have finished, select a few to give feedback to the class at the end. Some of the exercises that work well in groups are:

Unit 6 Ex. 8 (past continuous), Unit 8 Ex. 4 (past perfect), Unit 16 Ex. 11 (reported speech).

2. Communication activities:

Unit 1 Ex. 3 (present simple – present continuous: habits) can be extended and used as a group activity by adapting the grid in the book.

1. Students ask and answer the questions about the grid in pairs.

2. They copy the grid, substituting their names for the names in the book.

3. They stand up and ask each other about whether they listen to records, read magazines, etc.

4. Stop the activity when they have complete information about each person in their group. Choose a few to give feedback to the whole class.

Unit 2 Ex. 7 (past simple – present perfect) and Ex. 5 (Progress Check 4) can also be extended this way. The activity gives students a lot of practice and allows you to listen for mistakes and problems.

Grammar boxes and tables

The grammar boxes and tables sum up the key 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. In addition to grammar reference, they also provide information on the spelling and pronunciation areas that can easily cause students problems. A comprehensive table of irregular verbs and a summary of tenses at the back of the book provide students with extra consolidation material.

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.

In New Round-Up 4, students are able to use context to help them guess the meanings of new words. When students come across a new word they should try to decide what part of speech it is: a verb, a noun, an adjective, etc. They can then look at the other words in the sentence to determine what the word means.

Encourage students to keep a record of new vocabulary. The record should include the correct spelling of the word, the word used in a sentence and the word's meaning.

New Round-Up 4 Key

1 Present Simple – Present Continuous

- 1 2 buys 5 watches 8 dries
3 carries 6 calls 9 plays
4 fixes 7 goes 10 sees

2 /s/: keeps, hits, eats, takes, likes, sleeps
/ɪz/: teaches, rises, loses, chooses
/z/: rings, cares, arrives, begins, cries

- 3 2 Does – No, she doesn't. 5 Do – Yes, they do.
3 Does – Yes, she does. 6 Do – Yes, they do.
4 Do – No, they don't.

(Suggested Answers)

- 7 Do – Yes, I do. / No, I don't.
8 Do – Yes, I do. / No, I don't.
9 Do – Yes, I do. / No, I don't.

- 4 2 e 3 a 4 f 5 b 6 d

- 5 a) 2 goes 6 wants 10 takes
3 teaches 7 doesn't wake up 11 spend
4 works 8 play
5 plays 9 ride

b) (Suggested Answers)

- A: How does he go to school every day?
B: He goes to school by bus. What does his mother do?
A: His mother teaches German at university. What does his father do?
B: His father works in a bank. What does Jason do in his free time?
A: He plays football with his friends. What does he want to be when he grows up?
B: He wants to be a football player. Does Jason wake up early at weekends?
A: No, he doesn't. What do Jason and his dad often do after lunch?
B: After lunch, Jason and his dad often play board games or ride their bicycles. Where does his mum usually take him later in the day?
A: Later in the day, his mum usually takes him to visit his best friend, Henry. What do Jason and his best friend do?
B: They spend the evening watching films.

- 6 1 B: works 3 A: does the play start?
2 A: Does your brother exercise? 4 A: do koalas live?
B: goes 5 A: doesn't like
B: loves
7 2 don't live 5 eat 8 need
3 doesn't come 6 don't grow
4 boils 7 don't lay

- 8 2 I don't always play basketball at weekends.
3 Does Fred often help his mother with the housework?
4 Ivan is never at work on time.
5 Does Layla usually read books in her free time?
6 I sometimes meet my friends at the shopping centre.
7 Sophie is always at home on Sunday mornings.
8 They seldom go to the theatre.

9 (Suggested Answers)

	You	Your partner
get up early	N	R
clean your room	U	O
surf the Net	S	O
go to the cinema	U	S
meet your friends	A	A

- A: I rarely get up early at weekends. How often do you clean your room at weekends?
B: I usually clean my room at weekends. How about you?
A: I often clean my room at weekends. How often do you surf the Net at weekends?
B: I sometimes surf the Net at weekends. How about you?

- A: I often surf the Net at weekends. How often do you go to the cinema at weekends?
B: I usually go to the cinema at weekends. How about you?
A: I sometimes go to the cinema at weekends. How often do you meet your friends at weekends?
B: I always meet my friends at weekends. How about you?
A: I always meet my friends at weekends, too.

- 10 + ing: reading, drinking, flying, sleeping
-ie → y + ing: lying, dying, tying
-e → ing: driving, cycling, riding, writing, taking
double consonant + ing: swimming, running, putting, travelling, cutting

- 11 2 are running 5 is singing 8 is lying
3 is reading 6 are playing 9 is crying
4 are eating 7 is fishing

12 (Suggested Answers)

- A: Are two boys playing football around a sandcastle?
B: No, they aren't. They're running around the sandcastle.
A: Is their father sleeping?
B: No, he isn't. He's reading a newspaper.
A: Are two girls singing along with the radio?
B: No, they aren't. They're eating ice cream.
A: Is their mother fishing?
B: No, she isn't. She's singing along with the radio.
A: Are some boys playing football near a man who is lying on a beach towel?
B: No, they aren't. They're playing near a man who is fishing.
A: Is Jim eating ice cream?
B: No, he isn't. He's lying on a beach towel.
A: Is the baby sleeping?
B: No, it isn't. It's crying.

- 13 2 Are the children watching TV?
3 I am not going out tonight.
4 You are always biting your nails!
5 They are moving house next week.
6 Beth is staying at her aunt's house this week.
7 Lucy is not tidying her room now.
8 What are they doing?

- 14 2 are visiting 3 is having 4 is going

15 (Suggested Answers)

- 2 No, she isn't. She's walking the dog now.
3 No, I'm not. I'm flying to London on Saturday.
4 No, he isn't. He's looking after my baby sister.
5 No, they aren't. They're going to a dinner party tonight.
6 No, she isn't. She's doing her homework.

- 16 2 Cathy usually reads comics after lunch but today she's riding her bike.
3 Cathy usually eats chocolate in the afternoon but today she's eating yoghurt.
4 Cathy usually watches TV in the evening but today she's exercising at home.

17 (Suggested Answers)

- A: How are you going to Rome?
B: I'm going there by plane.
A: What time does the plane leave?
B: It leaves at half past seven in the evening.
A: When does it arrive?
B: It arrives at nine in the evening.
A: Where are you staying in Rome?
B: I'm staying with my friend Ricardo.
A: Why do you want to go to Rome?
B: I want to see the Coliseum.
A: Are you taking your camera with you?
B: Yes, I am.

18 (Suggested Answers)

- 2 at the moment / now 5 every day / on Fridays
3 tonight 6 now
4 always / never 7 on Fridays / every day

- 19 1 B: am going
2 A: Is Ann talking
B: is doing
3 A: do you go
- 4 A: are studying
B: want
5 A: are going
B: are you going
6 A: does it take

- 20 2 am/’m
3 are/’re having
4 am/’m lying
5 is playing
6 is watching
7 is swimming
- 8 get up
9 spend
10 are/’re going
11 are taking
12 want

21 (Suggested Answers)

- 2 is working
3 plays tennis on Saturdays
- 4 are having lunch
5 does his homework
- 22 1 B: am seeing
2 A: am thinking
B: think
3 A: is Greg being
B: is
- 4 A: are you tasting
B: tastes
5 A: are you smelling
B: smells
6 A: have
B: am having

- 23 2 is fitting
3 looks
4 doesn’t like
5 is appearing
6 doesn’t belong
- 7 smells
8 are having
9 don’t know
10 are thinking

- 24 2 is looking
3 fits
- 4 wants
5 don’t understand
- 6 loves
7 am thinking

Speaking / Writing Activity (Suggested Answers)

Greetings from London! We are staying at the Elizabeth Hotel, opposite Hyde Park. The weather is sunny and warm. There isn’t a cloud in the sky.

Right now, I am sitting in front of Lido Lake in Hyde Park. My parents are having coffee at the café next to the lake and my brother is taking pictures.

We wake up late every day and we have breakfast at the hotel. Then we go sightseeing until late in the afternoon. In the evening, we go to the theatre or have dinner at the hotel. Tonight we are going to the theatre to see Mamma Mia.

We love it here. There is so much to see and do. See you in a week.

Yours,
Diane

2 Past Simple – Present Perfect

- 1 -e → + -d: tasted, danced, liked, typed, phoned
double consonant + -ed: preferred, planned, begged, tipped, travelled
consonant + y → -ied: fried, tried, studied, emptied, tidied
vowel + -y → -ed: annoyed, destroyed, prayed, played, enjoyed
- 2 /ɪd/: needed, wanted, counted, ended, invited
/t/: washed, helped, laughed, hoped, kissed
/d/: rained, planned, married, closed, loved
- 3 2 h painted
3 d wrote
4 g were
5 a invented
- 6 b made
7 f became
8 i began
9 c discovered
- 4 1 2 went
2 1 didn’t Emily come
3 1 read
2 gave
4 1 did you spend
2 went
- 3 did you see
2 had
3 Did you like
4 was
3 was it
- 5 2 was – person who is no longer alive
3 walked – actions which happened one after the other in the past

- 4 played – action which happened at a specific time in the past
5 spent – past habit
6 played – action which happened at a specific time in the past

- 6 2 He hasn’t seen the Opera de Monte-Carlo.
3 He hasn’t visited the Prince’s Palace.
4 He has taken lots of photos.
5 He hasn’t bought souvenirs for his friends.
6 He has walked along the harbour.

- 7 A: Has Anna ever cooked a foreign meal?
B: Yes, she has cooked a foreign meal once.
A: Has Anna ever had a bad dream?
B: Yes, she has had a bad dream several times.
A: Has Anna ever visited a foreign country?
B: Yes, she has recently visited a foreign country.
A: Has Anna ever been on a roller coaster?
B: Yes, she has been on a roller coaster many times.

- 8 2 has been in
3 has gone to
4 have been to
5 have gone to
- 6 has been in
7 Have – been to
8 has gone to

- 9 2 since
3 yet
- 4 for
5 just
- 6 already

10 (Suggested Answers)

- 2 I have lived here for three years.
3 I have had my pet dog for seven years.
4 I have known my best friend since 1993.
5 I haven’t been to the cinema for two months.
6 I haven’t invited my friends over since my birthday.

- 11 2 named
3 has opened
- 4 took – was
5 have tried

- 12 1 B: went
2 A: Have you spoken
B: has gone – hasn’t come
3 A: Have you ever eaten
B: tried
- 4 A: went
B: have been
5 A: haven’t seen
B: was
6 A: Have you done
B: finished

- 13 2 yet
3 for
4 just
5 so far
- 6 ever
7 How long
8 since
9 already
- 10 How long ago
11 just now
12 since

- 14 2 have you been
3 went
4 was
5 stayed
6 taught
7 did you find
- 8 were
9 learned / learnt
10 have you been
11 have just finished
12 have bought

15 (Suggested Answers)

- A: Have you ever met a politician?
B: Yes, I have.
A: Who did you meet?
B: I met Tony Blair.
A: Have you ever travelled by plane?
B: Yes, I have.
A: When was that?
B: Last Christmas.
A: Have you ever been in hospital?
B: Yes, I have.
A: Why were you there?
B: Because I broke my leg.

- 16 1 B: have already seen
2 A: has worked
B: started
3 A: Have you ever met
B: sat
4 A: did you start
B: have recently completed – asked