



# New Round-Up

Virginia Evans Jenny Dooley

Starter

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English Grammar Practice



**Teacher's Book**

with audio CD



PEARSON  
Longman

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# New Round-Up 5

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### Key to terms

- S. = student
- Ex. = exercise
- p. = page

open pairs  
closed pairs

random pairs  
working next to each other

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## Key to terms

**S** = student

**Ex.** = exercise

**p.** = page

**open pairs** = students in random pairs

**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. Level 5 is for intermediate students.

New Round-Up 5 English Grammar Practice is divided into 15 units, each of which focuses on two or three areas 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 third unit there is a Progress Check which gives students the chance to consolidate what they have learnt in the previous units. Throughout the book there are oral activities which allow students to have fun while they learn English. In addition, a series of writing activities provides freer, more personalised practice.

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 three 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 5 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. 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 5 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. 1 (present forms: Third person singular)

Unit 2 Ex. 2 (past forms: '-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 15 Ex. 10 (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 6 Ex. 10 (passive), Unit 8 Ex. 11 (conjunctions), Unit 9 Ex. 5 (reported speech), Unit 12

Exs. 20, 21 (comparatives) and Unit 14 Ex. 10 (prepositions).

### 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 Ex. 4 (present forms), Unit 2 Ex. 3 (past forms), Unit 3 Ex. 3 (future forms), Unit 4 Ex. 7 (infinitive / -ing form).

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 1 Ex. 11 (present forms), Unit 3 Ex. 1 (future forms), Unit 5 Ex. 6 (modal verbs).

### Groupwork

1. Put the students into groups to go through the exercises orally first, then do 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 2 Exs. 7, 8 (past forms), Unit 3 Ex. 19 (future forms), Unit 9 Ex. 3 (reported speech).

2. Communication activities:

Unit 15 Ex. 14 (so – neither – but) 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.

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.

### 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 5, 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 5 Key

## 1 Present Forms

1 (+ s): drops, writes, sneezes, drives  
 (-ss, -sh, -ch, -x, -o + es): goes, kisses, mixes, reaches, smashes  
 (vowel + y + s): buys, says, pays  
 (consonant + y → -ies): cries, dries, tries

2 (+ ing): bringing, going, crying  
 (-ie → y + ing): tying, dying  
 (-e → ing): diving, hoping, coming  
 (double consonant+ing): running, travelling, putting

3 2 met 4 finished 6 sent 8 read  
 3 swum 5 brought 7 written

4 2 g 4 f 6 a 8 c 10 i  
 3 h 5 b 7 d 9 j

5 2 have 6 Do you want  
 3 are looking 7 are having  
 4 love 8 is  
 5 take

6 2 am 6 leaves  
 3 don't usually call 7 arrives  
 4 are coming  
 5 am booking

7 2 never wears 4 often goes  
 3 always does 5 sometimes walks the dog

## 8 (Suggested Answers)

2 Does your family often eat out?  
 Yes, we do. / No, we don't.  
 3 Do you usually have dinner at 8:00 pm?  
 Yes, I do. / No, I don't.  
 4 Do you often hang out with your friends?  
 Yes, I do. / No, I don't.  
 5 Does your dad usually wash the dishes?  
 Yes, he does. / No, he doesn't.

9 2 taste 9 are you smelling  
 3 Are you enjoying 10 comes  
 4 are you thinking 11 looks  
 5 has 12 aren't looking  
 6 smell 13 is weighing  
 7 don't know 14 is being  
 8 feel

10 1 B: think 5 A: are you tasting  
 2 A: are you weighing B: tastes  
 B: weigh 6 A: comes  
 3 A: is B: is coming  
 B: is being 7 A: see  
 4 A: have B: is seeing  
 B: am having

11 2 has, been in 4 Has, gone to  
 3 have gone to 5 has been to

12 2 A: He has gone to the dentist's.  
 3 B: I have been there twice.  
 4 A: I have been playing rugby for two hours.  
 5 B: ... she has been working hard since 9:30 this morning.  
 6 A: ... they have gone to the cinema with friends.

13 2 yet 4 How long 6 for  
 3 since 5 often

14 2 haven't been exercising 6 have been  
 3 have put on 7 have made  
 4 have decided 8 have been studying  
 5 have joined 9 Have you thought

## 15 (Suggested Answers)

1 A: My clothes are so dirty.  
 B: Have you been digging in the garden?  
 A: Yes, I have.  
 2 A: I'm really annoyed.  
 B: Have you been waiting for a long time?  
 A: Yes, I have.  
 3 A: I'm tired.  
 B: Have you been studying all night?  
 A: Yes, I have.  
 4 A: I'm wet.  
 B: Have you been walking in the rain?  
 A: Yes, I have.  
 5 A: I'm happy.  
 B: Have you been shopping?  
 A: Yes, I have.  
 6 A: I'm hot.  
 B: Have you been sitting in the sun?  
 A: Yes, I have.

16 2 B 4 A 6 D  
 3 C 5 C 7 B

17 2 are staying 7 has just gone  
 3 are having 8 go  
 4 are 9 have tried  
 5 are building 10 haven't done  
 6 have been playing 11 are going

**Speaking Activity (Suggested Answers)**

- What are they wearing?  
They are wearing casual summer clothes.
- What are they doing?  
They are walking along the beach.
- What is the weather like?  
It's hot and sunny.
- How do they feel?  
They feel happy and relaxed.
- Have you ever been on holiday abroad?  
Yes, I have been to ... / No, I haven't been abroad.
- Where do you like going on holiday?  
I like going to the seaside because I love swimming in the sea and playing with my friends on the beach.

**Writing Activity (Suggested Answers)**

Dear John,

How are you? I am writing to you from Paris. We're staying at the Ritz Hotel. The weather here is cloudy but warm. Right now, we are at Disneyland. Mum and Dad have been on the boatride. I have been on all the roller coaster rides. It's so exciting! We haven't been to the Louvre Museum yet but we are going there on Tuesday. Tomorrow, we are going to see the Eiffel Tower. We're looking forward to it. See you soon.

Paul

**English in Use 1**

- |   |   |                     |               |
|---|---|---------------------|---------------|
| 1 | 2 down  | 4 out               | 6 down        |
|   | 3 into  | 5 out               |               |
| 2 | 2 in  | 5 in                | 8 of          |
|   | 3 to, for                                       | 6 at                | 9 with, for   |
|   | 4 of  | 7 of                | 10 by         |
| 3 | 2 librarian                                     | 5 actor             | 8 teacher     |
|   | 3 students                                      | 6 artist            | 9 tourist     |
|   | 4 contestant                                    | 7 republican        | 10 burglar    |
| 4 | 2 It's the funniest story she's ever heard.     |                     |               |
|   | 3 She has never read Tolstoy before.            |                     |               |
|   | 4 She has never had such a bad headache.        |                     |               |
|   | 5 It's the first time he's ever played cricket. |                     |               |
| 5 | 2 has   | 4 still sending     | 6 smells / is |
|   | 3 is having                                     | 5 seeing            |               |
| 6 | 2 are on good terms                             | 5 do me a favour    |               |
|   | 3 am broke                                      | 6 is in a good mood |               |
|   | 4 did his best                                  |                     |               |

**2 Past Forms**

- 1 (-e → + -d): danced, smiled, lived  
(double consonant + -ed): robbed, travelled, preferred  
(consonant + y → -ied): fried, tried, emptied  
(vowel + -y → -ed): delayed, stayed, destroyed
  - 2 /ɪd/ after /t/, /d/: corrected, started, decorated, collected, suggested  
/t/: watched, slipped, smashed, cooked, dressed  
/d/ after other sounds: offered, prepared, watered, ironed, cleaned
  - 3 2 was driving, broke down / past action in progress interrupted by another past action  
3 was reading, was watching / simultaneous past actions  
4 had been working / past action of certain duration with visible results in the past  
5 had lost / complete past action with visible results in the past  
6 had been waiting, came / action continuing over a period to a specific time in the past
  - 4 2 l            5 f            8 k            11 b  
3 a            6 c            9 i            12 g  
4 j            7 h            10 d
  - 5 S2: Next they went to see the Kremlin.  
S3: After that they visited St Basil's Cathedral.  
S4: Then they ate lunch at one of the many restaurants along the Arbat.  
S5: Later they went shopping at GUM shopping centre.  
S6: Finally, after they had dinner at One Red Square restaurant, they attended a ballet performance at the Bolshoi Theatre.
- A: What were Alex and his family doing at 11:45 in the morning?  
B: They were seeing the Kremlin.  
A: What were Alex and his family doing at 12:30 in the afternoon?  
B: They were visiting St Basil's Cathedral.  
A: What were Alex and his family doing at 2:00 in the afternoon?  
B: They were eating lunch at one of the many restaurants along the Arbat.  
A: What were Alex and his family doing at 4:30 in the afternoon?  
B: They were shopping at GUM shopping centre.  
A: What were Alex and his family doing at 7:15 in the evening?  
B: They were having dinner at One Red Square restaurant.

**New Round-Up 5 Key**

- A: What were Alex and his family doing at 9:45 in the evening?  
 B: They were attending a ballet performance at the Bolshoi Theatre.
- 6 2 was walking 6 didn't have 10 phoned  
 3 slipped 7 was lying 11 came  
 4 broke 8 saw 12 took  
 5 was 9 was taking 13 found
- 7 2 was falling 7 went 12 tripped  
 3 were staying 8 began 13 found  
 4 were sitting 9 was trying 14 lit  
 5 came 10 fell  
 6 were having 11 was trying
- 8 2 had finished, decided **First action:** had finished  
 3 lent, had promised **First action:** had promised  
 4 had studied, went **First action:** had studied  
 5 bought, had sung **First action:** had sung
- 9 2 had been playing 5 had been trying  
 3 had been searching 6 had been working  
 4 had been driving
- 10 2 A: had you been living 5 B: had been  
 3 B: had finished working  
 4 A: had already left 6 B: had never seen
- 11 2 a / f (while/when) 5 b / f (while/when)  
 3 f / a (when/while) 6 d (because)  
 4 e (and)
- 12 2 had just left 12 rang  
 3 had been studying 13 ran  
 4 felt 14 had stopped  
 5 wanted 15 reached  
 6 decided 16 got  
 7 had been searching 17 checked  
 8 found 18 went  
 9 were 19 made  
 10 arrived 20 realised  
 11 were just leaving
- 13 2 B 4 D 6 D 8 A 10 C  
 3 D 5 C 7 A 9 B
- 14 A: Did she use to travel all the time?  
 B: No, she didn't. She used to stay in England.  
 A: Did she use to earn much money?  
 B: No, she didn't. She didn't use to earn much money.  
 A: Did she use to drive to work?  
 B: No, she didn't. She used to take the bus.  
 A: Did she use to get up early?  
 B: No, she didn't. She didn't use to get up early.
- 15 2 C 4 A 6 C 8 A  
 3 A 5 B 7 B 9 A
- 16 2 was going to wear  
 3 were going to buy
- 17 2 would / used to 5 used to  
 3 would / used to 6 used to / would  
 4 used to / would 7 used to / would
- 18 2 was blowing 7 started  
 3 had been walking 8 were crossing  
 4 went 9 opened  
 5 had planted 10 went  
 6 had been going
- 19 A 2 noticed B 1 hadn't heard  
 3 had gathered 2 was opening  
 4 had been arguing 3 phoned  
 5 Did they resolve 4 was having  
 5 fixed
- 20 2 How long, before 4 for  
 3 until, before 5 since
- 21 1 B: broke, has been 4 A: have always  
 2 A: Have you had liked  
 B: called B: had  
 3 A: met 5 A: Have you  
 B: have known B: ate, was
- 22 2 C 4 B 6 A 8 C 10 B  
 3 A 5 D 7 B 9 C
- 23 2 lost 8 want  
 3 am shopping 9 are having  
 4 got 10 are  
 5 Did she get 11 bumped  
 6 am going  
 7 Are you shopping
- 24 2 was 6 had spoken  
 3 got 7 opened  
 4 was sewing 8 has made / has been making  
 5 had 9 has sold / has been selling
- 25 2 had visited 7 had been running  
 3 had been raining 8 goes to the gym  
 4 have been waiting 9 was walking  
 5 rode 10 is sleeping  
 6 had lost his wallet