



New Round-Up

Virginia Evans Jenny Dooley

Starter

1 2 3 4 5 6

English Grammar Practice



Teacher's Book

with audio CD



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Longman

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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 starter–3 are for students at the early stages of English language learning.

New Round-Up Starter English Grammar Practice is divided into seventeen units, each of which focuses on one area of grammar. In 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 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 diagnostic tests 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 the Progress tests 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.

New Round-Up Starter English 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 covered in your coursebook. There is no need to do all the exercises in each unit of the Grammar Practice book. 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 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 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 9 Exs. 4–6 (there is / there are).

Pairwork

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

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 9 Ex. 3 (there is / there are), for example, gives students practice in the grammar structure presented.

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 7 Game.

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 14 Ex. 4 ('present simple') and Unit 17 Ex. 4 (who / what) are good for this type of work because everyone in the group has a chance to speak.

Extra games

Team games

Some of the exercises can also be adapted for team games. Examples of these are Unit 9 Ex. 4 and Ex. 5 (there is / there are).

For example, to teach the plurals, the teacher can divide the class into two teams and say 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 8). 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 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. Learning 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 Starter Key

1 The Alphabet

1 B C E F H I K L M O P R T U W X Z

2 2 apple 5 man 8 lemon
3 umbrella 6 jam 9 watch
4 hat 7 queen

3 c e g i k m o q s u w y

4 D F H J L N P R T V X Z

5 1 H, I 3 E, F 5 S, T
2 u, w 4 m, o 6 x, z

6 2 APPLE 5 QUEEN 8 TRAIN
3 UMBRELLA 6 WATCH 9 CAT
4 JAM 7 LEMON 10 GLASS

7 2 egg 5 kite 8 pen
3 nose 6 onion 9 train
4 yo-yo 7 zoo 10 frog

8 jam egg frog apple
hat star nose

9 Ss listen to the words and repeat.

Game (Suggested Answers)

SA: 'C'

SB: writes 'C c' on the board

SA: 'U'

SB: writes 'U u' on the board, etc.

2 A - An

1 i o e u

2 Ss listen to the words and repeat.

3 2 an 6 a 10 a 14 an 18 a
3 a 7 an 11 a 15 a 19 an
4 an 8 a 12 an 16 a 20 a
5 a 9 an 13 a 17 a

4 Ss listen to the words and repeat.

a		an
lemon	melon	apple
pineapple	watermelon	orange
pear	carrot	onion

6 2 donkey 5 ice cream
3 lemon 6 horse
4 umbrella

a			an	
ball	box	man	apple	onion
cat	yo-yo	kite	egg	Indian
dog	queen	pen	umbrella	
frog	glass			

8 2 a 4 a 6 an 8 a 10 an
3 a 5 a 7 a 9 an

Speaking Activity (Suggested Answers)

SA: alligator

SB: an alligator

SB: cow

SA: a cow, etc.

Writing Activity (Suggested Answers)

an ostrich, a zebra, an elephant, a snake, a lion, an alligator

Game (Suggested Answers)

SA: an umbrella

SB: a cushion

SA: a robot

SB: a computer, etc.

Progress Check 1 (Units 1-2)

1 b c d e f g h i j k l m n o p q r s t u v w x y z

2 2 TRAIN 3 BALL 4 APPLE

3 2 a watch 5 a sheep
3 an umbrella 6 a yo-yo
4 an octopus

4 2 an 4 an 6 a 8 a
3 a 5 a 7 an

5 Lines should be drawn between:

- Kim - the girl with the doll
- Sam - the boy in the Indian hat
- Ben - the boy with the dog
- Ann - the girl with the yo-yo

3 Numbers

1 2 two 5 five 8 eight
3 three 6 six 9 nine
4 four 7 seven 10 ten

2 40 forty
50 fifty
70 seventy
80 eighty
100 one hundred

3 2 forty-seven 5 ninety-one
3 fifty-five 6 seventy-six
4 eighty-two

Game (Suggested Answers)

SA: eighty-seven

SB: eighty-eight

SB: fourteen

SA: fifteen, etc.

4 Plurals

1 2 two lions 4 two elephants
3 two frogs 5 two snakes