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New Round-Up 6

English Grammar Practice

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Introduction

New Round-Up 6 English Grammar Practice combines fun with serious, systematic grammar practice. It is ideal for learners in the upper-intermediate stages of English language learning.

Students see grammar points clearly presented in colourful boxes and tables. They practise grammar through lively, full-colour illustrations and oral and writing activities.

New Round-Up is especially designed for different students studying English in different ways.

It can be used:

- in class with a coursebook. Students do both oral work – in pairs and in groups – and written work in New Round-Up.
- after class. The 'write-in' activities are ideal for homework. Students can practise what they have learnt in the classroom.
- on holidays for revision. New Round-Up has clear instructions and simple grammar boxes, so students can study at home without a teacher.

The New Round-Up Teacher's Guide includes a full answer key, quizzes, tests plus answer keys and audio scripts of progress check listening tasks.

 Listen and repeat. Then act out.



Present Simple is used:	Present Continuous is used for:	Present Perfect is used for:	Present Perfect Continuous is used:
<ul style="list-style-type: none"> • for permanent situations or states. <i>He works in a hospital.</i> • for general truths and laws of nature. <i>Water boils at 100°C.</i> • for repeated/habitual actions (especially with adverbs of frequency: often, usually, always, etc.). <i>He always does his homework.</i> (Here 'always' means every day.) • for reviews/sports commentaries/narrations. <i>José Carreras sings wonderfully in this recording.</i> • for timetables/programmes (future meaning). <i>The race starts at 3:00 pm.</i> • in exclamatory sentences. <i>Here comes the bride!</i> 	<ul style="list-style-type: none"> • temporary situations. <i>She is working in Paris this week.</i> • changing or developing situations. <i>Johnny is getting taller and taller.</i> • frequently repeated actions with always, constantly, continually, etc. expressing annoyance or criticism. <i>He's always asking stupid questions.</i> (Here 'always' means constantly.) • actions happening at or around the moment of speaking. <i>The baby is sleeping at the moment.</i> • fixed arrangements in the near future. <i>I'm seeing Rachel tonight.</i> 	<ul style="list-style-type: none"> • recently completed actions and whose results are visible in the present. <i>He has cut the grass.</i> (We can see the grass is now cut.) • actions that started in the past and continue up to the present with stative verbs such as be, have, like, know, etc. In this case we often use for or since. <i>Mrs Jones has been a secretary for ten years.</i> • experiences. <i>She has tried windsurfing.</i> • actions which happened within a specific time period which is not over at the time of speaking. We use expressions such as today, this morning/evening/week/month, etc. <i>He has read three novels this week.</i> (The time period – this week – is not over yet. He may read another.) 	<ul style="list-style-type: none"> • for actions that started in the past and continue up to the present. <i>He has been washing his bike for an hour.</i> (He started an hour ago and he's still washing it.) • for past actions of certain duration having visible results or effects in the present. <i>He has been fighting.</i> (That's why he's got a black eye.) • to express anger, irritation, annoyance <i>Someone has been using my laptop.</i> (annoyance) • Present Perfect Continuous is normally used with for, since or how long to put emphasis on duration. <i>She has been waiting since 4 o'clock.</i>

Used to – Be used to + -ing form / noun / pronoun – Would – Was going to

- Used to** expresses past habits, regularly repeated actions in the past or past states.
She **used to tell** me stories. (ALSO: would tell me ...)
He **used to live** in the country. (NOT: would – state)
He **used to have** a beard. (NOT: would – state)
- Would** expresses regularly repeated actions and routines in the past. (Stative verbs are not used with 'would'.)
Mum **would always make** me a big breakfast. (ALSO: Mum **used to make** ...)
- Be used to** means 'be accustomed to', 'be in the habit of'.
She **isn't used to living** in tropical climates. (= she isn't accustomed to living ...)
- Was going to** expresses actions one intended to do but didn't.
She **was going to move** to London but then she decided to stay in York.

17 Write sentences using used to.

Ten years ago

he was overweight.
he had long hair.
he didn't wear glasses.
he rode a bicycle.
he didn't wear suits.



NOW

he is thin.
he has got short hair.
he wears glasses.
he drives a car.
he wears suits.



He **used to be** overweight, but **now he is** thin.

18 Fill in: used to, be used to, would or was going to.

Although my friend Tom has lived in the city for three years, he still 1) **isn't used to** it. He 2) **used to** live in the country so he 3) **used to** living in a more peaceful environment. His first few days in the city were so unpleasant that he 4) **used to** move straight home, but he found a job and decided to stay. That's when I met him. He 5) **used to** come into the office with his coffee every morning and he 6) **used to** often stop and talk for a while about what his life 7) **used to** be like in the country. His family 8) **used to** have their own vegetable garden and his mother 9) **used to** prepare wonderful meals. In autumn, they 10) **used to** go for long walks and they 11) **used to** collect wild mushrooms. Tom made it sound so wonderful that, at one point last year, I 12) **used to** quit my job and leave the city forever. But I didn't. I 13) **used to** the noise and excitement of the city and I know I wouldn't feel at home in the country.



5 Listen and repeat. Then act out.



Future Simple (Will)

is used for:

- on-the-spot decisions.
It's cold in here. I'll turn on the heating.
- hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc. Esp. with: expect, hope, believe, I'm sure, I'm afraid, probably, etc.
I hope he'll like his birthday present.
- actions or predictions which we think may (not) happen in the future.
She'll probably win.
- actions which we cannot control but which will definitely happen.
The baby will be born in the new year.
- things we are not yet sure about or we haven't decided to do yet.
Maybe I'll buy a car.

NOTE: Shall is used with I/we in questions, suggestions, offers or when asking for advice.
Shall we play tennis?

Be going to

is used for:

- actions intended to be performed in the near future.
I'm going to buy some new clothes next week.
- planned actions or intentions.
Now that she's rich, she's going to travel round the world.
- predictions based on what we can see or what we know, especially when there is evidence.
Look at the clouds! It's going to rain.
- things we are sure about or we have already decided to do in the near future.
We are going to offer the job to Ann. (It has been decided.)

Present Simple with future meaning

timetables/programmes
The boat **leaves** at 8 o'clock in the morning.

Future Continuous

is used:

- for actions which will be in progress at a stated future time.
I'll be skiing in the Alps this time next week.
- for actions which will definitely happen in the future as a result of a routine or arrangement (instead of Present Continuous).
I'll be playing golf on Friday. (I play golf every Friday – it's part of my routine)
- when we ask politely about people's arrangements to see if they can do sth for us or because we want to offer to do sth for them. Will you be driving into town this afternoon? Can you give me a lift?

Present Continuous with future meaning

fixed arrangement in the near future
I'm **having** dinner with Jane this evening. (It's a date.)

Future Perfect

is used for:

- an action which will be finished before a stated future time.
They **will have finished** building their house by May.
- NOTE: by or not until/till are used with Future Perfect. Until/till are normally only used with Future Perfect in negative sentences.
She **will have written** it by next week. (NOT: till/until)
She **won't have graduated** until May. (NOT: by May)

Future Perfect Continuous

is used to:

- the duration of an action up to a certain time in the future.
By this time next month he **will have been studying** piano for 2 years.

- 26 Read the text. Choose the correct grammar tense for the words in capitals and fill in the gaps.

Hi Carol,

Thanks for your email. I'm glad to hear you 1) *are feeling* better now. Actually, I 2) the flu myself a few weeks ago. I missed two days of classes and an important football match for the school team. Before that, I 3) a day of school for two years. Anyway, I passed my driving test! I 4) lessons for six months, so I'm glad I finally have my licence. I was happy to hear you're going to Paris this summer. 5) the tickets yet? It's an amazing city, so I'm sure you 6) a great time. You're so lucky! By next month, it 7) five years since I've been abroad, so I think I deserve a foreign holiday, too! As you know, my family and I usually 8) on holiday in England. Well, that's all my news. It 9) here at the moment, so I think I 10) in and watch a film this evening. Hope to hear from you soon, Jane

FEEL
HAVE
NOT/MISS
TAKE

YOU/BOOK
HAVE
BE
GO
RAIN
STAY

Speaking Activity

(describing an event)

It's 10 o'clock on Sunday night. The Miltons are at home making a statement to the police. Look at the pictures and describe what happened. Use these verbs: *rob, jump, leave, run, enter, smash, call, report, happen, write, discover, ring.*



e.g. The Miltons had been to the cinema. When they returned home they realised someone ...

Writing Activity

Use the information from the Speaking Activity to write the story. Give it a different ending.

On Sunday night the Miltons decided to go to the cinema. When they returned home they realised someone

- 1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.
- We **are** *in for* bad weather this week.
 - I broke my leg skiing, so I will **be** work for two months.
 - If you press the wrong buttons, the machine will **break**
 - The robbers used iron bars to **break** the bank.
 - Sheila **broke** her engagement last week.
- 2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.
- The president was **accompanied** *by* his wife on his recent tour.
 - You must **be acquainted** all the facts before stating your opinion.
 - Jane did not **agree** John's interpretation of the situation.
 - He **aimed** the target and fired his gun.
 - My parents do not **approve** my new boyfriend.

- 3 Fill in the correct idiom.

- Getting fired was actually *a blessing in disguise* because I would never have become an actor if I had stayed in my old job.
- "We expected to win, so this defeat is to swallow," said the football coach.
- Wow! That was if I hadn't moved just then, that cyclist would have hit me.
- I hope she doesn't get now that she is famous.
- All the performers got from the audience.

Idioms

- a big hand:** an enthusiastic round of applause
- a big head:** a conceited person
- a bitter pill:** upsetting fact difficult to accept
- a blessing in disguise:** something that at first seems bad, but later turns out to be beneficial
- a close shave:** a situation where something unpleasant or dangerous nearly happened

- 4 Use the word in bold to form a word that best fits each gap.

STRESS

Every teenager feels stressed at times. Academic pressures, family issues and 0) with peers – these are just some of the things that teens have to cope with on a 1) basis. None of us can avoid stress 2) , but luckily there are 3) things we can all do to reduce our stress levels. Firstly, it's important to exercise regularly, and avoid eating 4) food. It is also important to take time out every day to do something that makes you happy. It may be listening to your 5) music, talking to a friend or 6) spending time with a pet.

It is always 7) to talk about your problems with others whether that's a friend, your parents or a teacher. As the 8) goes, "A problem shared, is a problem halved!"

**DIFFICULT
DAY
COMPLETE
VARY
HEALTHY

FAVOUR
SIMPLE
HELP
SAY**

3 Complete the sentences using the words in bold, as in the example.

- 1 It wasn't necessary for us to go to the party.
needn't We *needn't have gone* to the party.
- 2 She will probably pass her exams.
likely She her exams.
- 3 Shall I make you an omelette?
like Would you an omelette?
- 4 It was the most entertaining show she had ever seen.
never She an entertaining show.
- 5 I haven't been to the cinema for a year.
last The to the cinema was a year ago.
- 6 She spent an hour preparing for the party.
took It prepare for the party.
- 7 You mustn't feed the zoo animals.
allowed You the zoo animals.
- 8 I'm sure Mary didn't finish the race yet.
finished Mary the race yet.
- 9 Ann finds it difficult to get up in the morning.
difficulty Ann in the morning.
- 10 I prefer working to staying at home.
rather I prefer to at home.
- 11 How long ago did she start the course?
since How long has it the course?
- 12 Tim was too young to see the film.
old Tim to see the film.



4 You'll hear people talking in eight different situations. For questions 1–8, choose the best answer, A, B or C.

- 1 You hear a woman talking. Why did she leave her job?
 A She found a new position.
 B She was fired.
 C She wanted to spend time with her children.
- 2 You hear a man talking. What is his profession?
 A an animal trainer B a magician
 C a driver
- 3 You hear a witness being interviewed by police at a crime scene. What type of crime is being described?
 A robbery B burglary C speeding
- 4 You hear a teacher talking to a student. Why is she talking to her?
 A to give advice B to give permission
 C to warn her
- 5 You hear a musician talking. How does she feel when she is performing?
 A nervous B relaxed C confident
- 6 You hear a music producer talking about Internet piracy. How does he think the problem should be dealt with?
 A impose fines on illegal downloaders
 B lower the cost of CDs
 C offer customers a new kind of product
- 7 You hear a dancer being interviewed on the radio. Why did he become a dancer?
 A He wanted to please his mother.
 B He followed his father's advice.
 C He was inspired by a performance he saw.
- 8 You hear part of a talk on text messaging. What is the speaker's argument?
 A text messaging is changing the way teens communicate
 B text messaging is becoming more popular than phoning
 C text messaging is affecting students' school work

11 Listen and repeat. Then act out.



- Adjectives describe nouns. They had a **nasty** experience. (What kind of experience? A nasty one.) There are **fact** adjectives (*big, square, red, etc.*) and **opinion** adjectives (*beautiful, nice, etc.*). Adjectives have the same form in the singular and plural. *the little girl/the little girls*. They normally go before nouns. *He is a good boy.* After state verbs: **appear, be, become, get, feel, look, seem, smell, sound, stay, taste we use adjectives, not adverbs. *The soup tastes delicious.* (NOT: *deliciously*)**

- Many common adjectives (*pretty, sad, etc.*) do not have particular endings. There are some common endings, however, for **adjectives formed from nouns and verbs**. These are:

-able	comfortable	-ent	dependent	-ical	historical	-like	businesslike
-al	accidental	-esque	picturesque	-ious	victorious	-ly	friendly
-ant	reluctant	-ful	careful	-ish	childish	-ory	compulsory
-ar	circular	-ian	Italian	-ist	racist	-ous	dangerous
-ary	imaginary	-ible	horrible	-ive	attractive	-some	wholesome
-ate	passionate	-ic	historic	-less	careless	-y	lucky

- There are also **compound adjectives** which are formed with:
 1 **present participles**, a *time-consuming* task, a *never-ending* story
 2 **past participles**, *worn-out* shoes, a *broken-down* car
 3 **cardinal numbers + nouns**, a *two-day* seminar (NOT: *a two-days seminar*), a *three-week* holiday
 4 **well, badly, ill, poorly + past participle**, a *well-paid* job, a *poorly-built* house, an *ill-chosen* remark
- Certain **adjectives** are used with **the** as nouns to talk about groups of people in general. These are: **the elderly, the middle aged, the old, the young, the blind, the deaf, the disabled, the living, the sick, the homeless, the hungry, the poor, the rich, the strong, the unemployed, the weak, etc.** *The old usually walk slowly.* (= we refer to old people in general) **BUT** *The old people in the building are annoyed with the landlord.* (= we refer to a specific group of old people) **When we talk about one person we say** **A/The old man, A/The blind man, etc.** *The rich pay a lot of income tax.* (*rich people in general – all of them*) *The rich people of our town had a banquet last weekend.* (*a specific group of rich people – not all of them*)

19

Write comparatives or superlatives in the gaps. Then answer the questions.
Check your answers.



- 1 Which is **the biggest** (big) planet in the solar system?
a Mars b Jupiter
- 2 Is the Atlantic Ocean (small) than the Pacific Ocean?
a yes b no
- 3 Which is (long) river in the world?
a the Nile b the Mississippi
- 4 Which is (old) university in England?
a Cambridge b Oxford
- 5 Is Big Ben in London (tall) than the Leaning Tower of Pisa?
a yes b no
- 6 Which city is (far) from the equator?
a New York b Sydney
- 7 Can the blue whale swim (fast) than the dolphin?
a yes b no
- 8 Which is (high) waterfall in the world?
a the Niagara Falls b the Angel Falls

20

Underline the correct item.

Living in London

It is 1) **very** /**far** most expensive to live in London than any other city in Britain. Rents are 2) **much** /**very** higher and it is 3) **most** /**far** difficult to find accommodation of any kind. Trying to find a flat in a convenient location is 4) **even** /**very** more frustrating. You can live in the suburbs, but it will take you 5) **much** /**any** longer to get to work and the fares are 6) **very** /**far** high. Wages are normally 7) **a bit** /**very** higher in London, but that doesn't mean you will have 8) **many** /**much** more money to spend since the cost of living there is 9) **most** /**far** higher than you would expect.



21

Fill in the gaps with the correct form of the adjective/adverb in brackets, adding any necessary words.

- 1 Could you speak **more slowly** (slow)? I don't understand what you're saying.
2 I think French is (difficult) than English.
3 It's much (hot) this summer than it was last year.
4 Karen ran much (fast) Pamela during the race.
5 This car is too small for our family. We need something much (big).
6 Jupiter is (big) planet in the solar system.

Too – Enough

- **Too** comes before an adjective or an adverb in a sentence. It has a **negative meaning** and shows that there is a greater amount or degree of something than what is wanted.
too + adjective/adverb + to infinitive
The tea is too hot to drink. (=It's so hot that we can't drink it.)
- **Enough** comes after an adjective or adverb but before a noun. It shows that there is an amount or degree of something that is satisfactory or acceptable.
adjective/adverb + enough } + to-infinitive
enough + noun
She is tall enough to reach the top shelf. (=She can reach the top shelf.)
We have got enough money to buy a new car. (We can buy a new car.)

Study the examples:

Henry is **tall enough** to be a basketball player. (he can be a basketball player – positive meaning)
Henry **isn't tall enough** to be a basketball player. (he can't be a basketball player – negative meaning)
Henry is **too short** to be a basketball player. (he can't be a basketball player – negative meaning)

Quite – Fairly – Rather – Pretty

- **Quite** (= fairly, to some degree) is used in **favourable comments**. He's **quite** clever. **Quite** also means **completely**. It is used with adverbs, verbs and certain adjectives such as: alone, amazing, brilliant, certain, dead, dreadful, different, exhausted, extraordinary, false, good, horrible, impossible, perfect, ridiculous, right, sure, true, useless, etc. She's **quite** exhausted. (completely exhausted) She dances **quite** well. I don't **quite** agree with you.
- **Rather** is used in **unfavourable comments**. It's **rather** cold today. It is also used in **favourable comments** when it means 'to an unusual degree'. The film was **rather** interesting. (It was more interesting than we expected.) **Rather** is also used with **comparative degree**. It's **rather** warmer today than yesterday. (NOT: It's *quite* warmer...)
- **Fairly** and **pretty** are synonymous with **quite** and **rather**. **Quite** is used before a/an. She's **quite** a good teacher. **Rather** is used before or after **a/an**. It was **rather** hot today. It was **rather** a hot day. **Fairly** and **pretty** are used after a. She's a **fairly/pretty** good teacher.

22

Rewrite the sentences using *too* or *enough*.

- | | |
|--|---|
| 1 It's very slippery. We can't drive. | 8 Sue is tall. She can reach the top shelf. |
| 2 John is rich. He can buy an expensive car. | 9 Linda ran very fast. She won the race. |
| 3 These shoes are tight. I can't dance in them. | 10 Her house isn't big. She can't have a party. |
| 4 Leonard is strong. He can carry the table. | 11 Alex is young. He can't drive. |
| 5 The volume is very low. I can't hear anything. | 12 It's noisy. I can't do my homework. |
| 6 Ted is short. He can't see over the wall. | 13 Tom is clever. He can solve the problem. |
| 7 That dog is very tired. It can't run. | 14 It isn't windy. They can't go sailing. |