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# 新概念英语

## NEW CONCEPT ENGLISH

TEACHER'S BOOK

教师用书

New Edition 新版

# 3

亚历山大 (L. G. ALEXANDER) 何其莘 合作编著  
金斯伯里 (ROY KINGSBURY)



Developing  
Skills  
培养技能



外语教学与研究出版社



LONGMAN 朗文

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**NEW CONCEPT ENGLISH (New Edition)**  
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## What's new in this edition?

This is the only new edition ever to be undertaken since *NCE* was originally published. The classic course continues to provide a complete and well-tryed system for learning English, enabling students to reach their maximum potential in the four primary skills of understanding, speaking, reading and writing. The sound basic principles which made *NCE* a world-famous course have been retained. However, the following important features have been introduced in the new edition:

- All topical references in the texts and exercises have been brought up to date.
- All outdated texts have been completely replaced and accompanied by new exercises and new artwork.
- The original methodology has been modified to improve communication skills, with *active* training in listening comprehension right from the very first lesson.
- Drills and written exercises, previously published separately as supplementary materials, have been incorporated into the main coursebooks.
- The following features have been added to help Chinese learners of English: Bi-lingual vocabulary lists; notes in Chinese on texts and exercises and suggested translations of the texts.
- The pages have been enlarged and, where possible, are self-contained, so that lessons are easy to conduct.

## 本版本有什么新内容？

本版是《新概念英语》首次出版以来第一次推出的新版本。这套经典教材一如既往向读者提供一个完整的、经过实践检验的英语学习体系，使学生有可能在英语的 4 项基本技能——理解、口语、阅读和写作——方面最大限度地发挥自己的潜能。新版本保留了《新概念英语》得以成为世界闻名英语教程的一整套基本原则，同时又包含了以下重要特色：

- 所有课文和练习中有关时事的内容都已更新。
- 所有过时的课文都已更换，由新课文和配套的新练习、新插图取代。
- 原有的教学法经过调整，以利于提高学生的交际能力。从第一课开始就安排了有效的听力训练。
- 教材更简洁精练，过去作为补充材料单独出版的句型训练和笔头练习均已取消，其精华纳入主干教程。
- 为了帮助中国的英语学习者，新版增加了英汉对照词汇表、课文注释、简短的练习讲解和课文的参考译文。
- 版面加大，在可能情况下，每课书相对独立，以方便课堂教学。

# General Introduction

## **This Teacher's Book**

This book has been written in response to numerous requests from teachers for more explicit guidance on how to use *Developing Skills*. The aim has been to provide a practical handbook which will enable teachers to make the most effective possible use of the Students' Book.

## **A description of the material**

There are sixty lessons in *Developing Skills*, each of which is divided into two parts:

Lesson 1: Guided conversation

Lesson 2: Composition and language study

## **Methodology**

The method recommended in *Developing Skills* follows exactly the same style as the one established in *Practice and Progress*. This introduction contains a brief summary of the method. However, if you feel you need further information, you are strongly recommended to refer to the Introduction in the Teacher's Book of *Practice and Progress* for a more detailed account of the method, paying particular attention to the stages of each lesson and the allocation of time.

## **Lesson 1: Guided conversation**

Each lesson begins with Guided conversation. The Guided conversation is in two parts:

1 Presentation

2 Activation

*Presentation of the text* (about 20 minutes)

The first step is presentation of the text, the stages of which are outlined in every lesson in the Teacher's Book. The aim is not only to present the text, but to develop listening comprehension skills by setting a listening objective before the students hear the text.

Following the presentation, material to conduct the conversation lesson ('activation') is then provided on these lines:

*Comprehension questions* (about 5 minutes)

The teacher asks questions round the class. These are provided in the Teacher's Book, together with suggested answers.

*Asking questions: Ask me if ...* (about 5 minutes)

Individual students are invited to ask two questions at a time: first a yes/no question, followed by a Wh-question. Material to conduct this lesson is provided in the Teacher's Book.

*Tell the story* (about 10 minutes)

Notes based on the story are provided. These notes should be copied on to the blackboard, preferably before the lesson. Individual students round the class are invited to tell the story by referring to the notes. The teacher corrects individuals only when they finish speaking.

*Topics for discussion* (about 10 minutes)

Three topics are given, usually of increasing difficulty. Individual students are invited to talk briefly about each topic and to join in a conversation conducted in the classroom. Again, the teacher corrects individuals only when they finish speaking.

## **Lesson 2: Composition and language study**

The remaining exercises for each lesson in the Teacher's Book are intended to develop writing skills and a better understanding of the way the English language works.

Some or all of the following should be set as homework:

- Summary writing
- Letter writing
- Composition
- Multiple choice questions

Grammar, vocabulary and Special difficulties exercises are best done in the classroom.

Each lesson can then be based on correction of homework and a discussion of points arising. The answers provided should be regarded as 'possible answers', especially where summary writing, composition and letter writing are concerned.

The following information is provided in the Teacher's Book:

*Key to Summary writing*

*Key to Vocabulary*

*Key to Composition*

*Key to Letter writing*

*Key structures (and answers to exercises)*

*Special difficulties (and answers to exercises)*

*Repetition drill*

The text of the material on tape is contained in each lesson. Ideally, students should practise each repetition drill by themselves until they are word perfect. Alternatively, the drill may be conducted in class during the lesson. Each drill illustrates a particular grammatical point which may be presented and explained in the classroom.

*Key to Multiple choice questions*

# 总体介绍

## 教师用书

这本书是应无数教师的要求而写的。他们都希望在如何使用《培养技能》方面得到更多明确的指导。本书的宗旨是为教师提供一本实用的手册,以便使教师有可能最充分地利用学生用书。

## 教材内容

《培养技能》中共有 60 个单元,每个单元又可以分成两个部分:

第 1 课时:教师引导下的会话

第 2 课时:作文和语言练习

## 教学方法

在《培养技能》中我们建议使用《实践与进步》中已经建立起来的教学方法。本序言中将对教学方法作一简要的总结。但如果你觉得需要更多的信息,我们极力建议你参阅《实践与进步》的教师用书,以便对教学方法得到一个更详尽的说明,特别要注意每个单元中的教学步骤以及时间的分配。

## 第 1 课时:教师引导下的会话

每个单元以教师引导下的会话开始。教师引导下的会话分为两部分:

1 介绍

2 活动

## 介绍课文(大约 20 分钟)

第一步是介绍课文,其中的每个步骤都已在教师用书的每个单元中列出。目的不仅仅是介绍课文,而且是通过在听录音前为学生指定一个听力训练目标来训练学生的听力。

在介绍课文之后,用以进行教师引导下的会话的材料(“催化剂”)按以下方式提供:

## 理解性问题(大约 5 分钟)

教师在班上提问。这些问题都列在教师用书上,并附有建议的答案。

## 学生提问题: Ask me if . . . (大约 5 分钟)

请学生单独提问题,一次问两个问题。第一个是一般疑问句,随后是特殊疑问句。这部分所需材料都在教师用书上。



### 讲故事(大约 10 分钟)

以故事为基础的要点可以在教师用书上找到。这些要点应抄到黑板上,最好在课前抄好。请班上的学生使用这些要点单独复述故事。教师只在学生讲完后才可以纠正学生的错误。

### 讨论题(大约 10 分钟)

有 3 个讨论题,一般情况下其难度逐渐增大。应请学生简单扼要地谈一谈对每个题目的看法,然后参加班上的讨论。教师也同样要在学生讲完后才纠正他们的错误。

## 第 2 课时: 作文和语言练习

教师用书中的其他练习是为了训练学生的写作能力和更好地理解英语的用法的能力。

以下几项练习,可选其中的一部分作为课外作业:

- 摘要写作
- 书信练习
- 作文
- 多项选择题

语法、词汇和难点练习最好在课堂上做。

这样课堂时间就可以用来改正作业和讨论作业中引发的一些问题。教师用书上所提供的答案应视作“可以接受的答案”,特别是摘要写作、作文和书信练习。

教师用书中还有以下内容:

- 摘要写作答案
- 词汇练习答案
- 作文练习答案
- 书信练习答案
- 关键句型(和练习答案)
- 难点(和练习答案)
- 句型练习

录音带的书面材料在每个单元中都可以找到。最理想的做法是让学生自己做句型练习,直到纯熟为止。另一种做法是在课堂上做这个练习。每个句型都有一个特定的语法重点,可以在课堂上对这一重点进行讲解。

- 多项选择题答案

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## Key to Pre-unit Test 1

### Key structures

#### A Word order

- 1 My hotel room overlooked a courtyard *in which* there was a fountain *and* several trees.
- 2 *Though* Uncle Charles looked everywhere for his glasses, he could not find them.
- 3 During Christmas, there was *so much* extra work at the post office *that* a great number of students were employed to help.
- 4 I don't want to see that film *because* it had poor reviews.
- 5 *Now that* wages have gone up, prices will rise *and* the cost of living will be higher than ever.
- 6 *Although* the police searched everywhere, *neither* the missing boy *nor* his dog could be found.
- 7 James Sullivan, *whose* book on the Antarctic was published recently, will give a lecture at the local library next week.
- 8 *In spite of the fact that* fares have increased, the railway company is still losing money *because* the employees have demanded higher wages.
- 9 He gave me *such* a fright *that* I knocked the teapot over.
- 10 The climbers *not only* reached the top of the mountain *but* they spent the night there *as well*.

#### B Composition

We watched the circus act. A man was walking on a tightrope, and then he rode a one-wheel bicycle across, carrying two others on his shoulders. When he got to the other side, the crowd clapped his performance.

He returned to give a repeat performance and rode out onto the tightrope again. He looked very confident, as he had done the first time, but he was doing a hand-stand on the one-wheel bicycle when he lost his balance. The crowd gasped as he grabbed the tightrope. He seemed to hang there for ever, holding on to the bicycle. Then slowly he managed to climb on again and ride to the other side. There was a silence that you could almost hear (if you know what I mean) before the audience burst out clapping and cheering. (140 words)

#### C Verbs

- a died, has just had, were, have been trying, died, was, lasted, proved, removed, sent, found, did not show, have not decided, died, feared, cut, has not happened, survived
- b used to travel, was, used to live *or* lived, used to fly *or* would fly, used to take *or* would take, had, were flying, gaining, turned, flew, were waiting, told
- c will last, will continue, is reached/has been reached, will last, have offered/will offer/are offering, will relieve, lasts, drive, will have to
- d will be retiring, will be sending, will sign, will be sent, will all remember, will be attending, will have been teaching, retires, will devote, will be
- e waved, had been water skiing, had, were thrown, struck, continued, had just begun, noticed, came, had roared
- f 1 found, had reached 2 have just moved, are 3 met, told, had just returned 4 will be set up  
5 went *or* used to go 6 will have been studying 7 were arguing, stole
- g is now known, are sighted, are washed, are rarely caught, was caught, was carried, was eventually brought, was found, has since been sent, has been examined, is called, are rarely seen

## Key to Pre-unit Test 1

*h* The man told the court that at the time the murder was committed he was travelling on the 8 o'clock train to London.  
When the inspector asked him if he always caught such an early train, the man answered that of course he did. He said he had to be at work at 10 o'clock and added that his employer would confirm that he was there on time.  
When the inspector asked him if a later train would get him to work on time, he said that he supposed it would, but that he never caught a later train.  
When the inspector asked him what time he arrived at the station, he said he had arrived at ten to eight, that he had bought a paper and waited for the train.  
And when the inspector asked if he had noticed anything unusual, he said that he hadn't.

*i* 1 are not brought 2 will cause 3 would have completed

*j* ringing, climbing *or* to climb, cleaning, answering, cleaning, interrupting, to interrupt, working, coming, to stay

### D Other verbs

*a* 1 had to go 2 should have gone 3 should begin

*b* 1 'I shall have the parcel *delivered*,' said the shop assistant.  
2 Are you going to *have* this suit *cleaned*?  
3 When will you *have* this jacket *dyed*?

*c* 1 *Can* you show me the way to the station, please?  
2 I gave him a few lessons and he *was* soon *able to* swim.  
3 They *were able to* jump into the sea before the boat sank.  
4 You *cannot* leave this room until you get permission.

### E A and The

an, —, a, —, —, a, the, —, a, an, —, —, a, —

**F** Supply the missing words in the following  
most, from, in, biggest, of, lot, different, many, range/variety

**G** Supply the missing words in these sentences

1 at 2 in, in 3 to/from, on 4 on, on 5 at 6 in(to), to 7 in  
8 of 9 in 10 in 11 in 12 on 13 with 14 at/on 15 to

## Special difficulties

### A Words often confused

1 between 2 usual 3 headmaster 4 clothing 5 clothes 6 clear 7 clear  
8 wash 9 mood 10 temper 11 too 12 fairly 13 old enough 14 petrol

### B Write sentences using each of the following

- 1 I always *get up* at 7 o'clock. / She is slowly *getting over* her illness. / The prisoners couldn't *get away*. The walls were too high. / *Get out!* You're annoying me.
- 2 Please *keep off* the grass. / They built the wall round the house to *keep* people *out*. / The teacher *kept* all the children *in* after school for misbehaving. / John found it difficult to *keep up*. The others were running too fast for him.
- 3 He has deceived a lot of people, but he can't *take me in*. / I think you should *take up* a new hobby. / The plane *took off* at 4 yesterday afternoon. / The girl's mother *took* her doll *away*.

- 4 I *ran into* a very old friend last weekend. / We have *run out of* bread. Can you get some? / Don't *run away*: I want to talk to you. / She *ran after* him as he cycled off down the road.
- 5 She didn't want to tell the truth, so she *made up* a silly story. / As soon as we reach the top of the hill, we'll turn round and *make for* home. / From this distance, I can't *make out* what they're doing. / In order to *make up for* what he had done before, he took them all out for a good meal.

**C** Write sentences using the following

- 1 The leaves of many trees *turn yellow* in autumn.
- 2 If you leave milk out in the heat, it will *go sour*.
- 3 In winter here it *grows dark* by 5 o'clock.
- 4 If you *fall ill* while you're here, you must see a doctor.
- 5 If all my dreams *come true*, I shall be a very happy man.
- 6 Don't *get angry* with me: it wasn't my fault.

**D**

- |                  |                         |                       |
|------------------|-------------------------|-----------------------|
| 1 ... so do I.   | 2 ... neither should I. | 3 ... so am I.        |
| 4 ... so will I. | 5 ... so did I.         | 6 ... neither have I. |

# Lesson 1 A puma at large

---

## Listening comprehension

### 1 Introduce the story

T : Today we'll talk about a puma that is wandering around the countryside.

### 2 Understand the situation

T : What do you think is happening in the picture?

### 3 Listening objective

T : Listen to the passage (or read it silently) and see if you can answer this question:  
Where must the puma have come from?

### 4 Play the tape or read the story or wait for the students to finish reading silently

### 5 Answer the question

After the reading, ask the question again: *Where must the puma have come from?*

Train the students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: *It must have escaped from a private collection.*

### 6 Intensive reading

Play the tape or read the text again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

### 7 Play the tape or read the story again

### 8 Reading aloud

Ask one or two students to read the text aloud.

## Comprehension questions

- 1 What do pumas look like? (Large cats.)
- 2 Where are they found? (In America.)
- 3 Where had a wild puma been seen? (Forty-five miles south of London.)
- 4 The report was received by London Zoo, wasn't it? (Yes, it was.)
- 5 Why did the Zoo feel obliged to investigate? (Because the descriptions given by people were similar.)
- 6 Where did the hunt for the puma begin? (In a small village.)
- 7 What did a woman claim she had seen? ('A large cat'.)
- 8 What had the woman been doing at the time? (Picking blackberries.)
- 9 On what occasions will a puma attack a human? (When it is cornered.)
- 10 Did the search for the puma prove difficult? (Yes, it did.)
- 11 Why? (Because it was often seen at one place in the morning and at another place in the evening.)
- 12 What did the puma eat? (Deer and small animals like rabbits.)
- 13 What evidence was found for the puma's existence? (Paw prints and puma fur.)
- 14 What sorts of noises did people complain about? ('Cat-like noises'.)
- 15 When did a businessman see a puma up a tree? (When he was on a fishing trip.)
- 16 The experts were fully convinced of its existence, weren't they? (Yes, they were.)

## Asking questions: Ask me if ...

T : Ask me if pumas are found in America.

S : Are pumas found in America?

- T : Where ...?
- S : Where are pumas found?
- 1 pumas are found in America. (*Where*)
  - 2 a puma had been spotted forty-five miles south of London. (*Where*)
  - 3 the reports were taken seriously. (*Why weren't*)
  - 4 the Zoo felt obliged to investigate. (*Why*)
  - 5 the descriptions given by people who had seen the puma were similar. (*In what way*)
  - 6 the hunt for the puma began in a small village. (*Where*)
  - 7 a puma will attack a human being. (*On what occasions*)
  - 8 the puma left behind a trail of dead deer and small animals. (*What*)
  - 9 puma fur was found clinging to bushes. (*What*)
  - 10 a businessman saw a puma up a tree. (*Where*)

### Tell the story

- 1 Hunt began — small village — woman picking blackberries — large cat — five yards
- 2 Ran away — experts confirmed — not attack — cornered
- 3 Search difficult — puma — one place — morning — another twenty miles away — evening
- 4 Wherever it went — trail — dead deer — small animals
- 5 Paw prints — puma fur — bushes
- 6 Several people complained — cat-like noises — businessman fishing trip — up a tree
- 7 Experts convinced — *was* a puma — where from?
- 8 No puma reported missing — zoo in the country — possession private collector — escape
- 9 Hunt went on — several weeks — puma not caught
- 10 Disturbing — wild animal — quiet countryside

### Topics for discussion

- 1 Describe a visit to the zoo and the animals you most like to see there and why.
- 2 What can we do to protect wild animals like pandas and tigers from extinction?
- 3 Do you think a puma really escaped, or did people just imagine it? How do rumours spread?

### Key to Summary writing

#### Points

- |  |   |
|--|---|
| 1 Reports — London Zoo — puma spotted — 45 miles south of London | ] |
| 2 Similar in nature  | ] |
| 3 Woman picking blackberries saw it first                        | ] |
| 4 Puma moved from place to place                                 | ] |
| 5 Left trail of dead deer — small animals                        | ] |
| 6 Paw prints — puma fur found as well                            | ] |
| 7 'Cat-like noises' — heard at night                             | ] |
| 8 Animal seen up a tree  | ] |
| 9 Now experts convinced — really was a puma                      | ] |

#### Summary

The reports received by London Zoo that a puma had been spotted forty-five miles south of London were similar in nature. A woman picking blackberries saw it first, *but* the puma moved from place to place, leaving a trail of dead deer and small animals. Paw prints and puma fur were found as well. 'Cat-like noises' were heard at night *and* the animal was seen up a tree. Now experts were convinced that the animal really was a puma.

(79 words)



### Key to Vocabulary

*A possible answer*

spotted (1.2): seen; accumulate (1.4): pile up; obliged to (1.5): bound to; claimed (1.6): stated; extraordinarily similar (1.6): surprisingly alike; immediately (1.8): at once; convinced (1.14): sure.

### Key to Composition

*A possible answer*

Mrs. Stone had spent the whole morning *picking blackberries in the countryside near her home*. It was nearly lunch time, so she decided *to return home for lunch*. She was just *picking up her basket* when she heard a noise in *the bushes*. Then she saw an animal which *looked like a cat*. She knew it was not a cat because *it was so large*. The animal suddenly *turned round to look at her* and she thought it was going to *come towards her and perhaps attack her*. She dropped her basket and *screamed loudly*. Hearing the sound, the animal *disappeared into the bushes*, after which Mrs. Stone *picked up her basket* and ran all the way home. She told her neighbours that *she had seen a puma in the countryside*, but they did not believe her. She also telephoned the police but they *didn't believe her either*.

(148 words)

### Key to Letter writing

<p>address: _____,          _____,          _____,          _____.</p> <p>date: _____</p> <p>beginning of letter (Dear ...)</p> <p>Introduction          Purpose          Conclusion</p> <p>ending (Yours ...)          signature</p> <p>postscript (PS ...)</p>
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### Key structures: simple, compound and complex statements

- a A simple sentence contains one subject and one predicate:  
*The play (subject) was very interesting (predicate). 1KS1*
- b We form compound statements by joining simple sentences with co-ordinating conjunctions:  
*He finished lunch and (he) went into the garden. 1KS25*
- c In complex sentences, at least one clause is made subordinate to the main clause. The most usual way of doing this is by using one of the various subordinating conjunctions: *when, until, after*, etc.:  
*He missed the train (main clause) because he did not hurry. (= subordinate clause of reason) 1KS49*

### Special difficulties: prepositions at the end of sentences

Most single-word prepositions (*up, at*, etc.) can be separated from the words they refer to in:

Wh- questions: *Who(m) are you talking about?* rather than: *About whom are you talking?*

Relative clauses: *That is the film I told you about.* rather than: *That is the film about which I told you.*

Key to SD Exercises

A 1 at 2 to 3 to 4 in 5 on