

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
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«Нижегородский государственный
лингвистический университет
им. Н.А.Добролюбова»**

ON THE WAY TO DISCUSSION

НА ПУТИ К ДИСКУССИИ

**Учебно-методические материалы для студентов III курса
факультета английского языка**

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Учебно-методические материалы содержат комплекс упражнений к 20 оригинальным текстам английских и американских авторов, данным в аудиозаписи, и предназначены для развития и совершенствования навыков-умений как аудирования, так и говорения (диалогическая и монологическая речь) у студентов III курса факультета английского языка НГЛУ. Работа с учебными материалами осуществляется в лаборатории устной речи под контролем преподавателя.

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От автора

Настоящее пособие содержит комплекс упражнений для работы с данными в аудиозаписи оригинальными текстами современных английских и американских авторов. Представленные в пособии упражнения предназначены для развития и совершенствования навыков и умений как аудирования, так и говорения у студентов продвинутого этапа обучения.

В учебно-методические материалы включены подготовительные упражнения, снимающие некоторые трудности, которые могут возникнуть у студентов при прослушивании оригинальных текстов (толкование некоторых слов и выражений, правильное прочтение имен и географических названий и т.п.).

Целью представленных далее условно-речевых и речевых упражнений является подготовка, а затем и реализация коммуникативной функции речевой деятельности, когда студенты, прослушивающие текст, занимают разные позиции при обмене мнениями, суждениями, выражают свою эмоциональную оценку услышанного.

Вслед за упражнениями, контролирующими общее понимание текста (выразите согласие-несогласие с основными положениями, в которых раскрывается тема текста; дополните предложение одним из 3-4 предлагаемых вариантов, единственно соответствующим содержанию прослушанного; приведите подтверждение из прослушанного текста фактов, в которых раскрываются основные положения текста и т.д.) следуют более сложные задания, в которых студентам, обсуждающим рассказ, предлагается определить наличие или отсутствие подтекста, сформулировать обобщенный смысл текста, его основную идею.

Представленные в аудиозаписи рассказы являются источником информации, содержат ряд новых ситуаций, затрагивают проблемные вопросы, способные вызвать дискуссию, нацеливают студентов на

выражение своего отношения к описываемым событиям, на выявление актуальности общечеловеческих проблем, затронутых в рассказах.

Предлагаемые учебно-методические материалы в комплексе с используемым на III курсе НГЛУ им. Н.А. Добролюбова учебным пособием по развитию навыков и умений речи (авторы: С.Ю. Ильина, Н.Н. Сальникова, Г.А. Горб и др.) дают материал для развития межтекстовых, межтемных, межпредметных связей и способствуют дальнейшему совершенствованию всех видов речевой деятельности обучающихся.

C o n t e n t s

Unit 1. The Returned Soldier. After F.Hardy	6
Unit 2. Monkey Business. After P.G. Wodehouse	8

Unit 3. The Ant and the Grasshopper. After W.S. Maugham	12
Unit 4. The Juice of an Orange. After P.G. Wodehouse	13
Unit 5. Harry. After W. Saroyan	16
Unit 6. Lousie. After W.S. Maugham	20
Unit 7. A Good Little Feature. After M.C. Blackman	22
Unit 8. The Oranges. After W. Saroyan	25
Unit 9. Wager with Destiny. After E.E. Gotti	27
Unit 10. Home. After W.S. Maugham	30
Unit 11. The Philipino and the Drunkard. After W. Saroyan	33
Unit 12. Under the Deck Awnings. After J. London	35
Unit 13. Tuesday's Children. After W. Macken	37
Unit 14. A Deal of Paint. After E. Ayrton	39
Unit 15. The Bum. After S. Maugham	42
Unit 16. The Cannibals. After St. Heym	46
Unit 17. Skin. After R. Dahl	48
Unit 18. A Friend in Need. After W.S. Maugham	50
Unit 19. The Pride of Miss Stella Sibley. After E. Caldwell	52
Unit 20. The End of the Flight. After W.S. Maugham	55

UNIT 1

THE RETURNED SOLDIER

After F. Hardy

I. Pre-listening task: Vocabulary

The following are dictionary definitions of words and phrases in the text.

Study the meaning of the words from the text.

hand-workman, eg. in a factory or dockyard

vacancy - position in business, etc. for which somebody is needed

reference - statement about a person's character or abilities

clench - press firmly together, close tightly: one's fists

scrap - waste or unwanted articles, (pl.) odds and ends; bits of uneaten food

cross - decoration for personal valour: the Victoria Cross

II. Listen to the story. Then say whether the following statements are true or false. The following conversational formulas may be helpful. I'm with you here, I agree with you, I am exactly of the same opinion, I think so too, I can't agree more, etc.

1. A tall shabby man stood outside the hospital.
2. All the factories he had passed had the signs "No Hands Wanted".
3. Collins was a gardener by profession.
4. A well dressed woman opened the door of the house and greeted Collins warmly.
5. Collins' acquaintance Sam and the other two men had found the solution of their problems.
6. Collins had been out of work for one year.
7. Collins joined the men who were taking some scraps from the box only for a moment.
8. A small bronze cross was thrown by Collins into the river.
9. No people in the city thought about the destiny of the veterans of the war.
10. While walking home Collins held his head high.

III. After listening task. Get into groups of 2 or 3 and discuss the

story.

Questions for discussion.

1. What problems does the author of the story Frank Hardy touch upon?
2. What do you think about the acuteness of these problems?
3. Who does the author's sympathy lie with?
4. How do you account for the fact that Collins threw into the river the Victoria Cross which was the symbol of his heroism during the First World War?
5. Do you blame the people for whose security Collins had fought and shed his blood during the war for their indifference and selfishness?
6. Did the main character find a way out of the difficult situation or did he break down under the cruel injustice of the world he lived in?
7. What do you think the future might have in store for Collins?
8. What is your attitude to wars and their veterans (demobees)?

IV. Speak on the problems of war veterans. Make use of the following:

Do you mean to say..

That's just what I was /going to say/ thinking about

I can't help thinking the same

That's (exactly) my own view (opinion)

I don't think anyone would /could/disagree

There is some (a lot of) truth in what you say

I'd like to make a point here, etc.

UNIT 2

MONKEY BUSINESS

After P.G. Wodehouse

I. Pre-listening tasks

Look at the names you are going to hear in the story.

Montrose Mulliner

Rosalie Beamish

Captain Jack Fosdyke

Wadesly Davenfort

George Pybus

Black Africa

II. Study the meaning of the following words and expressions.

gorilla [g 'ril] - man sized, tree climbing African tailless monkey

impudent (look) - shamelessly rude, rudely disrespectful

to scrutinize s/b - to make a detailed examination of s/b

to groan in spirit - to groan to oneself in despair

to menace s/b - to threaten s/b

III. As you listen the first time complete the sentences in the following.

1. Montrose Mulliner was working in the Motion Picture Corporation of Hollywood as

- a) a producer
- b) a camera man
- c) an assistant director

2. He would have never thought to approach the cage of the gorilla if he hadn't been asked to do it by

- a) Rosalie, one of the extras
- b) Rosalie, one of the leading actresses of the cast
- c) Mary, one of the extras

3. Captain Jack Fosdyke was engaged to

- a) play one of the roles in the film "Black Africa"
- b) play a supporting role
- c) supervise the production of the film

4. Rosalie liked the idea of their getting married in
 - a) church
 - b) the Tower Hall
 - c) the gorilla's cage
5. She thought that the unusual ceremony would
 - a) please her friends
 - b) make a good sensation
 - c) shock everyone
6. As Montrose did not agree to such an exotic marriage Rosalie declared that
 - a) their engagement was at an end
 - b) Montrose would be given time to think it over
 - c) she would marry another man
7. George Pybus who was a member of the Press department had got another idea of
 - a) describing the process of shooting the film about the gorilla in some magazine
 - b) publishing an article about the gorilla in some newspaper immediately
 - c) letting the gorilla out of its cage to menace people and have additional publicity
8. Montrose opened his eyes and looked at the gorilla attentively because the gorilla
 - a) was running away
 - b) addressed him speaking good English
 - c) lay motionless
9. After they had started to shoot the film it turned out that
 - a) no roles were vacant
 - b) only some extra roles were vacant
 - c) there were vacancies for the gorilla parts

10. The child was captured by the gorilla and later returned to its mother by

- a) Captain Jack Fosdyke
- b) Rosalie
- c) Montrose Mulliner

11. After the incident Montrose

- a) insisted on getting married in some nice quiet church
- b) was against having the ceremony in the gorilla's cage
- c) wasn't against having the ceremony in the gorilla's cage

IV. Listen to the story a second time.

After listening task. Work as a class or in groups of 2 or 3.

Discuss the following questions.

1. Don't you think that the author is humorously critical of Hollywood routine?
2. The story is humorous, sometimes sharply satirical, isn't it?
3. What do you make of Rosalie's eagerness to get publicity by all means? Do you approve of it or consider it to be ridiculous? Why? / Why not?
4. What kind of man did Captain Fosdyke prove to be? Did the author make fun of him?
5. What is the author's opinion of Press department people?
6. Do you think that the "synthetic gorilla" was a great actor? Why? / Why not?
7. What do you make of the woman who was not really much of a mother for all her worry? Doesn't the author mock (at) her?
8. Why do you think Rosalie was apologetic about her mistake in treating Montrose?

V. Speaking about the manners and morals of Hollywood make use of the following phrases for discussion.

It looks like that perhaps (so)

It seems so maybe (so)
 I am not sure possibly (so)
 I am in two minds
 It is hard to tell
 You can never tell
 It all depends
 Not exactly
 Perhaps not
 Not quite
 I doubt it, etc.

UNIT 3

THE ANT AND THE GRASSHOPPER

After W.S. Maugham

I. Pre-listening task.

Practise the pronunciation of the following names you are going to hear.

La Fontaine - a famous French fable writer [la:fo:n'ten]

Monte Carlo [monti 'ka:lou] - a town in Monaco on the Mediterranean coast, a gambling resort

Mayfair - a fashionable residential quarter of the West End, London

II. Look at the names of the characters you are going to hear: George Ramsay, Tom Ramsay.

III. Listening and note-taking. Listen to the story once and take notes under the headings:

George's blameless life

Tom is a black sheep of the family

When you have listened, pair up with another student and compare your notes.

IV. Before you listen to the story again look at the 6 statements below.

While you listen the second time fill in the missing information.

1. George's dream was to and play golf.
2. Tom declared he was not suited for ...
3. For two years Tom ... capitals of Europe.
4. Tom Ramsay was perfectly worthless but ...
5. George ... to Tom's promises of amendment and...
6. The narrator lent ... and felt he was at his debt.

V. After-listening tasks. Work as a class. What do you think?

1. Where and how did Tom get the money he spent on luxuries?
2. Which of the following describe Tom and which describe George?
(easy-going, purposeful, sensible, /un/reliable, /un/scrupulous, /ir/responsible, thoughtful, dutiful, resourceful, trustworthy, prudent, indecent, a real angel, a good mixer, a disgrace to one's family, worthy)
3. How would you describe the author's attitude to Tom?
4. Do you think the author approved of George's prudence and common sense?
5. What has La Fontain's fable got to do with W.S. Maugham's story?
6. What is the moral or message of the story?
7. Do you think it is right that someone should have such an idle life and should do no work?

VI. Get into groups of 2 or 3 and account for the following proverbs: He who does not work neither shall he eat.

A cat in gloves catches no mice.

UNIT 4

THE JUICE OF AN ORANGE

After P.G. Wodehouse

I. Pre-listening tasks. Look at the names you are going to hear.

Wilmot Mulliner

Mr. Schnellenhamer

Mabel Potter

Eustiss Vanderleigh

Hortensia Burwash

Levitsky

II. Learn the following words and word-combinations from the text.

to reduce /to cut/ one's salary - to make less; make smaller in size,
number, degree, price

to fire s/b (coll.) - to dismiss (an employee)

commissary - canteen

III. Listen to the story. Then say whether the following statements are true or false.

The following conversational formulas may be helpful: certainly not, surely not, nothing of the kind, on the contrary, just the reverse, just the other way round, nothing like that, I can't agree, that's wrong I am afraid, that's not right surely, I'm afraid I entirely disagree with you, that's not the way I see it, I see things rather differently myself, I am not at all convinced that, etc. ...

1. That very day Mr. Wilmot Mulliner had his salary cut.

2. He was against it and had a quarrel with his chief.

3. Mabel Potter considered their engagement at an end.

4. Wilmot lost his appetite after his quarrel with Mabel.
5. The doctor suggested that Wilmot should live on the juice of an orange.
6. Mr. Vanderleigh, a playwright, did not state any charges against Mr. Mulliner.
7. Being at a conference Wilmot did not dare to give way to his emotions.
8. In every studio there was at least one temperamental female star at the mention of whose name the strongest men tremble.
9. There was no panic in the conference room when Hortensia rushed into the hall with a Roman sword.
10. In Hortensia Burwash Wilmot found a sister in distress.
11. Hortensia said she had been looking for a business manager like Wilmot for years.
12. Mabel Potter didn't feel any love for Wilmot Mulliner.

IV. As you listen the second time, make a list of words and phrases describing Wilmot Mulliner's emotions

- a) while Wilmot was speaking about the cut in his salary with his fiancée Miss Potter;
- b) while he was keeping to a strict diet;
- c) while Wilmot was talking to his so-called "sister in distress".

V. After listening tasks.

Work with a partner. Discuss the following questions.

1. Why, in your opinion, did Wilmot agree to have his salary cut?
2. Do you think his fiancée, Mabel Potter, liked the news?
3. Do you consider the doctor's recommendations to be valuable?
4. Did Wilmot really believe that dieting would raise his spirits?
5. What do you think about dieting?

6. Was dieting good for Wilmot's health?
7. Would Wilmot's character have changed if he hadn't begun to keep to a strict diet?
8. Do you think film stars and playwrights are easy to deal with? Did you sympathize with Hortensia Burwash?
9. Hortensia and Wilmot came to understand each other in the dieting business, didn't they?
10. Don't you think that Wilmot benefited by his brave deed after he had handled the case with regard to a weight clause for Hortensia?
11. What do you think about Mabel's attitude to Wilmot? Can one speak about real love here?
12. Don't you think that the author wishes not only to amuse the listener but also to ridicule the manners and morals of Hollywood society, to teach and correct these manners?

The following phrases for discussion may be helpful:

That doesn't sound convincing

Keep to the point/Stick to the point

Don't get away from the point

It's not that alone

Sorry to interrupt you but let me have my say

May I have my say?

Does it make any difference?

It makes all the difference

It doesn't make any difference

UNIT 5

HARRY

After William Saroyan

I. Pre-listening task. Remember the following words from the text.

to be a worldbeater - a winner

to make money by himself

to make money out of everything

to turn everything into money

to make a profit on s/b

to retire - to give up one's work, position, business

II. Listen to the story. Then complete the sentences in the following.

1. At the age of 14 Harry
 - a) inherited 600 dollars from his relatives
 - b) had over 600 dollars made by himself
 - c) had over 300 dollars made by himself
2. When he was a little older Harry began
 - a) to buy used cars and repair them
 - b) to buy interesting books full of romance and passion
 - c) to buy one car after another for himself
3. One year Harry bought over twenty truck loads of
 - a) fresh grapes
 - b) frost bitten grapes
 - c) frost bitten oranges
4. He never bothered about having an office
 - a) as he was going to give up his business
 - b) as the whole town was his office
 - c) as his father had a nice office
5. Harry was looking forward to getting hold of a half million dollars so that he could
 - a) marry a nice girl
 - b) purchase a house in Arizona
 - c) retire

6. It was pretty funny because at that time Harry was
- twenty eight
 - eighteen
 - nineteen
7. After that Harry was planning
- to move to Arizona
 - to move to the seaside
 - to take a trip around the world
8. All of a sudden Harry fell ill with
- rheumatism
 - insomnia
 - TB
9. When Harry was about to die he talked only about
- his disease
 - insurance and financial independence
 - his recovery

III. Listen to the story a second time. After listening tasks. Work with a partner. Which of the following describe Harry?

- | | |
|---------------|------------------------|
| bold | communicative |
| money-chasing | resourceful |
| enterprising | diligent (industrious) |
| calculating | reasonable (sensible) |
| pragmatic | energetic |
| generous | ambitious |
| greedy | shy (timid) |

IV. Draw a character sketch of Harry. Questions for discussion.

1. What do you think Harry's aim in life was?

2. The saying has it that "All work and no play makes Jack a dull boy".

How can you comment on it?

3. Do you think Harry was a happy man?

4. What's your attitude to people who turn everything into money?

5. What do you think of Harry's desire to get hold of a half million dollars?

6. Why do you think Harry refused to follow the doctor's advice and move to Arizona for a year or two?

7. Would he have recovered if he had done it?

8. What do you make of the end of the story? Would you have ended it differently if you had been in the author's place?

The following phrases for discussion may be helpful:

Sorry to interrupt you

To begin with

As far as I can see

For all I know

It is common knowledge

To some extent you are right

On the one hand, on the other hand

For one thing, for another thing

That's one way of looking at it, but...

Yes, but we shouldn't forget

Just remember

Yes, but don't you think

I agree with much/most of what you say, but

UNIT 6

LOUSIE

After W.S. Maugham

I. Pre-listening tasks. Look at these names you are going to hear.

Lousie [lu:'ji:z]

Tom Maitland

George Hobhouse

Iris

II. Remember the following words and word-combinations from the text.

to be puzzled at s/b - to be perplexed

to worship s/b - to show admiration and respect for s/b

to fail (one's heart) - to be not enough, come to end while still needed or expected

to outlive s/b - to live longer than s/b

to survive the shock (strain) - to continue to live or exist, to remain alive after severe demand on one's strength

to have the time of one's life - to enjoy oneself

to throw up (one's career) - to resign from

to sacrifice oneself for s/b - to give up smth of great value for a special purpose or to benefit s/b else

to fly into a passion - to become suddenly passionate

III. Listening for specific information.

Some members of Lousie's family are described in the short story. While you listen to the story make notes on each character.

Lousie's first husband Tom Maitland was famous...

Her second husband...

Her daughter...

In pairs, discuss your notes.

IV. Listen to the story again. Then pair up with a student from your group and discuss the following questions.

1. Which of the following describe Lousie?

- | | |
|------------------|---------------|
| practical minded | egoistic |
| cunning | selfish |
| sincere | tolerant |
| calculating | strong-willed |
| pretentious | weak-willed |
| radical | friendly |
| hypocritical | unbalanced |

2. What traits of Lousie's character did the author dislike most of all?

3. Do you believe that Lousie's heart was really weak?

Why?/Why not? Provide arguments using "If" structures.

4. Why did Iris never resent her mother's selfishness?

5. Why do you think the narrator decided to have the matter out with Lousie?

V. Speak on the author's attitude to Lousie and her daughter Iris.

Which of the following describe Iris?

- | | |
|----------------|-----------|
| trustful | generous |
| capricious | egoistic |
| warm-hearted | devoted |
| (kind-hearted) | monstrous |

Did W.S. Maugham portray his characters vividly and convincingly?

Was the author a good psychologist?

Did he have a keen insight into human nature?

VI. Draw character sketches of Lousie and her daughter Iris.

VII. Account for the unexpected end of the story.

Do you think it was

- a) a curious coincidence
- b) death by misadventure
- c) some sort of auto-suggestion

Can you agree with the supposition that Lousie must have strung herself up to such a point that the excitement proved to be fatal and when the day of the wedding actually came she might have died of a shock?

Do you consider the story to be a deep psychological study?

You can finish your discussion with some of these phrases:

the long and short of it is

to cap it all

to put it in a nutshell.

UNIT 7

A GOOD LITTLE FEATURE

After M.C. Blackman

I. Pre-listening task. Look at these names you are going to hear.

II. Study the meaning of the words from the text.

Henry Tuber

Silas Jones

feature - prominent article or subject in a newspaper

a bond – agreement or engagement that a person is bound to observe

patrolman (U.S.) - a policeman on duty on a beat /going along the street which has been ordered to watch/

cage - here: a place of confinement for petty criminals

docket - a list of register of cases in court

larceny [la:sni] - stealing; theft

to lay off (U.S.coll.) - to cease work

a buck (U.S.coll.) - a dollar

to deposit money - to put or store for safe-keeping in a bank

III. Before you listen to the story look at the 9 statements below very carefully. Then while you listen, fill in the missing information.

1. This shabbiness was that of the country worker rather...
2. It was obvious that the little old man had never been...
3. You can put up ... to guarantee...
4. "I wasn't trying..."
5. "I never stole..."
5. The reporter looked at the clock. "Almost time for...
Guess I'll drag into..."
6. "I wouldn't print anything about this if ..."
7. "If you publish that story the old man ... before morning."
8. "You see, I followed the old man out of here, his fifty-four
hundred.
9. You should have mentioned...

IV. As you listen the second time think of as much vocabulary as you can to describe the trying situation in which, the little old man from the country- side found himself in the big city.

V. After listening task.

Work with a partner. Discuss the following questions.

1. What is your opinion of the story? Is it humorous or tragic?
2. Would the patrolman have brought the little old man to the police station if the latter had paid for his purchase?
3. Why do you think the reporter for the Evening Star got so interested in the old man's story?

4. Do you happen to remember how much money was found on Henry Tucker? How did he come into possession of so big a sum?

5. Do you think the sergeant was right asking the reporter not to publish anything about Henry Tucker in his newspaper?

6. Why didn't the reporter keep his promise?

7. What is your opinion of the reporter's behaviour? Do you blame him for anything? Would the accident have happened if the reporter hadn't used that material in his "good little feature"?

The following phrases for discussion may be helpful:

most probably

most (very) likely

It's highly probable that...

It's likely enough that...

I should say so (I think, I hope, I believe, I suppose, I daresay...)

UNIT 8

THE ORANGES

After W. Saroyan

I. Pre-listening tasks. Look at the names you are going to hear.

Jake

Luke

II. Study the meaning of the words from the story.

to squat - to sit on one's heels or on the ground with the legs drawn up under or close to the body

to be mixed up - in a confused state

to sore - to be filled with sorrow

a hydrant - pipe from a water-main (esp. in a street) with a nozzle to which a hose can be attached for putting out fires, etc.

III. Listening and note-taking.

Listen to the story once and take notes under the headings:

1. The miserable life of Jake and his wife
2. Luke's life in the family of his uncle

When you have listened, pair up with another student and compare your notes.

IV. Before you listen to the story again look at the sentences below.

Then while you listen, complete the following sentences.

1. Uncle Jake and his wife wished Luke could sell...
2. Luke's face was always very serious. It looked as if...
3. Luke's relatives were sure that none would buy oranges if...
4. The boy was an orphan. That made it hard for him to smile. If his parents...
5. Jake had that same desperate look Luke's father had had. If life had not been so hard on Jake...
6. Jake's wife felt miserable. She wished...
7. What's the use of being alive when everything is rotten and nobody knows what to do? Luke felt as if...
8. Luke smiled very big when the cars got right close, but it didn't look as if...
9. If someone had stopped and smiled back at him...

V. Questions for discussion.

1. Is there anything in the story that depressed you?

2. Don't you think that the problem touched on in the story is still acute?

3. The last words of the short story are "... and the whole world could end". What do you understand by this?

4. Who, in your opinion, did the author sympathize with?

5. Do you think the writer is right or wrong to be worried about the future of the boy?

6. What do you think the future might have in store for the boy?

7. Don't you think that the boy was doomed to poverty and insignificance and he would break down under the cruel injustice?

8. The story is striking in its severe realism, in its exposure of cruel laws of society, isn't it?

The following phrases for discussion may be helpful:

I don't think so

I wouldn't say that

I am in two minds

I doubt it (if, that...)

It is hard to tell

You can never tell

One never can tell

One can't ever tell

It all depends

UNIT 9

WAGER WITH DESTINY

After E.E. Gotti

I. Pre-listening task. Look at the names you are going to hear.

Anderson

Barton

the Kivu region of the Congo

II. Study the meaning of the words and word-combinations from the story.

wager - bet

to come to the hunting safari - to come to hunt in Africa

to look s/b up - to find one's name in a reference book or a telephone directory

to connive in the embezzlement of \$ 50.000 - to take no notice of s/b's using money in a wrong way

revulsion - sudden and complete change of feeling

cage - framework, fixed or portable, with wires or bars, in which birds or animals may be kept

pygmy - member of a dwarf people in Equatorial Africa

gorilla [g 'ril] - man sized, tree climbing African tailless monkey

III. As you listen the first time complete the sentences in the following.

1. Barton, who was now one of the richest men in America

- a) always invited his friends to Africa
- b) made Anderson a generous invitation to hunt together
- c) never invited his friends to Africa

2. Anderson was grateful for it, for he, himself

- a) was penniless and a failure
- b) had invited Barton to hunt many times
- c) had asked Barton to do it

3. Memories rushed back to Anderson after

- a) he had spoken to Barton
- b) he had looked into Barton's book

- c) he had had a sleepless night
4. The book stated that in 1923 Barton
- a) lent 50.000 dollars
 - b) lost 50.000 dollars
 - c) got 50.000 dollars
5. Having realized that it was Barton who had stolen the money and had ruined his life Anderson decided
- a) to call the police
 - b) to take the law in his own hands
 - c) to pay no attention to it
6. When Anderson bent above Barton he felt
- a) sudden fear
 - b) great satisfaction
 - c) sudden revulsion
7. Having left the tent Anderson found himself
- a) in a large house
 - b) in a car
 - c) behind the steel door of a cage
8. When Anderson opened his eyes with great effort he saw above him
- a) the face of his friend Barton
 - b) one of the natives
 - c) the face of the planter who lived some miles from the camp
9. Anderson had been delirious for
- a) five days
 - b) three days
 - c) three weeks
10. The lawyer of Barton explained to Anderson that Barton had got hold of 50.000 dollars
- a) as he had stolen that money

b) as inheritance

c) as a gift

IV. Listen to the story again. While you are listening to the story, take notes under these headings.

1. Anderson was Barton's welcome guest.

2. Anderson came by Barton's old notebook and read it recollecting his past.

3. Anderson was a soft-hearted man unable to revenge on Barton.

4. After Barton's death the lawyer explained everything to Anderson.

Pair up with another student and compare your notes.

V. After-listening tasks.

Points for discussion.

1. Speak on Anderson's past.

2. Barton's attitude to Anderson. Why do you think Anderson was a welcome guest? Don't you think Barton invited Anderson on a hunting Safari because he felt sorry for him?

3. Your opinion of the two characters /Anderson and Barton/. Which of the two characters was lucky in life?

4. Anderson's plans for revenge. Would Anderson have planned his revenge if he had known how Barton had got 50.000 dollars?

5. The role of coincidences in our life. Can they play an essential role in one's life?

6. Express your opinion of the story.

The following phrases may be helpful:

I don't want to press my point but...

I see no point in saying...

I might as well add...

It is not as simple as all that but...

UNIT 10

HOME

After W.S. Maugham

I. Pre-listening tasks. Remember the names from the story.

George Meadows

Tom Meadows two brothers

Mrs. Meadows - Tom's widow /Emily Green/

Albert Meadows - George's great nephew

II. Study the meaning of the following words and expressions.

industrious - hard-working, diligent

shrewd - having, showing sound judgement and common sense

to be all in a flutter - state of nervous excitement

to court s/b - to try to win the affection of s/b, with a view to marriage

to be crippled (with rheumatism) - to be unable to walk or move properly

steady - regular in behaviour, habits, etc.

to take a liberty (with s/b) - to treat s/b with too much familiarity

III. Listening and note-taking.

Listen to the story and take notes under the following headings.

1. The description of the countryside and the farm.
2. The description of the family of the Meadows.
3. The story of Captain Meadows.
4. The meeting of the Captain with the narrator.

5. The news Mrs. Meadows broke to the author next morning.

Compare your notes with another student's.

IV. As you listen the second time, look at the statements below. Are the statements true or false?

1. The Meadows had farmed the surrounding land for three hundred years.

2. George Meadows was the master of the house.

3. For the last 5 years old Captain George Meadows had been living at a sailors' home at Portsmouth.

4. Captain Meadows was in a pretty good shape for his age.

5. Captain Meadows had made a success of his life for he had enjoyed it.

6. Mrs. Meadows was never quite sure that she'd married the right fellow.

V. After-listening task.

1. People say "East or West home is best". Do you agree with it?

2. Was it possible that the crippled man who had been carried down and put into the car should have walked himself down the avenue of elm-trees towards the house?

3. Would you describe Captain Meadows as

a) poor and unhappy

b) steady and calculating

c) bold and adventurous

4. What did Captain Meadows mean by the words: "If I had the chance of going through my life again, I'd take it."

5. How can you account for the final words of Mrs. Meadows "I was never quite sure that I'd married the right one."

6. Did you gather the impression Mrs.Meadows wished she had married George but not Tom? Why had she chosen Tom Meadows?

The following phrases for discussion may be helpful.

It looks strange but...

The thing I want to mention now is...

There may be some truth in what you say but...

It would be only natural...

It would be too much to say that...

At one time I thought so too, but now...

UNIT 11

THE PHILIPINO AND THE DRUNKARD

After W.Saroyan

I. Pre-listening tasks. Look at the words you are going to hear.

Philipino (Filipino) [fili'pi:nou] - a native of the Philippine Islands

San Francisco

Oakland - a city in West California, on the east side of the San Francisco Bay

II. Learn the following words and word-combinations from the text.

racism /reisizm/ n; racialism /belief that human abilities are determined by race/

to humiliate [hju:'milieit] - to cause to feel ashamed,

to put to shame, to lower the dignity or self-respect

to come to s/b's rescue - to help s/b

to swear at s/b - use obscene words to insult

rage - furious anger, violence

to chase (a man) - to run after in order to capture, kill, overtake or drive away

III. Listen to the story once. Then say whether these statements are true or false.

1. The loud-mouthed guy in the brown camel-hair coat took a sudden dislike to the small well-dressed Filipino.
2. They were waiting to get on the boat and cross the bay to New York.
3. Everybody seemed to be in sympathy with the drunken white man.
4. The boy was trying his best to be as decent as possible.
5. The boy did not look about for a place to hide.
6. There were some men in the lavatory who had the decency to calm the drunkard and take him away.
7. The Filipino was the first to attack the drunkard with a knife.

IV. Listen to the story again.

Then in pairs make a list of words describing the emotions the Filipino experienced on board the boat.

For example: to feel bitterness grow to rage..

V. After-listening tasks.

Work as a class. Questions for discussion.

1. Why, in your opinion, did the white man behave in such an off-hand way?
2. No reasons are given in the story why the people on board the boat did not interfere and come to the boy's rescue. What reasons can you think of?
3. Would the drunkard have behaved so if the other passengers had shown their disapproval?
4. Does the story sound sad? What feelings did you experience listening to it? Would you have tried to interfere and to stop the drunkard if you had witnessed the accident?

5. What do you think the future had in store for the coloured boy?

Comment on the story in connection with problems of race discrimination.

The following phrases for discussion may be helpful:

Well, while I agree with you on the whole...

I agree in principle but...

I take your point but...

That may be so but...

Personally I wouldn't go so far as to say that...

In spite of what you say I think perhaps...

UNIT 12

UNDER THE DECK AWNINGS

After J.London

I. Pre-listening tasks. Remember the names from the story.

Miss Caruthers

Mr.Dennitson

Captain Bentley

Colombo - the capital of Ceylon

II. Study the meaning of the words from the text.

awning - canvas covering (against rain or sun), e.g. over a ship's deck, over or before doors or windows

to dive - to go head first into water

bay - a part of sea or of a large lake, enclosed by a wide curve of the shore

shark - sea-fish, some kinds of which are large and dangerous to bathers

to tempt - to attract s/b to have or do sth

a coin - (piece of) metal money

a sovereign - British gold coin not now in circulation (face value one pound)

III. Pre-set questions.

Listen for the answers to the following questions.

1. Where was the scene laid?
2. What was Miss Caruthers' social standing?
3. What was the bay in Colombo famous for?
4. What contest did Miss Caruthers arrange?
5. Was there any danger in diving into the bay?
6. How did Miss Caruthers tempt the native boys?
7. Why did one of the boys attract everybody's attention?
8. What happened to the boy?
9. What was the reaction of the passengers to the accident?

IV. Listening and note taking.

Listen to the story again and take notes under the headings:

Miss Caruthers - her appearance, social standing, character

Mr. Dennitson - his attitude to Miss Caruthers at the beginning of the sea voyage, the change in the attitude to Miss Caruthers at the end of the story

the native boy - his appearance, his behaviour at the fatal moment

the other passengers - their reaction to the accident

When you have listened, pair up with another student and compare your notes.

V. Discuss the story. Points for discussion.

1. People often say that "not all is gold that glitters". Do you think it is true?

2. Can you illustrate the following proverbs:

Appearances are deceptive.

Handsome is as handsome does.

A Fair face may hide a foul heart.

3. Discuss the moral of the story.

4. Your attitude to the misfortune. How do you feel you would have responded if you had witnessed the accident?

5. One of the characters classifies Miss Caruthers in his own peculiar way. Do you agree with him?

6. Who did the author's sympathy lie with?

The following phrases for discussion may be helpful:

I only want to say...

The last thing I mean is...

Say what you will (may) but I do not feel for...

I can't make up my mind as to...

UNIT 13

TUESDAY'S CHILDREN

After W. Macken

I. Study the following words and word-combinations from the text.

to take the art of healing - to treat people for different diseases

to deliver a child - to give birth to one

stoical (person) - person who has great self-control, who bears pain and discomfort without complaint

tinker - worker with metal who travels from place to place and repairs kettles, pans, etc.

II. Listening for special points.

Two women delivered their children on one and the same day - on Tuesday.

Listen to the story and note

a) the conditions under which the poor woman Leel by name gave birth to her baby and the rich woman Mrs.B delivered her daughter.

b) the difference in the behaviour of the two women.

Compare your notes with another student's.

In pairs make a list of words and phrases describing the difficult living conditions of the poor and the excellent living conditions of the rich.

III. As you listen the second time look at the questions given below.

1. Why did the doctor recall the student's days?

2. Why didn't the doctor refuse to attend to the tinker's wife though he was very tired?

3. Why do you think the doctor did not charge the tinker's wife for his medical help?

4. What made the doctor refuse to return to the nursing home after he had helped Mrs.B to give birth to her daughter?

5. What might be the consequences of his refusal?

IV. Give a summary of the facts of the story. Use the following phrases.

the story gives a vivid description

the story criticizes

from the episode of...we see...

judging by this we can say that...

it becomes obvious that...

considering the situation...

the end of the story is suggestive enough because...

it is not surprising that...

V. Draw the character sketch of the doctor.

VI. Get into groups of 2 or 3 and discuss the following points.

Is there anything in the story that helps you to imagine what the future might have in store for the two children – the son of the tinker and the daughter of the rich lady?

UNIT 14

A DEAL OF PAINT

After Ayrton [Eatan]

I. Pre-listening task. Remember the names of the main characters.

Bill

Leila

Garrard

Mrs. Spencer Thompson

II. Study the following words and expressions and use them in your discussion.

to have a complete mastery of most of the technical requirements - to paint well technically

Action Painting - a school of painting which tries to convey emotion

other art - here, a trend in abstract art

sell out show - a show after which all the paintings are sold

Things have got very tight - The man has run out of money

the gallery was booked up for a year - the gallery was reserved for other painters for a year

to hold out on s/b - not to let other people see his pictures

to help s/b keep going - to support s/b with money

white-collar job - an office job

(white-collar worker) - an office worker

blue collar worker - a factory worker

II. Listen to the story. Then complete the sentences in the following.

1. Bill liked painting

- a) just a bit
- b) more than anything else
- c) less than music

2. Bill exhibited his canvases

- a) annually
- b) once or twice at his one-man shows
- c) every month

3. At that time the most fashionable trend was

- a) abstract art
- b) impressionism
- c) realistic art

4. But things had got very tight

- a) in the last two years
- b) in the last four years
- c) last year

5. The only way out of the difficult situation was

- a) to wait for some time
- b) to borrow some money from a friend
- c) to apply for some other job

6. Just before lunch Bill's studio had been visited by

- a) Bill's uncle
- b) Leila's relatives
- c) Bill's art dealer

7. Garrard came to the studio

- a) to buy some pictures painted by Bill
- b) to arrange a show of his canvases

- c) on behalf of a Mrs. Spencer Thompson
8. Garrard's attention was immediately attracted by
- a) Bill's painting "Jars in Window"
 - b) his landscape
 - c) his piece of hardboard
9. The art dealer was going to
- a) commission some portrait
 - b) to buy Bill's work
 - c) to forget about Bill's abstract painting
10. Garrard was sure that he would be able to arrange a show of Bill's
- a) portraits
 - b) sketches
 - c) abstract paintings
11. Bill tried to convince himself that abstract paintings
- a) are scribbles and scrawls
 - b) convey the mixture of emotions he felt at the moment
 - c) are meaningless combinations of figures

III. Listen to the story a second time.

Work as a class or in groups of 2 or 3. Discuss the following questions.

1. Do you think Bill considered himself to be a talented painter? What did his common sense prevent him from thinking?
2. Why do you think nobody wanted to buy his works? Was there anything wrong with them?

3. Was Bill taken by surprise on hearing the news that Garrard wanted to buy his hardboard? Why did that "masterpiece" appeal to Garrard best of all?

4. Do you think Bill really thought there was something in abstract painting and his own hardboard conveyed some of his emotions?

5. Would you have liked to buy some abstracts created by Bill?

Think of some arguments in defence of the existence of different trends in painting.

The following phrases for discussion may be helpful.

I can't say that I share that (your) view...

I can't help thinking...

I don't think that's right...

That's not the way I see it...

That's all very well but...

UNIT 15

THE BUM

After S. Maugham

I. Pre-listening tasks. Remember the geographical names from the story you are going to hear.

Vera Cruz

Mexico City

Yucatan

II. Study the meaning and memorize these words and word-combinations.

bum - habitual beggar or loafer

to be stuck (coll.) - be/become unable to escape from him/it

buzzard [b z d] - kind of hawk

hawk - strong, swift, keen-sighted bird of prey

to be aghast - filled with fear or surprise

III. Listen to the story once. Then say whether the following statements are true or false.

1. The author came to Vera Cruz and
 - a) decided to spend his holidays there
 - b) stayed there as he was on business
 - c) was stuck in the city
2. The place turned out to be
 - a) calm and deserted
 - b) full of life and noise
 - c) rather quiet and dull
3. Suddenly the author's attention was attracted
 - a) by a begger unlike the rest of them
 - b) by a young pretty woman
 - c) by a small crippled boy
4. The man looked at the narrator
 - a) with indifference
 - b) with a happy smile
 - c) with wretchedness and despair
5. The narrator was sure that he
 - a) had never before seen the red-haired man
 - b) had seen the red-haired man earlier
 - c) would meet the red-haired man soon
6. They had not seen each other for
 - a) five years
 - b) ten years
 - c) twenty years

7. Living in Rome the young red-haired man was sure he would become

- a) a well known painter
- b) a prominent architect
- c) a famous writer

8. After the narrator had recalled everything he felt he

- a) was happy
- b) was aghast
- c) was angry

9. When the narrator addressed him the red-haired man

- a) looked attentively at him
- b) did not look at him
- c) began to smile

10. The red-haired man took a banknote and

- a) thanked the author
- b) hid it into his pocket
- c) crumpled it and threw it away

IV. As you listen to the story for the second time take notes under the following headings.

The life of the Mexican City

The red-haired beggar - his unusual appearance and behaviour in the crowd of the dark-haired people

The life of the young red-haired man in Rome – his character, ambitions

V. Discuss the story. Questions for discussion.

1. Why didn't the red-haired beggar ever pause in front of the author's table?

2. Do you think he might have recognized the narrator?

3. Which of the following characterize the bum?

jealousy	hypocrisy
vanity	tolerance
ambition	sympathy
impatience	cleverness
dignity	pride

4. What might have brought the bum to that pitiful state?

5. Would the bum have found himself in such a predicament if he had been a different person?

The following phrases for discussion may be helpful:

There is quite a lot (something) in what you say, but...

I wouldn't go so far as to say that...

I personally think that...

I don't want to impose my ideas (to press my point) but I'm sure that...

I doubt that (if)

That may or may not be so (true), I only know that...

UNIT 16

THE CANNIBALS

After St. Heym

I. Pre-listening tasks. Remember these names from the story.

Pop - the father

Mom - the mother

Jimmy - their son

II. Study the following words and word-combinations from the text.

cannibal - person who eats human flesh, animal that eats its own kind

a meter - an apparatus which measures, esp. one that records the amount of whatever passes through it. Here: to check meters

supervisor - person who watches and directs (work, workers, an organization)

to join up (coll.) - join the army

to run (political) errands - make journeys, to do things, carry messages, etc.

III. After listening to the story for the first time complete the following sentences.

1. The father of the family looked hopeful that day because...
2. He was an optimist and refused...
3. As the mother was a worrier she found...
4. The father hoped that the army which his son Jimmy had recently joined would...
5. The father was sure that living in America a guy like him...
6. In the telegram it was said that the war department regretted to inform them that...

IV. As you listen to the story for the second time take notes under the following headings:

The father - his character, attitude to life

The mother - her character

Jimmy - his plans for the future

V. Work as a class. Discuss your notes.

Discuss the story. Questions for discussion.

1. What feelings did the story arouse in you?

Did you feel deep sorrow and sympathy for Jimmy?

2. What do you think about the relations between Pop, Mom, Jimmy?
3. Why is the story entitled "The Cannibals"? What parallel does the author draw here?
4. Who, in the author's opinion, are the persons who eat their own kind?
5. Didn't the author blame the father of the family who didn't want to miss his chance and welcomed the reopening of a big war plant?
6. Wasn't the father of the family partially to blame for the death of his own son?
7. Did the author of the story take us to the battle-field to show that wars are terrible and inhuman and bring ruin, disaster, unhappiness into the lives of the common people?

The following phrases for discussion may be helpful.

I think you overestimate (underestimate)...

Now I begin to see your point...

I'd like to draw your attention to the following...

UNIT 17

SKIN

After R.Dahl

I. Pre-listening tasks. Read the names from the story.

Drioli Josie

Monsieur [m 'sj]

Chaim Soutine [Haim Su:tin] (1894-1943) - a painter of the Expressionist School

the place of Falguiere

Le Havre

Buenos Aires ['bwen s'ai ris]

Cannes [k n]

II. Study the words and phrases from the story.

tattoo [t 'tu:] - mark s/b's skin with a permanent picture or pattern by pricking it and putting in dyes or stains

the necessities /of the tattooist/ - the necessary instrument

to undertake to teach s/b - make oneself responsible for; agree (to do smth)

to be a startling sight - giving a shock of surprise

to varnish a picture - to put a particular kind of liquid (hard, shining, transparent coating on the surface of a picture)

III. After you have listened to the story once agree or disagree with the statements below.

1. The main character of the story called Drioli was cold and miserable.
2. He had never liked picture galleries.
3. More than twenty years had passed since Drioli saw Soutine.
4. Chaim Soutine was a prosperous painter at that time.
5. Once Soutine got rich and brought a lot of wine to his studio.
6. It was Drioli's idea to paint a picture on the skin of his back.
7. The portrait contained so much characteristic of Soutine's other works.
8. Drioli pushed open the door of the gallery and went in.
9. The gallery owner greeted Drioli warmly.
10. Drioli was offered two hundred thousand francs for the picture on his back.
11. The alternative proposal of the tall stranger was more generous.
12. In the long run Drioli disappeared out of the gallery with his new patron.

IV. Listen to the story again. Give a summary of the facts of the story using the following phrases.

the story describes the life of...

the story shows that...

it's hard to understand /to believe/ at once from the episode of...

the main character finds himself...

the events that follow show...

the story ends in...

V. Work as a class and discuss the following questions:

1. What is the moral of the story?
2. Do you think art has something to do with big business?
3. What life do many artists live before their fame is established?
4. Do you feel sympathy and pity for Drioli?

VI. Get into groups of 2 or 3 and account for the very end of the story.

In pairs try to discuss the question whether Drioli accepted the tall man's proposal because he believed him more than the gallery owner or because he was driven to despair.

Do you think he realized what lay behind?

Do you think Drioli's end was inevitable?

Can you explain why?

Speak on the social aspect of the problem.

The following phrases for discussion may be helpful.

As far as I know...

As far as I can see (judge)...

As for me...

As to me...

I, personally, think...

UNIT 18

A FRIEND IN NEED

After W.S. Maugham

I. Pre-listening tasks. Remember the names from the story.

Edward Hyde Burton

Lanny Burton

II. Look at the words and word-combinations you are going to hear.

a namesake - person or thing with the same name as another

to be down and out - to be beaten in the struggle of life, to be unemployed and without money

beacon - fixed lantern to warn or guide ships

creek - narrow inlet of water on the seashore or in a river bank

current - stream of water, esp. one flowing through slower moving or still water

II. After listening to the story for the first time complete the following sentences.

1. Edward Hyde Burton wouldn't have been so popular at the British Club if...

2. The author would have never believed Edward Hyde Burton was capable of such an action if...

3. Women wouldn't have thought a lot of Lanny if...

4. Lanny Burton wished his namesake Edward...

5. Lanny Burton wouldn't have turned to Edward for help if...

6. If Lanny hadn't ruined his health by drinking...

7. If /Even if/ Edward had got a vacancy in his office...

III. Listen to the story again. Take notes under the following headings:

Edward Hyde Burton, the man - his social standing, appearance, character, family life

Lanny Burton, the man - his social standing, appearance, habits, character, way of life

The story which the author heard from Edward Burton's own lips

IV. When you have listened pair up with another student from your group and discuss the notes.

V. After-listening task. Discuss the story. Questions for discussion.

1. What does the author mean by the words "It's on the face that for the most part we judge the persons we meet".

2. Don't you think that appearances may be deceitful (deceptive) sometimes?

3. Why do you think Edward Burton sent his namesake to die?

4. Did he suffer from pricks of conscience?

5. What was the author's attitude to the death of Lanny Burton? Don't you think he blamed Edward Burton for that?

6. Do you feel sorry for Lanny Burton who had ruined his life by drink and was drowned?

7. How can you account for the title?

Can you recall the well known saying the beginning of which is "A Friend in Need is...".

8. Did Mr. Edward Burton turn out to be such a friend? Why?/Why not?

UNIT 19**THE PRIDE OF MISS STELLA SIBLEY**

After E.Caldwell

I. Pre-listening tasks. Remember the following names..

Stella Sibley

Harry Rumford

Jake Carson

Indianola - a small town in the USA (Mississippi)

the Gulf Coast - the Coast of the Gulf of Mexico

II. Study the following words and word-combinations.*yearning* - strong desire, tender longing*to resign oneself to living out her life as an old maid* - to accept without complaint the prospect of living all her life unmarried /of remaining single/*to rent parking place for his caravan* - to occupy and pay for a place where to keep his caravan for a time*caravan (Am.)* - a large covered wagon in which one can live, used by people who have to travel from place to place*trash* - rubbish, useless, broken-up things*to haul* - to pull or drag with effort*prim (expression)* - stiff*to have social intercourse (formal style)* - meeting people in a friendly way*ingratiating (smile)* - trying to win the favour of s/b*to reckon* - to think, to suppose*that's how the gossip went* - that's what people talked aboutIII. Listen to the story once.

Pre-set questions. Listen for the answers to the following questions.

1. What was the attitude of the inhabitants of Indianola to Miss Stella Sibley?
2. What attracted Jake Carson to Stella?
3. Why did Stella Sibley agree to rent Harry Rumford parking space for his caravan?
4. Did it cost Harry a great effort to win Stella's heart?
5. How did Jake react to the unexpected invitation of Stella?

IV. Listening for special points.

A Since her childhood Stella had been an attractive woman. Listen to the story again and note how the author describes Stella (her appearance, way of life, tastes, attitude to people)

B Compare Harry Rumford and Jack Carson and give your opinion of each man (his appearance, way of life, character, attitude to Stella)

V. Complete the following sentences.

1. If Stella hadn't needed the rent that Harry Rumford offered to pay...
2. If Stella had known men better...
3. If Harry Rumford hadn't appealed to Stella so much...
4. Stella wished with all her heart...
5. If Stella hadn't been so youthful and attractive...
6. Jake Carton wished...

VI. Questions for discussion.

1. Why do you think Stella Sibley had no admirers in the town with the exception of Jake Carson? What sort of girl was she?

2. Wasn't it surprising that Harry Rumford should win Stella's heart so easily?

3. Why was Stella so restless and worried as she sat on the back porch waiting for Jake Carson?

4. How would Stella have felt if Jake had refused to come into her house?

5. How did Jake react to the unexpected invitation of Stella and what did his last words imply? ("The one thing that bothers me most is that I never did get a chance to sit on the porch with you")

Which of the following adjectives characterize each personage (Stella, Harry Rumford, Jake Carson)

decent, dull (boring), determined (resolute), communicative (a good mixer), reserved, shy (timid), ambitious, unreliable, conceited (arrogant, supercilious), /un/intelligent, common/mediocre, deceptive, attractive, proud

VII. Account for the title of the story.

UNIT 20

THE END OF THE FLIGHT

After W.S. Maugham

I. Pre-listening tasks. Study the meaning and learn the words from the story.

scanty /luggage/ - small in size or amount

to be through with smth - finish (with)

II. Listen to the story. Then complete the sentences in the following.

1. The narrator found himself in

- a) a busy city of Borneo
 - b) a little town on the coast of Borneo
 - c) a small native village
2. The host was
- a) an old native man of 70
 - b) a young intelligent fellow
 - c) a cheerful man of 35
3. The author of the story was going to spend the night
- a) in a large room with verandahs on two sides spacing furnished
 - b) on the verandah of the house
 - c) in a spacious drawing room
4. It was
- a) an Englishman
 - b) a Dutchman
 - c) a Chinese
- who slept in it last.
5. The newcomer wished he could
- a) find a place to stay for some time
 - b) find a permanent job at that place
 - c) leave the place as soon as possible
6. The host was surprised at the sight of
- a) the great number of suitcases
 - b) the little shiny brown bag
 - c) the revolver the Dutchman had got.
7. The state the Dutchman was in could be called as
- a) placid and undisturbed
 - b) tense and excited
 - c) joyful and elated
8. He had done something to
- a) an Achinese

b) an American

c) an Armenian

and the man had sworn to kill him.

9. The Dutchman changed his whereabouts

a) once

b) more than three times

c) two times

10. The funny look the Dutchman had on his face was

a) fear

b) amusement

c) happiness

11. Next morning the host and the boy who brought him tea

found the Dutchman

a) safe and sound

b) still sleeping

c) as dead as mutton

III. Listen to the story again. Then pair up with a student from your group and answer the following questions.

1. How did the author feel when he landed and his bags were put beside him on the beach?

2. The host greeted the narrator with heartiness, didn't he?

3. Did the story which the host told the narrator strike him as unusual?

4. Why did the behaviour of the Dutchman surprise the host?

5. How did the Dutchman finish his life?

IV. Working in groups of 2 or 3 describe the state in which the Dutchman was when he was trying to escape punishment.

Points for further discussion. Comment on the title of the story.

The Dutchman did his best trying to hide from the Achinese. Didn't he realize that he was doomed?

Why do you think the host decided to pour out the whole story to the narrator?

Wouldn't it have been better if the narrator had heard the story the next morning?

ON THE WAY TO DISCUSSION. НА ПУТИ К ДИСКУССИИ

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