

William Somerset MAUGHAM

Short Stories

Mr. Know-All

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. an accommodation
2. to put up with smth.
3. to sink
4. a patron
5. to make one's way somewhere
6. so-and-so
7. to be put in with smb.
8. to be all for smth.
9. British to the backbone
10. to be of a sturdy built
11. a subject
12. to feel pretty sure
13. to be in force
14. to be bone dry
15. a pal
16. to put on air(s)
17. to set smb. at one's ease
18. to slam the door in one's face
19. to be a good mixer
20. to do smth. to one's face
21. at one's mercy
22. to bulge out of smth.
23. a good deal of smth.
24. to rush the new topic
25. to be in the trade
26. on some errand
27. to tell
28. with half an eye
29. to take one's word for smth.
30. to bet a hundred dollars
31. (to bet) on a certainty
32. to be cocksure
33. Do you mind ... + gerund?

II. Make ten true-false sentences on the contents of the story using the words from Ex. 1.

III. Translate the sentences. Pay special attention to their grammatical and stylistic peculiarities:

1. "I felt pretty sure... England".

2. “When I am not ... lemon-squash”.
3. “The Union Jack ... in dignity”.
4. “There’s nothing ... for yourself”.
5. “In your own house ... visitor”.
6. “He was certainly ... to his face”.
7. “For the better part ... mercy”.
8. “On evening ... of pearls”.
9. “I do not believe ... a heated argument”.
10. “I know all ... isn’t worth knowing”.
11. “If I get a chance ... to take it”.
12. “You shouldn’t ... a coat”.

IV. A passage for good-reading and written literary translation:

“He handed the chain ... a head-ache”.

V. Answer the questions:

1. Why was accommodation very hard to get?
2. Why did the heart of the narrator sink once?
3. What peculiar features were characteristic to Mr. Kelada’s luggage and toilet things?
4. What is said about Mr. Kelada’s appearance?
5. Mr. Kelada was talkative, wasn’t he? Prove it.
6. What can you say about Mr. Kelada’s activity on board the ship?
7. What was the attitude to Mr. Kelada on board the ship?
8. What other personages were there? Characterize them.
9. What can you say about Mrs. Ramsay’s behavior?
10. How can you explain the fact that the narrator constantly repeated “I didn’t like Mr. Kelada”?

VI. Comment on the last paragraph of the story.

VII. Think over another ending of the story.

VIII. *Comment on all the proper names from the text.

Flotsam and Jetsam (Part I) (Up to the words: “Early next morning...”)

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. to shrug one's shoulders	19. a lead
2. to give a start	20. to be bust
3. to catch a glimpse of smth.	21. to be a wash-out
4. to keep quiet	22. the long and short of it
5. to break into a grin	23. to be at one's wits' end
6. to fall ill	24. to make a packet
7. to impose oneself on smb.	25. for God's sake
8. as weak as a rat	26. a go of malaria
9. as shabby as a beachcomber	27. to spit smth. out
10. to be not much of smth.	28. to turn smb. out
11. to be ill at ease	29. that's settled
12. at intervals	30. to be scared to death of smth.
13. a nuisance	31. to keep one's eyes open
14. to make a move	32. at the first glance
15. to long for smth.	33. to fall upon evil days
16. at the longest	34. to keep doing smth.
17. (to be) broke to the wide	35. to look forward to (doing) smth.
18. to be fed up with smth.	36. to despise

II. Make a dialogue with the words from Ex. 1. Role-play it.

III. Find in the text, transcribe and translate the following words. Learn them by heart. Get ready for a dictation:

поместье, незваный, праздно, судорожный, отчаянный, закладная, снаряжение, значительный, человек смешанной расы.

IV. Translate the sentences. Comment on their grammatical peculiarities:

1. “This duty performed ... brunch”.
2. “I’m going ... brought up”.
3. “It badly ... paint”.
4. “She wore ... white”.
5. “I hope ... he said”.
6. “Norman said ... alone”.
7. “He won’t be ... a chair”.
8. “You don’t ... the longest”.
9. “If he’s anything ... Borneo”.
10. “Her grotesque ... nothing of it”.
11. “He couldn’t ... the matter”.
12. “He was knowledgeable ... he could”.
13. “The meal was dull ... a word”.
14. “Though the heat ... awake”.

V. Passages for good-reading and written literary translation:

1. “But Skelton ... a shave”.
2. “With a nod ... he could be”.

VI. Correct all grammatical mistakes in Mrs. Grange’s speech.

VII. Say everything you can about:

1. the Granges;
2. Skelton.

VIII. Finish the story of Mrs. Grange, trying to explain why she was so afraid of her husband.

IX. *Comment on all the proper names from the text.

Flotsam and Jetsam (Part II)

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. to be off on one's round
2. on the strength of smth.
3. to get back on smb.
4. a dresser
5. to keep smth. bottled up
6. week in and week out
7. what's the odds
8. to be mixed up in smth.
9. ins and outs
10. to take care of smb.
11. to tell for two pins
12. on/upon one's word of honour
13. to be rid of smth.
14. as fit as a fiddle
15. to make sure
16. to turn in
17. to be on the tip of the tongue
18. a tale of sin and folly
19. for donkey's years
20. to take to smb.
21. to feel at home
22. to put smth. into words
23. to give in
24. to run (awful) risks
25. in point of fact
26. to put up with smth.
27. to be bound to happen
28. to have smth. one's own way
29. can't help doing smth.
30. God-forsaken (place)

II. Make 10 sentences in Russian with the words from Ex. 1 for your group-mates to translate.

III. Passages for good-reading and written literary translation:

1. “I daresay ... the country”.
2. “Oh, Norman, you are ... the first year”.

IV. Translate and comment upon the following:

1. “A damned funny ... a drink for days”.
2. “You quite understand ... he said”.
3. “When first Skelton ... she had said”.
4. “What the eye didn’t see ... over”.

V. How can you explain:

1. Mrs. Granges’ attempts to tell everything to Skelton.
2. the fact Mrs. Grange didn’t say anything to Skelton ?

VI. Give the character-sketches of:

1. the Granges;
2. Skelton.

Be argumentative!

VII. Explain the meaning of all the “theatrical” terms used in the text.

VIII. *Make as many words as possible from the letters of the word “undistinguished”.

The Unconquered (Part I) (Up to the words: “They had an old Citroen”)

I. Find English equivalents to the following words and phrases. Remember the situations they were used in. Learn them by heart:

1. стонать	3. одним глотком
2. судорожно вздохнуть	4. разразиться рыданиями

5. неженка	16. легко
6. вскрикнуть, взвизгнуть	ориентироваться
7. гортанный	17. ухватиться за шанс
8. намеренно	18. утолить голод
9. испытывать сильную жажду	19. по поручению
10. неуступчивый	20. время от времени
11. сжать кулаки	21. Сделанного не воротишь
12. трезвый как стеклышко	22. взбрести в голову
13. ударить, отвесить пощечину	23. счастливый случай
14. взглянуть	24. поблизости
15. как свои пять пальцев	25. горько плакать
	26. сойти с ума

II. Make dialogues using the words from Ex. 1. Dramatize them.

**III. Transcribe and translate the following words. Ask questions
with them to your group-mates:**

obedience, to cower, hostile, a conqueror, undulating

IV. Dwell on the way the following words are built:

good-humouredly, unceremoniously, disarming, misunderstanding,
sizable, unobtainable.

**V. What is the difference between “to groan” and “to moan”?
Give examples of your own.**

VI. Passages for good-reading and written literary translation:

1. “Father, ... Let’s go.”

2. “Why do you want ... to do with her.”
3. “She flung out ... tenderness”.

VII. Illustrate the meaning of the proverb “What’s done cannot be undone” with an example of your own experience.

VIII. Give character-sketches of all the personages mentioned in the story. Dwell on psychological motives of their behavior.

IX. Make a plan and retell the part given.

The Unconquered (Part II)

I. Match the two parts of the phrases. Explain their meaning. Remember the context they were used in. Learn them by heart:

1. to ruin	19. on smb.’s
2. to bring smb.	20. neither here
3. to break	21. to be a
4. to gain	22. to come out
5. to come	a. control over smb.
6. a man of	b. few words
7. to hold	c. one’s tongue
8. to be in	d. into a peal of laughter
9. to hold	e. favour of smb.’s doing smth.
10. to buy for	f. like a clap of thunder
11. to have	g. a candle to smb.
12. to give	h. one’s life
13. to bit	i. a song
14. to serve	j. on top
15. take it	k. to his knees
16. to come into	l. a hand
17. let bygones	m. one’s head off
18. to waste one’s	

n. one's own	s. all in all
o. be bygones	t. smb. right
p. Dutchman	u. no there
q. pull	v. account
r. breath	

II. Make a situation describing future life/lives of Annette and Hans. Use the words from Ex. 1.

III. Transcribe and translate the following words:

a hostage, a midwife, to trudge, to darn, a circumstance, viciously, civilization, to accompany, a prisoner, exultation, a ringleader, to collaborate, arrogance.

IV. Make a task of your own for your group-mates to train the words from Ex. 3.

V. Find the passages for reading and written literary translation using the key-words given:

1. he's small and frail;
 In Germany;
 the suspicion;
 why do I have to suffer it?;
 my heart and soul;
 we were to be married;
 "Hold your tongue".

2. God, how pathetic;
 he was a Dutchman;
 it had been a joke;
 Hans knew that she;
 go to work;
 never tell with a woman.

3. of Paris-Soir.;
 Good sense, that was;
 the Reich;
 in Europe;
 the poor man in France;
 "I almost forgot, ...

4. The swine;
 my poor child;
 a fine-looking fellow;
 Oh, come, daughter;
 to wound him;
 France was rotten.

VI. Speak about Hans's feeling to Annette. Give quotations from the text.

VII. Dwell on the following: "She realized with rage that some of the things he said had aroused in her heart a feeling that she had never felt for him before". What "things" could arose a certain feeling in her heart? What feelings could appear in her heart?

VIII. Comment on the end of the story. How would YOU behave in such a situation?

IX. *What could all the personages of the story feel after Annette's deed? Make their monologues.

Mackintosh (Part I) (Up to the words: "... He rode away chuckling.")

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. barefoot	12. to lose one's temper
2. to set out	13. with gusto
3. humming	14. to have smth. at one's fingers' ends
4. to do smth. with a start	15. red tape
5. to neglect to do smth.	16. at the expense
6. through the length and breadth	17. to be at a loss
7. to look forward to smth.	18. to take advantage of
8. at long odds	19. of one's own accord
9. at a profit	20. on one's own terms
10. to get on	21. to get smb. right
11. (not) to be quite of smb.'s kidney	22. to rub in smth.
	23. in course of time

- 24. I don't care
- 25. Kanaka
- 26. to fly into a passion
- 27. Take care (!)
- 28. to be out of breath
- 29. by George
- 30. on the contrary
- 31. to be in high spirits
- 32. Hang it all!
- 33. at the cost of smth.

II. Make dialogues between the personages mentioned, based on the contents of the part under analysis. Use the words from Ex. 1.

- 1. Walker and Mackintosh;
- 2. Walker and Manuma;
- 3. Mackintosh and Manuma.

III. Who said this? When?

- 1. "Lazy beggar".
- 2. "What in hell have you brought all this muck for?"
- 3. "Detective stories don't interest me".
- 4. "You wouldn't be a bad sort if you got soused once a week".
- 5. "He's a good dog and he loves his master".
- 6. "No one could accuse you of giving money away".
- 7. "Not unless you pay us one hundred pounds".

IV. Passages for good-reading and written literary translation:

- 1. "One of his quarrels ... the tension".
- 2. "His enthusiasm ... Get out."

V. Speak about Mackintosh and Walker giving quotations from the text.

VI. Why, do you think, is the story called "Mackintosh", while the main character seems to be Walker? Give another name for the part you've read. Explain your choice.

VII. Retell the story in detail.

VIII. *Comment on all the proper names from the text.

IX. ** Name the words and find them in the table. Make seven sentences in Russian with them for your group-mates to translate.

1. to close a part of your body tightly, especially if you are angry or upset;
2. an area of the sea that is separated from the rest of the sea by sand or rocks;
3. when your body suddenly shakes, because you feel cold or frightened;
4. a piece of clothes used by Samoan people (their national clothes);
5. to make smb. feel annoyed and impatient because things are not happening as he wants;
6. thinking that smth. is normal because you have experienced smth. for a certain period of time;
7. the attitude of someone who is willing to accept other people's beliefs, way of life, etc. without criticizing them even if they disagree with them;
8. smth. that makes one person or thing more likely to succeed than others;
9. the right or power to make legal decisions;
10. too unpleasant or painful to bear;
11. the situation of being successful and having a lot of money;
12. to feel or show respect and love for a god.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
a	A	D	A	P	J	U	R	I	S	D	I	C	T	I	O	N
b	N	E	K	D	O	N	M	B	F	H	V	H	L	M	O	Y
c	Q	M	G	Q	I	E	X	A	S	P	E	R	A	T	E	C
d	F	O	Z	J	A	N	S	P	I	T	U	W	O	W	X	B
e	Y	T	R	E	D	D	U	H	S	X	C	L	E	N	C	H

f	J	S	F	G	Z	U	S	D	K	T	E	I	E	C	N	C
g	H	U	R	D	L	R	I	E	J	R	U	B	K	N	P	L
h	E	C	G	O	O	A	M	L	A	V	A	-	L	A	V	A
i	S	C	R	W	T	B	Y	N	O	O	G	A	L	S	Q	R
j	U	A	V	X	W	L	C	A	D	V	A	N	T	A	G	E
k	P	R	O	S	P	E	R	I	T	Y	V	Z	A	X	Q	B

Mackintosh (Part II)(Up to the words: “ ... Mackintosh shrugged his shoulders.”)

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. in the long run
2. to be outwitted
3. to wear long faces
4. to take one's time
5. to be a laughing-stock
6. to put up with smth.
7. to put one's prides into one's pockets
8. to set out
9. to tickle smb. to death
10. to be in high spirits
11. to make smb. sick and faint
12. to pull oneself together
13. a sing-song whine
14. to assume an expression of...
15. to make up one's mind
16. to be well-to-do
17. to rule with a firm hand
18. to have a gargle
19. Mother Hubbard
20. to split one's sides with laughing
21. to take one's leave
22. to force one's way in
23. a fit of laughter
24. to get smb.'s backs up

II. Make five sentences with the words of Ex. 1 in Russian for your group-mates to translate.

III. Find these words out. Explain their meaning.

Schm, tnt, hmltn, mrtfctn, crcmvnt, wrtchd, dmnstrtr, nqlfd, mnstrs, bsqs, mprrnncc, glstn, nvgrtng, sntr.

IV. Find as many synonyms to the verb “to glisten” as possible. Make a dialogue (using the synonyms) so as to illustrate their meaning.

V. Passages for good-reading and written literary translation:

1. “He put his hands ... a mile away”.
2. “So long as he was ... the way we live”.

VI. Ask ten questions to cover the contents of the text using the words of Ex. 3.

VII. Comment on the behavior of Mackintosh with Walker. Why didn’t Mackintosh tell about the disappearance of the revolver?

Mackintosh (Part III)

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. to be a bit dicky	9. to feel at piece with the world
2. to keep one’s pecker up	10. to break into smth.
3. to bully the way	11. to be on (good, bad) terms with smb.
4. to turn in	12. at all events
5. in God’s name	13. the dog-cart
6. to be a great hand at doing smth.	14. a hypodermic injection
7. to get the wind up	15. as right as rain
8. to put smb. out of his mind	16. to be done for / with

17. to have one's day
18. a bob
19. to make a fuss

20. to have nothing to do with smth.

II. Make dialogues with these word-combinations. Role-play them.

III. Passages for good-reading and written literary translation:

1. "The boy nodded. ... It was done then".
2. "The words were ...had been shot".
3. "You must say ... where he fell".

IV. How can you explain the behaviour of Mackintosh and his feelings in the evening and when he found his revolver?

V. Why did Mackintosh do THAT? Be argumentative. Comment on the end of the story.

VI. Why is the story called "Mackintosh"? What other name can you give to the story, now you know the end? Why?

VII.*What card name was mentioned in the story?

1. What other names of cards do you know?
2. What card games do you know?
3. How are the card suits called?
4. What is an extra playing card, which in some games may have any value, called?
5. What is any card of a suit chosen to be of higher rank than the other three suits during a game called? What do all cards together form?
6. What is a giving number of cards to each player called?
7. What is the card game in which players try to make a winning combination of cards worth 21 points called?

8. What must you do with the cards before dealing?
9. What is a playing card which is a king, queen or jack called?

The Three Fat Women of Antibes

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. to be in the comfortable forties
2. to be well off
3. to be inclined to smth.
4. to be on the retired list
5. a fortune
6. to have a mind to smth.
7. to advantage of smth.
8. at the tip of the tongue
9. to give way to smth.
10. at least
11. in the twinkling of an eye
12. to drive smb. frantic
13. to be next door to (a crook)
14. to bet one's life
15. to be settled
16. to be through a good deal of smth.
17. to come to the rescue
18. to do with/ without smth.
19. without a moment's hesitation
20. to help oneself
21. to have a sweet tooth
22. a happy-go-lucky way
23. by the light of nature
24. can't help doing smth.
25. on the sly
26. to take in
27. to cry one's eyes out
28. to leap at the opportunity
29. to be fond of (doing) smth.
30. to keep up appearances
31. a real treat
32. on a sudden
33. to be dead still
34. to go clean out of
35. to set to
36. to be about
37. to drink at a gulp

II. Pick out from the story words and expressions that denote:

1. food;
2. drinks;
3. adjectives describing dishes;
4. verbs describing the manner of eating.

Explain their meaning. Give examples of their use if necessary.

III. Comment on the grammatical and stylistic peculiarities of the following sentences. Translate them:

1. "... she was not disinclined ... purpose".
2. "It was not disagreeable".
3. "It was their fat ... alliance".
4. "He shrugged his disapproving shoulders".
5. "Never were three women greater friends".
6. "The grossest indecency ... herself first".
7. "She helped herself liberally".
8. "For the first rubber ... newcomer".
9. "During the evening ... the keenest observer".
10. "You should never ... cried Frank".
11. "Then she ought to go to a sanatorium".
12. "I wouldn't put it ... on the sly".
13. "By the time Lena ... on speaking terms".
14. "If there was one thing ... graciousness".
15. "Fat, nay vast, ... handsome woman".
16. "It's more than flesh and blood can stand".
17. "Frank called her a name ... in affection".
18. "He had just told her ... pea-soup".
19. "Can't I? You wait and see".
20. "Frank thrust one ... monstrous Lena"

IV. Passages for good-reading and written literary translation:

1. "Never were three women ... in their class".

2. “With a cook of their own ... to pounds and ounces”.
3. “Poor Jim, ... icy politeness”.
4. “The coffee was brought ... a meringue”.

V. Give all synonyms to the word “lump”. Explain the difference between them. Illustrate it with the examples of your own.

VI. What British measures of weight are mentioned in the story? What other measures do you know?

VII. What containers can food be kept in? Give examples. (Cf.: a pot of butter, a jar of cream etc.)

VIII. Answer the following questions. Be argumentative!

1. How does the appearance of the women reflect their characters?
2. Why did they begin quarrelling after some time?
3. Was Lena doing everything on purpose? Why (not)?

IX. Group work: Role-play the continuation of the story. Add some personages so as to make all the members of the group have an opportunity to speak. Use all the words and phrases (especially “food” ones) mentioned in Ex.-s 1, 2, 5 – 7.

X. Retell the story as though you are:

1. Frank,
2. Arrow,
3. Beatrice,
4. Lena,
5. a chef in the Monkey House,
6. Prince Roccamare,
7. the doctor.

XI. *Suggest some recipes of your own to lose weight using as many words as possible from Ex.-s 1, 2, 5 – 7.

Footprints in the Jungle (Part I) (Up to the words: “... a pretty rotten time”)

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. to take advantage of smth./smb.	13. to give in
2. nightfall	14. a picture hat
3. to take stock of smb.	15. by Jingo
4. to speak one's mind	16. to get tight
5. a knack of badinage	17. to be on the best (good, bad etc.) terms
6. quick wit	18. as straight as a die
7. to take one's measure	19. to be keen on smb.
8. to be bold	20. to know smb. from A to Z
9. pure and simple	21. (not) to care a hang
10. to cost smb. dear	22. a God-send
11. at the crack of dawn	23. to buck things up
12. to take pains	24. to fall back on smb.

II. Make a situation describing the circumstances under which Mrs. Bronson could have become a widow and marry Cartwright. Use the words and phrases from Ex. 1.

III. Comment on the grammatical phenomena in the following statements:

1. “The Cartwrights ... a little fun”.
2. “... I think it was her mouth ... irony”.
3. “She glanced ... a few mistakes”.

4. “I’m told it’s grown”.
5. “I couldn’t help ... curiosity”.

IV. Find the descriptions of the Cartwrights and Mr. Bronson and translate them.

V. Think of the continuation of the story.

VI. Make ten statements covering the contents of the part you have read. Let your group-mates ask the questions to them so that your statements are the answers.

VII.*Find the words in the table using the translation given. One letter is extra.

Скромный, ненавязчивый; едкий, язвительный; несчтный, многочисленный; уверенность; роббер; беда, злоключение; решительность, решимость; орлиный (нос); торжественно, официально; признание, опознание; подробное исследование, изыскание.

u	t	u	e	c	a	a	m	i	n	r	i
t	e	n	t	t	i	c	q	u	d	u	r
o	r	v	l	b	l	m	n	e	i	a	c
u	s	i	r	n	a	d	o	r	y	i	s
s	u	e	l	a	u	t	l	m	t	s	r
e	e	i	o	s	q	r	e	a	n	a	b
n	l	o	r	f	s	i	u	g	o	b	b
n	n	n	c	o	e	e	n	s	m	l	e
s	i	i	o	n	n	z	u	i	t	i	i

Footprints in the Jungle (Part II) (Up to the words: “... on his way to Kabulong”)

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. to jump at the chance	11. to be (all) to pieces
2. current expenses	12. a P.M.
3. to ramble on	13. a gang robbery
4. Fire away!	14. to keep an eye on smb.
5. a go (of fever)	15. to keep smth. dark
6. to lose one's shirts	16. to be as pleased as Punch
7. to cut in	17. as keen as mustard on smth.
8. to be on the merry side	18. to hem smb. in
9. a tiffin	
10. to catch sight of smth.	

II. Make ONE long sentence in English for your group-mates to translate using as many phrases from Ex. 1 as possible.

III. Find correct transcription of the words, spell them and learn by heart:

1. ['pætɪ,kju:ləri] - ['pa:tikju:lərili] - [pə'tikjuləli]
2. ['sʌdʒənt] - ['sa:dʒənt] - ['serʒənt]
3. ['pripəreɪʃn] - [,prepə'reiʃn] - [,præpə'reiʃn]
4. [pri'zentiment] - [,pri'zentimənt] - ['pri'zentəmənt]
5. ['mə:tʃuəri] - ['ma:tʃuəri] - ['mə:tʃuəri]
6. [fə'rəʊʃəs] - [fə'rə:sʃəs] - ['fə:rəʃəs]
7. [skwi,mis'nis] - [sk'wi:məsnis] - ['skwi:miʃnis]
8. [,instən'teiniəs] - [,instən'tæinijus] - [,ins,tinteinjuəs]

IV. Speak about the jungle as a natural phenomenon using the words from Ex. 3.

V. A passage for good-reading and written literary translation:

“We walked ... I said”.

VI. Answer the questions:

1. What was Mrs. Bronson’s reaction to the news of her future baby?
2. How can you explain that?
3. What was the reason of Bronson’s murder?
4. Who killed him?

VII. Retell the story in detail.

Footprints in the Jungle (Part III)

I. Explain the meaning of the following words and word-combinations. Remember the context they were used in. Learn the words by heart:

1. it’s up to me	11. a knock-kneed fellow
2. to be positive	12. to put two and two together
3. to be out of running	13. to look for a needle in a bundle of hay
4. to cast one’s net	14. a drawing-room pastime
5. bad hats	15. to throw oneself on smb.’s mercy
6. the rope won’t spoil by keeping	16. a bad job
7. sooner or later	
8. a successor	
9. to behave like a brick	
10. a half-hunter	

II. Make a dialogue discussing the story. Use the words from Ex. 1.

III. Name the type of conditional sentences:

1. “If you come ... carelessness”.
2. “ ... if the Chinaman ... murderers”.
3. “Of course ... a year”.
4. “But if he really ... to trace that”.
5. “ ... if he really ... to hide it”.
6. “I thought that ... a look”.
7. “ ... anyone ... it quickly”.
8. “Whoever ... the murderer was”.
9. “If he was ... to speak”.
10. “If they were ... just bolt?”
11. “Human memory ... found out”.
12. “A perfectly ... he's punished”.

IV. What do you think of the following?

“A perfectly decent fellow ... a much more difficult matter”.

V. Retell the story in detail.

REVISION

I. Topics for discussion:

1. Mr. Kelada and his behavior.
2. Mrs. Ramsey's secret.
3. Mr. and Mrs. Grange: the story of their marriage and life.
4. Skelton's role in the story.
5. The story of Mrs. Grange and John.
6. Annette's story: what would you do on her place?
7. Hans' behavior and feelings.
8. Annette's parents and their attitude to Hans.

9. Walker: his character and attitude to the natives.
10. Mackintosh: his relations with Walker.
11. Mackintosh: the reasons of his suicide.
12. Manuma: the motives and results of his deed.
13. Peculiarities of women's behavior in stressful situations.
14. Footprints in the jungle: the message of the story.

II. Write an essay summarizing your impressions on one of the stories.