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иноязычной профессиональной коммуникации

## GUIDE TO CULTURAL STUDIES

Учебно-методическое пособие

Текстовое электронное издание



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Учебно-методическое пособие предназначено для студентов направления подготовки бакалавриата «Культурология» для изучения дисциплины «Иностранный язык в профессиональной и деловой коммуникации», основная цель которой - научить студентов читать литературу по специальности и вести беседы на профессиональные темы. Предлагаемая в пособии система упражнений ориентирована на формирование навыков и умений ознакомительного чтения и перевода текстов профессионального характера, освоение специальной лексики и обогащение активного словарного запаса студентов для профессионально ориентированного общения.

Пособие также может быть использовано в качестве справочного материала для магистрантов и аспирантов.

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## ОГЛАВЛЕНИЕ

<u>ПРЕДИСЛОВИЕ</u> .....	4
<u>Unit 1. CULTURAL PRACTICES</u> .....	6
<u>Unit 2. STEREOTYPES</u> .....	17
1) <u>Part 1. Gross stereotypes about different countries     people actually believe</u> .....	17
2) <u>Part 2. Some stereotypes that are 100% true</u> .....	27
<u>Unit 3. ART NOUVEAU</u> .....	35
<u>Unit 4. QUOTING SHAKESPEARE</u> .....	43
<u>ПРИЛОЖЕНИЕ CULTURE PAGES</u> .....	52
<u>Supplement 1. The Pre-Raphaelite Brotherhood</u> .....	52
<u>Supplement 2. Radio drama</u> .....	55
<u>Supplement 3. Fictional literary characters</u> .....	57
<u>Supplement 4. Living art</u> .....	62
<u>ЛИТЕРАТУРА</u> .....	66

## ПРЕДИСЛОВИЕ

Учебно-методического пособие «Guide to Cultural Studies» предназначено для студентов бакалавриата, получающих образование по направлению подготовки «Культурология».

Актуальность данного пособия обусловлена тем, что в нём представлены тексты профессионального характера, что способствует формированию коммуникативной, когнитивной и лингвистической компетенции студентов. Важной характеристикой пособия является аутентичность предлагаемого материала, профессиональная направленность которого удовлетворяет требованию реализации междисциплинарного подхода в образовательном процессе: содержание представленного в данном пособии материала перекликается с содержанием курсов специальных дисциплин по направлению подготовки «Культурология».

Пособие является четко структурированным и построено по тематическому принципу. В каждой теме представлены тексты для отработки навыков изучающего и ознакомительного чтения и перевода, за которыми следуют упражнения на проверку понимания прочитанного материала и закрепление изученных лексико-грамматических аспектов.

В целом, каждый тематический раздел пособия представляет собой логически построенную систему, направленную на развитие ключевых компетенций обучающихся: общеязыковой, коммуникативной, когнитивной, специальной и социальной.

Таким образом, данное пособие ориентированно не только на решение учебных задач, которые, в рамках курса «Иностранный язык в профессиональной и деловой коммуникации» заключаются, в первую очередь, в обогащении словарного запаса обучающихся профессиональной лексикой и современной терминологией в области культурологии, но и

также на формирование навыков перевода текстов по специальности и достижение определенного уровня владения устной речью, позволяющего вести беседы на профессиональные темы. Благодаря широкому спектру представленных заданий и приобретению навыков работы с профессионально-направленной иноязычной информацией, студенты овладевают способами активной познавательной деятельности, которые в совокупности с развитыми ключевыми компетенциями определяют универсальность и социально-профессиональную мобильность будущих специалистов, воспитывают толерантность и уважение к духовным ценностям разных стран и народов, что позволяет им успешно адаптироваться в разных социальных и профессиональных сообществах.

## Unit 1

### Cultural practices

**Lead in.** There is a saying in English: ‘When in Rome, do as the Romans do.’ What does it mean? Do you agree? Do you have a similar saying in your language?

#### **Eight Cultural Lessons in Manners from Different Countries to Be Mindful Of**

One of the beauties of travelling and having so many different cultures across the world, is the difference in cultural practices, beliefs, and traditions. It’s amazing how someone across the world from you could believe in something entirely different – what you may think is inappropriate or rude could be completely acceptable in another country.

As we become well-travelled and global citizens of the world, it’s important that we remain mindful of these different practices. Let’s be respectful of the cultures around us and learn to be open-minded and accepting.

#### ***1. Burping is a compliment***

Most of us would probably stifle a burp, or let it out ever so gently, but did you know in places like Turkey and Saudi Arabia it’s perfectly fine to burp (let it rip) after you meal? This lets the cook know that you are very satisfied with your meal and you enjoyed every bite. It might even be considered rude NOT to burp!



## ***2. Say hello with a spit***

In Kenya, there's the Maasai Tribe who spits as a form of affection, good luck, or reverence. A father spits on his daughter when she is married to bring good luck and prosperity. They also spit on newborn babies to keep them safe from harm and curses.

## ***3. Always greet with the right hand***

In the Middle East, you must only use your right hand when shaking a hand in greeting. It's a terrible insult to use your left hand – why? Because they use the left hand specifically for wiping after using the bathroom, so you can imagine the kind of insult it would be if you used the same hand to greet someone. Make sure to be mindful of this, and use the right hand always.

## ***4. A tip may work in the States, but not in Japan***

Unlike America, where some of the waiters make their earnings from tips, this can be considered an insult in Japan. Flip the perspective and those in Japan may read it as “Here's some extra cash because you clearly need it as you're not very good at your job”. Or they might be very confused with the extra money and think you have misread the bill. Do yourself and them a favour, and keep the tips to yourself.

## ***5. Slurp you food loud and proud***

In most of South East Asia, if you are consuming a really great bowl of noodles – for example Ramen – slurp loud and proud. It's considered a huge compliment to the chef who prepared the meal. Most of us aren't used to this and we consider any form of loud eating a little annoying.



### **6. *Don't ask for salt***

In Egypt, when you dine at a restaurant, it's rude to ask for salt. This is a way of you indirectly insulting the chef and saying it wasn't flavoured properly or needs a little more salt.

### **7. *Don't fill your own glass***

We're so used to just filling up our own glass when we need a top-up, but in Japan this is considered greedy, and a little anti-social. Instead, it would be proper for you to fill other glasses of the people at the table first, and they will in turn fill your glass – a return of the gesture.

### **8. *Avoid bringing wine to a dinner party in France***

This makes sense to me for a country that has some of the best vineyards in the world. Many in France pride themselves on their wine collection, bringing a bottle of wine may imply that the wine they are serving isn't good enough. Instead, bring some flowers or sweets. Of course, if you've been asked to bring wine that's a different story all together.

*Do you have any other cultural lessons in manners to share with us? Or perhaps some that you've stumbled upon? Do share!*

## **Comprehension**

Answer the following questions:

1. Why does the author think it is important to learn cultural practices across the world?
2. Where can you burp after your meal to show that you find it delicious?
3. What does spitting on your relatives mean for some people in Kenya?
4. Which hand must you always use for greeting in the Middle East and why?



5. What can be the way of earning for waiters in America and a confusing situation in Japan?
6. What is believed to be a real compliment to the chef in South East Asia?
7. Why shouldn't you ask for salt at an Egyptian restaurant?
8. Which example can you give to illustrate good table manners in Japan?
9. Why is a bottle of wine considered inappropriate as a gift to a dinner party in France?

### **Exercises**

#### **Ex. 1 Vocabulary. Give Russian equivalents for the words from the text:**

1. inappropriate
2. respectful
3. spit
4. insult
5. tip
6. flip the perspective
7. slurp
8. top-up
9. to pride oneself on

#### **Ex. 2 Vocabulary. Find in the text English equivalents for:**

1. приемлемый
2. отрывивать
3. уважение/почтение
4. помнить
5. переворачивать
6. оказывать услугу
7. быть привычным к чему-то
8. ответный жест
9. виноградник

**Ex. 3 Vocabulary. Complete the sentences using words from ex. 1-2.**

1. His joke was completely i\_\_\_\_\_.
2. She is always m\_\_\_\_\_ that he belongs to another culture.
3. In his culture people s\_\_\_\_\_ the soup.
4. I think we should r\_\_\_\_\_ .
5. If there isn't enough money, you should t\_\_\_\_\_ - \_\_\_\_\_ .
6. He p\_\_\_\_\_ his reputation.
7. She took it as an i\_\_\_\_\_ and got offended.

**Ex. 4 Vocabulary. Paraphrase using words from ex. 1-2.**

1. Be accustomed to
2. Respect
3. Move or turn smth quickly
4. Remember
5. Good enough for a particular purpose
6. Be proud of
7. Do smth in order to help

**Ex. 5 Match social situations to the countries.**

Social situations	Countries
1. It is not unusual to greet people in the neighborhood or on walking path.	a) Japan
2. It is polite to greet the sales assistant before asking for help.	b) Germany
3. People say hello and goodbye when entering and exiting an elevator.	c) Belgium and France
4. The person sitting next to you fills your glass and vice versa.	d) India
5. The person looks each person in the eye as he/she makes the toast.	e) China and Sweden

6. The guest of honor is expected to make a toast after the host's toast or at the end of the meal.	f) South Korea
7. When a person makes a hole-in-one in golf, the person is expected to give expensive gifts to the other members of the foursome.	g) The USA

## Grammar.

Study the following examples from the text below:

It's amazing how someone across the world from you **could** believe in something entirely different – what you **may** think is inappropriate or rude **could** be completely acceptable in another country.

It **might** even be considered rude not to burp!

In the Middle East, you **must** only use your right hand when shaking a hand in greeting.

... this **can** be considered an insult in Japan.

Why **shouldn't** you ask for salt at an Egyptian restaurant?

**Modal verbs: *ability, possibility, obligation, necessity, prohibition, advice***

### **Ability: *can, could, be able to***

We use:

- *can + bare infinitive* to talk about general ability in the present.  
*My mum **can write** articles for magazines. She's a journalist.*
- *could + bare infinitive* to talk about general ability in the past.  
*Jennifer **could concentrate** for hours when she was a student.*
- *be able to + bare infinitive* to talk about general ability in the present, past or future.  
*Amanda **is able to sing** beautifully.*  
*Amanda **was able to sing** beautifully.*  
*Amanda **will be able to sing** beautifully.*

- *was/were able to + bare infinitive* for a single specific ability in the past. We cannot use *could* here.  
*The surgeon was able to complete the operation.*

**Ex.6 Choose the correct words. Sometimes both options are correct.**

1. I *couldn't / wasn't able to* answer the last question in the history test.
2. My sister *can't / couldn't* drive, but she would like to learn.
3. They *could / were able to* get into the garden by climbing over the wall.
4. We *couldn't / weren't able to* visit the museum because it was closed.
5. Of course he *can / could* speak Italian. His mum's Italian.
6. We *couldn't / weren't able to* get tickets for tomorrow's game.
7. Luckily, Sheena *could / was able to* save the cat from drowning.
8. I *won't be / wasn't able to* do this if you don't help me.
9. We *couldn't / weren't able to* call her because we didn't have her number.
10. I *couldn't / haven't been able to* write that report yet.

**Possibility: *may, might, could***

We use:

- *may, might or could + bare infinitive* to talk about possibility in the present or in the future.  
*This may / might / could be the right way.*
- *may, might or could + have + past participle* to talk about possibility in the past.  
*I can't find my phone. I may / might / could have left it in the car.*
- We do not use *could* in negative sentences expressing possibility.  
*She might not pass the exam.*

### Ex. 7 Choose the correct words.

1. They're late. They may *miss* / *have missed* the bus.
2. You *might* / *could* not like the film.
3. She looks pale. She *could be* / *may have* ill.
4. They might *help* / *have helped* if you ask them.
5. I can't find my keys. I *might leave* / *might have left* them in the tram.
6. She *might* / *could* not know the truth.
7. He's not sure about his career plans. He *might not* / *could not* become a doctor.
8. There are no lights on. They *could go* / *could have gone* to bed already.

### Obligation and necessity: *must*, *have to*

We use:

- *must* + *bare infinitive* to talk about present or future.  
*We must call the doctor.*
- *have to* to talk about the present, past or future.  
*Katy will have to stay in hospital for two days.*

We use *must* and *have to* to express obligation or to say that something is important or necessary. *Must* shows that the speaker feels an action is necessary or important. *Have to* shows that an action is necessary because someone else says so, because there is a rule, or because the situation makes it necessary.

*I must buy some medicines.* (= I think it's necessary.)

*I have to buy some medicines.* (= My mother told me to do so.)

### Prohibition and lack of obligation: *mustn't*, *don't have to*

We use:

- *mustn't* + *bare infinitive* to say that something is prohibited or is not allowed.

You **mustn't take** more than two tablets.

- *don't have to* + *bare infinitive* to talk about something that is not necessary in the present and future.

You **don't have to take** any tablets.

**Ex. 8 Complete the sentences with *must / mustn't* or *have/has to, don't / doesn't have to*.**

1. Mum says you \_\_\_\_\_ eat all your salad.
2. We \_\_\_\_\_ visit Uncle Rob. I've missed him so much!
3. Eric's at home. He \_\_\_\_\_ go to school today it's the weekend.
4. You \_\_\_\_\_ tell Sue about the surprise party. It's a secret.
5. You \_\_\_\_\_ be eighteen to go bungee jumping.
6. You \_\_\_\_\_ leave the baby on his own.
7. Dave \_\_\_\_\_ be at work at half past seven tomorrow.
8. We can stay a bit longer. We \_\_\_\_\_ be back before six.
9. My hair looks awful. I \_\_\_\_\_ have it cut.
10. You \_\_\_\_\_ pay to get into the concert. It's free.
11. We \_\_\_\_\_ be late.
12. I \_\_\_\_\_ remember to phone Debbie.

**Advice and criticism: *should***

We use:

- *should* to express our opinion and to talk about what we think is right or wrong.  
*I think you **should study** harder.*
- *should* + *have* + *past participle* to express criticism of someone's actions.  
*You **should have given** Grandma the tablets at one o'clock.*

**Ex. 9 Choose the correct words.**

1. You **shouldn't / should** eat so many sweets. They're really bad for your teeth.

2. I left at six o'clock and went home. Do you think I should **wait** / **have waited** a little longer.
3. They should **phone** /**have phoned** before they went round the house.
4. If you are not feeling well, you should **call** / **have called** a doctor.
5. Should I **wear** / **have worn** a suit tomorrow?
6. He shouldn't have **speak** / **spoken** to her like that.
7. I think you should **apologise** / **apologised** to your friend.
8. If you want to lose weight, you should **exercise** / **have exercised** more often.

### JOKES

<i>Father:</i>	<i>Why did you put a frog in your sister's bed?</i>	<i>Girl 1:</i>	<i>We <b>could</b> eat our homework.</i>
<i>Son:</i>	<i>Because I <b>couldn't</b> find a spider!</i>	<i>Girl 2:</i>	<i>Why?</i>
		<i>Girl 1:</i>	<i>Because the teacher said it was a piece of cake!</i>
<i>Teacher:</i>	<i>What <b>can</b> you tell me about the people of the eighteenth century?</i>	<i>Boy 1:</i>	<i>What animal <b>should</b> you never play cards with?</i>
<i>Pupil:</i>	<i>They're all dead now, sir!</i>	<i>Boy 2:</i>	<i>A cheetah!</i>

### Ex.10 Grammar. Speaking.

**Split into small groups. Discuss in with your groupmates how they remember their childhood – happier and freer than now? Or the opposite? Write down four lists of differences between:**

1. What they could do then, but can't (or mustn't) do now;
2. What they couldn't/weren't able to do then, but can now;
3. What they had to do then, but don't have to do now;
4. What they didn't have to do then, but must/have to do now.

Share your ideas in groups and then report them to the class.

### **Ex. 11 Speaking.**

**Discuss these questions in groups.**

- 1) What is considered polite in your culture that might surprise people from another culture?
- 2) What advice would you give somebody coming to live and work in your country?



## Unit 2

### Stereotypes

**Lead in.** What is a stereotype? Do you think that stereotypes separate cultures (nations) or make their communication easier and more efficient?

### Part 1

#### Gross Stereotypes About Different Countries People Actually Believe

A stereotype is a popular belief about something. This belief can originate from the social sphere, for example from our parents, friends, as well as culture and subculture. Stereotypes make our lives easier in many ways because they show us what to expect from a certain situation or a certain person. But, at the same time, stereotypes can legitimize myths and act like a justification of our attitude toward different things. It's seen especially well when you think about travelling the world.

For example, have you ever refused to visit a certain place, just because you thought that there was something wrong with it, but then it turned out that you were wrong? Similar things can certainly disrupt your travel experience and make you miss out on numerous opportunities.

But, even though a lot of stereotypes are false, there are also the ones that are correct. So how do you know, what cliches are right or wrong, before visiting a certain country? Worry no more, because this list will help you figure out what is what when it comes to the most popular stereotypes about different nations!

#### ***1. False: Spaniards Are Lazy***

Yes, Spaniards have siesta (the time in the middle of the day, when they can take rest and get some sleep) and yes, they have this “mañana” attitude towards a lot of things. But it doesn't mean that they're lazy. After all, if you're used to working in the afternoon

and always hurry to finish some of the work, everyone else in the world doesn't have to have a similar kind of behavior.

In fact, most Spaniards don't sleep during siesta hours, but they choose to do some of the household stuff. Besides, their working week has more working hours than most other countries, even more than Germany!

## ***2. False: Africa Is All About National Parks***

A lot of people think that African countries are all about nature, national parks, and people living in the simplest huts that can exist in the world. Well, yes, nature there is incredible, there are a lot of national parks that offer the ultimate safari experience for tourists, and many people do live in huts, but it doesn't mean that Africa is lacking innovative technologies.

More and more Africans begin living in urban areas. Over 50 cities on the continent now have a population of more than a million people. Using cell phones and smartphones is very common, especially in more developed countries, such as Nigeria and South Africa. Mobile banking is well-spread, as well.



## ***3. False: Arranged Marriage In India Is Forced***

When we think about arranged marriages, we usually believe that all of them are forced and no choice is given to the bride and groom. Sometimes, as we assume, the couple meet for the first

time on their wedding day. In the past, it was like that, but now parents in India do things differently.

A lot of young people actually choose to have their marriages arranged by their parents, other family members, or even friends. They get recommendations to meet someone (which is not that different to a blind date) and spend some time together to get to know each other. No one is forced to marry the first person they meet and rejecting someone is not a big deal.

#### ***4. False: Italians Are Fashionable***

Thinking of Italians (especially, Italian women), we usually imagine beautiful and stylish people, dressed in the best clothes ever. But does this conception have something to do with reality? Yes and no.

Yes, Italians certainly know their way about fashion and they even say that their sense of style is genetic. They generally know what suits them and they also know how to combine different pieces of clothing in an outfit. But no, they don't wear designer clothes every single day. Just like all other people all over the world, they have the days when they don't feel like being fashionable and wear the first thing they find in a wardrobe.

#### ***5. False: Americans Are Extremely Patriotic***

Many foreigners think that all Americans are incredibly patriotic people, who like to chat about their country and always carry the national flag with them. It's partly true, because most Americans love the country they live in for the opportunities it gives to them, but not all Americans are as patriotic as you might think. A lot of Americans love to travel and they respect other countries, instead of thinking that theirs is the best one in the world.



In fact, we can tell that even if Americans are patriotic, it's usually not the blind kind of patriotism. They know what they can love their country for and they respect their traditions.

### **Comprehension**

Read the text again and choose the best ending for each sentence.

1. Stereotypes ...

A are picked up from our parents.

B always make our lives easier.

C are myths.

D might stop you from travelling the world.

2. Spaniards ...

A never sleep during siesta hours.

B are used to working in the afternoon.

C have more working hours during their working week than Germans.

D behave as everyone else in the world.

3. There are ...

A several national parks in Africa.

B still a lot of people living in huts on the continent.

C no large cities in African countries.

D smartphones' users only in Nigeria and South Africa.

4. Indians ...

A often prefer arranged marriages.

B never ask their friends to arrange their marriage.

C meet for the first time on their wedding day.

D are not allowed to reject someone who is recommended by their parents.

5. Italians ...

A are always beautiful and stylish.

B don't know what suits them.

- C are just like all other people all over the world.  
 D don't feel like wearing designer clothes sometimes.  
 6. Americans like ...  
 A to chat only about their country.  
 B carrying the national flag everywhere with them.  
 C the opportunities the USA gives to them.  
 D to think disrespectfully of other nations.

## Exercises

### Ex.1 Vocabulary. Match the words (1-10) with the definitions.

1. stereotype	a) a chance to do something
2. siesta	b) a trip to see or hunt wild animals
3. national park	c) land which is protected by a government because of its natural beauty or scientific interest, and which people can visit
4. hut	d) something that is popular or thought to be good at a particular time
5. safari	e) a short sleep in the afternoon
6. arranged marriage	f) an arranged meeting between a man and a woman who have not met each other before
7. blind date	g) a marriage in which your parents choose a husband or wife for you
8. fashion	h) a set of clothes worn together
9. outfit	i) A small simple building with only one or two rooms
10. opportunity	j) a belief or idea of what a particular type of person or thing is like

**Ex. 2 Vocabulary. Find in the text English equivalents for:**

1. брать начало, происходить, зарождаться
2. в то же время
3. узаконивать
4. оправдание
5. оказываться
6. упускать что-то
7. выяснить / понять
8. работа по дому
9. невероятный
10. широко распространённый
11. брак по договорённости
12. свидание вслепую

**Ex. 3 Vocabulary.**

**Translate the underlined words and phrases into English.**

1. Many Christmas traditions зародились in Germany.
2. There is a danger that these films узаконят violence.
3. She оказалась to be a smart person.
4. There is no оправдания for holding her in jail.
5. Prepare everything in advance or may упустить on the fun.
6. Can you понять how it works?
7. At the weekend they always do работу по дому.
8. It's my sister's another свидание вслепую.

**Ex. 4 Vocabulary. Match words (1-7) with their antonyms (a-g).**

- |                |                |
|----------------|----------------|
| 1. separate    | a. hard        |
| 2. easy        | b. unite       |
| 3. belief      | c. deteriorate |
| 4. refuse      | d. similarly   |
| 5. respect     | e. disbelief   |
| 6. develop     | f. accept      |
| 7. differently | g. disrespect  |

**Grammar.** Study the following examples from the text below:

It's seen especially well when you think **about travelling** the world.

Similar things **can** certainly **disrupt** your travel experience and **make you miss out on** numerous opportunities.

In fact, most Spaniards don't sleep during siesta hours, but they **choose to do** some of the household stuff.

More and more Africans **begin living** in urban areas.

**Using** cell phones and smartphones is very common, especially in more developed countries, such as Nigeria and South Africa.

No one **is forced to marry** the first person they meet and **rejecting** someone is not a big deal.

## Gerunds and infinitives

### Gerunds

To form the gerund, we add *-ing* to a verb.

We use gerunds:

- as nouns (as the subject or object of a sentence).  
*Swimming in the summer is lovely!*  
*Can you do the washing?*
- after prepositions.  
*They're thinking about moving.*
- after certain verbs and phrases:  
*It's no good saying you're sorry – I'll never forgive you!*  
*We look forward to seeing you in the holidays.*

### Full infinitive

The infinitive is the base form of a verb. The infinitive with *to* is called the full infinitive (*to run, to sleep, etc.*).

We use the full infinitive:

- to explain purpose.

*I bought some binoculars **to watch** the birds.*

- in the structure *it + to be + adjective + full infinitive*.

*It's wonderful **to relax** by the sea.*

- in the structure *subject + to be + adjective + full infinitive*, after adjectives like afraid, amazed, anxious, glad, happy, etc.

*I'm happy **to take** part in the ecological project.*

- after the words *too* and *enough*.

*They're **too young to go** on safari*

*I am **old enough to make** my own decisions.*

- after certain verbs.

*Residents **prepare to move** to higher ground.*

*I **would like to catch** some fish.*

### **Bare infinitive**

The infinitive is the base form of a verb. The infinitive without *to* is the bare infinitive (walk, ask, etc).

We use the bare infinitive:

- after modal verbs.

*We **should cycle** to school every day.*

- after *let* to show what someone is allowed to do.

*My mum **lets me go** hiking with my friends.*

- after *make* to show what someone is forced to do.

*My teacher **made me copy** my project out again.*

- after *would rather* to talk about preference. We often use the word *than*.

*I'd **rather go** windsurfing **than** waterskiing.*

- after *had better* to give advice.

*You'd **better wear** strong walking boots.*

### **Ex. 5 Rewrite the sentences. Use gerunds.**

1. It's hard to look after a garden.
2. It's fun to take part in competitions.
3. It's not easy to get up early every day



4. It was a surprise to see him there.
5. It's bad manners to talk with your mouth full
6. It's interesting to meet new people.
7. It's easy to learn how to use a computer.
8. It would be wonderful to visit the Louvre Museum!

**Ex. 6 Choose the correct words.**

1. Can you *hear* / *to hear* me?
2. They refused *give* / *to give* me my money.
3. Do you think Andy will let us *borrow* / *to borrow* his camera?
4. My sister offered *help* / *to help* me with my maths homework.
5. You'd better *put on* / *to put on* your coat.
6. We can't afford *buy* / *to buy* a new car at the moment.

**Ex. 7 Complete the sentences with the correct infinitive form of these verbs: answer, come, go out, see, sell, stay, take, work.**

1. I've invited Jen \_\_\_\_\_ with us to the cinema.
2. My dad made me \_\_\_\_\_ at home and finish my homework.
3. You'd better \_\_\_\_\_ harder if you want to pass your exam.
4. I don't want to walk. I'd rather \_\_\_\_\_ the bus.
5. They didn't give us enough time \_\_\_\_\_ all the questions.
6. I thought he was in France, so I was surprised \_\_\_\_\_ him at the party.
7. Mum won't let me \_\_\_\_\_ with my friends unless I tidy my room.
8. They've decided \_\_\_\_\_ their flat and move to Oxford.

**Ex. 8 Choose the correct words.**

1. Amanda is very bad at *remember* / *remembering* people's names.
2. I would love *to visit* / *visit* Paris.
3. We haven't got used to *live* / *living* in a big city yet.

4. The police officer made us *stop / to stop* the car.
5. When was the last time you went *ski / skiing*?
6. We had better *hurry / to hurry* or we'll miss the bus.
7. After *to do/ doing* my homework, I went to the park.
8. Are you ready *to go / going* shopping?

### **Ex. 9 Speaking.**

**Work with a partner. Ask and answer.**

**Student A:** Ask Student B about his/her hobbies and interests. You can use these verbs and phrases and your own ideas.

*be bad at, be crazy about, dislike, not mind, enjoy, be good at, hate, be interested in, be keen on, like, love, prefer, try*

**Student B:** Answer Student A's questions.

Now swap roles.

*Example:*

*Student A: Tell me two things you're really bad at.*

*Student B: I'm bad at ... and ...*

*Student A: What do you enjoy doing in your free time?*

*Student B: I like ...*

## Part 2

### Some Stereotypes That Are 100% True

**Lead in.** What are the positive and negative qualities of the stereotype of your nationality? How much do you think you conform to this stereotype? How do you differ from it?

#### ***1. True: Canadians Are Super-Polite***

According to a common stereotype, Canadians are incredibly polite, and this cliché is actually correct.

Canadians are very nice people, who always smile at strangers and it's impossible not to smile back at them because they look so genuine. They talk to people they don't know in public transport and in other public places, like shops and cafes. They apologize if they do something wrong, even if they don't actually do anything wrong. They will help you out if you need something or if you look confused and don't even ask for help. And they will never, ever be rude to you. Isn't it amazing?

#### ***2. True: Brits Drink A Lot Of Tea***

What's one of the first associations most people have when they think about the Brits? Except for the Queen and rainy weather, most of us think about their favourite drink of all seasons - of tea. And this stereotype is actually correct.



Most of the British people love tea and drink it every day. They like to sip, slurp and gulp down tea, along with some tasty snacks, such as cakes, cupcakes, and other sweet stuff, that makes the hot,

flavorful drink even tastier. But no, they don't usually stick their pinky finger out, while sipping on their 5-o'clock cup of tea. It mostly happens in the movies about nobles, but not in real life.

### ***3. True: Germans Love Rules***

Germans have a number of rules concerning different aspects of life and, what's interesting, they like to obey them. On the one hand, these countless rules and laws make the country and its people inflexible, but on the other hand, Germans are known for their incredible efficiency. After all, if everyone does what they're supposed to do, it's rather easy to control the work process and attain all the goals set.

Always being on time is one of the most important rules for Germans. Punctuality equals to showing respect to others and Germans consider that it's better to be too early than too late. So if you're in Germany, make sure to be punctual, too!

### ***4. True: Russians Are Superstitious***

Few other nations have as many superstitions as Russians do. In most cases, these superstitions become a habit. For example, a lot of Russians sit down inside their house for some time before leaving for a trip, thinking that it'll bring good luck. They also consider it to be bad to come back home if they forgot to take something with them, and if they absolutely have to come back, they'll look in the mirror before leaving again. Other superstitions include avoiding shaking hands over a threshold, not whistling indoors, and bringing an odd number of flowers for celebrations and even number – for funerals.

Weird, I know, but they actually do it all, even if they don't believe in superstitions! It's just a habit.

### ***5. True: The Japanese Are Tidy***

The Japanese are distinctive for a lot of things, and one of them is their extreme tidiness and politeness. For the people, who've travelled a lot, the Japanese seem to be the world's tiniest, most

polite and punctual people. They always behave impeccably, they're never rude, and they never try to sneak a photograph without asking first. And of course, if you've been to Japan, you know how clean their streets are and how tidy they are at home.

*Now you know some of the most common true and false stereotypes about different nations, tell us honestly, which ones have you always believed in and how many myths have you debunked due to this article?*

## **Comprehension**

Read the text again. Are these statements true or false? If the statement is false, say why it is and correct it.

1. Canadians are very shy and they don't talk to people in public places.
2. Canadians will help you out, even if you don't ask for help.
3. When people think of the British people they usually associate them with the Queen, rainy weather and tea.
4. The British people prefer to drink tea without any snacks.
5. Germans are known for their love to obey different rules.
6. Punctuality is the same as showing respect to others for Germans.
7. Russians look in the mirror before leaving for a trip, thinking that it'll bring good luck.
8. Russians consider it to be good to whistle indoors.
9. The Japanese are tidy at home and their streets are very clean.
10. Stereotypes about different nations are always true.

## **Exercises**

**Ex. 1 Vocabulary. Find in the text English equivalents for:**

1. потягивать что-то
2. проглатывать
3. мизинец
4. подчиняться, следовать
5. негибкий

6. эффективность, результативность
7. достичь чего-то
8. порог
9. свистеть
10. четное/нечетное
11. странный
12. отличительный
13. безупречный

**Ex. 2 Vocabulary. Complete the sentences using the words from ex.1. Sometimes you'll have to change the form of the word.**

1. When we came, she was sitting in the living room \_\_\_\_\_ her tea.
2. He just \_\_\_\_\_ his breakfast and ran out of the house to catch a bus.
3. She didn't like \_\_\_\_\_ the rules.
4. He doesn't like any changes, totally \_\_\_\_\_.
5. Her children always behave perfectly. – Yes, they've got \_\_\_\_\_ manners.
6. He tried hard to \_\_\_\_\_ his goals.
7. He left the house \_\_\_\_\_ a popular tune.
8. Do you happen to know what her \_\_\_\_\_ feature is?
9. That's \_\_\_\_\_. I've never seen anything like that.

**Ex. 3 Vocabulary. Find in the text synonyms to:**

1. Genuine
2. Follow the rules
3. Reach / achieve
4. Perfect
5. Unyielding /firm

**Ex.4 Put in the right prepositions, if necessary, check the text.**

1. Smile \_\_\_\_\_ somebody
2. Be rude \_\_\_\_\_ somebody
3. Be \_\_\_\_\_ time
4. Equal \_\_\_\_\_ somebody/something

**Grammar.** Study the following examples from the text below:

Stereotypes make our lives **easier** in many ways because they show us what to expect from a certain situation or a certain person.

Punctuality equals to showing respect to others and Germans consider that it's **better** to be too early than too late.

For the people who've travelled a lot the Japanese seem to be **the world's tiniest, most polite** and punctual people.

...not all Americans are **as patriotic as** you might think. A lot of Americans love to travel and they respect other countries, instead of thinking that theirs is **the best** one in the world.

**Comparatives and superlatives.**

Look at the table below.

<i>Adjective</i>	<i>Comparing two things</i>	<i>Comparing more than two things</i>
<i>One syllable</i> <i>clean</i>	+ <i>-er</i> <i>cleaner (than)</i>	+ <i>-est</i> <i>the cleanest</i>
<i>One syllable ending in -e</i> <i>nice</i>	+ <i>-r</i> <i>nicer (than)</i>	+ <i>-st</i> <i>the nicest</i>
<i>One syllable ending in one + one consonant</i> <i>big</i>	<i>Duplicate consonant + -er</i> <i>bigger (than)</i>	<i>Duplicate consonant + -est</i> <i>the biggest</i>
<i>Two syllables ending in -y</i> <i>easy</i>	<i>Replace "y" with i+</i> <i>-er</i> <i>easier (than)</i>	<i>Replace "y" with i+</i> <i>-est</i> <i>the easiest</i>

<b>Two syllables and more important</b>	+ more more important (than)	+the most the most important
<b>Irregular adjectives</b> good bad far	better (than) worse (than) farther (than)	the best the worst the farthest

Other ways of making comparisons are  
(not) as... as     Tom isn't **as old as** he looks.

**Ex. 5 Complete the sentences using the correct form of the words (a comparative, a superlative or as...as) and adding any other words needed.**

- I'd like to have a \_\_\_\_\_ (big) car.
- The exam was \_\_\_\_\_ (difficult) we expected.
- Petrol is twice \_\_\_\_\_ (expensive) it was a few years ago.
- Do you happen to know which is \_\_\_\_\_ (small) planet in our solar system?
- Congratulations! That's \_\_\_\_\_ (good) news I've heard for ages!
- It's warmer today. It isn't \_\_\_\_\_ (cold) yesterday.
- August is \_\_\_\_\_ (wet) month of the year.
- That was \_\_\_\_\_ (delicious) meal I've had for a long time.
- Who is \_\_\_\_\_ (bad) student in the class?
- The oil painting is \_\_\_\_\_ (popular) than the watercolour.

**Ex. 6 Complete the sentences with the comparative or superlative form of the adjectives. Add words when necessary.**

- Eating fish is \_\_\_\_\_ eating red meat. (good)
- Children are usually \_\_\_\_\_ adults. They never sit still. (active)
- Not sleeping enough is one of \_\_\_\_\_ things you can do to your body. (bad)



4. David has \_\_\_\_\_ appetite of all my friends; he's always hungry! (big)
5. I think running a marathon is \_\_\_\_\_ going jogging. (difficult)
6. Looking after our health is \_\_\_\_\_ thing we should do. (important)
7. Is taking a taxi \_\_\_\_\_ way to get around New York City? (fast)
8. The sound of the traffic was \_\_\_\_\_ noise I had ever heard! (loud)
9. The pollution in a big city is \_\_\_\_\_ in a small town. (bad)
10. This town is \_\_\_\_\_ place on the planet! (boring)
11. I think living in the city centre is \_\_\_\_\_ living on the outskirts. (exciting)

**Ex. 7 Answer the questions in the quizzes in pairs.**

**Comparative quiz**

1. Where are the more people: in Indonesia or Japan?
2. Which is the larger country: Russia or China?
3. Which can live longer: a man or an elephant?
4. Which is the smaller country: the Vatican or Nauru (island in the Pacific)?
5. Which can jump farther: a kangaroo or a horse?
6. Which country produces more rice: China or India?
7. Which is bigger: a Boeing 747 or a DC 10?
8. Which ocean is deeper: the Atlantic or the Pacific?

**Superlative quiz**

1. Which is the highest mountain in Africa?
2. Which is the largest planet (in the solar system)?
3. Which animal lives the longest?
4. Which is the largest snake in the world?
5. Which country produces the most wheat?
6. Which language has the most words?

7. Which is the lowest place in the world?
8. Which is the fastest animal in the world?

**Ex. 8 Speaking.**

**Answer the questions and discuss these options in groups.**

**Which do you prefer, and why?**

1. snake, crocodile, spider
2. mud, sand, rock
3. dog, cat, canary
4. morning, afternoon, evening
5. summer, winter, (spring, autumn)
6. countryside, city, village
7. swimming, dancing, running
8. sweet, savoury, spicy food
9. pop, classical, folk music
10. waterfall, sea, lake

## Unit 3

### Art Nouveau

**Lead in.** What is your favourite style of art? Why? Do you know anything about Art Nouveau?



Art Nouveau was an artistic trend that began near the turn of the 20th century. The style was distinct from the styles before it, especially the “academic” art that had been popular in the 19th century. Both the approach and style of Art Nouveau established it as a unique movement that is still celebrated today.

Art Nouveau began with very non-traditional approaches. It split from the fine art of the 19th century that focused heavily on accurate portrayals of reality. It did not seek to create art that exactly represented reality. Rather, Art Nouveau sought to add to reality and make normal, everyday things beautiful with decoration. In this way, Art Nouveau was more functional than the art before it. Moreover, it did not focus only on classical types of fine art, such as statue and painting, but was a “total style”; that is, it applied artistic ideas to nearly everything. While some Art Nouveau artists did create images, one could just as easily produce tea cups, jewelry, or architecture in the style of decorative art. Alphonse Mucha, one of the most famous figures of Art Nouveau, became popular by producing posters that advertised stage productions. In Prague, Brussels, and several other places across

Europe, the Art Nouveau style swept the city. It could be seen in buildings, train stations, and parks. In this way, Art Nouveau's approach was much more different than art before it; rather than making "pure" art for museums, Art Nouveau was beautiful and served a purpose.

The style of Art Nouveau was a huge departure from the art before it. Once again, accurate depictions of reality were abandoned in favour of a decorative style. Most Art Nouveau images are two-dimensional. They cast aside rules of perspective that were so present in 19th century art. In addition, large amounts of decoration are added to a picture. In many of the poster images prepared by Mucha, for instance, several vine-like, curved lines frame his pieces. Over the entrances to the metro in Paris, ornate panes of glass expand outward from the entrance. In both cases, the decoration has no function other than adding a sense of beauty to what is otherwise very plain.



### **Comprehension**

Answer the following questions:

1. Why are both the approach and style of Art Nouveau still celebrated today?
2. What did Art Nouveau begin with?
3. Why was Art Nouveau more functional than the art before it?

4. What made Alphonse Mucha, one of the most famous figures of Art Nouveau, popular?
5. What places were swept by the Art Nouveau style?
6. Where could you see the Art Nouveau style?
7. What made Art Nouveau's approach different from art before it?
8. Explain why most Art Nouveau images are two-dimensional.
9. What did Mucha add to his poster images?
10. What function does the decoration have?

## **Exercises**

### **Ex.1 Vocabulary. Find in the text English equivalents for:**

1. художественное направление
2. начало 20 века
3. отличный от
4. изобразительное искусство
5. стремиться
6. применять
7. покидать / бросать
8. ради / в интересах
9. отбрасывать / отвергать
10. иначе / по-другому
11. простой / обыкновенный

### **Ex. 2 Vocabulary. Paraphrase the following using the expressions from the text.**

1. the beginning of a new century
2. clearly different from
3. try to achieve or get something
4. use something in a particular situation or activity
5. leave something or somebody
6. get rid of something or somebody
7. for the sake of something or somebody

**Ex. 3 Vocabulary. Put in the right prepositions.**

1. Distinct \_\_\_\_\_
2. Focus \_\_\_\_\_
3. Seek \_\_\_\_\_ do something
4. Apply something \_\_\_\_\_ something
5. Entrance \_\_\_\_\_ a building
6. Departure \_\_\_\_\_

**Ex. 4 Vocabulary. Complete the sentences using the vocabulary from ex. 1.**

1. This a \_\_\_\_\_ originated at the  
t \_\_\_\_\_ 19<sup>th</sup> \_\_\_\_\_ .
2. F. Mucha had a d \_\_\_\_\_ manner of painting.
3. Are you interested in f \_\_\_\_\_ ?
4. He s \_\_\_\_\_ to beautify everyday things.
5. Is he going to a \_\_\_\_\_ this idea to an industrial  
process?
6. She had to a \_\_\_\_\_ her family and start her life anew.
7. You shouldn't c \_\_\_\_\_ your family  
traditions.

**Grammar.** Study the following examples from the text below:

Both the approach and style of Art Nouveau established it as a unique movement that **is still celebrated** today.

It **could be seen** in buildings, train stations, and parks.

Once again, accurate depictions of reality **were abandoned** in favour of a decorative style.

In addition, large amounts of decoration **are added** to a picture.

## The passive

	<b>Active</b>	<b>Passive</b>
<b>Present simple</b>	<i>They water the plants.</i>	<i>The plants are watered.</i>
<b>Present continuous</b>	<i>They are watering the plants.</i>	<i>The plants are being watered.</i>
<b>Past simple</b>	<i>They watered the plants.</i>	<i>The plants were watered.</i>
<b>Past continuous</b>	<i>They were watering the plants.</i>	<i>The plants were being watered.</i>
<b>Present perfect simple</b>	<i>They have watered the plants.</i>	<i>The plants have been watered.</i>
<b>Past perfect simple</b>	<i>They had watered the plants.</i>	<i>The plants had been watered.</i>
<b>Future simple</b>	<i>They will water the plants.</i>	<i>The plants will be watered.</i>
<b>Future perfect</b>	<i>They will have watered the plants.</i>	<i>The plants will have been watered.</i>
<i>be going to</i>	<i>They are going to water the plants.</i>	<i>The plants are going to be watered.</i>
<b>Modal verbs</b>	<i>They must water the plants.</i>	<i>The plants must be watered.</i>

### Use

We use the passive voice when we want to focus on the action itself and not on a person who does it. We usually do not know or are not interested in who does the action.

*The film **was shot** in Spain.*

*The costumes **are washed** every day.*

### Form

- We form the passive voice with the appropriate tense of the verb

*to be* and the past participle of the main verb.

*This cinema **was built** in 1920.*

- There is no passive form for the future continuous, present perfect continuous and past perfect continuous.

## Agent

- In a passive sentence, we sometimes mention the agent (= the person who does the action). To do this, we use *by* + a name / a noun/ a pronoun.

*The book was written **by J.K. Rowling**.*

*The show was performed **by a group of dancers**.*

- We only mention the agent when we know who does the action we are talking about, and only when it adds new or important information. Compare:

*The paintings were stolen.* (We do not know who stole them. We do not mention the agent.)

*This film was directed by Samuel Norton.* (The agent adds new, important information, so we mention it.)

- We use *with* (not *by*) when we want to mention the tool, object or instrument that was used for something.

*The special effects were created **with** a new computer programme.*

## Active and passive sentences

When we change an active sentence into a passive sentence:

*Ice-B recorded the album.* → *The album was recorded by Ice-B.*

- The object of the active sentence becomes the subject of the passive sentence.
- We use the appropriate tense of the verb *to be* and the past participle of the verb in the active sentence.
- If we want to mention the agent, we use *by* + the subject of the active sentence.



**Ex. 5 Write sentences in the passive.**

1. Kimonos are worn in China. (Japan)  
*Kimonos aren't worn in China. They're worn in Japan.*
2. The report was written in March. (September)
3. Coffee is grown in Alaska. (Brazil)
4. The movie is going to be filmed this summer. (this spring)
5. This photo was taken by Amanda Richards. (Sam Graham)
6. Mrs Edwards has been informed. (Mr Taylor)
7. The new computers will be delivered on Tuesday. (Friday)
8. The invitations will be sent by post. (email)

**Ex. 6 Read and complete with passive form of the verbs in brackets.**

**The Louvre Museum: factfile**

The Louvre Museum in Paris 1)\_\_\_\_\_for the first time in 1793.  
(open)

The Museum 2)\_\_\_\_\_by 12,000 people every day! (visit)  
70,000 plants and bulbs 3)\_\_\_\_\_ in the gardens every year.  
(plant)

Some of the trees in The Tuileries Gardens 4)\_\_\_\_\_ 200 years ago!  
(plant)

Workshops and art classes 5)\_\_\_\_\_ by museum guides and artists.  
(give)

2,000 people 6)\_\_\_\_\_at the museum. (employ)

Security officers 7)\_\_\_\_\_here since the eighteenth century.  
(employ)

Lots of special events 8)\_\_\_\_\_ this summer, so why don't you visit and join in the fun? (hold)

**Ex.7 Rewrite the sentences in the passive. Include the agent only where necessary.**

1. They are repairing Peter's car at the moment.
2. A cat set off the burglar alarm.

3. They have made the book into a film.
4. A famous sportsman will present the prize.
5. They may cancel the meeting.
6. The pupils organise the school Christmas party.
7. They will pay the employees next month.
8. Mr Fox was interviewing the candidates.

**Ex.8 Rewrite the sentences in the active or the passive.**

1. *Active:* \_\_\_\_\_

*Passive:* The dog was rescued by a fireman.

2. *Active:* \_\_\_\_\_

*Passive:* The letter must be signed by Mrs Smith.

3. *Active:* Somebody had changed the light bulb.

*Passive:* \_\_\_\_\_

4. *Active:* \_\_\_\_\_

*Passive:* The cat was being chased by a dog.

5. *Active:* They have redecorated the room.

*Passive:* \_\_\_\_\_

6 *Active:* They may hold the meeting on Monday.

*Passive:* \_\_\_\_\_

**Ex. 9 Speaking.**

**Work with a partner. Play a game.**

*Student A:* Think of a famous place, building, book, film, work of art, invention, etc. Use the passive to give Student B clues about it.

*Student B:* Listen to Student A and try to guess what he/she is talking about. Get one point for each correct guess.

Do this four times and then swap roles.

*Example:*

*Student A:* They were written by J.K. Rowling.

*Student B:* The Harry Potter books!

## Unit 4

### Quoting Shakespeare



**Lead in.** Work in pairs. Can you guess what these expressions mean? Choose the correct option.

**1** If you *send someone packing*, you

- a) remind them to pack for a trip.
- b) tell them firmly to go away.

**2** To *wear your heart upon your sleeve* means to

- a) express your personality through your clothes.
- b) show your emotions openly.

**3** The phrase *your own flesh and blood* refers to

- a) your family.
- b) your body.

**4** If someone or something is *a sorry sight*, it

- a) looks unpleasant or shocking.
- b) makes you feel sad.

**5** All the expressions above

- a) have gone out of use.
- b) were created by the same writer.

## 2 Read the text to find out if you were right.

You can't find your pendrive. Searching through your things, you mutter to yourself: *'Where is it? It can't have vanished into thin air!'* You've just quoted Shakespeare: the magician Prospero in *The Tempest* explains to amazed onlookers that the strange creatures they saw *'were spirits and are melted into thin air'*. Or perhaps your best friend thinks your boyfriend is no good for you, and she advises you to *'send him packing'*. She's quoting Sir John Falstaff, the comic fat knight in *Henry IV Part 1*, who sends away an unwelcome messenger.

Shakespeare was extraordinary in many ways. He knew how to tell a good story. He created memorable characters. He was brilliant at portraying emotions. He knew how to construct a play that would hold an audience's attention. But what makes him unique is that he created an enormous number of words and expressions that have entered the English language, so that today we often use them without realising they are quotations.

When Iago, the deceitful villain in *Othello*, explains his life philosophy, he says to show what he is really thinking would be to *'wear his heart upon his sleeve'*. Today we use that expression to mean 'show emotions openly'. The moneylender Shylock in *The Merchant of Venice* is shocked that his daughter, *'his own flesh and blood'*, could have stolen from him. Nowadays people still emphasise the strength of family bonds by referring to their children as *'their own flesh and blood'*.

If your favourite football team is going to play against much stronger opponents, you may fear the result is *'a foregone conclusion'*, meaning there's no doubt about it. That's what Othello thought of the accusation that his wife was unfaithful to him. (He was wrong, though, so perhaps the result of the match is not so certain either.)

Seeing something truly impressive or astonishing, we feel it *'beggars all description'*: no description can make it sound as wonderful as it really is. It was Cleopatra in *Antony and Cleopatra* who first made such an impression on a Roman soldier. On the

other hand, when your younger brother comes home all muddy after playing outside on a rainy day, you might think he's 'a sorry sight' (as Macbeth says, looking at his bloody hands after he's murdered king Duncan). And if your friends want to go clubbing for the fourth night in a row, that could simply be 'too much of a good thing' (to use the words of Rosalind, the heroine of *As You Like It*).

Apart from creating these vivid expressions, Shakespeare was also exceptionally inventive in coining new words. *Countless*, *laughable*, *accommodation* and *premeditated* are amongst many words which were first recorded in Shakespeare's works – either created by him or brought by him into general circulation.

Having praised Shakespeare's rare talent with words, let's admit that he was also fortunate. As good luck would have it, he was born less than a century after the first printing press was established in England. Because his plays were printed, his words and phrases reached a wide audience, leading to a lasting enrichment of English.

### **Comprehension**

a) Find four of Shakespeare's achievements mentioned in the text. Which one does the writer consider to be the most unusual?

b) Read the text again. Are these statements true or false? If the statement is false, say why it is and correct it.

1. Everyone knows where the quotation 'vanished into thin air' comes from.
2. When your best friend thinks your boyfriend is good for you, she advises you to 'send him packing'.
3. Shakespeare created a lot of words and expressions that have entered the English language.
4. The expression 'wear one's heart upon one's sleeve' means 'show emotions openly'.

5. When we use words and expressions created by Shakespeare, we always know they are quotations.
6. If we say that the result is 'a foregone conclusion' we mean that we are not sure about it.
7. Shakespeare was inventive both in creating vivid expressions and in coining new words.
8. Shakespeare was not only a talented person but a lucky one, too.

## **Exercises**

### **Ex. 1 Vocabulary. Find in the text English equivalents for:**

1. флешка
2. таять
3. удерживать внимание
4. лживый
5. ростовщик
6. обвинение
7. неверный /ая
8. подряд
9. изобретательный
10. создавать новые слова

### **Ex. 2 Vocabulary. Find in the text synonyms to:**

1. Huge
2. Faithless
3. Produce an impression
4. USB stick
5. Look for
6. Disappear
7. Cite

### **Ex. 3 Vocabulary. Put in the correct preposition:**

1. Be brilliant \_\_\_\_\_
2. Explain something \_\_\_\_\_ somebody
3. Unfaithful \_\_\_\_\_

4. Lead \_\_\_\_\_
5. Make an impression \_\_\_\_\_ somebody

**Ex. 4 Translate the sentences into English using the vocabulary from ex. 1.**

1. Я не могу найти мою флешку. Она просто исчезла (растворилась в воздухе).
2. Он знает, как удержать внимание читателя.
3. Этот лживый ростовщик является самым интересным и, в то же время, самым неприятным персонажем книги.
4. Он был очень удивлен, когда услышал эти обвинения.
5. Том старался произвести хорошее впечатление на Бекки.
6. Дождь шел третий день подряд.
7. Шекспир считается одним из самых изобретательных драматургов. Он создал много новых слов.

**Ex. 5 Match these Shakespearean idioms to their meanings.**

1. *the four corners of the world*
2. *cold comfort*
3. *at one fell swoop*
4. *salad days*
5. *to make a virtue of necessity*
6. *to laugh yourself into stitches*
7. *The game is up.*
8. *It's Greek to me.*
9. *Good riddance!*

- a) all at once
- b) all parts of the world
- c) Everything's been discovered, there's no point in pretending any more.
- d) I can't understand it at all.
- e) It's good we've got rid of him/her/it.

- f) laugh very much (literally, so much that your stomach hurts)
- h) something that's not really comforting
- i) the time of a person's youth
- j) to accept as desirable something that you have to do anyway

**Grammar.** Study the following examples from the texts below:

He **was** wrong, though, so perhaps the result of the match **is not** so certain **either**.

Punctuality equals to showing respect to others and Germans consider that it's better to be too early than too late. So if you **are** in Germany, make sure to **be** punctual, **too!**

### **Additions with *so, too, neither* and *not either***

Additions are phrases or short sentences that follow a statement. Use an addition to avoid repeating the information in the statement.

*Amy **is** a twin **and** Sue **is, too**.*

*Amy **isn't** very tall **and** Sue **isn't, either**.*

- Use **so** or **too** if the addition follows an affirmative statement.  
*Gerald **is** a firefighter **and so is** Mark.  
 Gerald **is** a firefighter **and** Mark **is, too**.*
- Use **neither/nor** or **not either** if the addition follows a negative statement.  
*Gerald **didn't** get married. **Neither did** Mark.  
 Gerald **didn't** get married. Mark **didn't, either**.*
- Additions always use a form of **be** or an auxiliary verb (**be, have, do, will** or a modal verb such as **can, could, should, would**).
- If the statement uses a form of **be**, use a form of **be** in the addition, too.



*I'm a twin and so is my cousin.*

- If the statement uses an auxiliary verb, use the same auxiliary verb in the addition.

*Gerald **had** resigned and so **had** Mark.*

*I **can't** drive and neither **can** my twin.*

- If the statement has a verb that uses **do** as an auxiliary verb, use the appropriate form of **do** in the addition.

*Gerald **owns** a dog and so **does** Mark.*

*Gerald **bought** a jeep and so **did** Mark.*

- In informal speech, people say **Me too** and **Me neither** or **Nor me** to express similarity or agreement.

*A: I'm left-handed.*

*B: **Me too.***

*A: I've never heard of these twins.*

*B: **Me neither.***

**Ex. 6 Read these short conversations between reunited twins. Write T (True) or F (False) for the statement that follows each conversation.**

1. *Mark: I like Chinese food.*

*Gerald: So do I.*

Gerald likes Chinese food.   T  

2. *Andrea: I don't want to go out.*

*Barbara: Neither do I.*

Barbara wants to go out. \_\_\_\_\_

3. *Jean: I'm not hungry.*

*Joan: I'm not, either.*

Joan isn't hungry. \_\_\_\_\_

4. *Amy: I've always felt lucky.*

*Kerrie: So have I.*

Kerrie has felt lucky. \_\_\_\_\_

5. **Mia:** *I don't eat meat.*

**Bob:** *Nor me.*

Bob eats meat. \_\_\_\_\_

6. **Jim:** *I've got a headache.*

**Bill:** *So have I.*

Both Jim and Bill have got headaches. \_\_\_\_\_

7. **Nora:** *I can't swim.*

**Dina:** *Nor can I.*

Dina can swim. \_\_\_\_\_

8. **Jack:** *I shouldn't work so much.*

**Tim:** *Neither should I.*

Tim wants to work less. \_\_\_\_\_

9. **Jason:** *I'd like to leave now.*

**Tyler:** *Me too.*

Tyler wants to leave. \_\_\_\_\_

**Ex. 7 Choose the correct words to complete this paragraph.**

Sometimes being a twin can cause trouble. At school, I was in Mr Jacobs's history class. *Neither/So* was my brother. One day we took a test. I got questions 18 and 20 wrong. My brother did, *so/too*. I didn't spell hippopotamus correctly and *either/neither* did he. The teacher was sure we had cheated. As a result, I got an F in the test and so *did / got* my brother. We tried to convince Mr Jacobs of our innocence but he didn't believe us. The headmaster didn't, *either / too*. We finally convinced them to give us another test. This time I got questions 3 and 10 wrong. Guess what? *Nor / So* did my brother. Our teacher was astounded. *So / Too* was the headmaster. We weren't. We were just amused.

**Ex. 8 Marta and Carla are twins. They agree on everything. Complete their conversation with responses.**

**Marta:** I'm so happy we finally found each other.

**Carla:** So 1) am I. I always felt as if something was missing from my life.

**Marta:** So 2) \_\_\_\_\_. I always knew I had a double somewhere out there.

**Carla:** I can't believe how similar we are.

**Marta:** Neither 3) \_\_\_\_\_. It's like always seeing myself in the mirror.

**Carla:** Not only do we look identical but we like and dislike all the same things.

**Marta:** That's true. I hate lettuce.

**Carla:** I 4) \_\_\_\_\_. And I detest liver.

**Marta:** So 5) \_\_\_\_\_. I love pizza, though.

**Carla:** So 6) \_\_\_\_\_. But only with tomato and cheese. I don't like pepperoni.

**Marta:** Neither 7) \_\_\_\_\_.

**Carla:** This is amazing! I feel as if I've always known you.

**Marta:** Me 8) \_\_\_\_\_ !

**Speaking**

Choose one of the phrases discussed in the text. In pairs, think of a situation in which you might use it. Write and act out a short dialogue containing the phrase.

## ПРИЛОЖЕНИЕ CULTURE PAGES

### Supplement 1

**Lead in.** When did Raphael, influential Italian painter, live? What was his style of art characterised by?



### **The Pre-Raphaelite Brotherhood**

The Pre-Raphaelite Brotherhood was a group of artists and critics that formed in 1848. Their views of and approach toward art differed from the popular trends of the time. Many of their artistic choices caused a stir among critics who felt that the art was too unconventional. Their approach to art was new and quite influential. In fact, some suggest that the group was the first avant-garde movement in art.

The Pre-Raphaelites, as the name suggests, preferred the art before Raphael. Popular art of the time added decoration and unrealistic elements to scenes. Many paintings of the era featured angels or other religious figures. The Pre-Raphaelites thought this approach to art to be too artificial. Instead, they chose to paint

scenes as they appeared in reality. Their goal was to portray genuine art: art without any unrealistic or unnecessary elements. This realistic approach also caused many of their paintings to be highly detailed. Many popular art critics found the attention to details unattractive and criticized it as straying too far from popular conventions. These critiques led some to term the movement *avant-garde*.

Pre-Raphaelites also paid special attention to the medieval period. Most of their paintings were set in the medieval period; most members of the Brotherhood believed the time had a special spiritual aspect that was missing in other eras. As a result, many Pre-Raphaelite paintings are set in an antique setting. Many of the poses were medieval, as well; medieval art tends to show people in poses that were unusual – squatting, kneeling, etc. Their focus on such poses was also a source of criticism. Members of the Brotherhood did not have to adhere to these guidelines for their art. However, their shared sense of community caused many of these elements to appear in most of their paintings.



## **Speaking.**

### **Discuss the following questions in pairs:**

- When did you last attend a cultural event? What did you like/dislike about it?
- Recall a cultural event that impressed you very much. Why was it memorable?
- Have you ever been present as a work of art was being created? What did you see?

## Supplement 2

**Lead in.** When did you last see a play in the theatre? What did you like/dislike about it?

### Radio Drama

Radio dramas are productions of plays done over the radio using voice actors and sound effects. Some dramas, called serial dramas, use multiple episodes to develop a long story. Most people today think that live-action theatre and television are the best mediums for theatrical dramas. However, radio has been the medium of choice for several successful modern dramas. This is because it has two clear advantages over live theatre productions.

The first advantage is cost. One of the most successful modern radio serial dramas was Douglas Adams's *Hitchhiker's Guide to the Galaxy*, a story about one man's voyage across the universe. This science fiction series built up its reputation with good storytelling and low-cost, audio special effects. Special effects helped the listeners imagine the fantastical settings and characters. This made the program very entertaining. To produce the series in a theatre, Adams would have had to rely on elaborate sets, lighting, and special effects. However, Adams had a small budget. Thus, this would have been impossible.

The second advantage is that new technologies often make it easier to create a radio drama than a theatrical drama. A good example can be seen in the 2003 radio drama *Not From Space*. The program was made by a group of voice actors working in several different places. This was only possible because they made the program using the Internet, sending their own parts to be merged into a single drama. In traditional theatre, such a production would be impossible. Live theatre requires the presence of all actors in one place; radio dramas allow actors to have more flexible schedules. The success of programs like *Not From Space* suggests

that, despite the successes of live theatre and television, radio dramas still have a place in modern drama.

### **Speaking.**

#### **Discuss these questions in pairs.**

- Do you know anyone who works in the performing arts? What do you know about his/her work and life?
- What sort of things do aspiring actors have to learn?
- What are the advantages and drawbacks of a young actor's life?



## Supplement 3

### Fictional Literary Characters

**Lead in.** In groups, look at the pictures and say what you know about these fictional characters.



### FAMOUS NAMES FROM FICTION

They are famous. Some are so realistic that many people believe they actually existed. Others are characters who represent a distinct personality type. They are from the world of fiction, but they seem larger than life.

### ***Robin Hood***

We know a lot about Robin Hood. He lived in Sherwood Forest with his band of ‘merry men’. A brilliant archer and swordsman, he robbed the rich and gave to the poor. His sweetheart was Maid Marian; his arch-enemy the Sheriff of Nottingham. He supported King Richard the Lionheart against his evil brother Prince John. Yes, we know a lot about Robin Hood... even though he probably never lived. He is a creation of ballads and stories dating from as long ago as the fourteenth century. In some he’s a common man; in others an aristocrat. In some he’s from Nottinghamshire; in others from Yorkshire. In some he fights for the Anglo-Saxons against the Normans, who conquered England in 1066; in others he’s nothing more than an outlaw. However, one thing is sure. In every story or film about him Robin Hood is a hero.

### ***Sherlock Holmes***

He is an honorary fellow of the prestigious Royal Society of Chemistry. His work inspired techniques that are used by forensic scientists today. Many people have written to him requesting help in solving crimes. You can even visit his house at 221B Baker Street. However, Sherlock Holmes never walked the streets of London. He is a fictional character created by Sir Arthur Conan Doyle in 1887. Without doubt the most famous detective in literature, Holmes uses science and logic, meticulous observations and the power of deduction to find answers to the most puzzling criminal cases. As he says in *A Study in Scarlet* ‘When you have eliminated the impossible, whatever remains, however improbable, must be the truth’. Holmes features in four novels and fifty-six short stories and has been portrayed by seventy-five actors in over two hundred films.

### ***Alice***

No one could imagine that Lewis Carroll's Alice is a real person. Her *Adventures in Wonderland* (1865) and *Through the Looking Glass* (1871) are far too strange for anyone to believe they really happened. After all characters like a worried white rabbit with a watch, a Mad Hatter enjoying a permanent tea party, and a Queen who thinks the answer to every problem is to cut off someone's head are not part of our everyday lives, fortunately. And yet the curious little girl who can't resist poking her nose in where it doesn't belong seems so familiar we feel we know her personally. Perhaps it is because Alice may have been inspired by a real person, Alice Liddell, the daughter of some friends of Carroll's. Or perhaps it's because it is simply a wonderfully accurate description of a typical little girl.

### ***Bridget Jones***

Literature still continues to create people that we all recognise or even identify with. A recent example is Bridget Jones, who was created by writer Helen Fielding in a newspaper column in 1995. She features in two best-selling novels, *Bridget Jones's Diary* and *Bridget Jones, the Edge of Reason* which were both made into hugely successful films starring Renée Zellweger, Hugh Grant and Colin Firth. Bridget is the typical thirty-something single woman trying to cope with life and desperately looking for love. In her diary she writes her New Year resolutions: to eat and drink less and to stop smoking. She breaks them one by one, has problems at work, and falls in and out of love. Why is she so popular? Perhaps it's just because she is imperfect and seems so real, so like people we know in our own lives.

## Comprehension

**Ex.1 Read and choose which statement 1-3 best summarises the article.**

- 1) It gives a detailed description of historical figures who inspired fictional characters.
- 2) It describes fictional characters who seem real.
- 3) It looks at the lives of famous authors.

**Ex.2 Read again and say if the sentences are true or false.**

- 1) We know exactly who the character of Robin Hood is based on.
- 2) Conan Doyle predicted some new methods of solving crimes.
- 3) It is possible that the character of Alice was based on a real person.
- 4) Helen Fielding got the idea for the character of Bridget Jones from a true story in a newspaper.

**Ex.3 Match the works of fiction in the table with their authors and the literary genres below. Some works may belong to more than one genre.**

TITLE	AUTHOR	GENRE(S)
Pride and Prejudice (1813)		
Oliver Twist (1837-39) & A Christmas Carol (1843)		
Alice's Adventures in Wonderland (1865)		
The Adventures of Sherlock Holmes (1892)		
Peter Pan (1911)		
The Spy Who Loved Me (James Bond) (1962)		
Bridget Jones's Diary (1996)		
Harry Potter and the Philosopher's Stone (1997)		

## **Authors**

Jane Austen

J.M. Barrie

Lewis Carroll

Arthur Conan Doyle

Charles Dickens

Helen Fielding

Ian Fleming

J.K. Rowling

## **Literary Genres**

Adventure

Children's

Crime

Fantasy

Horror

Humour

Mystery

Romance

Science Fiction

Short stories

Spy

Thriller

## Supplement 4

**Lead in.** Which of the following art forms are you interested in? What do you like about them?

*poetry, visual arts, classical music, film*

### Living Art

All too often our encounters with art are very superficial - no more than a civilised way of spending an afternoon. This week we ask four people from the world of academia and the arts to describe cultural experiences which were different: relevant, thought-provoking and memorable.

#### A. William Norton, historian

I remember hearing Adrian Mitchell read his poem ‘*Tell Me Lies About Vietnam*’ at huge anti-war protest in Trafalgar Square in 1964. I was a twenty-year-old student at the time, angry, radical, outraged by the war. Mitchell was an Oxford graduate with a posh accent I didn’t like, but his poem moved me very much. I can still hear his voice saying the refrain, which is also the title. By the time he’d finished, some of the demonstrators were already scuffling with the police.

Nearly forty years later, in 2003, Mitchell read a new version of the poem in public just before the invasion of Iraq. He called it the ‘*21st century remix*’. Those public readings are now part of literary history, and I was there at the first one. And I still believe that’s what poetry should be like: involved.

#### B. Elisabeth Green, freelance writer

Among my innumerable visits to museums and art galleries, I remember the *Sensation* exhibition at the Royal Academy of Arts in 1997, a show of the group known as Young British Artists, many of whom are now famous and command astronomical prices

for their work. I went because it was hugely controversial. It contained works like Damien Hirst's dead animals in glass cases, an installation by Tracey Emin titled *Everyone I Have Ever Slept With*, or a sculpture in frozen blood. The greatest controversy surrounded Marcus Harvey's *Myra*, a portrait of the child murderer Myra Hindley. Finally, someone threw ink at it and it had to be removed.

Frankly, I disliked most of the pieces in that show. But it made me ask myself some important questions. Does art have to be beautiful? What is the purpose of showing disturbing and shocking things? Can offending people's feelings be justified? More than ten years on, I still haven't answered those questions.

### **C. Gladys Keenan, university lecturer**

I'm a classical music enthusiast and regularly go to concerts in concert halls, churches and opera houses. But my most unusual musical experience happened at my workplace, Glasgow University. We had a young Polish man, Aleksander, working as a cleaner. One day he asked if he might play the piano in the university chapel after work. The chaplain was not very keen, as the instrument is old and valuable, but it seemed unkind to refuse... Aleksander started playing Chopin and soon half the faculty had stopped working and were listening. It was a concert-standard performance. Our cleaner turned out to be a professional pianist, educated at the music college in his home town of Katowice. He later gave a concert at the Glasgow West End Festival. Now he gives music lessons and performs occasionally. There is a long way though from being talented and skillful to becoming a commercial success in the world of the arts. I hope he makes it.

## **D. Chris Zaleski, independent filmmaker**

In the spring of 2001 Roman Polanski came to Warsaw, my home town, to shoot scenes for *The Pianist*. He needed extras for scenes set in the Warsaw ghetto. I was seventeen and it was my first time on a film set. I was impressed by how carefully it had been designed: even handwritten adverts on the walls, much too small for future viewers to read, were reproductions of authentic notices from the 1940s. Another thing that struck me was Polański's behaviour, which was quiet and gentle. He treated every member of the cast and crew with consideration. One of the extras was cold and he brought her a tiny, handheld device that actors use to keep themselves warm.

Obviously, I also remember the scene they were shooting: Nazi soldiers forcing old and disabled Jews to dance in the street and laughing at them. It's now a classic, and I was there when it was made.

### **Comprehension**

**Ex.1 Read the text and match people A-D to sentences 1-10. Some sentences may refer to more than one person.**

Who

1. was inspired to think by something he/she did not find attractive?
2. witnessed the creation of a work of art?
3. was struck by the professional quality of someone's work?
4. mentions his/her political involvement?
5. says he/she often attends cultural events?
6. saw a well-known artist in person?
7. mentions someone's strong negative reaction to a work of art?
8. wishes a particular artist good luck?
9. mentions the connection between art and money?
10. remembers two versions of the same work?



**Ex.2 Which of the four stories appeals to you most? Why? Discuss.**

**Ex.3 In pairs, choose *two* of the following sets of questions and discuss them. Use examples of specific works wherever you can.**

1. Does political involvement make art more authentic and relevant? Or does it make it limited and short-lived?
2. Does art have to be beautiful? What is the purpose of representing disturbing and shocking things in art? Can offending people's feelings be justified?
3. 'There is a long way from being talented and skillful to becoming a commercial success in the world of the arts.' To what extent is this true? Is it unfair? What factors other than talent influence an artist's success or lack of success?
4. How important is attention to detail in a film? Does it matter if a film is not historically accurate?

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