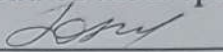**Ministry of Science and Higher Education of the Russian Federation**
Federal State Budgetary Educational Institution of Higher Education
**AMUR STATE UNIVERSITY**
**(FSBEI HE "AmSU")**

Faculty of International Relations
Department of Translation and Intercultural Communication
Field of Study: 45.04.02 Linguistics
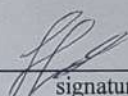Major: Modern Technologies in Teaching English

DEFENCE APPROVED
Head of the Department
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« 10 » 06 _____ 2024

**MASTER'S THESIS**
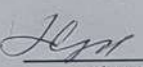
on the topic: Precedent Phenomena in the "On Screen" series Student's Books

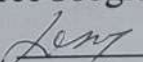Thesis Executor
Student of Group 235-om                    _____ 10.06.2024 O. V. Aplin
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Research Advisor
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of Philology                                        _____ 10.06.2024 T. Y.Ma
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Research Supervisor of the Master's Degree Program
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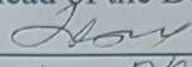Reviewer
Associate Professor, Candidate of Sciences
in Philology                                        _____ 10.06.2024 V.V. Vasyuk
                                                              signature, date

Blagoveshchensk, 2024

Faculty of International Relations
Department of Translation and Intercultural Communication

APPROVED
Head of the Department
_____ T. Yu. Ma
« 1 » 06 _____ 2024

## Assignment

To the master's thesis of the student Oleg Vladimirovich Aplin

1. The topic of the thesis: Precedent Phenomena in the "On Screen" series Student's Books

(approved by the order from _____ № _____)

2. The date of the thesis final version submission: 12rd of June 2024

3. The thesis baseline information: The phenomenon of precedence, precedent phenomena, precedent utterances, socio-cultural competence, lingua-cultural competence, lingual identity

4. The contents of the thesis (the objectives necessary to achieve): 1) analysis of the scientific literature on the research topic; 2) consideration of key concepts, as well as approaches and classifications existing in the theory of precedence; 3) analysis of precedent phenomena presented in the materials of the "On Screen" series Student's Books; 5) generalization and systematization of the information received.

5. Appendix list (schemes, graphics, tables and other illustrative material):

6. The date of assignment issue: September 1, 2023

Research supervisor: T. Yu. Ma, Professor, Doctor of Philology

(last name, first name, patronymic name, post, advanced degree, academic title)

The assignment is subject to execution (date): _____

(student's signature)

# ABSTRACT

The thesis is comprised of 67 p., 61 references and includes an introduction, two chapters, and conclusion.

THE PHENOMENON OF PRECEDENCE, PRECEDENT PHENOMENA, PRECEDENT UTTERANCES, PRECEDENT NAMES, PRECEDENT TEXTS, PRECEDENT SITUATIONS.

The paper examines the phenomenon of precedence in the materials of the "On Screen" series Student's Books.

The purpose of the master's work is to analyze the precedent phenomena presented by the "On Screen" series Student's Books. Several source spheres were identified in the course of the research, including World History, Fiction, Sport, Cinema, and Commercial. 584 precedent phenomena were analyzed.

The main research methods are: descriptive, continuous sampling method, random sampling method, method of generalization and systematization, interpretative method, contextual analysis, method of quantitative calculations.

# LIST OF CONTENTS

# INTRODUCTION

Currently, research related to precedent phenomena is quite relevant. With the passage of time, the development of society simultaneously develops language, new precedent phenomena appear, which are associated with many studies in recent years. However, precedent phenomena that entered the cognitive base quite a long time ago and appeals to which have been carried out for many decades, are now being used in new contexts and situations, and scientists are still interested in them.

**The relevance** of the work lies in the study of the phenomenon of precedent, the analysis of the importance of the precedent phenomena in the material presented in the students' books.

**The scientific novelty** of this study consists in the first-time analysis of precedent phenomena found in educational literature, particularly within the "On Screen" series Student's Books. This analysis is approached from both a linguocultural and linguodidactic perspective, offering a fresh exploration in the field.

**The aim** of the work is to identify and analyze the precedent phenomena found in the "On Screen" series Student's Books, to analyze the importance of the precedent phenomena in the process of teaching foreign languages.

**The objectives** of the research work are**:**

1) analysis of the scientific literature on the research topic;

2) consideration of key concepts, as well as approaches and classifications existing in the theory of precedence;

3) quantitative analysis of precedent phenomena presented in the "On Screen" series Student's Books;

4) analysis of types, levels, sources and functions of precedent phenomena in the "On Screen" series Student's Books;

5) generalization and systematization of the information received.

**The object of the study** is precedent phenomena.

**The subject of the study** is the precedent phenomena presented in the "On Screen" series Student's Books.

The precedent phenomena presented in the "On Screen" series Student's Books were **the data** of research.

Our **hypothesis** is that the compilers of student's books consider it important to include in their works the precedent phenomena of British or world culture that can be valuable for students' competence building, and that the choice of precedent phenomena to be included is driven by the desire of the compilers to improve intercultural competence of the students and to introduce to the students the essential elements of cultural picture of the world.

**Approbation**. The thesis key points were presented at the conferences "The day of AmSU Sciences 2022", "The day of AmSU Sciences 2023", "Current problems of Linguistics and Intercultural Communication 2022", and "Current problems of Linguistics and Intercultural Communication 2023", held in AmSU, Blagoveshchensk. Two research articles, "Modern state of the precedent theory as an interdisciplinary science", "Precedent phenomena in English language teaching" have been published.

**Statements submitted for defense:**

1. Precedent phenomena are an integral element of both language and culture. They are a subject for application in various discourses, including literature, politics, business, economics, law, medicine, education, etc. Educational literature can serve as a source for analysis of precedent phenomena in the educational discourse.

2. All types and levels of precedent phenomena, in one quantity or another, are provided in textbooks. Precedent phenomena, provided in textbooks, fulfilling their functions, are emotively and cognitively valuable for both learners and textbooks' compilers.

3. Considering the specificity of foreign language teaching, compilers of textbooks pay special attention to precedent phenomena, idioms and phraseological

units in particular, as they are an integral part of the language, representing national-cultural specificity.

4.     The main functions that precedent phenomena, as elements of educational literature, perform are impact, password, and world-modeling functions.

**The methods of the study** included: the method of continuous and partial sampling, the method of generalization and systematization, the method of description, the interpretative method, contextual analysis, calculations.

**Theoretical background** of the research is comprised of the works in the fields of precedent phenomena of Russian linguists, such as V.V. Krasnyh, E,V. Budaev, Yu.N. Karaulov, D.B. Gudkov, I.V. Zakharenko, Ye.A. Nakhimova, G.G. Slyshkin, D.V. Bagaeva, Yu.E. Prokhorov, Yu.A. Sorokin, I.M. Mikhaleva, M.L. Kovshova, N.N. Voropaev, Ye.Ye. Kaminskaya, Ye.A. Rodionov, E.A. Zemskaya et.al.

# 1 THE THEORY OF PRECEDENCE IN LINGUISTICS AND INTER-CULTURAL COMMUNICATION

## 1.1 The concept of "precedent phenomena"

The theory of precedence arises in the second half of the 20th century. In the works of linguists such as Yu.N. Karaulov, V.V. Krasnykh, D.B. Gudkov, Yu.E. Prokhorov, G.G. Slyshkin, D.V. Bagaeva, I.V. Zakharenko et al., we can find the concepts of "precedent text", "precedent utterance", "textual reminiscence", "precedent textual reminiscence".

V.V. Krasnykh believes that there are similar concepts behind the above terms but notes that they are of different order. This is explained by the fact that in this case the key word and concept is the word "precedent", which scientists and researchers understand and interpret approximately the same way. The difference here concerns primarily the analyzed phenomena themselves and the "degree" (or "depth") of precedence[1].

Yu.N. Karaulov once defined precedent texts (henceforth PT) as "(1) significant for a particular personality in cognitive and emotional relations, (2) having a superpersonal character, i.e. well-known to the general environment of this personality, including her predecessors and contemporaries, and, finally, such (3), the appeal to which is reproduced repeatedly in the discourse of this linguistic personality.[2]"

For a scientist, precedent texts are primarily quotations and titles of works. He also referred to other cultural phenomena as precedent ones: works of painting, music and architecture. Therefore, in a broad sense, precedent texts can be of a verbal and non-verbal nature.

Yu.A. Sorokin and I.M. Mikhaleva interpret the concept of "precedent text" somewhat differently: "PT are nomens… but of the following nature: these are some verbal micro- and macrounits of a plan/ scenario, indicating cognitive-emotive and axiological relations in the plan/ scenario, these are some selective

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[1]Язык, сознание, коммуникация : сб. статей / под ред. В.В. Красных, А. И. Изотова. М., 1997. Вып. 2. С. 87-90.
[2]Караулов, Ю. Н. Русский язык и языковая личность : моногр. 7-е изд. М., 2010. С. 234.

signs that are compared with other "borrowed" and original signs to create an "aesthetic appearance"/ typological image", "these are, first of all, cognitive-emotive and axiological means of focusing of the semantic mass of a literary text, indicating the depth of individual and group (social) memory and testifying to the ways of artistic "processing" of issues and problems relevant to us.[3]"

Yu.E. Prokhorov offers a number of clarifications of the concept of "precedent text": "1) precedent texts are belonging to the linguistic culture of a given ethnic group, the use of which is associated with their implementation in a fairly stereotyped form in standard situations of speech communication for this culture: it is in this case, being belonging to the pragmaticon of some ethnocultural linguistic personality, the precedent text can be used in communication, since it implies a similar presence in another personality; 2) if the text itself is included in the pragmaticon of personality, a set of personal activity and communicative needs, then its use in speech is already associated with the linguistic and cognitive level, i.e. the system of knowledge about the world and the image of the world, which are realized in this ethnoculture; 3) The reference to precedent texts has both a pragmatic orientation, revealing the properties of a linguistic personality, its goals, motives and attitudes, situational intentionalities, and a linguistic-cognitive one, the implementation of which includes a personality in the speech communication of a given culture in a given language.[4]"

Sharing the point of view of Yu.E. Prokhorov, V.V. Krasnykh notes that the precedent text itself cannot be used in speech, since it is "stored" in the cognitive base in the form of an invariant of perception, that is, it is a phenomenon of a cognitive rather than a linguistic nature. Therefore, it is more correct to talk about the appeal to the precedent text in speech or in a speech work, as well as about the use of the image of the precedent text as a cognitive phenomenon in the communication process.

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[3]Сорокин, Ю. А., Михалева И. М. Прецедентный текст как способ фиксации языкового сознания // Язык и сознание : парадоксальная рациональность. М., 1993. С. 98-117.
[4]Прохоров, Ю. Е. Национальные социокультурные стереотипы речевого общения и их роль в обучении русскому языку иностранцев. М., 1996. С. 155-156.

By 1998, the participants of the scientific seminar "Text and communication", D. B. Gudkov, I. V. Zakharenko and V. V. Krasnykh developed the concept of precedent phenomena (henceforth PP) – as the core elements of the Russian cognitive base.

Modifying the definition of the precedent text given by Yu.N. Karaulov, the phenomena that were attributed as precedent ones are:

1)      well-known to all representatives of the national linguistic and cultural community ("having a superpersonal character");

2)      relevant in cognitive (cognitive and emotional) terms;

3)      the address (appeal) to which is constantly reproduced in the speech of representatives of a particular national linguistic and cultural community[5].

Let's add a few comments by V.V. Krasnyh given to this definition[6].

Behind the precedent phenomenon there is always a certain idea of it, common and obligatory for all bearers of a particular national-cultural mentality, or an invariant of its perception, which makes all appeals to PP "transparent", understandable and connotatively marked. The "reproducibility" of referring to a particular precedent phenomenon may be "potential", i.e. appeals to it may not be frequent, but they are necessarily understandable to the interlocutor without additional interpretation and comment. Under no circumstances can constant reproducibility be considered an "optional" criterion for precedent utterances, as a result of which it was placed in a number of mandatory differential signs of precedent phenomena.

One of the main differential signs of PP is their ability to 1) perform the role of a cultural standard; 2) function as a collapsed metaphor; 3) act as a symbol of some phenomenon or situation[7].

### 1.2 Types and levels of precedent phenomena

Precedent phenomena can be both verbal (texts in the broadest sense of the word) and non-verbal (paintings, sculptures, architecture, musical creations, etc.).

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[5]Красных, В. В. «Свой» среди «чужих»: миф или реальность? М., 2003. 375 с.
[6] Ibid.
[7] Ibid.

There are four types of precedent phenomena in total: precedent text (PT), precedent situation (PS), precedent utterance (PU), precedent name (PN).

Later, Bagaeva, Krasnykh, Gudkov and Zakharenko propose definitions of four types of PP[8].

A precedent text is "a complete and self–sufficient product of speech-thinking activity; a (poly)predicative unit; a complex sign, the sum of the values of the components of which is not equal to its meaning; PT is well known to any average member of the national cultural community; ... The precedent texts include works of fiction, song lyrics, advertisements, political journalistic texts, etc."

A precedent utterance (PU) is "a reproducible product of speech–thinking activity; a complete and self-sufficient unit that may or may not be predicative; a complex sign, the sum of the values of the components of which is not equal to its meaning; … PU is repeatedly reproduced in the speech of native speakers of the Russian language. Among the PU are various quotations from texts of various kinds (for example, "I can't sleep, nanny!"...), as well as proverbs (for example, "You drive more quietly – you'll go further")."

The authors of the dictionary of linguistic and cultural terms M.L. Kovshova and D.B. Gudkov cite two definitions of the term PU by N.N. Voropaev, which he correlated to their two equivalents in Chinese:

1)    "**Precedent utterance ₁** (典故 diangu "classical precedent; literary (historical) hint"), [a term for Chinese phraseological units of various types and verbal cliches based on cultural, literary and historical plots and which actualize precedent situations, names and texts in discourse];

2)    **Precedent utterance ₂** (常用用文文文文 chang yong yinwen 'frequently used quotation; reference'), [a term for widely known quotations from works of literature and utterances by referents of PN][9].

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[8] Язык, сознание, коммуникация : Сб. статей / под ред. В.В. Красных, А. И. Изотова. М., 1997. Вып. 1. 192 с

[9] Ковшова, М. Л., Гудков Д. Б. Словарь лингвокультурологических терминов / отв. ред. М. Л. Ковшова. М., 2017. 192 с.

A precedent name (PN) is "an individual name associated either with a widely known text, as a rule, related to precedent, or with a precedent situation; it is a kind of complex sign, when used in communication, an appeal is made not to the denotation itself, but to a set of differential signs of a given PN; it may consist of one or more elements, while denoting one concept."

A precedent situation (PS) is "a kind of "reference", "ideal" situation associated with a set of certain connotations, the differential signs of which are included in the cognitive base; the signifier of PS may be a precedent utterance or a precedent name, or a non-precedent phenomenon.[10]"

In 1988, a group of scientists conducted an experiment [11]related to precedent phenomena, in particular, precedent names. D.B. Gudkov, who was assisted by V.V. Krasnykh, I.V. Zakharenko, E.E. Kaminskaya and E.A. Rodionov conducted a survey. The results of the experiment were the following conclusions.

1.     The existence of a national cognitive base has been confirmed (CB is a specially constructed set of knowledge and ideas possessed by almost all members of a linguistic and cultural community, CB forms invariants of ideas about certain phenomena stored in it in a minimized, reduced form), precedent phenomena (in particular, PN) are one of its components.

2.     Behind each PN there is an invariant of its perception by members of the linguistic and cultural community, a nationally determined minimized idea (NDMI).

3.     NDMI may differ from individual ideas about the corresponding phenomenon and from the "real" phenomenon.

In her work, ««svoj» sredi «chuzhih»: mif ili real'nost'?» V. V. Krasnykh gave a classification of precedent phenomena levels according to the criterion of "external scale" and breadth of coverage.

So, the precedent phenomena, by their level, were divided into: 1) socially precedent-based; 2) nationally precedent-based; 3) universally precedent-based.

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[10]Язык, сознание, коммуникация : Сб. статей / под ред. В.В. Красных, А. И. Изотова. М., 1997. Вып. 1. 192 с.

[11] Ibid pp. 82-93.

"Auto-precedents" were not considered by V.V. Krasnyh in principle, since, in her opinion, they either do not meet the very definition of precedent phenomena, or are among the socially precedent ones.

1.      Socially precedent-based phenomena are known to any average representative of a particular society (generational, social, confessional, professional, etc.) and are included in the collective cognitive space. These phenomena may not depend on the national culture. For example, phenomena common to all Muslims (confessional society) or to doctors (professional society).

2.      Nationally precedent-based phenomena are known to any average representative of a particular national linguistic and cultural community and are included in the national cognitive base.

3.      Universally precedent-based phenomena known to any average modern homo sapiens and included in the "universal" cognitive space[12].

Speaking about the cognitive base of a single national linguistic and cultural community, the entry of a precedent phenomenon into the center of the cognitive base is predetermined by the high degree of fame of the phenomenon itself and the uniform invariant of its perception.

The periphery of the cognitive base consists of phenomena that:

1)      Differ in a lesser degree of fame; that is, they are certainly included at least in the collective cognitive space of at least one large society, for example, a society uniting people of a traditional Russian denomination, or a generational society, or a society uniting people with one (for example, higher) level of education, etc.;

2)      Have certain discrepancies in the invariants of perception; however, in this case, all the invariants of perception should be "mandatory", i.e. they should be equally familiar and understandable; in other words, the phenomenon can be perceived and evaluated differently by native speakers of the Russian mental-linguistic complex, but sufficient orientation in a specific communication situation makes it easy to adequately understand an appeal to such phenomenon;

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[12] Красных В. В. «Свой» среди чужих»: миф или реальность? С. 198.

3)     Are among the "nascent" or "dying".

The core of the cognitive base and its periphery are not separated by a rigid boundary and are not fixed once and for all.

From the point of view of synchrony, there is a transition zone between them. For example, the so-called "persisting/changing" precedent phenomena (i.e. preserved as a phenomenon, but with a changed invariant of perception). Such phenomena occupy an intermediate place between: a) peripheral "nascent" and "dying", on the one hand, and b) unambiguously entering the center of the CB as "immortals" (for example, happy hours are not observed) – on the other.

From the point of view of diachrony, peripheral precedent phenomena can gradually "move towards the center", displacing from there to the periphery, or even beyond the boundaries of the system, other phenomena that previously belonged to the core of the system[13].

Considering the above points, V.V. Krasnykh also decides to touch upon the issue of the correlation of precedent phenomena, cognitive structures and the cognitive base.

The cognitive base (CB) is formed by cognitive structures (CS). Precedent phenomena (PP), being elements of the CB, are also formed by cognitive structures and are stored in the CB in the form of the latter. Cognitive structures, being a "meaningful" form and an "elementary unit", serve as a kind of "building material" for both precedent phenomena and the cognitive base as a whole. Precedent phenomena, being the main components of the CB, create a certain configuration of the latter, give it a specific appearance[14].

Behind any precedent phenomenon there is always a complex of cognitive structures, both linguistic and phenomenological. Verbal PP (precedent name and precedent utterance) are formed by both. The verbalizable PP (precedent situation) are presented in the CB in the form of a (complex) phenomenological CS, howev-

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[13] Красных В. В. «Свой» среди чужих»: миф или реальность? С. 217.
[14] Ibid p. 228.

er, when reproducing the precedent situation in communication, linguistic CS "come into play" (the complexity of "distinguishing", "demarcation").

Speaking of a precedent text, it is necessary to distinguish (1) the text itself (as a verbal phenomenon), and then we are talking about two types of CS, and (2) the invariant of its perception (as a verbalizable phenomenon), and then we are dealing primarily with phenomenological CS. V.V. Krasnykh reminds that, as a rule, it is the invariant of the perception of the precedent text that is stored in the CB, which unfolds into an actually new text every time it is verbalized. These newly generated texts are united by what underlies them, namely, the invariant of perception of PT.

Modern works have both theoretical and practical orientation, attempts are being made to classify the methods of PP research, individual PP are also subjected to scientific analysis, examples of such works will be given below.

In the work "Precedentnye imena v SMI: metodiki issledovaniya" E.V. Budaev [15] took up the issue of classification of the existing methods of analyzing precedent names in the media discourse at the time of writing.

The analysis allowed us to identify 6 main methods of PN analysis in the media discourse:

1)      a methodology for the study of PN combined by the source sphere, implying the study of PN from a certain conceptual sphere of precedent in media texts;

2)      a methodology for the study of PN combined by a target sphere, implying the analysis of PN used to describe a certain concept, in order to inventory the source spheres actualized in the media to describe the selected target sphere;

3)      a method of functional analysis aimed at identifying the functions that PN perform in the media;

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[15] Будаев, Э. В. Прецедентные имена в СМИ: методики исследования // Политическая лингвистика. 2021. № 3 (87). С. 22-36.

4)      lexicographic methodology of PN research, which includes a combination of component analysis of lexemes with the study of conceptual features of precedent names actualized in the media discourse;

5)      a method of discursive research in which a certain discourse becomes the starting point for the study of PN, in which all synonyms are studied without limitation of target spheres and source spheres of precedent;

6)      a method for analyzing translations of PN, in which the researcher first gives a description of PN in one language, and then compares the original text with its translation into a foreign language.

E. V. Budaev also noted that there are no impassable boundaries between the selected methods, it is also possible to combine several angles of analysis, for example, to use the limitation of both the source sphere and discourse.

Contemporary studies of precedent phenomena are conducted in various discourses. Some of them are conducted on the materials of glossy magazines. For example, Zakharova in her work researched precedent phenomena in the headlines of articles published by the regional media of Belgorod city. The material for analysis was provided by four regional glossy magazines. The author concluded that the precedent phenomena, which authors of articles choose to appeal to, are defined by the socio-psychological characteristics of their potential readers, and that the appeal to those ensures the success of communication. Besides, the author of the researched noted that most of precedent phenomena found, were in the glossy magazine which target audience was younger generation[16].

Another research of Russian glossy magazines was conducted by S.A. Sadykova, who analyzed the phenomena of precedence in some of the most famous glossy magazines. One of the distinctive features of this work is that the author, to support her view, provides examples from television talk shows. In the paper,

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[16] Zakharova, A. The functioning of precedent phenomena in the re-gional media / A. Zakharova // Студенческий форум. – 2022. – No. 19-6(198). – P. 45-47. – EDN BVOHEZ.

Sadykova came to the conclusion that the principle of associations served as basis for the use of precedent phenomena in glamorous discourse[17].

Some of the works provide analysis within the cinematic discourse. For instance, a profound study by L. Bushueva and A. Muliukina, as the material for research comprised of more than 7 films and TV shows, where they analyzed the functions that precedent names perform in the English-language cinematic discourse. During the course of the study, the authors found out that the prevailing type of onyms, within the frame of the study, was anthroponyms, while the second most represented category was the names of works of fiction. The authors have also identified the main source spheres for the precedent names – Social sphere and the sphere of art, where the sphere of art was marked as the most productive. The ludic and evaluative functions were said to be the most frequent functions of the precedent names, based on the studied material[18].

The theory of cultural identity is another field for research of precedent phenomena. As an illustration, the work of O.V. Afanasjeva, K.M. Baranova and O.G. Chupryna, which aimed at analyzing the role precedent phenomena play in the reflection of adolescents' identity on the material of fiction created by young adult writers. The authors analyzed three novels, all depicting early 1980-ies, and, as a result, came up with a three-tier structure, where each tier is a level, and the levels are – descriptive, meta level, and pragmatic. They claim that the choice of precedent phenomena reflect judgements and propositions which have salient impact on teen identity formation[19].

Since in this paper we touch upon the linguodidactic potential of precedent phenomena, let us look at some of the existing modern works that consider the same subject.

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[17] Sadykova, S. A. Precedent-related phenomena of glamour dis-course / S. A. Sadykova, R. M. Yergali-yeva // Science Bulletin. – 2022. – Vol. 1, No. 2(47). – P. 7-17. – EDN SMPAVO.

[18] Bushueva, L. Types and functions of precedent names in English-language cinematic discourse / L. Bushueva, A. Muliukina // Филологические науки в МГИМО. – 2023. – Vol. 9, No. 3. – P. 116-127. – DOI 10.24833/2410-2423-2023-3-36-116-127. – EDN OJBCRD.

[19] 51    Afanasjeva, O. V. Precedent Phenomena As Symbols Of Cultural Identity In YA Fiction / O. V. Afanasjeva, K. M. Baranova, O. G. Chupryna // European Proceedings of Social and Behavioural Sciences : Conference pro-ceedings, Moscow, 23–25 апреля 2020 года. Vol. 95. – London: European Publisher, 2020. – P. 1098-1106. – DOI 10.15405/epsbs.2020.11.03.116. – EDN VYECNM.

For example, Ye.S. Bevz conduced conducted an experiment during which they discussed precedent names found in the novel "About a Boy" with students, the author came to the conclusion that cross-cultural analysis (comparison in the native and target cultures) of precedent phenomena "has a great methodological potential for developing future FL teachers' intercultural professional communicative competence."[20].

The authors, M.R. Sarycheva, S.A. Deryabina and T.G. Klikushina, in their works also emphasized the importance of teaching precedent phenomena when teaching foreign language. In particular, the study by Sarycheva and Deryabina was devoted to analyzing precedent phenomena on the material of audio-visual content (videos, films, cartoons) in RFL (Russian as foreign language) classes, which authors consider a helpful tool in formation of students' communicative competence. The authors came to the conclusion that the study of precedent phenomena is a great way to introduce students to a foreign language environment and extra linguistic factors such as traditions, culture, and national character[21].

Another research supporting the idea of importance of teaching precedent phenomena was conducted by T.G. Klikushina. As the material for the research she used the names of Russian and foreign confectionary, the analysis showed that precedent names chosen to be the name of the confectionary are often culturally valuable, which led author to the conclusion that studying precedent phenomena is necessary for obtaining comprehensive background knowledge which then is of great help in the process of intercultural communication[22].

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An example of modern work aimed at the study of a specific PP is the work of T. Yu. Ma and I. D. Tancura[23], in which the analysis of the precedent utterance "melting pot" in the materials of the CNN TV channel website was carried out.

The work identified and summarized cases of the use of a precedent utterance in the materials of the CNN TV channel 2011-2021. The result of the study was the conclusion that the PU "melting pot" is used in CNN texts both in its original meaning (Americanization of immigrants) and to describe phenomena of the modern world that are not related to such an area of knowledge as the history of the United States. The authors also added that in articles devoted to different spheres of human activity, the PU "melting pot" acquires new shades of meaning and new meliorative socio-cultural connotations.

Conclusions. This chapter examines the periods of formation and early development of the theory of precedence, its main provisions. The basic concepts characterizing the types of precedent phenomena are considered: precedent text, precedent name, precedent utterance, precedent situation. This chapter also presents the levels of precedent phenomena: auto-precedents, socially precedent-based, nationally precedent-based and universally precedent-based phenomena. Analysis of several of the recent works on the phenomenon of precedence was also given.

к иноязычному образованию : Материалы Всероссийской заочной научно-практической конференции, Таганрог, 25 октября 2019 года / Отв. ред. О.В. Кравец. – Таганрог: Издательско-полиграфический комплекс РГУЭ (РИНХ), 2020. – P. 67-71. – EDN MCNSZK.

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# 2 PRECEDENT PHENOMENA IN THE MATERIALS OF THE "ON SCREEN" SERIES STUDENT'S BOOKS

## 2.1 Analysis of the explicitly stated precedent phenomena in the "Words of wisdom" section

Contemporary methodology of teaching foreign languages has determined that the successful result of learning language activity is forming sociocultural competence within the framework of language studied. Along with that, contemporary cognitive linguistics holds the idea that precedent phenomena constitute a significant part of the sociocultural specificity[24], i.e., the importance of teaching them in EFL classes is hard to underestimate.

Due to the low number of precedent phenomena in the student's books of lower proficiency level and the absence of "Words of Wisdom" section in them, the precedent phenomena described in this paper are provided in the "On Screen" student's book, level C1.

Let us now consider the background information of some of the precedent phenomena, that are explicitly stated in the Student's Book in the form of quotations, i.e., the precedent utterances. The precedent utterances are:

1)    "In every conceivable manner, the family is link to our past, bridge to our future."

2)    "One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."

3)    "Choose a job you love and you will never have to work a day in your life."

4)    "Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity."

5)    "You must be the change you want to see in the world."

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6) "The most powerful element in advertising is the truth."

7) "Advertising is legalized lying."

8) "Look deep into nature, and then you will understand everything better."

9) "Art is not what you see, but what you make others see."

The precedent phenomena listed above are presented in the specific section of the "On Screen" student's book named "Words of wisdom", where students are provided with quotes of influential figures from various fields of human activity, and are offered to discuss the quotes.

Now, let us have a deeper understanding of each of the PU mentioned.

1. "In every conceivable manner, the family is link to our past, bridge to our future."

The author of the quote is Alex Haley, an American writer, his works were devoted to the problems of African Americans. Born on August 11, 1921, in Ithaca, New York, Haley is best known for his book "Roots: The Saga of an American Family," which traces his own family history from the Atlantic slave trade to liberation.

The significance of Haley's contribution to literature and cultural understanding is marked by many literary researches and the reads themselves. The novel "Roots: The Saga of an American Family," published in 1976, was adapted into a highly acclaimed television miniseries in 1977. This work had a profound impact on the awareness of African American history and led to a surge in genealogical interest among Americans of all backgrounds.

Some of his most prominent works were the "Roots: The Saga of an American Family " and "The Autobiography of Malcolm X".

The first is Haley's profound work, which won the Pulitzer Prize, compelled a national conversation on slavery and African American history.

"The Autobiography of Malcolm X" – was based on Haley's interviews, he helped to shape the narrative of one of the most influential African American lead-

ers of the 20th century. In 1998, "The Autobiography of Malcolm X" was included among ten must-read nonfiction books suggested by Time magazine.

Haley's legacy lies in his ability to humanize the narrative of racial struggle, bringing to light the personal histories and hardships that had often been overlooked or forgotten. His quote, "**In every conceivable manner, the family is link to our past, bridge to our future**," encapsulates his belief in the importance of understanding one's heritage as a means of shaping one's destiny. The quote was included in "Traits of a Healthy Family" by Dolores Curran, (p. 199), 1985, and is widely cited in collections of inspirational or motivational quotations, along with the articles devoted to the theme of family and African American history, etc.

Through his literary works, Haley played a major role in beginning dialogues about race, identity, and family history, making him not just a significant figure in literature, but also an important cultural historian who influenced the world's understanding of the African American experience.

2.     "One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."

The quote by Elbert Hubbard – an influential American writer, publisher, artist, and philosopher associated with the Arts and Crafts Movement. Hubbard founded the Roycroft artisan community in East Aurora, New York, becoming one of the most prominent figures in the movement.

Hubbard's philosophy of life and work was deeply rooted in the belief that craftsmanship and artistry were not only a form of economic self-sufficiency but also a spiritual endeavor.

In 1895, Hubbard founded Roycroft Community which became a hub for artisans and craftspeople, promoting the value of handcraftsmanship during the industrial age. Hubbard authored several essays and books, including "Little Journeys to the Homes of the Great," which celebrated the lives of historical figures. His writings contributed to the early development of the self-help movement in the United States.

Hubbard's legacy is multifaceted, encompassing his contributions to literature, art, and philosophy. His quote, "**One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man**," reflects his belief in the irreplaceable value of human creativity and ingenuity. This perspective was particularly resonant during the rise of industrialization, as it emphasized the enduring importance of individual excellence and personal contribution in an increasingly mechanized world.

Hubbard's impact extended beyond his literary and artistic achievements; he influenced the way people thought about work, art, and the human spirit. His emphasis on personal responsibility and the pursuit of excellence resonated with readers and helped shape the ethos of his time.

3.      "Choose a job you love and you will never have to work a day in your life."

This is a quote of the world-wide known Chinese philosopher and scholar– Confucius, who lived 2500 years ago. Confucius was the founder of the Confucianism – a teaching of ways of living, government of one's life.

He systematized various notions of human life and morality that were later concluded in a number of books. His teaching idealized the creation of a society of harmony, where every personality fulfills its function. The basis of the society should be built upon the mutually loyal relationship between superiors and subordinates.

Confucius formulated the well-known "golden" rule of ethics – "Do not do unto others what you do not want others to do unto you".

The implication lying behind the quote "**Choose a job you love and you will never have to work a day in your life**," is believing that people should choose their career path with accordance to their passions which would enable them to find the desirable by many – balance between work and personal life as job no more would be a burden but an enjoyable part of life.

Even though his teaching comes from ancient times it still has millions of followers around the world and his numerous quotes are being chosen to be cited

by many in various fields, proving the respectability of the source and great wisdom of the ancient philosopher.

4.     "Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity."

This is the definition of "health", according to the World Health Organization (WHO)– the specialized agency of United Nations, its duty is to promote and guard the public health and safety, while helping the vulnerable worldwide. The organization was founded in 1948 with the truly altruistic and noble goal – to help those in need and keep the peoples' health secured.

WHO has played the leading role in some of the major public health accomplishments, e.g., eradication of diseases, development of vaccines, etc.

The quote discussed can be found in the very constitution of the WHO where it is listed as one of the several principles that are "are basic to the happiness, harmonious relations and security of all peoples". The quote counts numerous citations in articles in which the main topic is health.

5.     "You must be the change you want to see in the world."

Mohandas K. Gandhi, the author of the quote, was one of the prominent figures of twentieth century. His philosophy of nonviolence and peaceful resistance has had a major impact on civil rights and freedom movements around the world.

With application to his philosophy, he led the fight for independence of India which resulted in the freedom of India from Britain's colonial influence. His beliefs and actions proved that mass movements can be successful without resorting to violence.

It is said that there is a story that is widely believed to be the source of his quote "**You must be the change you want to see in the world**." The story tells us about a young boy who started eating a lot of sugar, his mother could not persuade him to stop so she asked Gandhi to help to direct her son. After a little thinking Gandhi asked her to come back in a week and promised to talk to her son. The following week, when they revisited Gandhi, he smiled at the boy and told him he had to stop eating sugar, the boy apologized and told Gandhi he would follow his ad-

vice. The mother asked why Gandhi couldn't say the same thing when they had come last time and Gandhi answered, "Sister, last week, I, too, was eating a lot of sugar. …**You must be the change you wish to see in the world**."

The quote reflects the belief that personal example and self-commitment are the key to social change. Gandhi's life and his teaching still remain an inspiration for those around the world who seek peace and justice.

6.      "The most powerful element in advertising is the truth."

The author of this quote is William Bernbach, one of the founders of Doyle Dane Bernabch (DDB) advertising agency, he still remains one of the most influential figures in the history of advertising. His approach to advertisement emphasizes the creativity and honesty, which has drastically changed the industry.

His philosophy to think of the advertisement as of art has brought a new perspective on how the ads should interact with consumers. He believed that "**The most powerful element in advertising is the truth**." This principle has led to creation of some the most memorable and effective advertising campaigns, such as Volkswagen's "Think Small" and Avis's "We Try Harder".

Bernbach is often called the father of contemporary advertising. His methods and techniques are still used in advertising agencies around the globe. He made significant contribution to the development of advertisement as a form of communication, which respects the intelligence of consumers and strives for sincerity.

The role that Bernbach has played in the industry is hard to underestimate as his principles and examples are still considered to be worth looking up to.

7.      "Advertising is legalized lying."

The author of the quote is Herbert George Wells – a British writer and publicist. His works have influenced the genre of science-fiction and social ideas of early twentieth century. The works reflected his critical view on the society and progressive ideas, the works are still often a subject for interest and discussion.

Several of his works, among which are well-known "The Invisible Man", "The Time Machine" and "War of the Worlds", had predicted some the technological and social changes.

Besides his massive contribution to the literature, He was also actively involved into social debates of his times. Wells was one of the founders of the League of Nations and strongly supported the ideas of peace and social justice. His ideas of the future and society have affected many of the aspects of contemporary culture.

Wells was not only a good writer or social activist, but also a good thinker, whose views are still able to invoke inspiration and are good food for thought. The quote "**Advertising is legalized lying**," reflected his skepticism towards the commercialization and manipulation of public consciousness, which still is a relevant issue.

8.      "Look deep into nature, and then you will understand everything better."

The man who came with this quote is Albert Einstein – one of the greatest theoretical physicists in history, whose revolutionary ideas changed our understanding of time, space and matter.

Albert Einstein became famous for developing the theory relativity, including special and general relativity theories. He also made significant contributions to quantum mechanics and cosmology, and was a supporter of the idea of peaceful use of atomic energy.

His prominence spread not only in the frame of science, but also in philosophy and politics. His peaceful and humanistic ideas, along with his active position against Nazism and racial discrimination, made him a symbol of scientists' social responsibility.

The quote "**Look deep into nature, and then you will understand everything better**," reflects his belief that deeper and more profound understanding of laws of nature could shed light on many of the other aspects of life. His legacy continues to inspire new generations of scientist, philosophers and people in general who strive to understand and uncover the complexity of our world.

9.      "Art is not what you see, but what you make others see."

The author of the quote is Edgar Degas – a great French artist and sculptor of the nineteenth century. He was an impressionist and specialized in portraying movement. His approach to art, based on innovative composition decisions and the research of movement is reflected in the quote "**Art is not what you see, but what you make others see**," which emphasizes his desire to convey to the viewer not just a visual image, but also the depth of perception. His unique perspective on the composition and light made him one of the leaders of impressionist movement.

Edgar Degas is one of the key historical figures in the world of art, whose creative work continues to inspire and causes admiration. His ability to make viewers see the hidden beauty and the depth of the mundane is an important contribution to the cultural heritage of mankind.

The PUs above in the materials of the student's book, of course, were provided along with the authors' names, i.e., precedent names, for it, as we presume, to be possible to know the direct source of the precedent utterances.

As it was mentioned before, all of these PUs can be found in the specific section named "Words of wisdom". Each themed module in its introductory part has this section, and all of the PUs presented in the sections are chosen accordingly with the module's theme. Some of the modules (module 6, "Material World") have more than one PU (PUs 6 and 7) in the "Words of wisdom" section.

All of these PUs, as we presume, were not chosen by chance, but with clear purpose – not only to familiarize students with the results of philosophical thought of some people of the past, but also to arouse students' interest in the relevant fields, as the authors of the PUs provided, were among those most influential people in History, whose legacy stretches through the centuries right up to the present. The people who are still praised by contemporaries, people whose examples inspire thoughts and encourage greater deeds. They are representatives not only of different countries, but also of different cultures and different epochs.

Helping students to learn more about people like this allows them to have a wider look on various things, offering them a different perspective and just some food for thought, which is surely valuable for someone who is learning a language.

**2.2 Contextual analysis of the precedent phenomena in the materials of the "On Screen" series Student's Books**

Now let us move on to the analysis of some the precedent phenomena in the actual context of the tasks, presented in "On Screen" student's book, level C1. The location of where the precedent phenomena can be found may vary, e.g., some may be found inside the story in the texts the comprehension tasks of which students are supposed to complete, they can also be found in the titles of the texts, or right before the exercise, being a sort of hint of what the task is going to be about.

The compilers of the book often decide to introduce students to some of the cultural phenomenon through precedent names (PNs). The following PNs are all names of works of cinematography, they are: "Friends", "Spider-Man", "Gilmore girls", and "Downtown Abbey". The task in which they are located is in the first module of the book named "Who we are", the theme in this module is family, relations and personality. The task is a text completion type of exercise, each text is titled with a relevant PN mentioned above.

Let us look at the example of how the PN is presented in the task.

"**Friends**

Ross and Monica are brother and sister. Sometimes they feel sibling jealousy but most of the time they just share fun experiences together"

As we can see, the authors of the book decided to present students not only the PN itself, but also a little part of the story that lies behind it, it is done in the same way with the other 3 texts.

Now, as we have peeked at how the PNs presented in the task, we should explain what is behind each of them.

"**Friends**" is the name of an American television sitcom comedy about 6 friends who live in New-York, facing various challenges and joys of life. The authors of the show are David Crane and Marta Kauffman. The show "Friends" had a significant impact on the late 90s and early 2000s, becoming an iconic show, which influenced fashion, slang, the way to live, and the perspective on both friendship and relations within society.

The show had set new standards for future comedy shows. It received several awards and praises for its script, acting and the ability to talk about pressing topics. It is also said that the show popularized cafes as places to meet and communicate in. The show continues to be quite popular and attracts new generations of viewers, being one of the most recognized TV shows in history.

"**Spider-Man**" is the name of the movie, which tells us about a young man, Peter Parker, who was bitten by a radioactive spider and gained super powers. In the movie, Peter has to overcome different challenges including battles with both enemies and day to day life problems. The character of Spider-man originates from comic book series called "The Amazing Spider-Man," being first published in 1963. The creators of the character are Stan Lee and Steve Ditko. In 2022 the title reached 900 issues.

The movie, coming out in 2002, is thought to revive the interest to superheroes movies, having set higher standards for special effects and character development in both comic books and cinematography. The character of the Spider-Man remains popular among people of all ages and cultures, as the character inspires only the better in us as humans.

The American TV show "**Gilmore girls**" is a story about single mother, Lorelai, and her daughter, Rory, who live in a fictional town, Stars Hollow, it was created by Amy Sherman-Palladino. The show quickly gained popularity, mainly because of its witty dialogs, abundance of cultural and literary references. The show also received recognition for its realistic portrayal of relationship between mother and daughter, drawing viewers' attention to important issues.

The show influenced TV shows and dramas, showing the complexity and independence of women characters. It also contributed to the popularization of small towns and communities as the ideal of American life. The streaming services allow the show to attract new audience and remain popular.

"**Downtown Abbey**" is the name of the British TV show, created by Julian Fellowes. It is a historical drama set in early 20th century that tells the life story of

a family of aristocrats, the Crowly family. The plot covers some the historically significant events, such as sinking of the Titanic and Great World War I.

The show first appeared on the screens in Britain in 2010. It soon became popular and won a lot of rewards, among them are the famous "Emmy" and "Golden Globe" awards. The show also entered the Guinness Book of World Records as "the most critically acclaimed television show" in 2011, but it did not stop the show from winning more than 50 awards.

The "**Downtown Abbey**" had a significant influence on the culture, reviving people's interest to historical dramas and British heritage. It contributed to the growth of tourism in Great Britain, especially in places where the show was filmed. Along that, the show also sparked discussions of social change and the class system of the time.

Among the numerous texts presented in the book, there are several that are completely aimed at telling about a work or the characters that are involved in the story, whether it is from cinema or literature, of course, the works to introduce to are chosen in accordance with the theme of the module.

In the module 1, "Who We Are", which as we have mentioned before is devoted to family, relationships, and personality, there is a text that is telling the students about two characters of the well-known work of cinematography, series of films adaptations of "**Harry Potter**".

The two characters described in the text are twins, George and Fred Weasley. The text tells us that the fans of the films adore the characters, laugh over what they do in the films. The text also praises the actors who played the brothers, who happen to be identical twins, too, telling the story of how they had been dreaming of playing the roles and eventually have become colossal stars. The text finishes expressing the desire to see the charismatic twins more in the future.

The story on which the films described was based on a series of novels with the same name, created by J.K. Rowling, a British writer. The original story tells the readers about a young wizard Harry Potter and his friends, they study at the Hogwarts School of Witchcraft and Wizardry. The plot revolves around Harry's

battle with the dark wizard Voldemort, who seeks to become immortal and conquer the world.

The series of books gained immense popularity, making it the bestseller, millions of copies were sold around the world. "**Harry Potter**" has had a significant impact on the culture and society. It managed to attract a new mass of people to reading, declared a boom in fantasy literature, and became one of the most successful franchises in history, as the films have given the books even greater popularity. Moreover, "**Harry potter**" has also impacted the industries of entertainment, education and even tourism, with several theme parks and events, devoted to the world of wizardry.

In the following module 2, "Pushing the boundaries", where the theme is technological developments, robotics and gadgets, there is a text introducing the idea that some works can inspire or even predict future inventions, that is the "Star Trek" TV show.

Let us present a little portion of the text, showing how valuable this TV show is: "There's one TV programme that has captured the imagination of audiences for generations. The futuristic technology on the show has inspired scientists for decades and even seems to have predicted new inventions. This programme is **Star Trek**. …" Further in the text were given some examples of industries in which "Star Trek" sparks inspiration, including medicine and space travel.

The American Sci-Fi TV show was created by Eugene "Gene" Roddenberry. The show first aired in 1966 and narrates about the adventures of a spaceship named "USS Enterprise" and its crew, exploring the galaxy. The show was one of the first projects to come up with the idea of interstellar travel and encounters with alien civilizations. The show served as a basis of the bigger franchise, including following shows and films.

The influence of the "**Star Trek**" on culture and society is hard to underestimate. It was promoting the ideas of equality, peace and cooperation between different peoples and races. The show is said to have inspired many to study science and space, influenced the development of technology and became a symbol of pop

culture. Some of the phrases and images from the show have become recognizable and often quoted, emphasizing its long-lasting influence on world culture.

In the module 8, "The Art of Entertainment", the theme of which is Art of different kinds, the text about new at the time movie "**Doctor Strange**" is presented.

The text briefly but colorfully and succinctly describes the plot of the film and flatteringly speaks about the performance of the leading actor – Benedict Cumberbatch. As well as in the "**Spider-Man's**" case, the story begins from comic books, the creators are the same – Stan Lee and Steve Ditko.

The film was released in 2016 and extended the Marvel cinematic universe, presenting the audience the concept of multi-universe and magic. It has also aroused attention to Eastern philosophies and practices, such as meditation and mysticism. The new film raised even higher standards for visual effects in movies and its success has proved the popularity of superhero movies in modern culture.

In the same module there is another text, this time it is about a book, "**The Martian**." The text performs as a review, yet paying attention to the details such as plot and the author, being positive book review and finishing with a recommendation of the book for reading.

"**The Martian**" – is science fiction novel, written by Andy Weir. Originally, Weir self-published this work in his blog, in 2011, but later, in 2014 it was published in the format of book. The story tells us about Mark Watney, who, after a failed mission, happens to be left on Mars alone and tries to figure out how to survive. The book quickly became popular and gained even more popularity among those who love science, because the of its distinctive realistic description of scientific and technical aspects.

The novel contributed to the revival of interest in space exploration and scientific accuracy in science fiction. Later it also got a film adaptation with the same name, which secured the success and cultural impact. "The Martian" inspired discussions about the possibility of colonizing Mars and the impact of the human on

other planets, which stresses the role of science fiction in shaping public opinion and scientific ambitions.

Some of the texts feature more than one PP, for example, the text in module 4, "Health matters", which is devoted to questions related to health. The text titled "What's in a smile?" tries to uncover the nature of the human expression. Right in the introductory part the text already features two PNs: "**Leonardo da Vinci**", an Italian artist, sculptor, scientist and inventor, who is considered to be one of the most extraordinary humans ever lived, and one of his paintings "**Mona Lisa**", probably the most famous among his other works. This painting is not only one of the most famous works of Leonardo, but is also is thought to be one of, if not the most famous paintings in the world.

Further in the text appears another PN "**Duchenne smile**" – a smile named after the scientist who first recognized two different types of smiling, one which involves the muscles around the mouth and cheeks, and the other – the one which also involves the muscles around the eyes. But Duchenne is not famous only for that. The era of modern neurology developed from his understanding of neural pathways and his research.

Later in the text comes one more PN "**Charles Darwin**", in the text he is introduced the following way: "Charles Darwin, the scientist who developed the theory of evolution…". The text provided the reader with one of the most famous accomplishments of the scientist. It says that Darwin noticed and postulated that smile is "pleasure-inducing in and of itself."

The scientists to which PNs appeal, are not only connected with the main theme of the text, but the appeal to their PNs itself serves the persuasive function, as the scientists are well-known and highly respected, thus appealing to their PNs helps to prove the point being made.

In the Module "CLIL" (Content and Language Integrated Learning), which comes as last module, offers students several texts on different topics. One of the texts is devoted to icebergs, there we found a precedent name "**Titanic**" and inseparably linked with it precedent situation "**sinking of the Titanic**". In the text the

PS resulted in the formation of the International Ice Patrol, which tracks and monitors icebergs with radar.

But outside the text the precedent situation has had a more profound influence on culture and society. It has inspired numerous films and literary works, has called for greater social justice, as those more privileged had more chances to survive in the situation, it led to changes in shipbuilding and navigation, increased government regulation of the connected industries, impacted the shipping industry as a whole. Now it continues to serve as a reminder of the importance of safety, equality, and humanity.

Another part of the precedent phenomena, which is at the same time the predominant part, which we analyze in this paper is **idiomatic and phraseological units**. Even though some of the linguists claim that idioms and phraseological units cannot be categorized as precedent phenomena, the majority of the researchers (E.A. Zemskaya, Yu.B. Pikuleva, M.A. Shulga, A.Ye. Suprun, M.Yu. Ilyushkina et.al.), on the contrary, consider idiomatic and phraseological units as a part of precedent phenomena. Adhering the idea of the latter, and evidenced by the fact that such linguistic phenomena as idioms and phraseological units are of national cultural significance (moreover, they surpass other types of precedent phenomena in terms of reproducibility), in this paper we regard idioms and phraseological units as precedent phenomena. To eliminate confusion and contradictory differences, further in the text of the work we are going to refer to them as precedent utterances.

As we mentioned above, idioms and phraseological units make a substantial part of the precedent phenomena provided in the "On Screen" student's book, level C1. The total number of idiomatic and phraseological units is 94.

Now, let us look at some of them, analyze the meaning and provide origin when possible, starting with the module one, which as we mentioned before is related to relationship.

For example, "When James was born, he was **the spitting image** of Errol".

According to online "Cambridge Dictionary" the idiom 'be the (living/spitting) image of someone' means "to look very similar to someone". Though not in this exact form, it was coined presumably from the 17th century comic play "Love and a bottle" by George Farquhar: "Poor child! He's as like his own dadda **as if he were spit out of his mouth**." In the text above it is used to make the resemblance of James and Errol look more prominent for the reader, catching his attention by the imaginative comparison.

In the same text there is another PU: "And people never believe it – they always think **it's a wind-up**." In the given context "**a wind-up**" is something that is not true and is told to make a joke. In the text twins – James and Daniel, being born with two-hour difference happen to look completely different, which is why, when someone is introduced to the fact that they are twins, no one believes them.

Later in the module we can find an exercise specifically devoted to familiarize students with idioms related to the topic of the module (There are such exercises in each module). For illustration and better understanding the idioms are given in some context. Let us look at the idioms and the context they are given in.

1)     "If you don't agree with the situation, why don't you **tell** Mark **your side of the story**"

'To tell somebody your side of the story' means to describe to somebody what happened from your perspective, usually someone tells their side of the story to prove a point, prove innocence (in the situation when somebody might have been wrongfully accused of something), or to extend the information about a situation so that the information could be complete and discussed considering the viewpoints of all the involved.

2)     "Larry and his sister have never got along; as kids they used to **fight like cat and dog** all the time."

If some people 'fight like cat and dog' it means they have a sort of serious conflict, when every side is strongly against the other. the textbook explains the expression as "to quarrel furiously". The phrase refers to natural feud between cats and dogs, due to their opposites in habits. There's a Chinese tale that is supposedly

explains the original reasons of the millennial conflict: A dog once saves a drowning emperor's daughter. To thank the dog, the emperor ordered a decree to be tied to the dog's tail, so that everyone would feed valiant beast. Later the dogs gave the decree to the cats for safekeeping, but those didn't manage to keep it and let the mice to steal it. Allegedly, since then, the dogs have been living in resentment of the cats. An interesting interpretation of the animals' nature.

3) "Frank and Jamie **get on like a house on fire**! They're such good friends."

To describe someone who quickly started a real friendship, who get on well, people often say that they 'get on like a house on fire' referring to the speed at which a house would burn. Presumably the expression originated at times when most houses were made of highly flammable materials like wood and thatch which would burn very quickly. Even though the situation (the burning house) is negative, the connotation of the phrase on the contrary is positive, as it's referring to the probably one positive aspect of a quickly burning house – the speed at which it burns.

4) "Karen always wants to **be the centre of attention**; that's why she dresses so strangely."

'To be the center of attention' describes a person or a thing that everyone is most interested in and pays most attention to. In the given context the phrase has negative connotation, describing someone who is trying too much to draw attention so it becomes annoying or may invoke jealousy. Depending on the context, the connotation can be positive.

5) "Aunt Maggie **is** very **set in her ways**; she dislikes change of any kind"

If someone is described as 'being set in their ways' it means the they are very comfortable, or rather stuck with the ways the live, the given context clearly explains it. It is often used in negative meaning as referring to someone not willing to change, hence to grow/become better, or to give up bad habits.

The second module provides the idioms related to technology:

1) "Bob and Hilary **got their wires crossed** and showed up at different times!"

This expression is used to describe misunderstanding/miscommunication or confusion about something between two or more people. It is presumed that the phrase originated in the early 20th century, when telegraph and telephone systems first appeared. So crossed wires would cause misunderstanding and confusion due to the messages being mixed-up or distorted. It is sometimes used in a pejorative sense. In the given context it seems that Bob and Hilary were supposed to show up at each own time, but, as the result of some misunderstanding, showed up at each other's supposed times.

2) "The design for the self-driving car **is light years ahead** of its time."

When something or someone is described as 'being light years ahead' of something (usually 'its time'), it means that something or someone is a long way in front of others in terms of success or development, and cannot fulfil its function due to the insufficient of its dependencies, or something/someone being much more superior than others.

So, in the given context the design of the self-driving car is seem to be too complex and hard to realize at the time it is created, the technology probably is not yet developed enough for it to come to live.

There is a similar phrase "be light years away", which, depending on the context can mean being extremely long time from now in the past or future. The core of the phrase is the reference to astronomy, where a light year is a distance that light travels in one year which is about 9,460,000,000,000 kilometers, incredibly long distance. Thus, it is used to demonstrate great difference between objects.

3) "I don't know why Sally is finding it so hard to print that document; it's **not rocket science**!"

When someone wants to describe something as not that difficult, especially in situations when it is actually difficult for someone else, they say that it "is not rocket science". In other words, the task or the topic under discussion should not be difficult to perform or understand.

In the second half of 20<sup>th</sup> century rocket science was, and we assume still is, regarded as a complicated field of study, so describing something as not being rocket science, we assume the opposite degree of complexity. It is often said the phrase "it's not rocket science" started to spread in the 1980s when it was used to describe the degree of difficulty involved in coaching football. So, in the given context the speaker expresses confusion due to someone's inability to perform a task, which the speaker considers easy to perform.

4)     "Jill and Tony make a good team in Science class because they are **on the same wavelength**."

If people are said to be 'on the same wavelength', it means that they understand and agree with each other, have a lot in common, or share similar views on a number of things, or think the same way.

It is possible that the expression was first used in the early 20<sup>th</sup> century, when people started to buy radios for personal use. The phrase references the occasion when two radio stations were literally on the same wavelength (broadcasting on the same frequency), so the people could hear both stations at the same time on their radios. In the given context Jill and Tony make a good team because they understand and agree with each other, not having conflicts, thus, being an effective unit as a team.

5)     "I'm afraid our funding has been cut and they're **pulling the plug** on the research project."

The phrase 'to pull the plug /on' means to put an end to something, or, according the online "Cambridge Dictionary", 'to do something that prevents an activity from continuing, especially by no longer giving money to support it', which is the exact case in the given context, the research project is going to stop as the funding had been cut, not letting the project to continue to exist.

The phrase alludes to the literal action of pulling the plug on machinery and cutting off the power, which shuts down all operations. However, there are 2 more theories regarding the origin of the phrase. The first, pulling the plug on the life support machines, hence cutting off life support, comes from medicine industry.

The second claims to come from the 18th century's toilet flushing systems, which required pulling down on a plug to release water to flush. Either way, the final point is the same for every origin – ending something.

Module 3 provides the idioms related to work:

1)     "Philip was tasked with **showing me the ropes** when I first joined the company."

According to the online "Cambridge Dictionary", 'to show/teach someone the ropes' means to show someone how to do a hob or activity. It is widely believed that the phrase originated in the sphere of nautical practices. Each time a new sailor joins the ship's crew they are shown the ropes, as how to operate ropes (and knots) on the ship, the basics of seamanship, since the ropes were one of the crucial operating mechanisms on ships with its complex network. In the given context we observe a perfect example, the task of Philip was to teach the new employee the basics.

2)     "Taking an entry level job at the company is a good way to **get your foot in the door**."

'To get one's foot in the door' means to have an opportunity to work in a company, usually at a lower position, though with a chance of getting higher positions/ being more successful in the future. Sometimes used in the meaning of getting initial opportunity in general. It is believed that the phrase originated in the early 20th century, in the world of business and sales. Presumably, the phrase alludes to the occasions when door-to-door salesmen would stick a foot in the doorway, so that the owner of the house wouldn't be able to close the door, doing so, salesmen would get a chance to introduce their product – creating an opportunity by getting their foot in the door.

In the given context we can see a statement that starting at lower position in a company is a good way to start your career.

3)     "I took a day off to **recharge my batteries**."

By saying 'recharge one's batteries' we usually mean resting, having some time to relax and regain energy, gather powers before continuing to work or to do

an activity. Sometimes, usually among the representatives of introverted personalities, the phrase is used with a slight alteration – 'to recharge one's social batteries', where batteries mean a person's energy for socializing.

The phrase refers to its literal meaning, recharging batteries, filling it with electricity so that it could power the piece of technology, which then could continue to work. In the context it is clear that the person took a day off to have some rest.

4) "Jim never has anyone **breathing down his neck** or pressuring him at work."

According the definition, given in the textbook, "to breath down somebody's neck" means 'to watch somebody's activities with extra concentration', it is worthy to add that the described type of observation often causes stress and pressure on the person being watched. This phrase is used to describe a feeling of discomfort, the feeling of being controlled, monitored or pursued. The phrase has negative connotation, negatively evaluating the person performing the action of "breathing down one's neck", as one who disturbs the piece and prevents the person being watched from performing an activity effectively.

In the given context we can see a kind of complaint from the speaker, stating that Jim is never closely observed or monitored, and can work in piece without feeling discomfort, the speaker, assumably, experiences opposite situation.

5) "Good managers plan projects carefully and **call the shots** in an office."

According to the online "Cambridge Dictionary", "to call the shots" means to 'to be the person who controls or organizes a situation', hence, to be the one who makes the decisions, to be the superior/boss. The origins of the phrase are diverse, the earliest use is supposedly dating back to the early 16$^{th}$ century, to the sport of curling. The captain of the curling team, the "skip", was the one to "call the shots", they directed the team members, specifying the distance, speed and line. In the given context the speaker claims that the good managers are the ones who plan carefully and organize everything in the office, probably referring to the prob-

lem of poor management, when organization is not thoroughly worked out and keeps getting changed during the work process.

6)　　"It's getting late so I think we should **call it a day**; we can wrap up the presentation tomorrow"

The phrase is usually used in the meaning of stopping doing something either because you don't want to or because you think you have done enough, it is also used in the meaning of finishing work for the day, or completely quitting doing something. The phrase supposedly originated among the industrial workers who were usually working for the whole day, from dusk till dawn. Possibly, the phrase was used to announce the early finish of a working day, the workers, or the one in charge, "called it a day", stating that the shift is over and it is time to go home. So, in the given context the speaker, due to the late time, suggest stopping the work for the day and finishing the next day.

In the module 4 which is related to health, students can find idioms related to sport:

1)　　"When Tim took over as the team manager he needed a few months to **learn the ropes**."

Both meaning and origin of this phrase are similar to ones of the phrase "**show somebody the ropes**", but this time, from the viewpoint of the learner, the one who learns how to perform a job or an activity. Thus, in the given context Tim, who was new to the job, had to learn the basics of his job.

2)　　"A sports reporter has to **be on the ball** when following the action."

According to the online "Cambridge Dictionary", a person who is "on the ball" is 'aware of any changes or developments and quick to react to them', referring to those who need to be alert, focused or concentrated on something.

The phrase most definitely originated in sports, the sports in which a ball was an integral part of. The phrase alludes to its literal meaning 'keeping focused on the ball', which was important for sports players, and later figuratively it started to mean to keep being focused, alert or apt.

In the given context the speaker states that it important for a ports reporter to be able to follow the action and quickly react to the sudden changes.

3)      "If you **go overboard with** your exercise program in the beginning, you risk injuring yourself."

When some is "going overboard with something", it means that they do something too much, or putting to much effort into doing something, usually because of the enthusiasm and excitement, not paying attention to possible dangers, which often results in something bad happening.

One of the widely spread theory of origin states that the phrase may allude to the situations when sailors, due to being too enthusiastic or careless, fell overboard. The phrase is used with negative connotation, often to criticize a behavior, exceeding certain boundaries and being potentially harmful.

In the given context the speaker warns someone not to overdo in sports as it may lead to injures.

4)      "He might win the tournament if he trains everyday, but **it's a long shot**."

The phrase is used to describe something that is unlikely to happen, has low chances of success. It is widely believed that origin of the phrase traces back to the times when sea battles took place. The ship guns could not hit further targets, requiring for the ship to be closer to the enemy, so that the cannonballs could reach it. Hence, the further the target (the longer the shot), the slimmer chances of success.

In the given context, the speaker, applying to the idiom, express disbelief in someone's possibility to win the tournament, evaluating their chances as low.

Module 5 provides students with idioms related to social issues:

1)      "People **on the fringes of society**, such as the homeless, can find it difficult to get help"

According to the definition given in the textbook, "to be on the fringes of society" means 'to be on the margins of the community', usually referring to those less fortunate, often struggling to make the ends meet, as those excluded from the

society, marginalized groups, or not fully integrated into a society. The phrase has negative connotation, often used in pejorative sense.

In the given context the speaker along the provides the typical representative of those "on the fringes of society".

2)     "When industries profit at the expense of the environment, the whole world will **foot the bill**."

The meaning of the phrase explained in the textbook the following way: 'to pay all the costs for something'. The phrase usually refers to paying for something, especially something expensive, or to funding something (for example, a celebration, or a big purchase). Sometimes used in the sense of having to face negative consequences (not only financial) of prior actions. Depending on the context can have positive or negative connotation.

In the given context the phrase has negative connotation, the speaker warns us that even though we may not participate in corporate greed, damaging environment, eventually we all will face the negative consequences.

3)     "When my neighbour lost his job, he **found himself in dire straits** and didn't know what to do."

When it is said that someone found themselves/ is in dire straits, it means that the person is experiencing a difficult situation, which is hard to fix, struggles to find the way out of the situation, refers to someone having problems, facing serious challenges.

The phrase supposedly originates from nautical practices, referring to narrow and dangerous waters that connect two larger bodies of water. The common for sailors risks were the current, rocks, reefs, winds, or even enemies.

In the given context the speaker tells us that his neighbor got into very difficult situation as a result of losing his job.

4)     "Their disagreement with the government **came to a head** when general strike was called."

The expression describes a situation, in which it reached a point where some serious action has to be taken, something must be done about it. When something

"came to a head", it means that the situation, or tensions have reached its critical point resulting in an outcome (usually negative).

The possible origin of the phrase comes from the medicine practices several centuries in the past. The phrase probably originated from a skin infection called 'boil', which final stage was to come to a head, where it was filled with pus and was ready to come out, thus portraying the situation in which the outcome, due to the built-up tension, is inevitable.

In the given context the speaker describes a situation where some people, having disagreement with the government, by calling general strike have led the situation to the critical point, requiring urgent action.

5)      "Bullying is likely to **spiral out of control** if the school council do not address it."

The phrase is used to describe a situation which keeps getting worse, stating lose of control under the situation. The phrase most probably alludes to the literal spiral movement, and the concept of losing control. The figurative expression refers to gradual (spiral, further and further from center, further from control) and uncontrollable change for the worse.

In the giving context the speaker expresses concern about the situation, claiming that if no interference (applying some form of control) is made by the school council, the situation may well become worse.

6)      "He owes a lot of money and has his **back against the wall** because he can't find the funds to pay off his debts."

According to the online "Cambridge Dictionary", the meaning of the idiom is as follows: 'to have very serious problems that limit the ways in which you can act', the meaning is close to that of "**in the dire straits**", but with less degree of despair.

The phrase possibly originated from military sphere. While performing tactic trainings, soldiers would position themselves with their back against the wall, securing their back, and preventing attacks from behind, but doing so, the soldiers limited their mobility, making retreat difficult and leaving less options.

In the given context the speaker describes a situation in which someone, making poor decisions (failing to pay off debts) which posed him a challenge with limited options.

Idioms related to money can be found in the module 6, "Material World":

1) "His new car is really cool but it **cost an arm and a leg**."

If something is said to 'cost and arm and a leg', it means that this something is very expensive, the price so high that it would need to be very important for the buyer to pay it. The phrase uses these parts as examples of something that no one would consider to sell other than at an enormous price.

In the given context the speaker describes a car, that someone had bought, evaluating as very expensive and probably hard-to-get, implying that the owner had to put enormous effort into the purchase.

2) "Bill thought his idea for a new app was **a licence to print money**."

The textbook provides the meaning as follows: 'a way to make loads of cash without effort'. Indeed, it is used to describe some sort of activity or business results high profits, though not requiring much effort and involving (or not involving at all) small risk.

The phrase is said to have roots in the government's sole ability to print a needed amount of money at any given time. Surely, we know it causes inflation and other negative consequences, but the phrase in its figurative sense implies that money got have already been printed by the government, thus not involving mentioned side effects.

In the context provided Bill thought about his idea of a new app as of something that would bring him great wealth, and at the same time would not require him to put in it a lot of effort.

3) "It's always a good idea to put a little aside to **save for a rainy day**."

According to the online "Cambridge Dictionary", the phrase 'to save for a rainy day' means "to save money for a time when it might be needed unexpectedly". This phrase is not used only with relation to money, it can be referred to anything that might come in handy later, when you might expect it less. The phrase

may be connected with the idea that the rain is often associated with gloomy and unpleasant circumstances, and often is considered unexpected. Thus, saving for those possible unexpected times of struggle or challenge may save you.

In the provided context the speaker expresses the idea that it is worth it not to spend all our resources as in the moment of need we may be left with nothing.

4)    "Bill asked to borrow some money because he was a bit **strapped for cash** this month."

Being 'strapped for cash' means having little money, or having less money that you need. The origin of the phrase is hard to trace, however, some etymologists propose that the term "strap" might be a derivative of the pastoral expression "strip," traditionally used in the context of dairy farming to denote the action of extracting the final remnants of milk from a cow. Consequently, the phrase "strapped for cash" may imply 'being completely stripped of cash', i.e., not having money.

In the context given the speaker describes a situation in which Bill borrows money due to his problems with funds.

In the module 7 we can look at the idioms related to nature:

1)    "Mike didn't **beat about the bush** and got straight to the point about cleaning up the park."

The phrase 'to beat about/around the bush' refers to a situation where someone for some reason is not getting to the main point of the discussion held. The reasons for 'beating about the bush' and putting away the main point may vary, a person may want to hide some information, to prolong the discussion, to avoid it due to the point being a sensitive topic etc.

The phrase is said to evolve from bird hunting, where some hunters beat the bushes to scare the birds and make them move, and later, the hunters responsible for catching the birds would play their part. In this relation, beating about the bush is figuratively considered an introductory part of some action.

In the given context was depicted a situation in which Mike did not prolong the discussion with unnecessary moments and got straight to the important part.

2)     "Rumours that the volcano was about to erupt **sent a wave of** panic across the island."

The given phrase means to arouse a strong feeling in large number of people. The feeling being aroused is not limited by 'panic', but can be any feeling, though negative feelings prevail in the uses of this phrase.

The origin of the phrase most probably lies in the association with waves as spontaneous, spreading natural phenomena. As a wave would affect everyone on its way, the wave of feeling would act the same way.

In the given context rumors about a volcano eruption, like a wave, spread the feeling of panic among a lot of people.

3)     "The rain could come back so we're not **out of the woods** yet and there may be more flooding."

The phrase "be out of the woods" signifies a return to safety or an emergence from a period of difficulty or danger. It's often used to express that someone has overcome a challenging situation or is no longer in a precarious or risky state.

This idiom is believed to have come from old fairy tales and folklore, where the woods were often depicted as a dangerous place, full of potential threats and uncertainty. Emerging from the woods, therefore, meant returning to safety and leaving behind the perils that lurked within. Over time, this literal journey through a hazardous environment evolved into a metaphorical expression of overcoming difficulties in life.

In the given context the speaker states that even though rain stopped, it does not mean they are safe and free to go, the still may face difficulties.

4)     "Victoria Falls in Zimbabwe **puts** all other waterfalls I've ever seen **in the shade**!"

The phrase "put something in the shade" is used to describe a situation where one thing is made to seem less important, impressive, or successful in comparison to another. It's akin to saying that something overshadows or outshines something else.

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Tracing its origin, the idiom draws on the literal sense of 'shade' as a place of relative darkness cast by an object blocking the light. Just as objects in the shade are less visible compared to those in the sunlight, when one thing puts another "in the shade," it is so noteworthy that it makes the other seem insignificant or less noteworthy by comparison.

In the given context, considering the past experience of the speaker in terms of observing waterfalls, Victoria Falls impressed him the most.

5)    "The dog won't hear you; he's **stone deaf**!"

The expression "be stone deaf" refers to a complete lack of hearing. When someone is described as "stone deaf," it means they cannot hear anything at all. The word "stone" in this context is used to emphasize the absolute or total nature of the deafness, much like how stone is perceived as solid and unyielding.

The origin of this phrase can be traced back to the use of "stone" as an intensifier in the English language, which has been employed to denote something as complete or total. The combination with "deaf" likely arose from the need to convey the severity of someone's inability to hear, distinguishing it from partial deafness.

In the given context the speaker states dog's inability to hear, emphasizing that by application to the idiom.

The final module 8 provides students with idioms related to entertainment:

1)    "If we're going to get to the cinema on time, we really need to **get this show on the road**."

The phrase "to get the show on the road" is a colloquial expression that means to start an activity or to set a plan into motion. It's often used when someone wants to begin a process or project after a period of planning or delay.

The origin of this idiom is believed to be rooted in the world of traveling entertainment, such as circuses or theatrical troupes, which would literally get their show on the road, moving from town to town to perform. The phrase captures the sense of excitement and anticipation as the performers prepare to present their act to a new audience.

In the given context the speaker expresses the need to hurry and finally go out in order to get to their destination on time.

2)     "Carol always **makes a song and dance about** having to help with the costumes."

The phrase "to make a song and dance about something" means to make an unnecessary fuss or a big deal out of a situation. It suggests that someone is being overly dramatic or making more of an issue than is warranted, as if they were putting on a performance.

This idiom likely has its roots in the theatrical performances where a song and dance routine would be a major production number, drawing a lot of attention. Similarly, when someone makes a "song and dance" about an issue, they are drawing attention to it in a way that seems exaggerated or showy.

In the given context the speaker expresses frustration with Carol being overly dramatic about the task.

3)     "The critic **sang** the film's **praises** in his review."

The phrase "to sing something's or somebody's praises" means to speak highly of someone or something, to commend or laud enthusiastically. It is often used when someone is expressing admiration or giving compliments about the qualities, achievements, or virtues of a person or an object.

The origin of this idiom can be traced back to the tradition of singing hymns and songs in honor of gods, heroes, and leaders as a form of worship or respect. Over time, the phrase evolved into a secular expression, used to indicate giving someone or something high estimations.

In the given context a situation depicted in which a critic left a highly positive review of a film.

4)     "Gemma's performance really **stole the show**."

The phrase "to steal the show" means to attract the most attention and be the most admired or talked-about element of an event. It is often used when someone unexpectedly outshines all others in a performance or situation. It is similar to the meaning of the previously discussed phrase "to put something in the shade".

This idiom likely originates from the theater world, where among a cast of actors, one performer gives such a compelling performance that they capture the audience's attention more than anyone else, effectively 'stealing' the spotlight. Now it can be applied to various contexts.

In the given example Gemma's performance captured more attention compared to others.

5)    "Alex was a great actor and will be **a tough act to follow**."

The phrase "a tough act to follow" is used to describe a person or performance so outstanding that it seems unlikely that anyone else could achieve the same level of excellence. It implies that the act or individual in question has set the bar high, making it challenging for subsequent acts to match or surpass that standard.

The origin of this idiom also lies in the world of performance arts, particularly in situations where a performer or show is so exceptional that subsequent performers feel pressured to meet the same level of acclaim or success.

In the given context Alex's acting skills are described as so good that it would be hard for anyone overperform or even perform on the same level as Alex did.

6)    "If you want to wish someone luck in the theatre, you should tell them to '**break a leg**'!"

The phrase "break a leg" is a theatrical idiom used as a way of wishing a performer good luck in an ironic or superstitious manner. Instead of saying "good luck" directly, which is traditionally considered bad luck in the theater, people say "break a leg" to invoke the opposite, thereby hoping that the performance will go well.

The origin of this expression is not definitively known, but there are several theories. One popular theory suggests that it may have come from the practice of bowing or curtsying after a performance. In the past, the term "leg" referred to the side curtains on a stage. To "break a leg" would mean to perform well enough to

be invited to take a bow, thus "breaking" the line of the leg curtains as you step forward towards the audience.

In the given context a theatrical tradition, and an example of use of the idiom is provided.

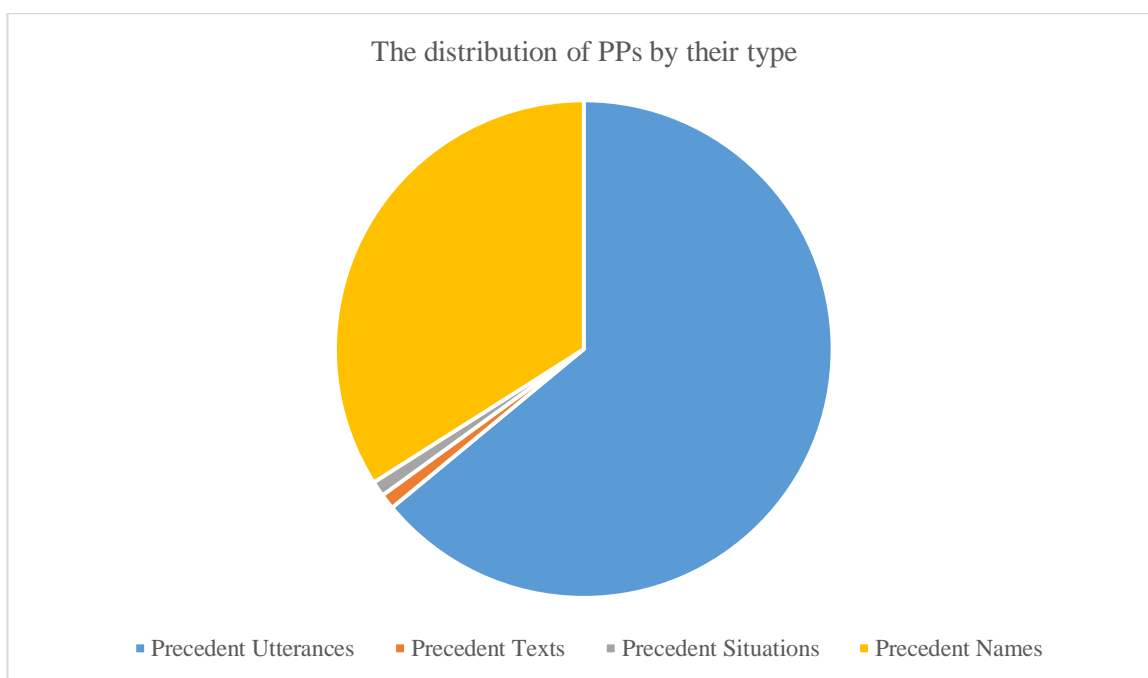7)     "The stagehand broke some of the props and now has to **face the music**."

The phrase "face the music" means to confront the consequences of one's actions, especially when those consequences are negative or unpleasant. It suggests a situation where one must accept responsibility and deal with the results of their behavior, often in a context where avoidance or denial is no longer possible.

As for its origin, there are several theories, but none can be pinpointed with absolute certainty. One popular theory is that it originated in the military. When disgraced soldiers were dismissed from their regiment, they were said to be "drummed out" as they faced the music – literally the band playing while they left.

In the given context described a situation in which a stagehand, having broke some of the props has to confront the consequences of the unpleasant accident.
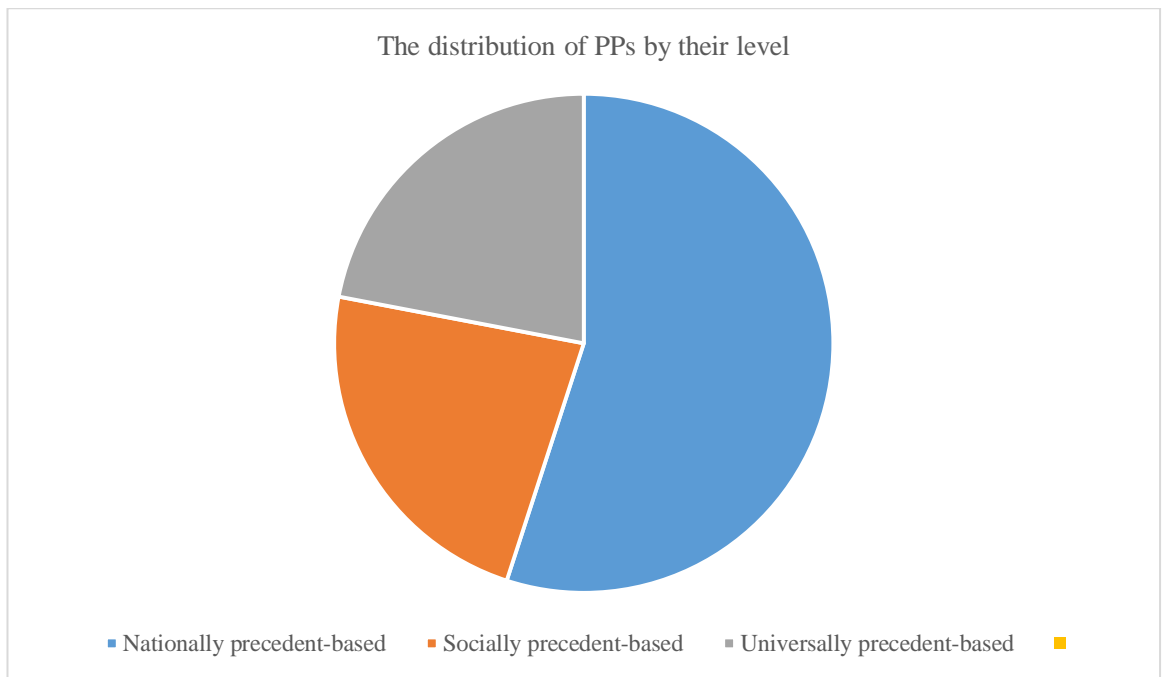
Conclusions. Having discussed some precedent phenomena that we found in the "On Screen" student's book, level C1, let us summarize the numerical calculations:

The total number of precedent phenomena found in the textbooks is 584 units. Among which precedent utterances make up 64%; precedent texts make up 1%; precedent situations make up 1%; precedent names make up 34 % (see graph 1).
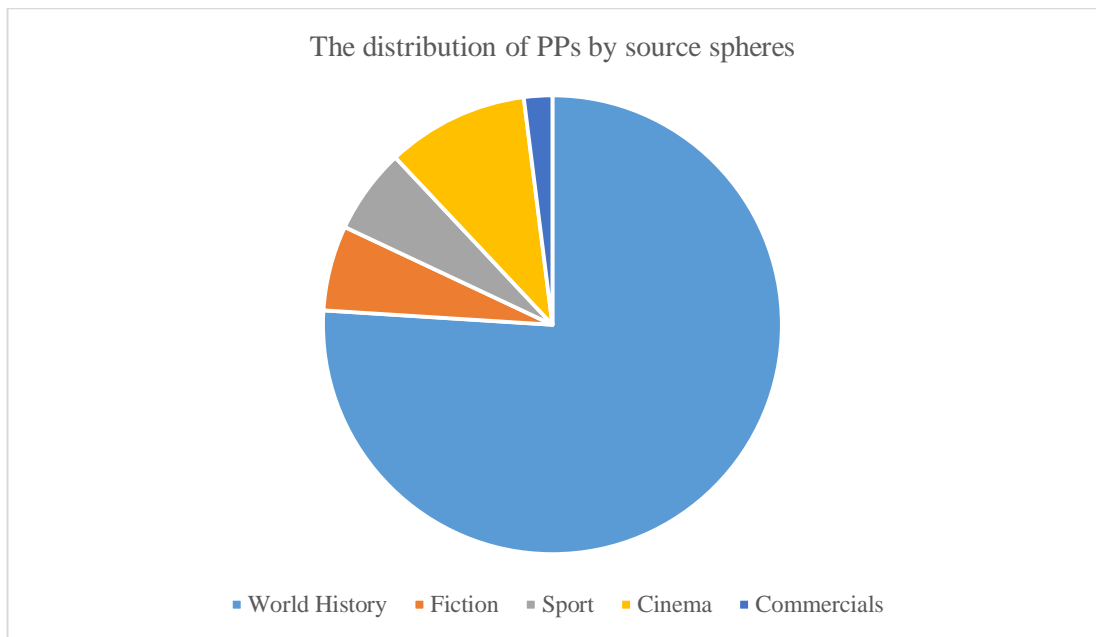
Graph 1 – The distribution of PPs by their type

By their level, the precedent phenomena were distributed as follows: nationally precedent-based – 55%; socially precedent-based – 23%; universally precedent-based – 22% (see graph 2). As you can see, the prevailing number of precedent phenomena is represented by the nationally precedent-based level, which can be explained by the desire of student's book compilers to introduce students to precedent phenomena that are well-known for the representatives of national linguocultural community of the language that is being studied. And this is logically justified, given that it is especially important for students studying English to study precedent phenomena, specific for the English-speaking community. Most of them are widely used, hence, learning them develops the students' communicative and socio-cultural competences, allowing them to be full-fledged and effective participants in the process of intercultural communication.

Graph 2 – The distribution of PPs by their level

The precedent phenomena were also divided into several source spheres, among which we identify "World History", "Fiction", "Sport", "Cinema", and "Commercials". It is important to note that we regard the "World History" source sphere as the source of all oral folk art and human activity of mankind as a whole. Since the origin of some precedent phenomena cannot be traced to their direct source, they still represent national and cultural value for native speakers, respectively, and for the history of the language, too.

According to the spheres of sources, the precedent phenomena were distributed as follows: World History – 76%; Fiction – 6%; Sport – 6%; Cinema – 10%; Commercials – 2%. In order to demonstrate the statistics more clearly, we have prepared a graph (see graph 3).

The distribution of PPs by source spheres

World History ■ Fiction ■ Sport ■ Cinema ■ Commercials

Graph 3 – The distribution of PPs by source spheres

Such dominance of the "World History" source sphere can be attributed to the fact that for most of the precedent utterances (which are mostly represented by idiomatic and phraseological units) it is extremely hard, if not impossible, to trace the source.

Therefore, in The "On Screen" series Student's Books we have found a total of 584 precedent phenomena, among which 34% are precedent names, for example: "Alex Haley", "Elbert Hubbard", "Confucius", "World Health Organization", "Gandhi", "William Bernbach", "Herbert Wells", "Albert Einstein", "Edgar Degas", "Friends", "Spider-Man", "Gilmore girls", "Downtown Abbey", "Harry Potter", "Star Trek", "Doctor Strange", "The Martian", "Leonardo da Vinci", "Mona Lisa", "Duchenne smile", "Guillaume Duchenne", "Charles Darwin", and "Titanic"; 64% of precedent utterances, for instance: "In every conceivable manner, the family is link to our past, bridge to our future", "One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man", "Choose a job you love and you will never have to work a day in your life", "Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity", "You must be the change you want to see in the world", "The most powerful element in advertising is the truth", "Adver-

tising is legalized lying", "Look deep into nature, and then you will understand everything better", "Art is not what you see, but what you make others see";1% of precedent text, for example – "Harry Potter"; 1% precedent situation, for instance – "sinking of the Titanic".

The precedent phenomena above, as we mentioned before, represent people, works of literature, art, cinematography, and philosophy, they are one of the out-standing representatives of their kind, which influence the world, culture and society is hard to underestimate.

# CONCLUSION

Currently, the phenomenon of precedence is being actively studied in linguistics, intercultural communication and linguodidactics. Precedent phenomena find their applications in various fields of human activity, performing value orientating role for the cognition of reality by linguistic personality.

In 1987, when Yu.N. Karaulov introduced the term "precedent text", the research on the theory of precedence began. After the works of Yu.A. Sorokin and I.M. Mikhaleva, I.V. Zakharenko, D.B. Gudkov and V.V. Krasnih, G.G. Slyshkin, Ye.A. Nakhimova et.al., the theory of precedence and precedent phenomena have constantly been drawing attention of linguists and those who specialize in the areas of intercultural communication and linguodidactics.

There are numerous works devoted to precedent phenomena and their potential, and this number increases year by year, which is, as we assume, can be explained by some unique properties of this complex and multifaceted linguistic phenomenon.

The first works were devoted to formation and interpretation of the theory of precedence, the creation of theoretical foundation, the contemporary research, in its turn, is aimed at a more in-depth study of this theory. All the discourses, all the fields of human activity and interest, where we can find precedent phenomena, are being a subject for analysis.

The number of precedent phenomena analyzed totaled in 584 precedent phenomena, with the numerical superiority of precedent phenomena such as precedent utterances, making up 64% units, the least represented types of precedent phenomena were precedent texts and precedent situations, each making up 1%.

The most prominent level of precedent phenomena was identified – nationally precedent-based level, with 55% of total number of precedent phenomena. We assume that this prominence is explained by the fact that the precedent phenomena of this level are more frequently used by the representatives of the English linguocultural community.

The precedent phenomena studied were distributed into several source spheres: "World History", "Fiction", "Sport", "Cinema", and "Commercials", with World History source sphere having the most number of precedent phenomena – making up 76%, which, as we assume, can be explained by the World History being the richest source of texts, oral speeches and situations that may potentially become precedent phenomena of a relevant type.

While analyzing the precedent phenomena presented in the materials of "On Screen" series Student's Books, we have found that some of their referents, whether it is a person, a work of literature, cinematography or art, are of high value historical phenomena. All of them have massively influenced the culture and society around the world.

Introducing them to students not only allows to keep them engaged and involved in the learning process, but also encourages them to investigate and explore further, which can help them to better understand what stands behind the thinking process of the people whose language they study.

Precedent phenomena have cultural background and are important to the native speakers and, therefore, for those who want to successfully learn a language.

The functions of precedent phenomena within methodical literature are manifold. They serve to impact learners, acting as passwords to unlock cultural nuances, and play a pivotal role in world-modeling. These functions underscore the importance of precedent phenomena in shaping our understanding of language and culture, and their study is essential for anyone engaged in the field of language education. It is important to note, that all the precedent phenomena provided in the student's book, with no exception, perform the named functions, since they act as elements of educational materials.

Understanding this, compilers of student's books value the significant linguodidactic potential of the discussed phenomena and probably suppose that learning them allows to immerse into cultural space of native speakers and increase the level of linguocultural competence of students.

Hence, it is the evidence in favor of the fact that Precedent phenomena have

high cognitive potential because they perform an orienting function in the process of cognition for a primary linguistic personality and a secondary linguistic personality. The study of precedent phenomena by students is an integral part of the process of acquiring socio-cultural competence. It is essential to give a thought to the issue of what the most important sources of precedent phenomena are to provide students with valuable knowledge of reality on their way to studying foreign languages and cultures.

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