

# Hjv.b .lb – college essay



**ASSIGN  
BUSTER**

A proverb is a short and simple sentence well - known and repeated by the members of the target language community. It is usually a universal truth, based on common sense or experience of people. Examples: You cannot teach old dog new tricks. Learn wisdom by follies of others. Never put off till tomorrow what can be done today. A saying is a witty and bright sentence of truth or wisdom. Bad news travels fast. There is no place like home All roads lead to Rome.

What applies to authentic texts in general is appropriate to proverbs and sayings too and there are a number of positive reasons for an inclusion of them in the lesson plans: \* meaning has priority over language \* has its specific length \* learners are more or less familiar with the text type from their mother tongue/culture \* learners can easily predict kind of information it contains \* it brings reality and culture into the classroom \* it can be used as a springboard for other useful and interesting activities such as role play, project, discussion games and so on.

Typical stylistic features of proverbs are alliteration, parallelism, rhyme and ellipsis (Arora, 1984) which can cause initial misunderstanding. However the teacher can benefit from “ negative” features as learners cannot often understand the main message of it at first sight mostly in cases when the English proverb contains words which are not used for the same message in the Slovak equivalent. Here the way how the teacher works with it is more important than the content of the text. Classroom tasks

When we decide to make use of proverbs and sayings in the lesson we have to consider its aim. The teacher should not forced learners to memorize

them, although it often happens that many learners remember them without any effort. Proverbs and sayings can be used in any all stages of the lesson as warm - up activities, for presenting and practicing lexical items and grammar structures/functions, practicing pronunciation, stimuli for a discussion/debate, topic for project work or essay writing and we should not forget building cultural awareness.

As these texts are short, funny and they often rhyme they can make learning process stimulating and more effective. We should not ignore a chance to develop learner's creativity by using proverbs and sayings, as learners can make use of their artistic skill e. g. drawing, using computer programs and projects around proverbs and sayings. Another benefit is that the teacher can cater for learners with different learning styles as many activities can be prepared on cards/ slips of paper, learners can draw or mime the meaning etc. ?? 1.

With the globalization of economic and the development of science, the world has got smaller and smaller. So English is considered as one of the most vital communicative language in the world. It is now playing an increasing important role in the world communication. Under the pressure, Chinese students try hard to learn English well. However, it is difficult for them; even they come into a dilemma. That is to say, they desire to study well, but on the other hand they can't master English well. Consequently, they lose interest in English that is so boring in their eyes.

As an old saying goes that " Well begun is half done. " So does in the teaching. In order to stimulate interest we must attract the students'

attention to the subject, and do it in such a way that they have a feeling of pleasure. To keep their interest alive, we must arrange for their attention to be active and not merely receptive. ?? I discover that reciting or using English proverbs is a very effective teaching method in accordance with the main aims of a new lesson, particularly, as the role of lead-in of a new lesson.

In order to make sure the students understand the meaning of English proverb, I immediately follow it by a similar Chinese one. Because some English proverbs may have a similar counterpart in Chinese. The significant similarities are exciting and can be used in teaching; it is easy to be understood by students. I also find that using English proverbs could help the students to learn and understand the language faster, while having fun. To sum up, the use of English proverbs as the role of lead-in is beneficial to the students' study. ?? 2. A brief illustration of lead-in ??

Every experienced English teacher can tell in the first few minutes whether a lesson is going to be successful and pleasing or whether he and the class are going to have a slow and heavy half-hour with very little practical effect on progress. Boys and girls have this feeling even more strongly than the English teacher. ?? A good start tells them that they may be sure of a happy and profitable time. If there is nothing remarkable about the way in which the lesson opens, they know that there will be nothing remarkable about the whole of the lesson. They sigh and look at the table.

The interest of the class is awakened in the first few minutes of a lesson, or it is lost. The pupils at once more happily forward in the direction the teacher

wants them to go or they sink into a full mud of listlessness and only a superhuman effect by the teacher can arouse at once if a lesson is to be profitable. ?? 2. 1 The important role of lead-in of a new lesson ?? The role of lead-in of a new lesson is a key link of classroom teaching. So experienced English teachers pay great attention to the artistry of English teaching method which used to lead into a new lesson at the beginning of a new lesson.

If the English teacher can use appropriate and succinct language and interested teaching approach to lead in, it not only can attract students' attention stimulate them to think and intensify their thirst for new knowledge, but also can give students a useful and important key to open the door of the new lesson. That can get twice the results with the half effect in teaching. Just as a play can appeal to the audiences it has an enchanting prologue. A class can also fascinate students deeply if there is a perfect lead-in teaching approach. We can see that the lead-in of a new lesson can't be removed.

That the artistry of lead-in in teaching approach can't be overlooked or neglect, and it is worth attaching important role to this link ?? To design and organize perfectly and smoothly lead-in of a new lesson also can get the better effect so as to build a good foundation of the whole teaching. It's essential for teacher to design an effective lead-in. if the teacher guards the students accurately and cleverly into a new lesson, it can stimulate students' interest in studying and thirst for new knowledge. ?? 2. 2 Applicable requirements of lead-in ??

When designs the lead-in, the teacher must firstly study the textbook further, then design according to the nature of the textbook, the aims of the new lesson and the students' age and tastes. ?? 2. 2. 1 To design lead-in in the light of the context ?? When the teacher designs the methods of lead-in, he or she must be in accordance with the context of teaching, and state clearly the main aims, the significance and the main idea of the context as possible as he or she can. At the beginning of a class the teacher should make efforts to bring students into a new knowledge.

At the same time, the teacher must pay attention to the systematization of the textbook, because the former knowledge is the prerequisite and the foundation of the new knowledge, in turn the new knowledge is the expansion and intensification of the former knowledge. ?? So the lead-in of a new lesson is based on the former knowledge. On the contrary, if the lead-in is divorced from the former knowledge, teaching cannot be effective even though the lead-in is very peculiar and attractive. ?? 2. 2. 2 To design lead-in with enlightenment ??

The teacher should lead students into a new lesson with enlightenment so as to make students understand how to transplant knowledge, and make them be enlightened from a simple and precise event. What is more, the lead-in which full of enlightenment can arouse students to find out the problems and seek the resolution, stimulate their initiative of thinking and promote them to further understand well. The enlightenment relies on enlightening students' thoughts, which is developed from finding out problems to solve them. Once students have problems, they want to solve them.

This is just the prerequisite for them to grasp new context successfully. ??  
Therefore, it is the key to success or failure in teaching which depends on whether the lead-in can arouse students' initiative of thinking or not, whether it can cause contrary in their thoughts or not, whether it can bring their curiosity or not. ?? 2. 2. 3 To design lead-in with interest ?? The lead-in of a new lesson must be enchanting, novel, and vivid, thus it can arouse students' interest and initiative to supreme extend. That is helpful to guard and promote to teach new knowledge, and make students overcome weary feeling that caused by boring studying.

It is proved by psychological research that someone who forced to learn something cannot remember anything for long. If students are interested in it, they will be active and take initiative in it. As a result, they will regard studying as enjoyment but not boring. ?? For this reason, the teacher must pay attention to design the elaborately lead-in which can causes students' curiosity in psychology. Meanwhile, the teacher uses vivid and dramatic lead-in to arouse students' interest, attract their attention and keep them maintain the best psychological in order to lay perfect foundation for the whole class. ? No matter what methods of the lead-in the teacher uses, he or she must make students know clearly the contexts, requirements and the way how to learn. ?? 3. Using English proverbs as the role of lead-in ??  
Learning English proverbs not only gives us an insight in to the minds and the thought processes of a different culture, it is an excellent way to consolidate the learning of vocabulary, as each proverb is a small sentence complete with nouns, verbs, and sometimes adjectives and adverbs.

Lots of different verb tenses are used in proverbs too, so that is great practice for the students learning language which goes to prove the point I am trying to state, that is using English proverbs as the role of lead-in. ?? 3. 1 Some aspects of English proverbs ?? Webster defines a proverb as: “ A short, traditional saying that expresses some obvious truth or similar experiences”. Proverbs are rich in meaning and communicate much with few words. Despite this, proverbs did not seem to only as short, interesting phrases, which used to ornament conversation.

They are also symbolic of the history and culture of a people representing the expressions of centuries of experiences of the ancestors and revealing much about their worldviews. ?? English proverbs are the former knowledge. And proverbial expressions are still very much alive in everyday English, and the daily conversation would seem rather dull without them. Many proverbial sayings owe to the Bible, to Shakespeare and to other major authors of the past. These sayings or quotations have been readily accepted by the people and handed down to the present day because they have a universal value.

English proverbs express a truth in few words that relates to everyday experience. We can find proverbs that fit any human situation and this gives them general application. English proverbs are used to give a word of advice or of warning, or a wise general comment on a situation, and they do this in a precise, poignant style that makes them easy to remember and use. There are many hundreds of English proverbs and proverbial sayings that are particularly common because of their wide general application among all classes of people. ?? . 2 Why can use English proverbs as the lead-in ?? As the lead-in is the essential part of a successful class, the teacher should



make the lead-in interesting, dramatic and vivid. According to the features of English proverbs, it can fulfill the applicable requirements of lead-in. ?? 3. 2.

1 The features of English proverbs ?? English proverbs are a special category of idioms, and have fixed structure. They have been habitually used by the masses of the people. They consist of the terse and concise words that convey the most content.

So pet phrase in English proverbs can be found everywhere, such as “ Never too late to learn”, “ Time and tide wait for no man”, “ Clothes make the man”, and “ Look before you leap”. Compared with Chinese proverbs that lay stress on synonyms, English ones rather lay stress on the repetition of words. For example, English proverbs like these “ Let bygones be bygones”, “ Merry meet, merry part”. ?? In terms of collocation of sentence patterns, English proverbs also have a special and obvious feature that is the symmetry of sentence patterns.

The balance displayed by the symmetry brings about unified and harmonious beauty from not only visual sense but also an instinctive feel for the language. I give an example that “ antithesis” which can fully illustrate the beauty of the balance of the language conveyed by symmetry. For instance, “ Easy come, easy go”, “ No pains, no gains”, “ All shall be well, Jack shall have Jill”, “ Art is long, life is short”, “ Out of sight, out of mind”. All these proverbs can be divided into two parts, which have symmetrical sentence patterns, the same parts of speech, as well as the same number of syllables. ??

Another notable feature of English proverbs is that there are rich and varied rhetoric such as repetition, antithesis, and metaphor and so on. Repetition can make English proverbs terse and concise. And the repeated word conveys much more meaning than the word appearing first, and it stresses the tone deepens the impression, just like these in following proverbs “ Soon ripe soon rotten”, “ Out of debt, out of danger”, “ Diamond cut diamond, crook cut crook”. Metaphor often used in English proverbs makes the language vivid, lively and clear. For example “ Love me, love my dog”, “ Never offer to teach fish to swim”. ? On the basis of the features of English proverbs, it is easy for students to learn them by heart. They can easily recite them so as to overcome the psychological fear of learning English. ??

3. 2. 2 Fitting the requirements of lead-in ?? English proverbs are the wisdom of thought. There are many English proverbs that talk about many aspects of life experiences. We can choose some English proverbs in accordance with the aims of textbook. Takes the first unit of Senior English for China Students’ Book 1A, which talks about friends as an example.

If we use some English proverbs in the lead-in, we can achieve great effect. For instance, ?? Life without friend is death. ?? Without a friend, the world is wilderness. ?? Friendless is the dead. ?? A good friend is my nearest relation. ?? A near friend is better than a ford welling kinsman. ?? It is good to have a friend. ?? A friend in need is a friend indeed. ?? A friend is best found in adversity. ?? Friendship cannot stand always on one side. ?? In this way, it not only can attract the students’ attention, but also give some advice to the students how to define and deal with friendship.

Let them know that how important the friendship is in our life, that what a good friend should be like, that what qualities your friends should have. Then let them discuss those with their partners. The class will become active and funny. What is more, the students will enjoy this lesson. At the same time it also gives tips to students for making friends. ?? For another example, if we teach the grammar of Unit 4-the attribute clauses that talk about people and things, we can choose the following: ?? He who risks nothing, gains nothing. ??

He that will thrive must rise at five. ?? He who is ashamed of asking is ashamed of learn. ?? He who plays with fire gets burnt. ?? The man that travels far knows much. ?? That is a good book, which is opened with expectation and closed with profit. ?? That is not good language which all understand not. ?? That is good wisdom, which is wisdom in the end. ?? No one is informed but who inquires. ?? The underlined words are the attribute clauses. It is easy for students to understand and master this grammar. On the contrary, if the teacher doesn't use E. P. only uses some common examples, students may find it is boring. The more the teacher teaches, the more confused students become ?? 4. The function of English proverbs as the role of lead-in ?? There are thousands of English proverbs, they are brief and to the point. In English teaching, it not only can enhance students' interest and the accomplishment but also raise the appreciation and the expression ability. ?? 4. 1 To consolidate knowledge about the language ?? The core of knowledge about language is vocabularies and sentence structure, which are essential to study a language well.

If we don't know sentence structure, even if we can recite thousands of English vocabularies, we can't say a complete and correct English sentence. While in turn if we know sentence structure but we lack enough vocabularies, we will fall into dire straits that " One can't make bricks without straw. " It is proved that one of effective ways to have a good command of knowledge about languages is to study words or vocabularies in sentences. Apart from our textbooks, proverbs are good studying material for increasing vocabularies and understanding fully the sentence structure.

Because proverbs are regarded as complete sentences but not words. And they are terse and succinct. It is easy good for students to understand the truth of proverbs. So it is very good for students studying and consolidating vocabularies. In terms of grammatical structure, English proverbs' is accurate, normal and well knit, if the teacher everyday can give students several proverbs that carefully chosen according to the grammar on the textbook so as to help students consolidate the knowledge which they have learned. ?? If students are ersistent to memorize two or three proverbs everyday, in a long run, they will be benefited much in this way. And their basic knowledge is well consolidated as well. ?? 4. 2 To improve the ability of expressing ?? We all know that the function of language is to be used to communicate. And two main aspects of communication are to understand others and to be understood by others. The quality of expression has close connection with the quantity of influx of the information about the language and the quantity of the stored information. To be familiar with Tang poem 300, cannot write poetry but can make up" is this truth. Similarly, it is essential for English beginner to be familiar with massive English studying

materials and learn by heart. Having harmonious and tinkling sounds, English proverbs are terse and forceful and suitable to be recited by students, such as “ No pain, no gain”, “ Grasp all, lose all”, “ Out of sight, out of mind” and so on.

If students can keep memorizing two or more proverbs everyday, gradually as quantitative change turns to qualitative change, they can blurt out in specific language environment resulting in unexpected effects such as being appropriate, vivid or lively, humorous and funny. ?? What’s more it is also helpful for students to accumulate a vast amount of sentence patterns that provide models for students to imitate indiscriminately and adapt. In all, it has been proved by practice that proverbs can help students improve both spoken and written English. ?? 4. To help students understand the western cultures ?? Languages are the carrier of cultures. To understand the western cultures and absorb its essence is a teaching goal in middle school. Besides the proverbs created by unknown persons or accepted generally by people, the English proverbs are mainly originated from Holy Bible and the work of great literature master, Shakespeare. Some proverbs come from English idioms and widely known sentences that had been widely handed down and gradually improved as so to become the essence of English and the crystallization of the western culture.

For instance, proverbs like that “ Too much curiosity lost Paradise”, “ Forbidden fruit is the sweetest”, stem form the Adam and Eve’s story in Holy Bible: the two persons, Adam and Eve, stole the forbidden fruit due to their curiosity. As a result, they were expelled from the Garden of Eden. ??

Through studying massive proverbs, students are promoted to understand

and absorb the western cultures, enhance their accomplishment in English and the abilities of reading and comprehending, and reduce or eliminate communication barriers caused by cultural differences.

Moreover, it lays perfect foundation of English further studying and uses it. ?? 4. 4 To promote students' accomplishment of moral characters ?? In teaching, the teacher should positively and effectively seeps the guidance for thinking and characters, this is one of basic requests of English program. Many English proverbs have more meaning than that literal one. The meaning of them can be extended to further profound and universal living truth and philosophy. It teaches human to value time, be kind and seek facts.

It advises human to lead a simple life without worldly desires, have high aspiration and dare to keep forging ahead. If students often come into contact with encouraging English proverbs full of correct thoughts, and they are imperceptibly influenced, it can help them correct their former unsound psychology, improve their morality, and cultivate good habits. So let our teachers make full use of English proverbs in English teaching. ?? 5.

Conclusion ?? As we know, interest is the first primary motives that drive people to explore new experience; we must make good use of this advantage in English teaching.

It plays a critical role in encouraging students to acquire new knowledge so as to develop their intelligence. As the saying goes, " A good beginning is a half battle. " Therefore, a good lead-in of a new lesson is indispensable of an effective and interesting lesson. ?? Francis Bacon, an English well-known

writer, once valued proverbs like that “ Genius, wit and spirit of a nation are discovered by their proverbs”. English proverbs, as oral creative work of the masses, are a crystallization of collective wisdom, the essence of English, full of images and figures of speech, rich in strong national color.

They are used in actual everyday life and in actual everyday conversation. On the basis of the feature of English proverbs, it can accomplish the function of lead-in. As a result the students can learn and acquire knowledge in a light and happy atmosphere. ?? English proverbs are a great treasure of English. In our English teaching, if the teachers can apply proverbs appropriate, it is not only helpful to arouse students’ interest and improve their accomplishment about languages, but also to help them know the philosophy of life of the western countries, enrich their knowledge and the vision.