***Thoughts that help us live***

***Level:*** ***pre-intermediate- intermediate***

***Objectives***

* ***To familiarize students with English proverbs***
* ***To discover cultural values through learning proverbs***
* ***To relate the concept of proverbs from their language to the one used at the lesson***

***Teacher: Rakitina Nadezhda***

***School № 936***

***Materials: Smart board, worksheets***

**Lesson plan**

***The cultural value of proverbs***

|  |  |
| --- | --- |
| **Objective** | To familiarize Ss with English proverbs  To discover cultural values through learning proverbs |
| **Materials** | 1. Worksheets with a list of incomplete proverbs 2. Worksheets with a list of proverbs |
| **Level** | Intermediate-Upper Intermediate |
| **Time** | 1. 10min 2. 10min 3. 10min 4. 15 min |
| **Anticipated problems** | 1.Ss may not know some proverbs  2.lack of ideas  3.pronounciation |
| **Personal aims** | * Provide lower Ss with a list of possible answers * Give Ss enough time to complete the worksheets |
| **Interaction patterns** | 1. individually or in pairs 2. in groups 3. T-Ss 4. In pairs |
| **Procedure** | Warm-up: elicit the proverbs your Ss already know, give your own examples   1. Ss try and guess the missing part of the phrases (or match the beginning and the ending of the proverb). Teacher monitors the classes to make sure the Ss are working. 2. Ss think of their own ideas how to finish the proverbs. Ss share the ideas with the class. 3. Teacher asks Ss to give the meaning of the proverb/Ss try to explain   Teacher gives the examples of values(or gives the list of values)    4. Ss discuss in pairs and write the cultural value that they think the proverb teachers.  Each pair shares its ideas with the class.  Follow-up activity: T asks Ss to make list of proverbs from other cultures and think of their cultural value. |

* Strong points of the lesson: focuses Ss attention on target language; encourages personal involvement; has strong connection between the stages; contains different interaction patterns; gives Ss confidence in speaking through controlled practice.
* Possible weak points of the lesson: not a wide variety of activity types and Ss may get bored.

**Задание для Smart + работа в парах**

***Match the beginning and the ending***

|  |  |
| --- | --- |
| 1. A penny saved | you leap |
| 1. Good fences make | is a penny earned |
| 1. Look before | do as Romans do |
| 1. Every cloud has | good neighbours |
| 1. An apple a day | than to receive |
| 1. It’s better to give | a silver lining |
| 1. There’s no use | saves nine |
| 1. When in Rome | keeps the doctor away |
| 1. You can’t teach an old dog | crying over spilled milk |
| 1. The early bird | the cat |
| 1. A stitch in time | new tricks |
| 1. Curiosity killed | catches the worm |
|  |  |

***The following proverbs are often used in English speaking countries. What is the cultural value that you think each proverb teaches?***

1. **A penny saved is a penny earned.**
2. **Good fences make good neighbours.**
3. **Look before you leap.**
4. **Every cloud has a silver lining.**
5. **An apple a day keeps the doctor away.**
6. **It’s better to give than to receive.**
7. **There’s no use crying over spilled milk.**
8. **When in Ro, do as the Romans do.**
9. **You can’t teach an old dog new trick.**
10. **The early bird catches the worm.**
11. **A stitch in time saves nine.**
12. **Curiosity killed the cat.**

***Precaution \ Persistence \ Adaptability \ Practicality\Optimism\Thrift\Economy\Privacy\Generosity\Health\Punctuality\Promptness.***

**Group work (find some funny or unusual ending)**

***Worksheet №3***

***Read the first part of the proverb. Come up with the rest.***

1. A penny saved is …
2. Good fences make …
3. Never underestimate the power of…
4. Every cloud has a …
5. An apple a day …
6. Two is a company, three is …
7. When in Rome…
8. Love all, trust…
9. The early bird catches the worm…
10. You can lead a horse to water, but…

To be continued…

Examples, created at the lesson

1. **A penny saved is…(**not much; is a penny hidden)
2. **Good fences make …**(good secrets**)**
3. **Never underestimate the power of…**(termites)
4. **Every cloud has a …(**rain inside)
5. **An apple a day** …(costs too much; is a hard diet)
6. **Two is a company, three is** …( the Musketeers; is a good company)
7. **When in Rome**…(go home; eat Pasta)
8. **Love all, trust**…(nobody; me; your heart)
9. **The early bird catches the worm…(**watches the sunrise)
10. **You can lead a horse to water, but…** (Why? How?)

*\*\*\**

***«It’s never late to learn»***

* ***To have difficulties***
* ***To be the worst pupil in the class***
* ***To help***
* ***To feel awfully sorry***
* ***To work hard***
* ***To have no time***

***\*\*\****

***«Look before you leap»***

* ***To happen***
* ***To bite***
* ***To feel terrible***
* ***To be kind and friendly***
* ***To believe***

***\*\*\****

***«Love is blind»***

* ***To look fantastic***
* ***To be clever***
* ***To have charming eyes***
* ***To ignore***
* ***To be smart***
* ***Really?***
* ***Don’t be silly***
* ***Are you crazy?***

***\*\*\****

***« You can lead a horse to the water but you can’t make it drink»***

* ***To fail an exam***
* ***To have extra English lessons with a native speaker***
* ***To buy special books***
* ***To buy DVD and video cassettes in English***
* ***To visit England***
* ***To try hard***

***Read (listen to) the stories. Think of the appropriate proverb (moral of the story):***

* **A beggar who had tried many ways for increasing his finances, at last hit on the plan of pretending to be dumb. A gentleman who was passing by knew the beggar by sight, and going up to him, suddenly asked, «How long have you been dumb? » The beggar was taken unawares, and quite forgot about his decision not to speak, so answered quickly, «Ever since I was a boy. »**
* **Once there were two mice, who were friends. One mouse lived in the town; the other mouse lived in the country. One day the Country Mouse invited the City Mouse to his house in the country. He took his friend to his house in a field and gave him the best food that he could find.**

**The City Mouse said: «This food is not good, and your house is not good: it is too cold in winter and too hot in summer. Come to live in the city; why live in a hole in the field? You can live in a nice house made of stone and eat nice food. You must come and see me at my house in the city. »**

**So the Country Mouse went to the house of the City Mouse. It was a very good house and nice food was the ready for them to eat. But just as they were beginning to eat they heard a noise. The City Mouse cried: «Run. The Cat is coming. » They ran as quickly as they could and hid in a hole.**

**After some time they come out. Then the country Mouse said: «It is a fine house but I do not like living in the city. I prefer to live in my hole in the field. For it is nicer to be poor and happy than to be rich but in fear of one’s enemies.”**

There is no place like home (East or West home is best)

**Before and After.**

**Sometimes people change their minds- or opinions. Does this ever happen to you, too? Use the graphic organizer below to keep track of how your opinion either changes or stays the same. Here’s what you do:**

1. **Listen to the Debate Topic title. Then fill in Part 1: Before.**
2. **When you have finished listening to the debate, fill in Part 2: After.**
3. **In Part 3: Tell why, explain your thinking.**

**Debate Topic:**

**Part 1:  Before listening to this debate, these are my thoughts and**

**Before opinions about the topic:**

**Part 2: After listening to this debate, this is how my opinion has**

**After strengthened (has changed):**

**Part 3:**

**Tell Why**

***Agreeing***

|  |  |  |
| --- | --- | --- |
| **I AGREE WITH YOU** | **I FULLY AGREE WITH YOU** | **THAT’S JUST WHAT I THINK TOO** |
| **YOU ARE RIGHT!** | **YES, YOU ARE ABSOLUTELY RIGHT** | **SURE** |
| **THAT’S TRUE** | **I CAN’T BUT AGREE WITH YOU.** | **YES,ABSOLUTELY** |

***Disagreeing***

|  |  |  |
| --- | --- | --- |
| **I DON’T THINK I ‘D AGREE WITH YOU** | **NO,I’M SORRY BUT I DISAGREE WITH YOU** | **I’M SORRY BUT I THINK YOU ARE WRONG** |
| **I’M NOT SURE YOU ARE RIGHT!** | **I’M AFRAID I CAN’T AGREE WITH YOU** | **I DON’T REALLY AGREE** |
| **I DON’T THINK SO** | **I CAN’T AGREE WITH YOU.I AM SORRY** | **DO YOU REALLY THINK SO?** |

***Defending your opinion***

|  |  |  |
| --- | --- | --- |
| **You may be right, but I still think…** | **You are very mistaken here. Let me tell you** | **I have to say again that** |
| **From another point of view…** | **All right then, but** | **Well, but in my view…** |

The cultural value of proverbs.

The following proverbs are often used in English speaking countries. Next to each proverb, write the cultural value that you think the proverb teaches. The first one has been done for you.

PROVERB

1. A penny saved is a penny earned THRIFT
2. Good fences make good neighbors
3. Look before you leap
4. Every cloud has a silver lining
5. An apple a day keeps the doctor away
6. It’s better to give than to receive
7. There’s no use crying over spilled milk
8. When in Rome, do as the Romans do.
9. You can’t teach an old new tricks
10. The early bird catches the worm
11. A stitch in time saves nine
12. Curiosity killed the cat
13. Better to be safe than to be sorry
14. It’s always darkest before dawn
15. Don’t bite the hand that feeds
16. Love all ,trust only yourself
17. You can lead a horse to the water, but you can’t make it drink
18. Two’s a company, three is a crowd
19. Where there’s smoke, there is fire
20. If at first you don’t succeed, try, try again.
21. The pen is mightier than the word
22. No news is good news

VALUE

Precaution

Persistence

Adaptability

Practicality

Optimism

Thrift

Economy

Privacy

Generosity

Health

Punctuality

Promptness

These should be discussed to make sure the students understand the meanings of the values