

USING QUOTATIONS AND EPIGRAPHS TO PROVOKE ACTIVE SPEAKING IN BUSINESS ENGLISH CLASS

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Summary: This article provides some strategies to involve student group in discussion of issues under study by using quotes and epigraphs in business English class. It gives a rationale for using quotes and epigraphs as warm-ups, as a tool improving comprehension of the subject matter and recommends a number of sites to select necessary material.

Keywords: quotation, epigraph, warm ups, comprehension, involvement, literal and figurative language.

The usage of quotes in English class is prompted by the mere definition of this stylistic device, namely, that quote is a phrase or a statement from any reputable literary source (a book or poem or a speech) which is used by the way of authority, illustration or proof, on one condition - what is quoted must be worth quoting. Here comes the idea that Business English teacher can employ quotes and epigraphs for multiple purposes such as:

- to refer to authority in business sphere being viewed and to inform about different aspects of issue under study by looking at it from different angles,
- to illustrate the point and to add excitement, spice and deep thoughts to your class routine,
- to encourage speaking and expressing personal opinions most effectively.
- to teach perfect language and even grammar and also to develop brevity of thought and speech.

Firstly, epigraphs and quotes are good warm ups in business English class.

Nevertheless their stirring effect depends on careful selection, paradox element (O. Wild's quotations, for instance) or humour at times. Epigraphs and quotes enable the teacher to engage not only fluent but also inhibited students into group

communication or dispute. Starting each new unit in the textbook Market Leader one could provide a number of controversial quotes to get students into the new topic. For example, look at the pairs of quotations and epigraphs contradicting each other (Unit 6 “Money” Market Leader Intermediate, 3d edition). They provide a good opportunity to involve students into a dispute by offering them to split into two groups and support one of the points with arguments and life examples.

“The love of money is the root of all evil.” (Bible)

“Lack of money is the root of all evil.” (George Bernard Shaw)

“A wise man should have money in his head, but not in his heart.” (Jonathan Swift)

“Money can't buy you happiness but it does bring you a more pleasant form of misery.”(Spike Milligan)

“Money is a terrible master but an excellent servant.” (P.T. Barnum)

“If you want to know what God thinks of money, just look at the people he gave it to.” (Dorothy Parker)

“Who is rich? He that is content. Who is that? Nobody.” (Benjamin Franklin)

“When I was young I used to think that money was the most important thing in life. Now that I am old, I know it is.” (Oscar Wilde)

“He that is of the opinion money will do everything may well be suspected of doing everything for money.” (Benjamin Franklin)

“Lack of money is no obstacle. Lack of an idea is an obstacle.” (Ken Hakuta)

The teacher can also ask them to object to the author’s opinion, giving their reasons. For instance, “Behind every great fortune there is a crime.”, criticize it, draw up their own conclusion and shape it as a quote as a result. Epigraphs could also be the most intriguing, and thought - provoking ingredient in encouraging speaking activity. They enable the teacher to involve students into guessing game. Students can try to explain what the book is about based on its epigraph. For example, “A psychotic is a guy who's just found out what's going on,” (William S. Burroughs, epigraph for *The Short-timers* by Gustav Hasford), "You are all a lost generation." (Gertrude Stein, epigraph for *The Sun Also Rises* by Ernest

Hemingway). “Did I request thee, Maker, from my clay to mould me Man, did I solicit thee From darkness to promote me?” (Paradise Lost, X, 743-45 (from Frankenstein by Mary Shelley) Teacher could ask a number of questions to facilitate their answers. What mood does it evoke in their readers? What events does it hint at? What characters does it imply? What problem does it introduce?

Secondly, quotes represent a good opportunity to improve comprehension. The teacher can give students a selection of quotes, ask a question, and offer them to choose which quote to use to respond to the question.

Besides, students could categorize them according to opposite points of view. For example, they may group some quotes within "Marketing is vital for any business" category and some quotes within "Marketing is a waste of time and money" category when they start unit 7 (Market Leader Pre Intermediate, 3d edition). The quotes may be as follows:

“Marketing is what you do when your product is no good.” (Edwin Land)

“The aim of marketing is to know and understand the customer so well the product or service fits him and sells itself.” (Peter Drucker)

“The only people who care about advertising are the people who work in advertising” (George Parker),

“Give them quality. That’s the best kind of advertising.” (Milton Hershey)

“Advertising is legalized lying.” (H. G. Wells)

“Trying to do business without advertising is like winking at a pretty girl through a pair of green goggles. You may know what you are doing, but no one else does.” (Cyrus McCormic)

“Advertising - a judicious mixture of flattery and threats.” (Northrop Frye)

“Great advertising, in and of itself, becomes a benefit of the product.” (George Lois)

Thirdly, in classroom routine of business English quotes and epigraphs provide an escape into meaningful language, create excitement when students learn to read between lines, easily catch implications and distinguish between literal and

figurative language. Students readily respond to intellectual challenge presented by a brainy quote and take part in interpreting it. For example, in topic Entertainment (Market Leader Pre Intermediate, 3d edition, Unit 6) students can interpret the following quotes: “If television's a babysitter, the Internet is a drunk librarian who won't shut up.” (Dorothy Gambrell), “There is free cheese only in the mouse trap.”, “Entertainment for entertainment’s sake is the most expensive form of death...” (Pearl Mary Teresa Craigie)

Quotes may be used for teaching grammar. Short sentences that can help illustrate grammar tenses, word order, degrees of comparison etc. For example, “Sixteen. Sees and laughs. Sleeps and eats. Aches and cries. Babbles, thinks, loves and hates, stretches, lives and hopefully waits.” (Carolyn Cahalan, 2011). Do not forget to ask their opinions on the rightness of this description.

Of course, the teacher should always encourage students to include numerous quotes into their essays or comments. There are a few sites, which can come handy in search for the right quote: Brainy Quote (<https://www.brainyquote.com/>) and Pinterest (<https://www.pinterest.com/>) present a large variety of popular quotes, which one can find by keyword and author. Wikiquote (https://en.wikiquote.org/wiki/Main_Page) provides a quote of the day. Quotacle (<https://www.producthunt.com/posts/quotacle>) enables students to search thousands of lines from their favourite films and plenty of others.

Teaching business English can be fun, now and then the teacher may feel like more an entertainer than anything else by introducing a few challenging extra activities into their class routine. Whatever it takes to involve students into learning it should be done.

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