## Colour: Teaching suggestions

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## Activity 1

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Elicit the answer.

## Answer:

Rainbow and stripe.

## Activity 2

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students do the exercise individually or in pairs.
3. Monitor closely.
4. Stop the activity.
5. Do some error correction.
6. Consolidate pronunciation.
7. Elicit feedback.

## Answers:

blue-chip company, blue blood(ed), black market, white lie, green fingers, blackjack, red tape, green card

## Activity 3

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin working together, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

## Answers:

1. blue-chip company
2. blue blooded
3. black market
4. black jack
5. white lie
6. red tape
7. green card
8. green fingers
9. Let the students begin asking each other the questions.
10. Monitor closely.
11. Stop the activity.
12. Elicit feedback.

## Activity 4

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

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## Activity 5

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If your students don't have access to computers in the classroom, set this for homework.

1. Because apparently people tend to lose their tempers more often in yellow rooms.
2. Red because it can make people irritable.
3. Red is an appetite stimulant.
4. Early humans probably discovered that blue foods are often toxic.
5. Read the Quick Quiz below. You will need to go through the answers with your students because the answers are not available to them at EnglishClub.com. The students read a short text connected with the TP subject then answer gap-fill questions on the text. The first letter of each word of each of the gaps is then taken and rearranged to make a word connected to the TP subject.

## Quick Quiz

1. According to various studies colour has a major influence on how we feel EMOTIONALLY.
2. Certain colours are appetite stimulants whereas others may GIVE the impression that the food tastes bad or is poisonous.
3. RED, however, traditionally associated with anger, can make us feel irritated and overstimulated.
4. Some sports teams have been known to paint the walls of the OPPOSING team's dressing room pink.
5. As far as food is concerned, blue is an APPETITE suppressant.
6. White is NEUTRAL, it doesn't clash with anything, it is a good background colour, and it is always in fashion!

## Answers: ORANGE (O for Opposing [4] R for Red [3], A for Appetite [5], N for Neutral [6] G for Give [2], E for Emotionally [1],).

## Activity 6

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. Did students find that most people agreed or disagreed with the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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