

TOPIC 5: WHAT'S IMPORTANT TO ME

Unit 2: Opinions and feelings

Overview of topic

Learners talk about colour preferences for different objects, associate colours with emotions and write one or more short, simple sentences about them.

I love my red shoes. I don't like blue cars. Green is a sad colour.

Skills

Speaking and listening

- Learners talk about their colour preferences for common objects and clothes (Sc/E1.4a, Sc/E1.4d, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Recognise and decode familiar words and recognise letters of alphabet (Rw/E1.1a, Rw/E1.2a, Rw/E1.3a).
- Phonics: letter 'r' /r/ sound, e.g. *brown, orange* contrasted with the silent 'r' in words such as *purple, curtains* /ɜ:/ sound (Rw/E1.2a).
- Spell correctly some personal key and familiar words, forming letters accurately (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c, Ww/E1.2a).

Language points

- Vocabulary: names of everyday objects, e.g. *curtains, backpack*.
- Adjectives to describe colours and emotions, e.g. *yellow, red, happy, sad, bored*.
- Sentence structures with *like/don't like*, e.g. *I (don't) like yellow cars. I love red shoes*.

Materials

Activity 1

Resources 5.2.1 (Colour wheel), 5.2.2 (Colour names). Print one colour wheel for each pair, or one very enlarged one to use for the whole class. Print and cut up colour cards for each pair/group.

Activity 2

A large picture of an object in a colour you do not like.

Resource 5.2.3 (Likes). Resource 5.2.4 (Object cards) - print these double sided and then cut up so you have sets of cards with the name of the object on the back.

Resource 5.2.5 (Colour likes).

Activity 3

Resource 5.2.6 (Lorry flashcards) - print one copy, or show project onto whiteboard. Resource 5.2.7 (Small lorries) – print one copy for each pair or group of learners.

Activity 4

Resource 5.2.8 (Emotion words) – cut into strips, as many or as few as will suit your learners. Crayons, felt tips, or marker pens to shade in the letters. Scissors.

Activity 5

Resource 5.2.9 (Model text).

Activity 1

Colours (speaking and listening)

- Show Resource 5.2.1 (Colour wheel) and see how many names of colours you can elicit. Write these on the board. Say the words as you write them up, focus on initial, medial or final graphemes. Check learners can recognise the words, e.g. by pointing to the colour for learners to say and point to the word.
- Give out sets of Resource 5.2.2 (Colour names) and ask learners to place the correct card on the right segment of the colour wheel. There are three sets, with graduated levels of difficulty (correctly coloured/black/wrongly coloured). Use the most appropriate for your learners.

Differentiation:

- Start with the correctly coloured set to help learners match the words they do not know, repeat and drill the new vocabulary, then use the black or wrongly coloured set to test knowledge.
- Give different sets out to different learners according to level.
- Remember that some learners may be colour blind, and that colour boundaries can differ between cultures and languages, so be prepared for some negotiation!

Activity 2

Likes

- Before the class find a picture of an object in a colour that you don't think suits it (e.g. some people hate yellow on a car). Show learners the picture and tell them/mime that you don't like the colour for this object. (Use thumbs up/thumbs down/facial expression). Ask if the learners like or don't like this example.
- Now give an example of a colour/object that you love (this could be something of your own, or an item of clothing you are wearing).
- Give out Resource 5.2.3 (Likes) and ask learners to point to the words as you say them. Say a word at random and ask them to point to it. Then ask learners to draw lines to connect the words with the icons correctly. Check understanding of the relative strength of the words and drill.
- Display images from Resource 5.2.4 (Object cards) and elicit/drill words.
- Display the words from Resource 5.2.4 and read together chorally.
- Now give out Resource 5.2.4 and Resource 5.2.5 (Colour table) and ask learners to choose a colour for one of the objects (e.g. the car) that they like or don't like then write the name of the object in the correct column in the colour table.
- Learners write or draw any other objects they want to add.
- If the object vocabulary is new, you can ask learners to test each other on the names of the objects a few times (turning the cards over to check) before going on with the rest of the activity.
- Once learners have completed the activity, feedback together or ask learners to walk around and look at each other's tables/matrices.

Differentiation/extension activities:

There are many different ways you can vary or extend this activity. You could:

- work through the objects in lockstep (everyone working on the same object at the same time), or learners could work through freely in pairs or groups
- choose not to use Resource 5.2.5 and instead ask learners to place cards on four different colour wheels - one for each of the four grades of strength of feeling
- use the matrix tool from the *Reflect for ESOL* toolkit to make a matrix for the whole class (with objects down one side, names of learners or colours across the top)
- spend some time working on intonation and sentence stress for emphasis: *I **love** yellow walls.*
- Allow plenty of time for learners to experiment orally with the three categories they are using here - colours, objects and *like/don't like* expressions, including phrases like *I really like I can't stand*
- Learners could also talk about their possessions if you have modelled this (e.g. *I like your bag. I love my red shoes*)

Activity 3

Phonics (letter 'r')

- Ask learners to look at the colour words from Resource 5.2.2 again. Ask them to find and highlight/circle/underline all the letter 'r's. Check. Focus on the /r/ consonant sound in the words *red*, *green*, *grey* and *brown* and *orange*. Demonstrate how to make the /r/ sound and blend the sounds in *gr* and *br*. Drill.
- Now highlight the letters 'ur' in *purple*. Point out that this is the /ɜ:/ sound, also in *curtains*, and there is no /r/ consonant sound here (to many English accents). Point out that the letter 'r' in many words is silent (particularly when it is the final letter), e.g. *carpet*, *car*.
- Show Resource 5.2.6 (Lorry flashcards) or stick these on the white board. Ask the learners what the pictures show (a red lorry and a yellow lorry). Give out Resource 5.2.7 (Small lorries). Explain this is a kind of game/tongue twister. Drill, and then ask learners to try the tongue twister in pairs - who in the group can say it quickest?

Extension activity

- Invite learners to share/say some tongue twisters in their own languages. Depending on their speaking level, they may be able to briefly say what it's about.

Activity 4

Emotion words (speaking and reading)

- Using yourself as an example, talk to the learners about how different colours make you feel. Do you associate any colours with particular emotions? For example, give an example of a colour that makes you feel happy.
- Mime adjectives from Resource 5.2.8 (Emotion words), elicit and/or teach new words.
- Display Resource 5.2.8 and chorally read. Mime new words for learners to say/point to.
- Give out Resource 5.2.8 (Emotion words) cut into strips. Use as many or as few of these as suit your learners - read them aloud, check learners can read, say and understand them before doing the activity. (Use images/mime/L1/translation as necessary.)
- Give out sets of crayons/felt tips/marker pens.
- Ask learners to colour in the words with a colour they associate with the feeling. Then tell their partner how the colours they have chosen make them feel.

Differentiation

- Give out scissors for learners to cut words into individual letters, jumble up and try to reassemble the words.
- Learners can then swap card sets with another pair or group.

Activity 5

My colours (reading and writing)

- Adapt Resource 5.2.9 (Model text) to suit your learners, and what you have covered in the class, basing it on yourself or someone you know.
- Tell/remind the learners of the two or three colour facts about yourself.
- Show/give out the adapted text.
- Read it together a few times, check understanding and recognition of key words.
- Use the model as frame for learners' writing about their own colour preferences.

Differentiation

- The text could be cut up and reassembled for learners who need reading/text construction practice.
- Create a gap fill from the text so only the colour words or particular letters are missing for learners who need letter formation/spelling practice.
- Some learners could produce an entire short text of their own.
- The three sentences could be separated and added to on three separate pieces of flipchart paper to produce group/class texts.

Additional differentiation/extension activities:

- There is a lot of possible vocabulary in this unit, so practise spelling with the '*Look, Say, Cover, Write, Check*' approach (Template 3). Encourage learners to identify words that are important for them and use this approach in all classes and at home.

Follow up ideas

- Learners can bring in, show and talk about examples of items they own and have feelings about in subsequent sessions.
- Encourage learners to share some information about colours in their culture: which colours are used for weddings, mourning, flags, etc.?
- Play the 'sitting in circle' game with one chair fewer than people playing and one person standing in the middle. The person in middle says '*Anyone wearing (colour)*' and everyone wearing that colour has to get up and quickly sit somewhere else in the circle. The person without a chair is the next person to stand in the middle. Alternatively, learners can be given a card with a colour on it.
- Mark or create a local map showing local buildings or features that have a particular significance/link with a colour.
- Learners can 'decorate' a virtual building or room, designing their own colour scheme - this could be a colouring on paper exercise or an online task using a colour scheme generator such as the one at <https://colors.co>.



red

blue

yellow

purple

orange

green

black

white

brown

grey

grey

white

brown

green

blue

black

yellow

red

purple

orange

grey	white
brown	green
blue	black
yellow	red
purple	orange

love



hate

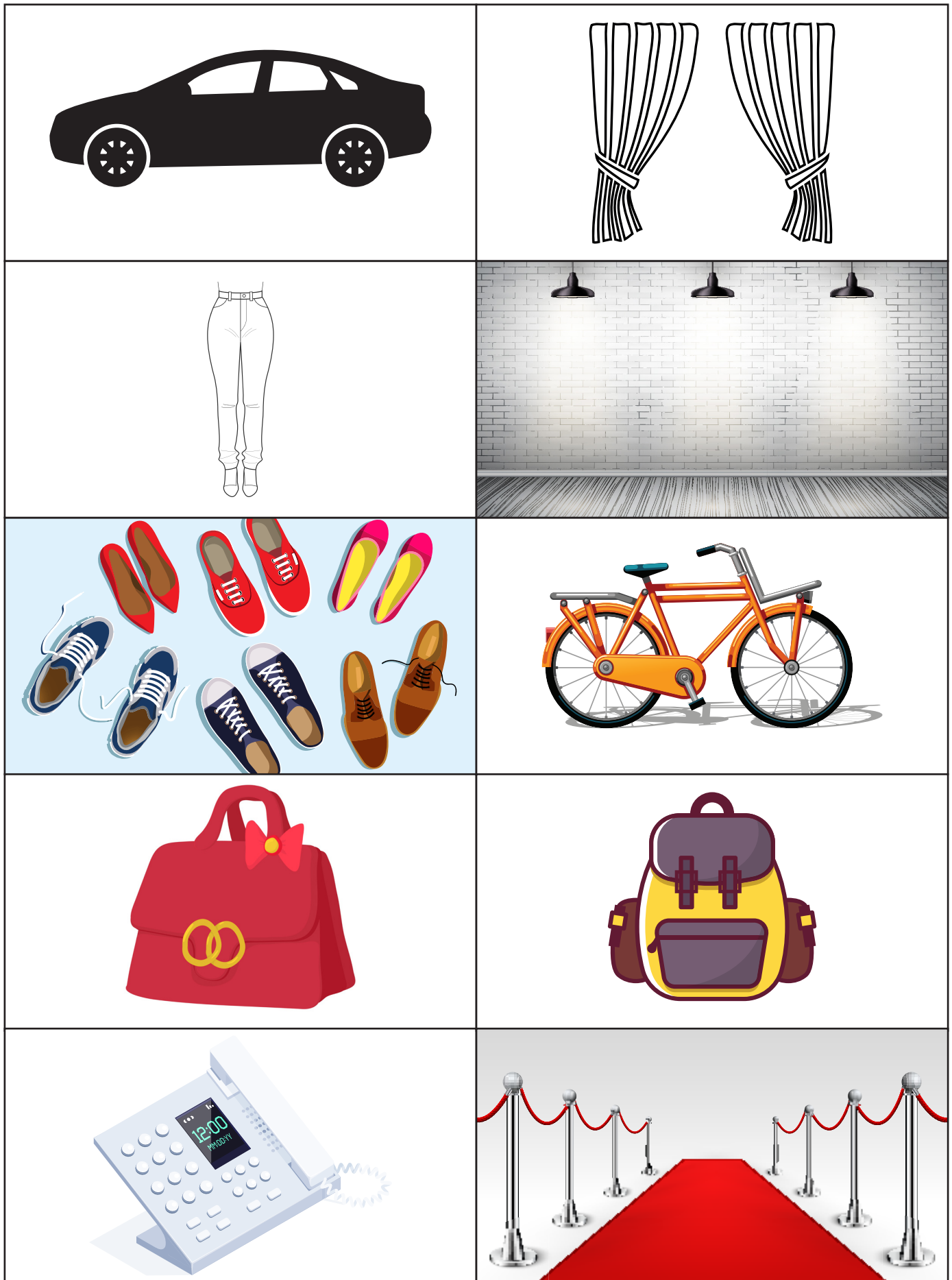


like



don't like





curtains

car

walls

trousers

bicycle

shoes

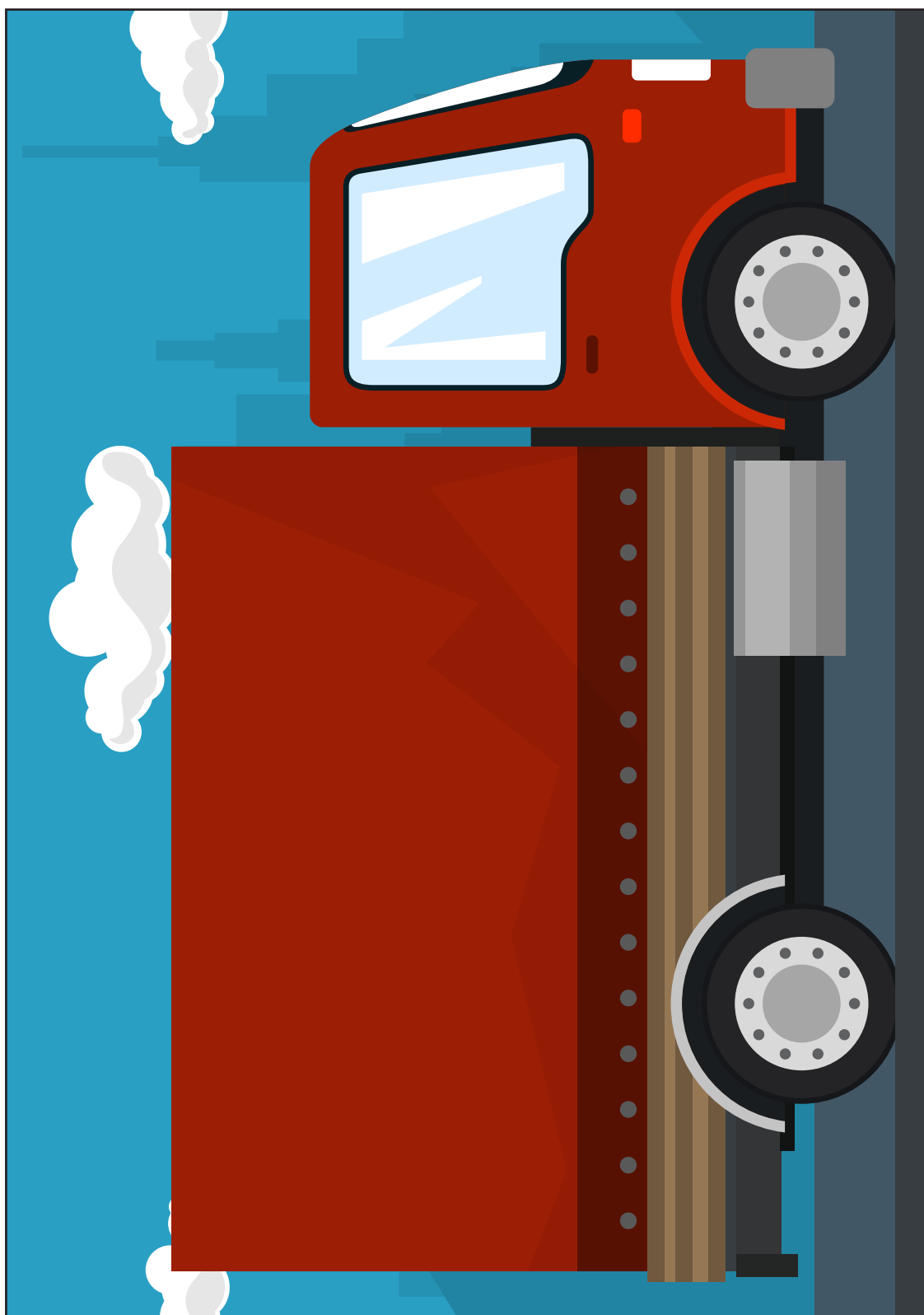
backpack

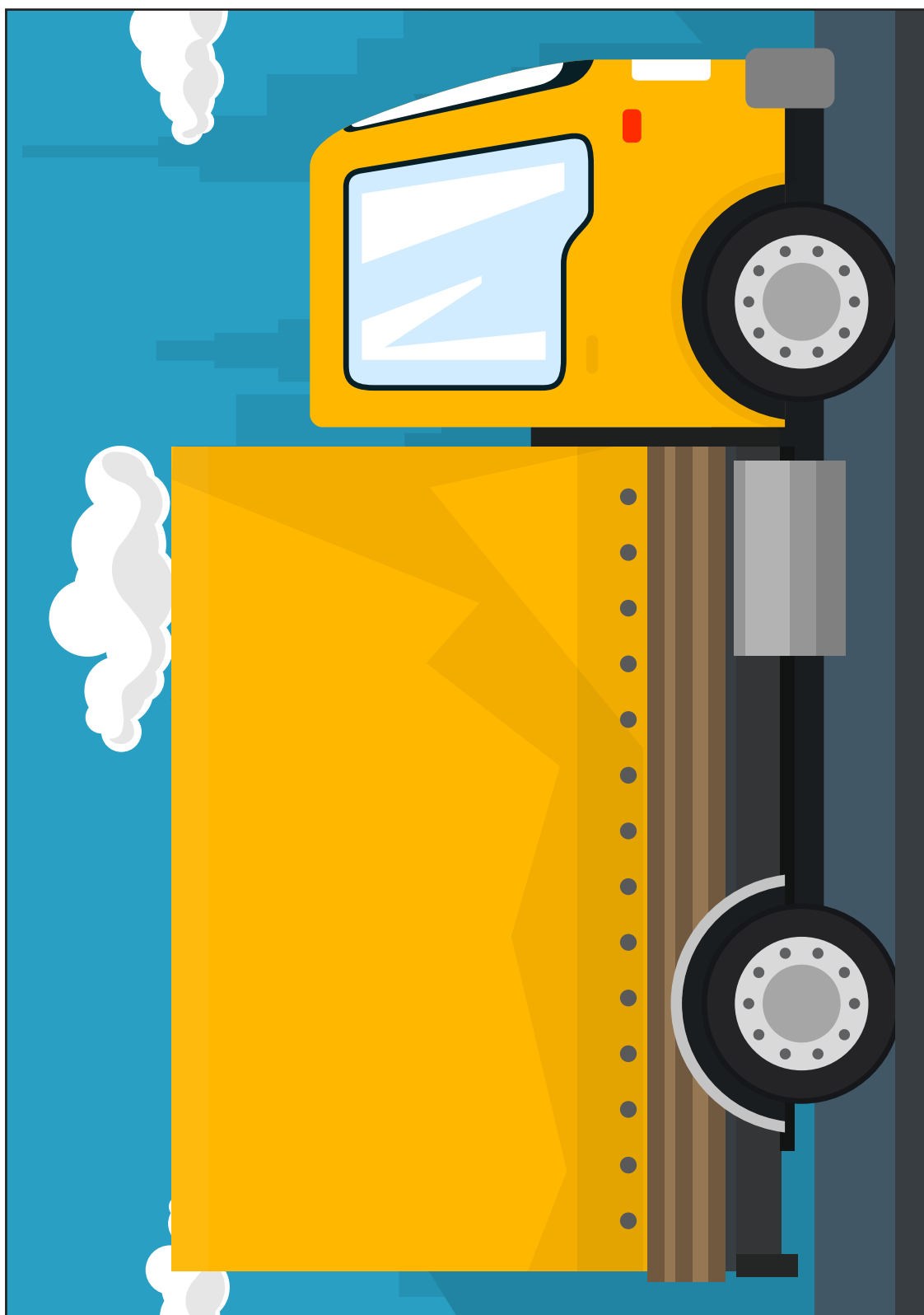
handbag

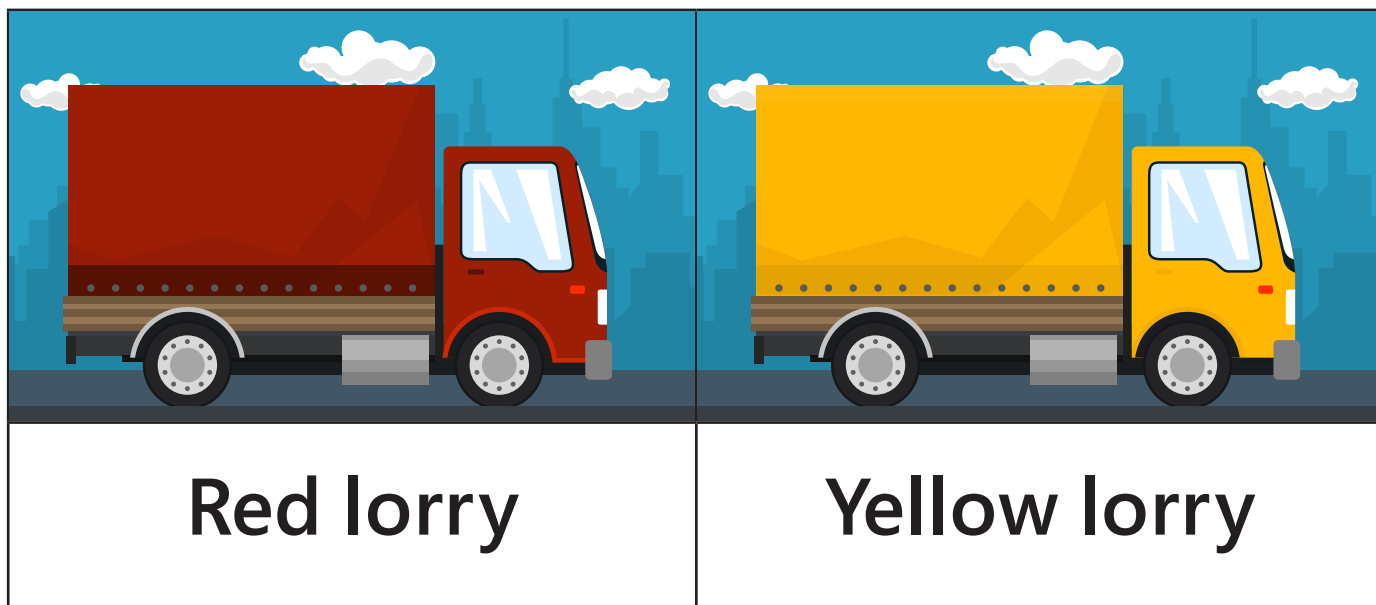
carpet

telephone

	like/love	don't like/hate
red		
yellow		
orange		
black		
brown		
blue		
purple		
green		
white		
grey		







happy

calm

exciting

angry

sad

bored

Green is a sad colour.

I don't like blue cars.

I love my red shoes

..... **is a** **colour.**

I don't like **cars.**

I love my **shoes**