

Theme: Colours

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Possessive adjectives • Demonstrative adjectives 	Colours	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use demonstrative adjectives 'this', 'that', 'those' and 'these',
2. identify and name the different colours,
3. describe pictures using helping words,
4. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Blank pieces of art paper
3. Crayons
4. Blu tack
5. Picture cards which show the different colours on each of them (refer to the words on [page 67](#))
6. Word cards (refer to the words on [page 67](#))
7. Items found in the classroom e.g. chair, duster, marker
8. Word cards which show 'this', 'that', 'those' and 'these' on each of them

Introduction / Warm-up Activity (10 min)

1. Put the students into groups of four or five. Give a blank piece of art paper and crayons to each group. Tell them that you are going to give them instructions to do something and to follow them.

Example:

- Draw a circle and colour it blue.
- Draw a heart and colour it pink.

You might even want to elaborate on the instructions such as telling the student to draw the shapes on the right hand corner of the paper and so on.

2. Give another 5 more instructions before telling the students to stop and present their pieces of artwork to the front of the class. You may want to stick the art pieces on the whiteboard. Go through the shapes and colours that the students have drawn on their art pieces and identify them on each art piece.

Lesson (20 min)

1. Show the students the picture cards of colours. Get the students to identify them. Then, show them the word cards. Get them to read the words after you. Next, tell the students to match the word card to the picture card. You may want to display the picture cards on the ledge of the

whiteboard. Then, show the word cards, one at a time, to the students and get them to tell you which picture card matches the word card.

2. Remove a group's art piece from the whiteboard. Holding it in your hand, tell the students that it belongs to that particular group. Use a demonstrative adjective in your sentence.

Example:

- This art piece is group A's.

Write the sentence on the whiteboard.

3. Then, point to the remaining art pieces on the whiteboard and use a demonstrative adjective in your sentence to tell the students whose art pieces they belong to.

Example:

- These art pieces belong to the other groups.

Write the sentence on the whiteboard.

4. Explain to the students that 'this' and 'these' are demonstrative adjectives. 'This' is used to talk about a thing that is near to the speaker. Show once again how you have held the art piece and talked about it earlier. 'These' is used to talk about more than one thing that is near the speaker. Show once again how you have stood near to the rest of the paintings and asked the students whose they belonged to. Tell the students that demonstrative adjectives are placed before nouns ('art piece' and 'art pieces' as shown in the examples). Let the students use the objects around them to make sentences using 'this' and 'these'. Select a few students to demonstrate this.

5. Stick one art piece further away from the others and tell the students that they belong to a few groups. Use a demonstrative adjective in your sentence.

Example:

- That art piece is group B's.

Write the sentence on the whiteboard.

6. Then, stand at a distance and point to the remaining art pieces on the whiteboard. Use a demonstrative adjective in your sentence to tell the students whose art pieces they belong to.

Example:

- Those art pieces belong to the other groups.

Write the sentence on the whiteboard.

8. Explain to the students that 'that' and 'those' are also demonstrative adjectives. 'That' is used to talk about a thing that is far from the speaker. Show once again how you have pointed the art piece from afar and talked about it earlier. 'Those' is used to talk about more than one thing that is far from the speaker. Show once again how you have stood away from the rest of the paintings and asked the students whose they belonged to. Tell the students that demonstrative adjectives are placed before nouns ('art piece' and 'art pieces' as shown in the examples). Let the students use the objects around them to make sentences using 'that' and 'those'. Select a few students to demonstrate this.

Additional Activities / Closure (15 min)

1. Tell the students that you are going to put the picture cards of different colours as a stack, the set of demonstrative pronouns as another stack. You are going to pick one card from each stack. The students have to make sentences with the demonstrative pronoun and the word colour using the objects in the classroom. You may want the student who is constructing the sentence to demonstrate his sentence to the whole class.

Example:

- Those curtains are blue. (The student should stand away from the curtains and point at them.)
 - This marker is red. (The student is holding the red marker in his hand.)
2. Tell the students to turn to **pages 66 – 67 of Learning English Workbook 2**. Review the ‘Read and Learn’ section on **page 66**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

Homework

1. Ask the students to complete **page 70** as homework. Discuss with the students the three pictures on **page 70**. Ask them what each picture is showing them. Read the words in the box below the pictures. Explain any words that might be unfamiliar to the students. Then, get the students to construct sentences about the pictures.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Give the students a picture of a house. Get them to follow your instructions to colour the house. Use only the colours taught in the lesson. At the end of the exercise, every student’s art piece should look the same if the instructions are followed properly.
2. Prepare a piece of paper with sentences using demonstrative adjectives with its corresponding pictures. Give the students some cut-outs of hands pointing. Get the students to read the sentences and stick the ‘hand’ near or far from the pictures, depending on the sentence. Go through the answers with them.