

METODISKAIS MATERIĀLS

ANĢĻU VALODĀ

PIKC NMS JRMS angļu valodas skolotāja Dace Nulle

Theme : Colour psychology – colour idioms.

Level: Upper Intermediate

Time: (2x 40 min. Lessons)

The Learning Objective:

At the end of the lesson students will be able to form adjectives from verbs and nouns, recognize them while listening and use in a presentation about the company's logo; they will be more aware of the psychological aspects regarding colours and will understand and be able to apply colour idioms.

Materials and equipment: realia with brand logos, visual aids, handouts and markers, TV screen and computer.

The Lesson Content: Idiomatic expressions, Vocabulary : adjectives / adjective suffixes, video material "The Psychology of Colour in Marketing and Branding"

<https://www.youtube.com/watch?v=j7z7uhxLxY>

Methods:

Groupwork, work with a text, work with an internet material {video}, questions, discussion, creative work in groups/pairs, presentation

WARM-UP

Students have to finish the quote and comment it.

"Man needs ... to live. It's just as necessary an element as fire or water.

/Fernand Leger, French painter, sculptor, and film maker/

DISCUSSION (in groups of 3-4)

- What is your favourite colour? Has it changed over the years?
- Do you have a colour that you hate? If so, what is it? Why do you hate it?
- Do you think colours affect your mood? How?
- Do you think different cultures have different meanings for colours?
- Can you think of different idioms or expressions involving colour?

COLOUR IDIOMS

1. Students circle the correct colour in these sentences.

1 He was caught *yellow-/red-* handed with the money in his bag when he was leaving the bank he robbed.

2 Stephen phoned out of the *blue/black*, I haven't spoken to him in over three months!
I didn't expect that.

3 They come to visit us once in a *blue/yellow* moon. In my opinion, they should visit their parents more often.

4 I was really *green/orange* with envy when I realized they bought a new car.

5 When she has the *blues/greens*, it's difficult to cheer her up.

2. Fill in the gaps with colour words to make idioms and explain their meaning.

1 My mother spends all her free time in the garden. She has a thumb.

(.....)

2 The new skyscraper in the city centre is a real elephant. It's practically empty and it looks ugly.

(.....)

3 The man is the sheep in his family and is the only member who has not had a successful career and life.

(.....)

4 I told my boss a lie when he asked me whether his presentation had gone well.

(.....)

5 I want to start a new business but the tape involved is very frustrating.

(.....)

3. Use the colour idioms and make 3 Wh- questions with them.

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4. Work in pairs. Ask each other questions you have made in Ex. 3.

Part II

WARM-UP

Students list their 3 favourite brands . What image and qualities does each one have? Use these words and phrases to help you. (Pairwork)

[Value for money, durable, fashionable, upmarket, inexpensive, sexy, timeless, cool, sophisticated, well-made, reliable, fun, classic, stylish]

VIDEO

Before watching the video students have to write a list of ten adjectives which are formed from nouns or verbs by adding suffixes **-able/ -ible, -y, -ive, -ous, and -ful**.

(e.g. afford - affordable, risk – risky, impress – impressive, luxury – luxurious, colour – colourful)

While watching the video they add as many noun – adjective or verb – adjective pairs as they can.

<https://www.youtube.com/watch?v=j7z7uhxLxY>

PRESENTATION

After watching the video students choose one or two colours to create their own brand logo and consider what do they want their imagined clients to know about them and their company. Then they write down the key points and deliver the presentations in front of the class.