

The color of things

Learn basic colors and use them to describe things.

1. Warm up

Ask and answer the questions with a partner.

1. What can you see in the picture?
2. What colors are used in the mural (artwork painted on a wall)?

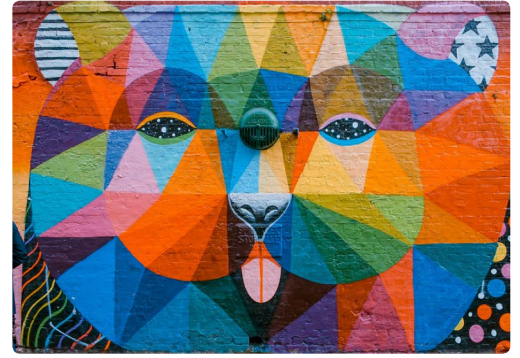


Photo by Toa Heftiba

2. Vocabulary

A. Read the color adjectives.

red



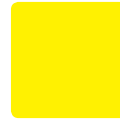
pink



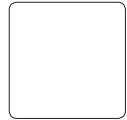
blue



yellow



white



green



orange



black



purple



brown



B. Complete the sentences with the correct colors.

1. A lemon is
2. The sky is
3. A tomato is
4. A lime is
5. Carrots are
6. A zebra is and



7. Flamingos are



8. The lavender flowers are

C. Read the questions and match them to their answers.

- | | |
|---------------------------------------|-----------------------------------|
| 1. ____ What color is your car? | a. No, I don't. I have a red one. |
| 2. ____ Do you have a yellow jumper? | b. My favorite color is blue. |
| 3. ____ What is your favorite color? | c. It is white. |
| 4. ____ Which one do you want? | d. Yes, it does. Here you are. |
| 5. ____ Does this shirt come in blue? | e. I want the blue one, please. |

5. Practice

A. Ask and answer the questions.

- | | |
|--|---------------------------------------|
| 1. What is your favorite color? | 4. What color are your bedroom walls? |
| 2. Which color don't you like? | 5. What color are your socks? |
| 3. What color is your car/bicycle/house? | 6. What color are your eyes? |

B. Think of an object for each color and write a sentence for each.

- | | |
|-----------|-------|
| 1. red | |
| 2. orange | |
| 3. green | |
| 4. blue | |

C. Write four 'What color is/are... ?' questions to ask your partner.

e.g. What color is a banana?

- | | |
|---------|---------|
| 1. | 3. |
| 2. | 4. |

D. Complete the questions with a color and guess if your partner has that color item or not.

- | | |
|-------------------------------------|----------|
| 1. ____ Do you have a shirt? | yes / no |
| 2. ____ Do you have a bag? | yes / no |
| 3. ____ Do you have a phone? | yes / no |
| 4. ____ Do you have curtains? | yes / no |
| 5. ____ Do you have shoes? | yes / no |
| 6. ____ Do you have socks? | yes / no |
| 7. ____ Do you have a hat? | yes / no |
| 8. ____ Do you have a pen? | yes / no |

The color of things



Level:	Beginner: A1
Updated:	May 2, 2022
Language:	Function: Asking and answering questions. Describing people, places, or things. Forms: Adjectives. Present tense.
Teaching time:	90 minutes.
Overview:	Students learn basic colors and will be able to use them in sentences as well as understand and practice asking set questions about the color of things.

1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students.

2. VOCABULARY

- A. Read the colors to model pronunciation and syllable stress and have students repeat after you. Answer any questions that arise.
- B. Individually, students complete the sentences with the best color. Answer any questions students have about vocabulary. Students can compare their answers with a partner and discuss any differences or elicit answers from students as a class.
1. A lemon is **yellow**.
 2. The sky is **blue**.
 3. A tomato is **red**.
 4. A lime is **green**.
 5. Carrots are **orange**.
 6. A zebra is **black and white**. (Explain that this color collocation is said black and white not white and black just as it's salt and pepper not pepper and salt).
 7. Flamingos are **pink**.
 8. The lavender flowers are **purple**.

3. READING

- A. Individually or in pairs, students read about a girl named Violet. Answer any questions that arise. Elicit meanings of the words in bold.
- Colorful** full of color; having many colors.
Dark more black is added to the color; approaching black in hue.
Bright more vibrant in color.
- B. Individually, students answer the questions. Encourage students to answer in full sentences if possible to practice sentence structure. Students can compare their answers with a partner or check answers as a class.
1. Yes, she does.
 2. She likes bright colors (like pink and yellow).
 3. Her favorite color is pink.
 4. Her hair is pink.

5. It is pink.
6. Rainbows make her happy.
7. It means many colors.
8. Students' own answer first. Violet is a shade of purple.



4. TALKING ABOUT COLORS

- A. In pairs, students read the example sentences (a-b) and complete the rules by circling the correct alternative. Check answers with the class and answer any questions before continuing.
1. Put the color adjective **after** the verb 'to be'.
 2. Put the color adjective **before** the noun.
- B. Individually, students unscramble the words to form sentences and questions. Encourage students to check Part 4A for help. Students can compare their answers with a partner and discuss any differences or elicit answers from the class. Correct any mistakes and discuss further if necessary.
1. I have a red pen.
 2. My bag is green.
 3. It is black.
 4. Is it blue?
 5. This is my brown wallet.
 6. Do you have a blue one?
- C. In pairs, students alternate asking the questions and matching them to the best response (a-e). Check answers as a class by asking the questions.
1. c. It is white.
 2. a. No, I don't. I have a red one.
 3. b. My favorite color is blue. (could be confused with 1.)
 4. e. I want the blue one, please.
 5. d. Yes, it does. Here you are.
- ## 5. PRACTICE
- A. In pairs, students ask and answer the questions. Encourage students to ask follow-up questions to continue the conversation if level appropriate. As an extended activity, students can present what they learned about their partner to the class.
- B. In pairs, students think of an object for each of the colors and

write a sentence for each. Monitor and assist students where necessary. Students can share their sentences with a partner or as a class.

- C. Individually, students write 4 'What color is/are ...?' questions. Encourage students to review previous activities in the Handout if they need help forming questions. Students then ask their partner or other students in the class their questions.
- D. Individually, students complete the questions with a color and guess if they think their partner has that color item or not by circling yes or no.

In pairs, students ask and respond to the questions. If appropriate, consider awarding 1 point for every answer they guessed correctly about their partner. Elicit information from students about their partners things to share with the class.