|  |
| --- |
| ☐ Listening ☐ Speaking ■ Reading ☐ Grammar ☐ Writing |
| **Topic: The effect of color** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Heerae,Roh | Level:  Intermediate | Students:  11 | Length:  40 Minutes |

|  |
| --- |
| **Materials: (전체 다시)**  ● Realia : Big Screen(with Power Point)  ● Worksheet : Vocabulary matching-Worksheet #1(11 copies)  Reading script about the topic-Worksheet #2(11 copies)  True or false-Worksheet #3(11 copies)  Comprehension questions-Worksheet #4(11 copies)  Make your own logo with color -Worksheet #5(11 copies)  SOS coloring picture-Worksheet#6 (11copies)  ● White board and board markers.  ●Crayons, Color pencils |

|  |
| --- |
| **Aims:**  ● Main aim: Students will develop an intensive reading skill by the provided article  ● Secondary aim: Students are able to learn the emotion and color related words  ● Personal aim: Students are going to accept the content of the article and apply the effect on color in their daily life |

|  |
| --- |
| **Language Skills:**  ●Listening:Students will listen to the partner’s sentences, others’ presentations and follow instructions.  ●Speaking**:** Drill new vocabularies, partner discussion to answer the guiding question  ●Reading: Matching worksheet, comprehension questions and the text  ●Writing: Writing an answer on the worksheets, write down students’ own opinions |

|  |
| --- |
| **Language Systems:**  ●Lexis: associate, scheme, norm, stimulation, tranquility, optimism, inhibit, impulse, workout,  enhance, side effects, nausea, perceive, convey, soothing  ●Phonology: Practicing new vocabularies  ●Grammar: Write down own opinions  ●Function: Discussion with a partner  ●Discourse: Partner discussion |

|  |
| --- |
| **Assumptions:**  Students already know  ●.Students can speak and write in English.  ● Students already know how to skim and scan  ● Students already know the overall impression and symbolic meaning of colors |

|  |
| --- |
| **Anticipated Errors and Solutions:**  If the students need to help to find the meaning of new vocabularies more than two time,   * I will allow them to use a dictionary.   Some students will have difficulty in doing the comprehension question worksheets.   * Have students do themselves first and give some help. If they still don’t know, explain the general story of the script.   If the students have troubles with making their own sentences.   * First, let students can check it with partner, and next I will teach correct sentences on the board. |

|  |
| --- |
| **References:**  https://www.annmariegianni.com/20-ways-to-use-color-therapy/  JoongAng Ilbo-http://news.joins.com/article/  Pinterest |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole  class | Answering teacher’s question, | **Procedure:**  - Hello! Everyone! Welcome to this art class!  -Have you ever thought about an empty room without any color?  - What is the representative color of Starbucks?  - What about Facebook? And E-Mart and PAPA John’s? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Worksheet #1. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  5min  4min | Whole  class  pairs  Whole class | Students listen to teacher’s instructions and answers  Students complete worksheet#1  with partner  Students check answers  And repeat the words | **Procedure:**  -Before we read the article, let’s learn some new vocabularies.  (Distribute the worksheet#1 )  -Everyone got the worksheet?   1. **New vocabulary**   **Instruction**  -Now, we are going to do a matching activity.  -Find synonyms for the listed words on the left matching the words on the right and put the alphabet in the blanks.  -Work with your partner. You have 5 minutes.  **Demonstration**  -Here’s an example # 1 “react”. OK!  -Say it again? React. Good!  -Find the definition of “react” on the right-hand side.  -When you find the answer, write the alphabet on the left-side blank.  -Then #1 .the answer is “c”  **ICQ**  -Are you working alone?  -What are you supposed to do?  -How much time do you have?  -OK. Let’s start!  **Monitoring**  (Walk around and check to see if students follow instructions giving help.)  (Give time warning)  -1 minute left…30 second….  -Time’s up.  **Check answers(with drill)**  -Let’s check the answers together.  (Point first student and let him/her read #2. And take turn.)  -oo! Please just read #2 word? What is #2 word?  -OK! Class!! Repeat again! “Scheme! Scheme!”  -What about the answer? “k”  -Good job!  -Next! We’ll do this in a clockwise direction.  (check all the answers with this method.)  -O.K. Now, let’s start reading out script |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Board and marker, Reading article worksheet #2, worksheet #3, worksheet #4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min  3min  1min  5min  3min | Individually  Pairs  Whole class  Individually  Whole class | Reading the article with script worksheet #2  Solve the problems of worksheet#3: true or false questions with partner  Students check the answer together  Students work on worksheet #4  Students are reading and answering | 1. **Skimming for the Main Idea**   (Distribute the worksheet #2 with script)  **Instruction**  - Have you thought about an ‘effect of color’?  -This is our topic.  (Write on the board)  -OK! Let’s read for today.  -Read this article alone for 7 minutes.  **ICQ**  -How much time do you have?  -Do you read alone?  -OK! You may start!  **Monitoring**  (Monitor discreetly)  (Give time warnings: You have 1 minute left)  (Give time warnings: You have 30 seconds left)  -OK! Time’s up.  ‘  **Instruction**  -Now, Look at the back page of worksheet.  -There are few true or false questions about colors in this script.  -Solve these questions with your partner.  -And I’ll give you 3minutes.  **ICQ**  -Work alone?  -How much time do you have?  -OK! Start!  **Monitoring**  (Monitor discreetly)  (Give time warnings: You have 30 seconds left)  -OK! Time’s up.  ‘  **Check Answers**  -Okay  -Let’s check the answers together.  -#1 True or False?  -Okay good job everyone.  (Hand out the worksheet #4)   1. **Scanning for Details.**   **Instruction**  -Now, read the worksheet. This time, scan the text and find the answers to the questions. You have 5 minutes. Work alone.  **ICQ**  What are you going to do?  Do you work alone?  How much time do you have?  **Monitoring**  (Monitor discreetly, answer if any questions arise)  (Give time warnings: You have 1 minute left)  (Give time warnings: You have 30 seconds left)  -OK! Time’s up.  **Check Answers**  -Who would like to read #1. Question. OK. Thanks.  -What’s the answer? Class? (2) Good!  (Finish whole questions in the same way)  Great job! Everyone! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: Worksheet #5 (10 copies) , Crayons, Color pencils, PPT with Demo & Color list | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  5min  10min | Whole class  individually  Whole class | Students listen teacher’s instruction  Student express their own logo on their worksheet  Every students will present their working | 1. **Free Production**   (Distribute the worksheet #5)  (Turn my demonstrated logo on the screen.)  Now, we are going to do some activity.  **Instruction:**  -Let’s read together on this worksheet.  -Class?  (Read together with whole class. Slowly)  -Make your own logo with color :  Express your characteristics with color  -Good!  -Please look at the screen.  **Demonstration**  -You could answer like this.  -This is what I draw my logo and colored purple, because I like purple.  -And there are some explain about my logo at the bottom.  -Purple is intuitive and mysterious color. Right?  -This is make sense….hahaha  -You will do this by yourself. I’ll give you 5minuntes. And after finish your work. Let’s share with the class.  -Use color pens or crayons you can use whatever you want.  (Distribute crayons and color pencils)  **ICQ**  -How much time do you have?  -Are you work alone?  -What should you do?  -Do you present yours after finish your working?  -OK! Let’s express myself! Start!  **Monitoring**  (Monitor discreetly, Answer students if they ask questions)  (After 5 minutes..)  -Time’s up.  **Check Answers**  -Who would like to start?  -Wow. Excellent!!Everyone!   1. **Conclusion and Feed back**   (Conclude today’s lesson by checking the newly learned vocabularies and information.)  -Now, you guys understand about color effect around us.  -According to a study by The University of Texas,  -Colors have a positive or negative impact throughout our lives.  -“Thank you for attending this class and have a great day.”  -See you next time. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: Worksheet #6 (10 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min or home-  work | Individually | Students will color what they want | **coloring pictures**  **Instruction**  -Now, we are going to color with your favorite color.  -Have you heard about the coloring things are good even for an adult mental health?  (Hand out the worksheet #6)  -Hope make you feel better with this coloring pictures.  -If you can’t finish it you may take it to your home.  **ICQ**  Are you working in groups?  How much time do you have?  What can you do? |

Worksheet #1

**Word Matching Activity**

**Looking for synonyms:**

1. react \_c\_ a. desire, instinct
2. scheme\_\_\_ b. peacefulness
3. associate\_\_\_ c. response
4. norm\_\_\_ d. prevent, stop
5. stimulation\_\_\_ e. organization, arrangement
6. tranquility\_\_\_ f. training, exercises
7. optimism\_\_\_ g. seeming, realize
8. inhibit\_\_\_ h. relaxing, gentle
9. impulse\_\_\_ i. strengthen, increase
10. workout\_\_\_ j. boost, encouragement
11. enhance\_\_\_ k. standard, model
12. side effect\_\_\_ l. assistant, relate
13. nausea\_\_\_\_ m. positivity
14. soothing\_\_\_\_ n. handover, carrying
15. perceive\_\_\_\_ o. vomiting, sickness
16. convey\_\_\_\_ p. a secondary and usually

adverse(negative) effect of

a drug or therapy

**The effect of color**

Though there are differences, most of us react in a similar way to a certain color. Of course, we have to remember the colors within the colors — a bright red, for example, might have an entirely different effect on the emotions than a dark red.

Our past experiences can also create color emotions that may be outside the norm. If you grew up loving the time you spent with your family in your blue-and-yellow kitchen, then you may feel similarly happy if you recreate that color scheme in your adult life.

Research to date, however, has found that in general, we associate the following colors with the following emotions:

* **Red:** energy, movement, confidence, stimulation
* **Yellow:** happiness, vitality, improved mood, optimism, laughter
* **White:** cleanliness, purity, innocence, light
* **Pink:** calm, reduced appetite, sweetness, love and romance
* **Green:** renewal, openness, peace, tranquility
* **Blue:** openness, space, focus, peaceful
* **Orange:** energy, ambition, activity, socialization, freeing
* **Purple:** intuition, creativity, luxury, spiritual, wisdom, mystery
* **Black:**strength, power, anger, authority, intelligence
* **Brown:**reliability, stability, wholesome, organic, natural

If you want to use the color therapy to improve your life for example:

WHEN YOU’RE REDECORATING YOUR HOME-Consider the effect of each color and what you want to feel in each room. Kitchens and bathrooms often include yellow to convey happiness and joy. Dining rooms that use blue and green will feel more calm and may inhibit the impulse to eat too much. A little pink in a bedroom may stimulate romance, but you may want to combine it with blue or green to encourage restful sleep. Your workout or exercise room would benefit from performance-enhancing red, and maybe a bit of energizing orange. A little purple in your guest room can make it feel luxurious, and is also great for creative rooms.

WHEN YOU NEED TO GET WORK DONE-Avoid white walls. Studies show that employees working in white-walled offices experience more side effects like headaches and nausea than those in red or blue workspaces.

IF YOU WANT TO LOOK SMART-Going for an interview, or trying to impress someone with your brainpower? Go for blue. It’s a soothing color, but aids concentration and is perceived as conveying intelligence.

Worksheet #3

|  |  |  |
| --- | --- | --- |
| About the effect of color | True | False |
| 1. People have totally different personal emotion on a color |  |  |
| 1. Blue and yellow kitchens always make people happy |  |  |
| 1. Yellow color conveys the emotion of happiness |  |  |
| 1. Green and blue color make people to feel peaceful and calm |  |  |
| 1. Want to feel romantic mood? Go pink! |  |  |

Worksheet #4

**Comprehension Questions**

**Read and choose the right answer**

1. What makes the impression of color changed to be turned from commonly accepted one according to this article? ( )

1. Gene ② Personal experiences ③ Educations ④ Medicines

When your friend goes to the interview, what color for shirt or tie would you recommend?

(Color: Why? )

1. If you are an employer, what color would you avoid when decorating your office? ( )

①red ②blue ③orange ④white

1. What colors are fit for distracted children?( )

①blue and green ② red and yellow ③black and white ④orange and purple

1. Based on this article, if a friend who wants to lose weight, what kind of behavior will be effective?( )

① Give him/her a yellow plate

② Give him/her red napkins

③ Recommend to him/her a green food

④ Let him/her use an orange cup

1. What actions DO NOT help to relieve depression of people?( )

① Use pink wall paper.

② Try to hang a reddish picture on the wall.

③ Change a curtain color to greenish blue.

④ Put yellow flowers in a white vase.

worksheet #5

Make your own logo with color :

Express your characteristics with color