

# UNIT 7

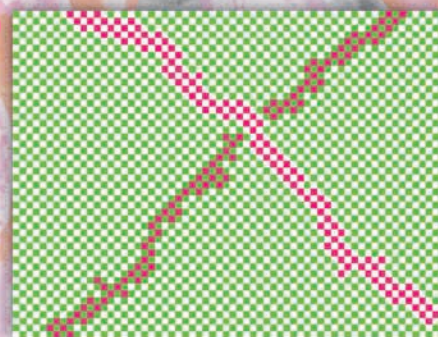
## Shades of Meaning!

*Look at diagram A and discuss what colour you can see. Look at diagram B. How many shades of green can you see?*

A.



B.



**Topic** Shades of Meaning!

**Grammar** Using Modal Verbs: could, should, would, might

**Function** Giving advice, making suggestions, expressing doubts

**Reading Skills** Skimming a text for the general idea

**Listening Skills** Listening for implied information  
Listening for specific items mentioned in a song

**Writing Skills** Reporting about a decision

**Vocabulary** Adjectives of feeling; shades and colours.

**Strategies:** I can look for key words in a text  
I can use personal experiences to help form opinions  
I try to infer meaning from poems  
I think about texts at a deeper level than the basic meanings of the words.

# Lesson 1

## AIMS

- To skim a text for the general idea
- To infer the function of a text
- To raise awareness of colour and the laws of physics

## Lead-in

### Task 1

Read the short text and decide if you agree or disagree with it.

Creative use of colours can make you feel hungry or jazz up the environment. **Red** is the colour of energy and life, desire and love. **Orange**, is full of warmth and enthusiasm, cheerfulness and optimism. Yellow expresses a positive attitude of a friendly person. **Green** suggests hope and growth. **Blue** reflects calmness and peace. **Beige** or **Indigo** represent peacefulness and friendliness. Darker colours suggest sadness and depression.

Source: Secrets of Colour Healing by S. Morris 2001

Look at the living-rooms in the pictures. Which one feels: homely and cosy; light and airy; lively and dynamic? Which one do you like?



### Task 2

A. Use the text in the box to help you choose which living-room you would prefer.

Example: Living-room No 3 is elegant and safe because of the brown and gold decoration.

B. Describe the colours in your bedroom to your partner and ask him or her what impression it gives.

If you could change the colours in your room, which ones would you use for the walls, carpet, furniture, curtains, bedspread, etc.?



### Task 3

How good are you at Physics? Find information about colours on the internet or ask your Physics or Art teacher to arrange the colours in the correct columns.

Primary colours	Secondary colours	Intermediate colours

Ask your Physics teacher why primary colours are important.



# Colours in our lives!

## Task 4

*In pairs, read the following definitions of colour and decide which one you think is correct. Why?*

- a) *colour comes from the spectrum of light an object reflects to the eye*
- b) *colour comes from a mixture of light and darkness*
- c) *the way our eyes see things creates the colour.*



A "definition" is a statement about the exact meaning of something, how it works and what its functions are. In order to write the definition of 'colour', you need to say:  
i) how colour appears, and  
ii) what causes it to appear.

## Task 5

A. *What creates the colours of the rainbow? Use your dictionary to write a definition of what the 'rainbow' is.*

B. *Read this poem and say how the poet feels when he sees a rainbow. How do you feel when you see a rainbow? Why?*

*Write a short paragraph. Take ideas from the texts on colours in the Appendix or from the poem.*

**William Wordsworth (1802)**

*My heart leaps up when I behold  
A rainbow in the sky:  
So was it when my life began;  
So is it now I am a man;  
So be it when I shall grow old,  
Or let me die!  
The Child is father of the Man;  
And I could wish my days to be  
Bound each to each by natural piety.*

## Task 6

*Create a simple colour poem. It could be like this:*

*Roses are red, / violets are blue, / your sister is lovely, / what happened to you?  
Read it aloud according to the pauses indicated by the /*





# Lesson 1



## Reading 1 - Colour and Clothes

### Task 1

A. Look at the picture in B. Which century do you think it comes from? Indicate the period on the timeline below. What role did colours play in these periods?



3,000 BC



AD 1450



21st CENTURY



AD 2500

B. Did people in Greece wear the same clothes in the 15th century? Would it be acceptable for people to dress in these colours today? Why? Why not?



#### The Colour of Our Environment

Colour is personal; the clothes we wear and the colour schemes of our homes and gardens can tell a great deal about us. It is used to express mood, attitude, wealth, status, and belonging to a specific group. We should always try to surround ourselves with colours which attract us, so that we feel in tune with our environment.

We must also recognize that our need for colour changes as we change: while we may always have a favourite colour, there might be times when we have a sudden desire to redecorate our bedroom or buy an article of clothing in a colour that we would not normally choose. To put a balance in our lives, we should be aware of the role of colour and its importance in our everyday lives.

### Task 2

Read the text and then in pairs answer the following questions:

A. The main idea in this text is to:

- i) inform us about the uses of colour
- ii) advise us what colours to wear
- iii) describe how colour influences our characters

B. Find words in the text to complete the following sentences and choose one as a title for the article above.

- i) Matching colours can help ..... people's lives.
- ii) What we wear says ..... about us.

C. What colour would you wear if you were in a good or a bad mood?



### Task 3

What colours will people wear in 2500? What will the preferable colours be then? Draw a picture to represent that period.

# Colours in our lives!



## Reading 2 - Colours Everywhere

### Task 1

Skim through the texts and match a title for each from those given. Which period on the timeline do they refer to?

Colour and shopping

Colour in Cosmetics

Colour in the home

A. The kitchen is a lively room of any home therefore it is best to shy away from hues of purple and blue as they will slow you down when you are **on-the-go**.

Bright, exciting colour schemes can increase energy levels when you have a lot of cooking and cleaning to do. Bright red **gets you going**. Like orange, yellow is refreshing and increases energy and inspiration although it might be a bit bright. In any case, why not **have a go** and change your kitchen to suit you?



B. The food industry cleverly exploits the powerful connection between taste and vision in a variety of ways. Food colorants are added to ensure that the colour of the food matches our expectations. For example, butter is naturally much whiter in colour; margarine is black! A natural pea is not as green as it is in the packet. Therefore, we should think twice about those products sitting on the shelves of our supermarkets.

C. The idea that make-up was first used in the twentieth century is wrong, although it is true that only comparatively recently has the use of make-up by women become almost universal, with make-up being all **the go** for young and old women everywhere today. As long ago as 3000 BC, aristocratic Egyptian ladies used complex and ornate make-up such as black eyebrows and lashes, blue eye-shadow, red lips and nails.



Source: Adapted from a text on colour at [www.experience.org](http://www.experience.org).

### Task 2 - Comprehension

Read the texts again and answer the following questions:

1. Which of the three texts: a) gives advice, b) mentions how colours are used in a bad way, c) talks about human nature?
2. Which verb in text **B** shows you how the writer feels about using colours in food?
3. Which text gives information which breaks a myth?
4. Which fact in text **B** sounds shocking? Why?

### Task 3

In groups of five, imagine you are members of a marketing team and want to launch a new product. What colours would you use (or not use) for the packaging of: milk, toothpaste, orange juice, soap, chocolate, biscuits and olive oil?





# Lesson 2



## Listening 1

### AIMS

- To practise the use of Modal verbs
- To listen for implied information
- To listen for specific items mentioned in a song

### Task 1 - Petula Clark, 'Colour My World'

- A. Listen to the song and tick the things that the singer mentions.
- B. Decide with your partner what colour the singer expects as the colour of love.



### Task 2

Find the singers of these songs: *Roses are Red*, *Yellow Submarine*, *White Christmas*, *Goodbye Yellow-Brick Road*, *Blue Suede Shoes*, *Brown-Eyed Girl*, and report to your class. Is there any Greek song that has to do with colours? Report to your class.



## Vocabulary

### Task 1

- A. In pairs, match the colours to what they mean. Check your answers with your teacher.
- B. Which colours are described with ADJECTIVES and which are described with NOUNS?
- C. In pairs discuss why each person has chosen the different colours to wear.

**Example:** The lady likes to wear grey to show how serious she is



MEANING	COLOUR	ADJECTIVE / NOUN
Dramatic, classy & serious		
Health, food, nature		
Mature, old & eccentric		
Clean, pure & simple		
Soft, feminine		
Warmth, excitement, & energy		
Cold, distinctive		
Spring & brightness		
Loyalty & security		
Royalty, religion		
Aggressive, strong		

### Task 2 - Idioms to do with colours

Complete the sentences below with these idioms.

- When my brother uses my mobile phone, I.....
- Nobody uses the new athletic stadium so it's a .....
- His brothers and sisters have ignored him. He's the .....
- The shop assistant had the money in her bag and was caught .....
- His team lost the game and now he's .....
- When he fell in front of the class he was .....
- We go to the theatre once in a .....
- When his little brother won first prize, Martin was .....
- My grandmother has a lovely garden with colourful flowers. She has .....

black sheep  
blue moon  
feeling blue  
green fingers  
green with envy  
red faced  
red-handed  
see red  
white elephant

# Colour's my world!



## Grammar

**Modal verbs: must, might, should, could, shouldn't**

### Task 1

Answer the following questions and discuss your answers in pairs:

- When might you wear a red T-shirt with a pink pair of jeans?
- What shouldn't you wear to school?
- Would you wear a yellow pair of boots with red socks?
- Could you wear a pink hat with a blue jacket to a wedding?
- What should you wear to your uncle's wedding?
- How might you feel if you saw your dad wearing a pink hat?
- What colours could you wear that would shock your grandmother?
- What must you not wear when you march on the 25<sup>th</sup> of March?



### Task 2

Look at the verbs in the questions again.

What verb form follows modal verbs?

teacher - job interview  
 bank manager - holiday  
 teenager - school  
 grandmother - party  
 best friend - church  
 little brother or sister - baptism  
 father - work



### Task 3

Read these situations and say what colour of clothing each person could, should, might, must wear for each occasion.

#### Grammar Rule:

Modal Verbs (e.g. **must, should, shouldn't, might, could**) are always followed by the ..... of the main verb.



#### Rules of use:

When we want:

- to give someone **advice**, we can use \_\_\_\_\_
- to **tell someone to do** something important we can use \_\_\_\_\_
- to say that something is **possible**, we can use \_\_\_\_\_
- to say that it is **possible** for something **to happen**, we use \_\_\_\_\_



### Task 4

Use the modal verbs in grammar to complete these statements about your own life.

- I ..... try to do more exercise
- I ..... wear blue jeans with a black top.
- I ..... never eat food that is black.
- If the sun is shining tomorrow, I ..... go for a walk.
- I ..... judge people by the colour of their skin.
- I ..... never wear pink with yellow.



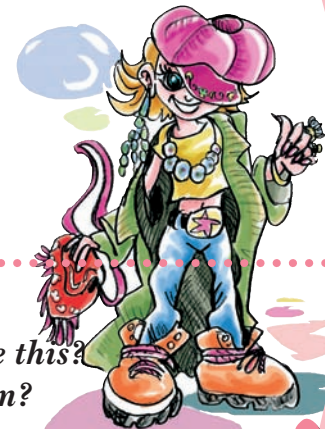
### Listening 2 - Lead-in

A. Look at the above picture. Why are the young people dressed like this?

B. Do you ever use make up or dress up in different colours? When?

Compare your answers with your partner.

Make a short list of the events when someone might use different colours or paint their faces. What special occasions do people dress up for in colourful clothes?



# Lesson 2

## Task 1

Look at the photograph and say what you think is happening.



## Task 2

- A. Listen to some people talking about a traditional festival to verify your answer.
- B. Listen to the recording again and tick True or False below.

	True	False
1. The Holi festival is celebrated in the spring.		
2. Men stay indoors throughout the Holi celebrations.		
3. The colour powder "gulal" only comes in red.		
4. People rub colour powder onto each other's faces and say 'Happy Holi'.		



## Task 3

How do colours relate to the environment where someone lives?

For example, why are the houses on the Cycladic islands painted white and blue? What other colours are used in buildings in different parts of Greece?

	+	-
excited		
jealous		
embarrassed		
confused		
confident		
annoyed		
lonely		
tense		
upset		
guilty		
optimistic		
shy		
homesick		
frightened		
scared		
helpless		
furious		
shocked		
disappointed		
romantic		

## Speaking

### Task 1 - A survey

In small groups, discuss which colours would represent the following: love, jealousy, fear, anger, sadness.

Then do a survey in your class to see which colour is the most popular in each case. Complete the chart.

	COLOUR
love	
jealousy	
fear	
anger	
sadness	

### Task 2

Look at the adjectives on the right. They all express feelings. Tick the right box to show if you think the word is positive or negative.

### Task 3

Look at the photographs for a few seconds and discuss with your partner how you feel. Discuss the effect on the senses of the colours in each scene.

Example: Blue makes me feel... (e.g. happy, sad, excited, nervous, angry, relaxed).





# Colour's my world!

## Task 4

Match the following names with places in the photographs in Task 3. Check your answers on the internet or in an encyclopaedia.

*Giant's Causeway, Ayers Rock, Grand Canyon, Niagara Falls, Great Rift Valley*

*In which continents can you find these natural wonders of the world?*

## Task 5 - Mini-project

*Your class is participating in a European Project to attract visitors to EU countries. You have to make a poster representing the traditions, natural beauty and atmosphere of Greece. What photos would you choose?*

*Work in groups, collect pictures and write the relevant texts to create your poster. Then bring it to the class and choose the best to send to the EU.*



## Writing - Pre-writing

*Read the following newspaper article and letters from British school students and choose the letter that you agree with. Why do you disagree with the other letter?*



A girl in Essex has been put in isolation from her classmates for turning up at school with blonde and red highlights in her hair. So, do you think the school's action is fair enough - or too strict? Do you think you should be able to style yourself at school with hair dye and accessories, to give you some individuality? Source: cbbc.co.uk  
*E-mail and let us know!*

### Emily, 34, Cardiff

I think it's the proper action by the school as her behaviour will act as a bad example for the rest of the children. Unfortunately, today many teenagers copy their school friends without understanding what they are doing. This kind of behaviour must stop! Parents can help by preventing their children from wearing such ridiculous colours! ”

### Simon, 14, Birmingham

I think that schools shouldn't penalise you for dyeing your hair. It's your and your parent's business if you are allowed to do it. It's really unfair, I used to go to a school that didn't even let girls use nail polish or let guys have a beard. Now, I'm in a school that doesn't have any regulations and it's much more comfortable. Anyway, what you do with your hair doesn't affect anybody else so you should be able to do whatever you like. As long as your parents are OK with it. ”

## Task

### A. Role-play

*A boy has recently come to school with his arms heavily tattooed. This has been a shock for both teachers and parents. In groups, take the role of the head teacher, a parent, a student and a school friend to discuss if students should be allowed to do this.*

*B. Write a report about the decision you reached in your group.*



# Lesson 3

## Visualising colour

### Task 1 - Play a game: Visualizing colour

*As a class, close your eyes and imagine you are walking through a forest. Take turns to say what you see as you are walking through this place. Mention the colours you see. How do they make you feel?*

*Listen carefully with your eyes closed to each student's statement. Then discuss as a class how you felt during the narration of the story.*

### Task 2 - Personality test

*Write a number next to each of the following colours in order of your preference:*

- violet 
 black 
 yellow 
 red
- brown 
 green 
 grey 
 blue

*Ask your teacher to comment on your preferences.*

*Do you agree or disagree?*

*For a more detailed analysis of your personality look at the site:*

*[http://www.colour-experience.org/matching/matcol\\_psych\\_tests/matcol\\_psych\\_test2.htm](http://www.colour-experience.org/matching/matcol_psych_tests/matcol_psych_test2.htm)*

### Project - Add colour to your classroom

*The school headmaster has decided to add colour to the school and has organised a competition for ideas on how students would like to change their classrooms. In groups of 3, create the ideal classroom atmosphere using colours.*

Group 1 asks all the class about their preferences.

Group 2 makes a sketch of the class

Group 3 colours the sketch using the ideas students have given.

*Present your coloured sketch to the class. As a class, vote for the best sketch and present it to the headmaster.*

### Culture corner - Task

*Look at the photograph. What do these men do?*

*In which country would you see these men?*

*Check an encyclopedia or the internet to find out what 'Trooping the colour means'.*



*Why do you think the dollar is called the 'greenback'?*



*You can check your answer at [http://www.en.wikipedia.org/wiki/United\\_States\\_dollar](http://www.en.wikipedia.org/wiki/United_States_dollar).*



# Self - evaluation

## Activity A

Use the words in the box to best complete each of the sentences.

- a) Pink creates a certain feeling of ..... in a room.
- b) The warm colours suggested a feeling of ..... among the people.
- c) The ..... of the children was clear from the smiles on their bright red faces.
- d) The colour of sorrow and ..... tends to be black.
- e) The ..... of the quite beach was broken by loud noise from the passing car.

friendliness  
peacefulness  
calmness  
cheerfulness  
sadness

\_\_\_/5 points

## Activity B

Label the rainbow with all the colours.



\_\_\_/3 points

## Activity C

Put the words in the correct column.

	Nouns	Adjectives	Verbs
choose specific importance cosy balance attract express environment airy			

\_\_\_/4.5 points



# Self - evaluation

## Activity D

*Match the words on the left with a word on the right to make a common word pair.*

- |             |             |
|-------------|-------------|
| 1) specific | a) scheme   |
| 2) food     | b) instinct |
| 3) colour   | c) industry |
| 4) human    | d) nature   |
| 5) basic    | e) group    |

\_\_\_/2.5 points

## Activity E

*Look back at the Unit to match a colour to the following.*

- i. loyalty and security \_\_\_\_\_
- ii. aggression and strength \_\_\_\_\_
- iii. warmth and energy \_\_\_\_\_
- iv. health and food \_\_\_\_\_
- v. royalty and religion \_\_\_\_\_

\_\_\_/5 points

Total \_\_\_/20 points

**Now tick how well you can do the following:**

	With difficulty	Quite well	Easily
✓ I can use adjectives to discuss mood and emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a text and understand most details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can recognize and understand some idioms of colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can skim through a text to get the general meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>