

1a Life in colour

Reading

- 1 Read the article *Life in colour*. Find how colour is important to the people in the photos.
- 2 Read the article again and find the following information.
 - 1 three ways we use colour
 - 2 one example of each way we use colour
- 3 Work in pairs. Compare your answers from Exercise 2. Then think of examples for the three uses of colour from your own culture.

Grammar present simple and present continuous

- 4 Underline the present simple and circle the present continuous forms in the article. Which verb form do we use for these things?
 - 1 things which are always or generally true
 - 2 things which are in progress at the time of speaking
 - 3 things which are regular actions

PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

The 'in' colour changes every season.

Present continuous

This autumn women are wearing shades of purple and lilac.

For further information and practice, see page 83.

Life in colour

We live our lives in colour from our earliest days – in Western cultures 'pink for a girl' or 'blue for a boy'. Colour plays a big part in everything we do. We use it both as a badge of identity and a way of expressing our individuality through decoration. And we use different colours to send out very different messages.

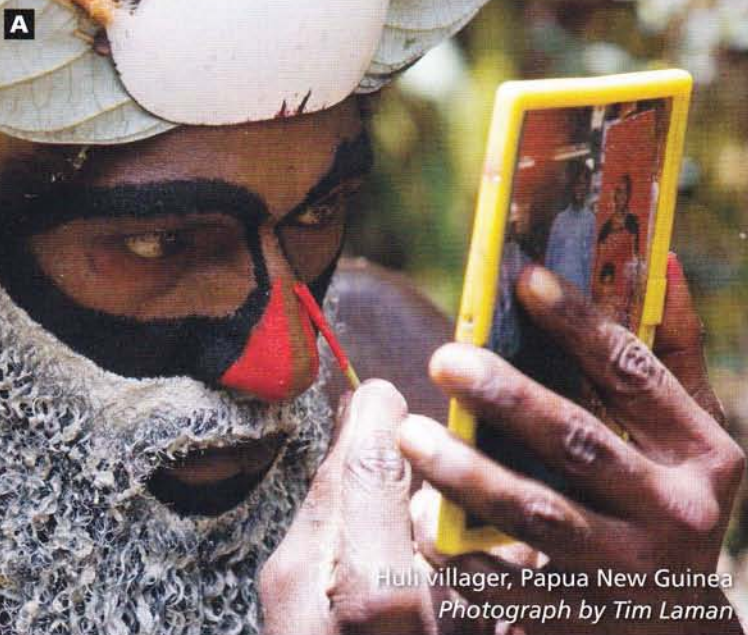
IDENTITY People need a sense of group identity. Look at the schoolboy in the photo. From his colourful traditional dress, other people in Peru know he comes from the Quechua community. We wear uniforms at school and work, and we dress in our favourite sports team colours to say the same thing – we belong to this group.

DECORATION The Huli villager in the photo is getting ready for a local festival. He's applying the traditional colours of red, black and white in his own personal pattern. Face-painting is an important part of the celebrations, and these days people are starting to experiment with brightly coloured synthetic paints as well as traditional hues. In fashion-conscious Europe, the 'in' colour changes every season. This autumn, for example, women are wearing shades of purple and lilac.

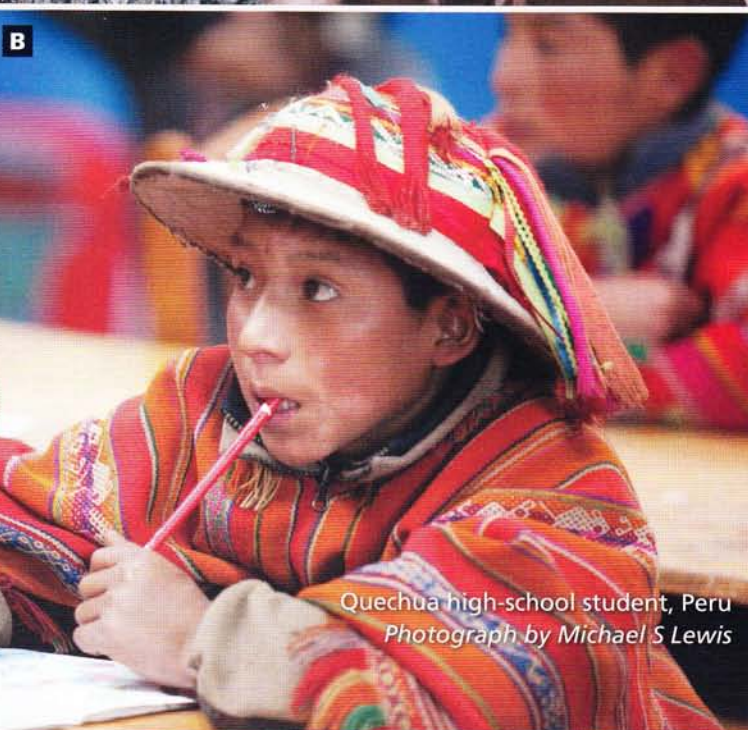
MESSAGES Marketing experts understand the power of colour very well. Packaging and labels in eye-catching colours stand out on the supermarket shelf. And companies always select the colour of their brand very carefully – a calm blue for a bank you can trust, dark green says quality and sophistication, or brown and green means eco-friendliness.

hue (n) /hjuː/ a shade of a colour

packaging (n) /'pækɪdʒɪŋ/ a container for a product



Huli villager, Papua New Guinea
Photograph by Tim Laman



Quechua high-school student, Peru
Photograph by Michael S Lewis

- 5 Complete the comments with the present simple and present continuous forms of the verbs.

Jenni, IT student

We ¹ _____ (dress) casually at my college. But today my tutor ² _____ (wear) bright blue cycling shorts! I know everyone ³ _____ (say) IT people are 'different', but I think that's a bit much!

Leo, finance assistant

My boss often ⁴ _____ (get) crazy ideas. At the moment, we ⁵ _____ (try) out a new colour coding system for the files – different shades of pink!

Josie, sales assistant

I usually ⁶ _____ (buy) a takeaway for lunch. I ⁷ _____ (not /eat) inside because the bright yellow and red tables are horrible!

► STATIVE VERBS

We use stative verbs to talk about states. These verbs are not normally used in the continuous form. Some verbs, for example *love*, can have both stative and dynamic meanings.

Jenni loves clothes.

Jenni is loving her new job.

For further information and practice, see page 83.

- 6 Complete the table with these stative verbs. Can you add more verbs to the table?

belong contain know love mean
need sound suppose taste understand

Categories	Stative verbs
thoughts / mental processes	believe, _____, _____, _____
the senses	hear, _____, _____
emotions	want, _____, _____
possession	have, _____, _____

- 7 Complete the pairs of sentences with the present simple and present continuous forms of the verbs. Do the verbs have stative or dynamic meanings?

- a I _____ (think) this colour is OK for my living room.

b We _____ (think) about redecorating the offices.
- a The Quechua people _____ (come) from South America.

b A lot of people _____ (come) to the city to live these days.
- a I _____ (love) purple. It's my favourite colour.

b My sister is on holiday in Peru. She _____ (love) it!

Vocabulary time expressions

- 8 Find these time expressions in the article and in the comments in Exercise 5. Complete the table with the expressions. Then add more expressions.

always at the moment often this autumn
today usually

Present simple	Present continuous
at weekends every day never _____ _____ _____	right now this month this week _____ _____ _____

- 9 Write questions with these verbs. Use the present simple or present continuous and time expressions. Then work in pairs. Ask and answer your questions.

buy dress eat try out wear work

Do you usually dress differently at weekends?

Not really, no.

Speaking

- 10 Put the activities into two groups: *routine activities* and *leisure activities*.

cook a meal
decorate your house
do DIY
do housework
dress up
go online
go out with friends
go shopping
go to evening classes
go to an exercise class
learn a new skill
make something with your hands
read a new book
spend time with your family

- 11 Work in pairs. Answer the questions about the activities in Exercise 10. Find three things you have in common.

How often do you cook a meal?

Are you cooking a meal at the moment?

When do you usually cook meals?

What are you cooking these days?

1b Culture and colour

Vocabulary feelings and personal states

- 1 Work in pairs. Which colour do you associate with the words *love* and *anger*?
- 2 Choose the correct word for each definition. Check that you understand the meaning of the other words. Use a dictionary if necessary.
 - 1 *passion / prosperity* financial success
 - 2 *love / luck* when things go well without planning them
 - 3 *courage / anger* the ability to face dangerous situations without being afraid
 - 4 *happiness / wisdom* the ability to make good decisions based on experience
 - 5 *knowledge / sorrow* information and facts that a person has
 - 6 *power / sadness* a feeling of being unhappy
 - 7 *joy / mourning* a feeling of great sadness when someone dies
 - 8 *pride / envy* a feeling of wanting what someone else has

Listening

- 3 1.2 Work in pairs. Do the quiz *Colours and their meaning*. Then listen and check how many answers you got right.
- 4 1.2 Listen again and complete the notes.

Colour	Place	Meaning
red	Western cultures	love, passion, 1 _____
	Eastern cultures	luck, prosperity, courage
yellow	China	power
	India	wisdom, 2 _____
orange	Japan	happiness, 3 _____
blue	Western cultures	4 _____
	Mexico	mourning
5 _____	international	environmentalism
	Western cultures	envy

- 5 Do these colours mean the same in your culture?

Colours and their meaning

- 1 Look at the photo. Where are the women going?
 - a to a birthday party
 - b to a wedding
- 2 Does red have different meanings in Eastern and Western cultures?
 - a yes
 - b no
- 3 Where does yellow symbolise wisdom?
 - a China
 - b India
- 4 Which colour means 'happiness' in Japan?
 - a orange
 - b pink
- 5 Can you say 'I feel blue' in English?
 - a yes
 - b no
- 6 When do people wear blue in Mexico?
 - a at Easter
 - b at funerals
- 7 Who uses green as their symbol?
 - a the environmentalist movement
 - b the scout movement



6 Pronunciation questions

- a** 1.3 Listen to these questions. Notice how the speaker's voice rises at the end of questions which begin with verbs, and rises then falls for questions that begin with *Wh-* words.

- 1 Do you want to do this quiz?
- 2 Where are the women going?

- b** 1.4 Listen and repeat these questions.

- 1 Where does yellow symbolise wisdom?
- 2 Is it China?
- 3 What's the next question?
- 4 When do people wear blue in Mexico?
- 5 Are there any more questions?
- 6 Do you want to have a go?

Grammar question forms

- 7** Look at the questions in the quiz *Colours and their meaning*. Match the questions (1–7) with these statements (a–c).

- a We use *do* and *does* to make questions in the present simple.
- b When we make questions with *be* or modal verbs (e.g. *can*), we invert the subject and the verb.
- c When the question word is the subject of the question, we don't invert the subject and the verb.

QUESTION FORMS

(why / where / how etc.)	are	you		happy?
	can	you	say	this word?
	does	it	mean?	
	is	she	doing?	
		who / what	uses	this colour?

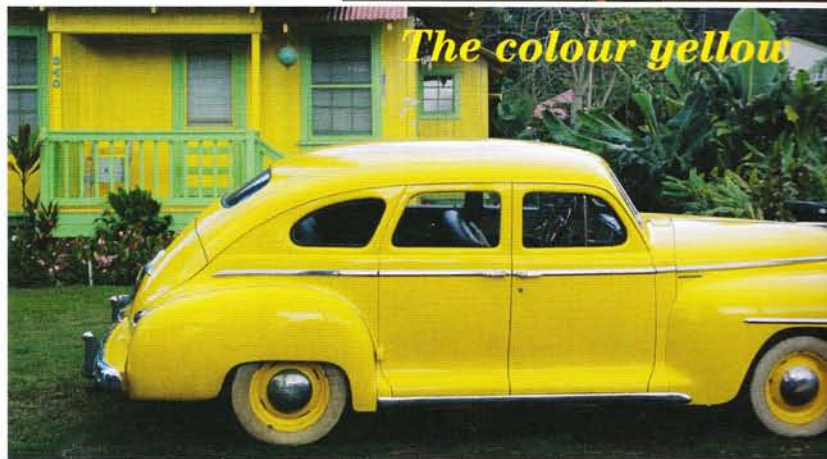
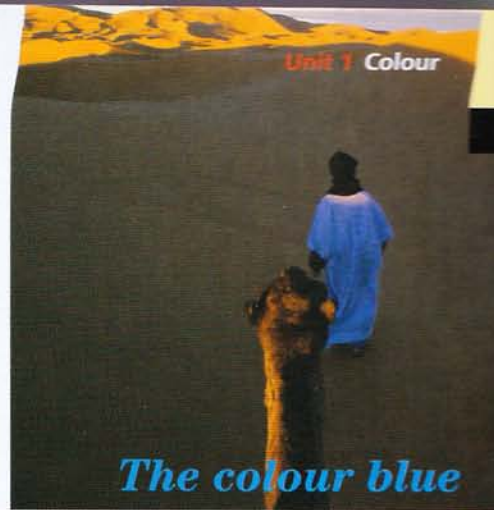
For further information and practice, see page 83.

- 8** Look at the grammar box. Complete the *blue* and *yellow* quiz questions with verbs or question words.
- 9** Work in two pairs within a group of four.

Pair A: Turn to page 81 and follow the instructions.

Pair B: Turn to page 82 and follow the instructions.

- 1 Where _____ the Tuareg – or Blue people – originally come from?
- 2 _____ lives in the Blue House in South Korea?
- 3 What _____ the name of the country where the Blue Nile begins?
- 4 Which part of the USA _____ famous for Blues music?



- 1 Which fruit _____ the Californian Yellow Fruit Festival celebrate?
- 2 _____ sport gives a yellow jersey to the winner?
- 3 Where _____ yellow taxi cabs come from originally?
- 4 Where _____ you see the house that inspired Van Gogh's 'Yellow House' painting?

Writing and speaking

- 10** You are going to introduce yourself to people in your class and find out as much as you can about them. First, prepare some questions. Match questions 1–4 with the follow-up questions (a–d). Then write four more follow-up questions of your own for questions 5–8.

- 1 What do you do?
- 2 Do you live near here?
- 3 Are you from a large family?
- 4 How many languages do you speak?
- 5 Why are you learning English?
- 6 What do you think of the course?
- 7 Are you doing any other courses at the moment?
- 8 Have you got any hobbies?

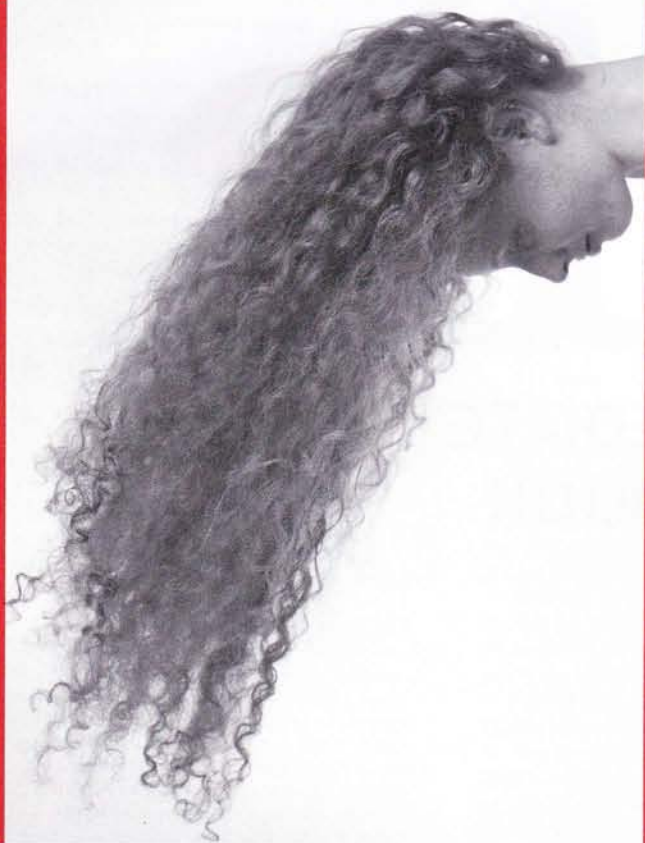
- a How well do you speak _____?
- b How many _____ have you got?
- c Can you walk there from here?
- d Do you enjoy your job?

- 11** Work as a class. Introduce yourself to three or four students. Then work in pairs. Tell your partner about some of your classmates you spoke to.

Manuela and Adela are from Lisbon.

Unit 1 Colour

1a Red alert!



Listening hair colour

1 Which of these hair colours is not natural?

black blonde brown grey purple red
white

2 1.1 Listen to a radio clip from a 'pop science' programme. Are the sentences true (T) or false (F)?

- 1 Not many people buy hair dye in the United States.
- 2 In Scotland, two per cent of the population are natural redheads.
- 3 The gene for red hair also gives the body other benefits.
- 4 You can get red hair if both your parents carry the gene.
- 5 There are more redheads in the world now than before.

Glossary

dye (n) /daɪ/ a synthetic or natural substance used to change the colour of something

roots (n) /ruːts/ your origins, the place or group of people you come from

3 1.1 Complete the sentences with the present simple or present continuous form of the verbs. Then listen again and check.

- 1 People _____ (spend) over a hundred million dollars every year on red hair dye.
- 2 It _____ (seem) that a lot of us _____ (like) red.
- 3 Natural redheads aren't very common – they _____ (belong) to a minority.
- 4 In Scotland two out of five people _____ (possess) the gene for red hair.
- 5 Some redheads _____ (feel) the cold more.
- 6 You _____ (need) two copies of the gene to get red hair.
- 7 That's why natural redheads _____ (disappear).
- 8 Young people often _____ (move) away from their home areas to work or to study.
- 9 The chances of someone meeting another person with the red-hair gene _____ (get) smaller.
- 10 Now some scientists _____ (speculate) that by the year 2100 true redheads will be extinct.

4 Look at the sentences in Exercise 3. Find words with the opposite meaning to these words.

- 1 artificial: _____
- 2 rare: _____
- 3 majority: _____
- 4 the heat: _____
- 5 greater: _____