Teacher’s notes

1. Write the following on the board: Richard Of York Gave Battle In Vain

2. Explain that this is a mnemonic, or memory device, in which the first letters of the words represent a sequence of items which people often have trouble remembering. Ask them to guess what the sequence is.
   
   **Answer:** red, orange, yellow, green, blue, indigo, violet (the colours of the rainbow)
   
   Ask if they know any other mnemonics in English or their own language.

3. Write the following words on the board, or display the interactive version, and elicit the connection between them.

<table>
<thead>
<tr>
<th>crimson</th>
<th>sapphire</th>
<th>scarlet</th>
<th>ultramarine</th>
</tr>
</thead>
<tbody>
<tr>
<td>puce</td>
<td>azure</td>
<td>magenta</td>
<td>navy</td>
</tr>
<tr>
<td>red</td>
<td>burgundy</td>
<td>sky</td>
<td>royal</td>
</tr>
<tr>
<td>maroon</td>
<td>cerise</td>
<td>indigo</td>
<td>blue</td>
</tr>
</tbody>
</table>

   Answer: ‘red’ and ‘blue’ are superordinates of the other words, i.e. seven of the words are hyponyms of ‘red’ and seven of them are hyponyms of ‘blue’. This means that ‘red’ and ‘blue’ are the head words for the other words, which are all shades of either red or blue.

4. Ask students to work in pairs and try to divide the words into two categories, shades of red and shades of blue. This will be almost impossible to get completely right, but students may be able to use logic in some cases (e.g. sky, navy) or may find clues in their own languages. If you have access to the internet, ask students to check their answers by referring to the following web pages:


   **Answers:**
   
   - **shades of red:** crimson, scarlet, puce, burgundy, magenta, maroon, cerise
   - **shades of blue:** indigo, azure, navy, sky, sapphire, royal, ultramarine

   **NB:** ‘sky’, ‘navy’ and ‘royal’ are not normally used as colours on their own, but are used before the word ‘blue’ (‘sky blue’, ‘navy blue’ and ‘royal blue’).

5. Give each student a copy of worksheet A. Ask them to read the questions and guess the answers, writing their guesses in the middle column of the table. When they have finished, give each student one of the mingle cards

   **NB:** if you have a class of more than seven students, the same card can be given to more than one student; if you have fewer than seven students, either give some students more than one card or keep a card yourself and join in the following mingle activity.
6. Ask students to read their cards and see if they can find the answer to any of the questions from worksheet A. If so, they should write the answer in the final column of the table. Ask students to then walk around the class and tell each other about their colour. Students should listen to the information they are told and add any relevant answers to their table.

7. When they have finished, ask students to compare their answers with a partner and find out who had the most correct guesses. Finish by asking students if the colours have the same connotations in their country, and if they have any additional associations.

8. Give each student a copy of worksheet B. Explain that the worksheet shows a list of expressions and idioms which all include colours, arranged into groups 1-9. Ask students to look at the list and see if they can guess which colour goes with each group. They should be able to make an attempt at this using context and educated guesswork alone, but they can be asked to complete the task for homework if necessary. Students could also be given the task of writing gapped contextualised sentences based on these expressions in order to test each other.

**Answers:** 1 colour; 2 black; 3 blue; 4 green; 5 pink, 6 rose; 7 red; 8 white; 9 yellow
### Worksheet A

<table>
<thead>
<tr>
<th><strong>Which colour is associated with these things, and why?</strong></th>
<th><strong>My guess</strong></th>
<th><strong>Correct answer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. priests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. brides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. villains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. love</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. the sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. fertility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. luxury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. cleanliness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What colour ...**

1. ... dress would you recommend for a woman who is worried about her weight?
2. ... cars are stolen more than any others?
3. ... is used a lot in the fashion industry because it matches everything?
4. ... makes people feel less energetic?
5. ... suit might give a good impression at a job interview?
6. ... makes babies cry more?
7. ... can appear artificial?
8. ... aids relaxation?
9. ... makes people feel stronger?
10. ... is associated with bad luck?
Black

Black is the colour of authority and power. It is popular in fashion because it makes people appear thinner. It is also stylish and implies submission. Priests wear black to signify submission to God, and some fashion experts say a woman wearing black implies submission to men. Black clothes can make people seem distant or evil, which is why villains, such as Dracula, often wear black.

Yellow

Cheerful yellow attracts attention. It is considered an optimistic colour, but people lose their tempers more often in yellow rooms, and babies will cry more. It is the most difficult colour for the eye to take in, so it can be overpowering if overused. Yellow enhances concentration, hence its use in libraries, and it also speeds up the metabolism.

Purple

The colour of royalty, purple connotes luxury, wealth, and sophistication. This is because the dye which was used to make the clothes of royalty was extremely expensive. Purple is also feminine and romantic. However, because it is rare in nature, it can appear artificial.

Green

Currently the most popular decorating colour, green symbolizes nature. It is a calming, refreshing colour, and people waiting to appear on TV sit in ‘green rooms’ to relax. Hospitals also use green because it relaxes patients. Brides in the Middle Ages wore green to symbolise fertility. However, seamstresses often refuse to use green thread on the eve of a fashion show for fear it will bring bad luck.

Blue

The colour of the sky and the ocean, blue is one of the most popular colours. It causes the body to produce calming chemicals, so it is often used in bedrooms. Blue can also be cold and depressing. Fashion consultants recommend wearing blue to job interviews because it symbolises loyalty. People are more productive in blue rooms, and studies show weightlifters are able to lift heavier weights in blue gyms. Blue also has the opposite effect to red, and makes people lose their appetite.

Red

Red stimulates a faster heartbeat and breathing, and is also the colour of love. Red cars are popular targets for thieves, and decorators say that red furniture should be in perfect condition because it will attract attention. Red also helps stimulate the appetite, and so is often used to decorate restaurants and as food colouring. In contrast, the most romantic colour, pink, is more tranquilising. Sports teams sometimes paint the changing rooms used by opposing teams bright pink so their opponents will lose energy.

White

Brides wear white to symbolise innocence and purity. White reflects light and is considered a summer colour. It is popular in decorating and in fashion because it is light, neutral and goes with everything. However, white shows dirt and is therefore more difficult to keep clean than other colours. Doctors and nurses wear white to imply cleanliness.
Worksheet B

1. _______________
   to be off _______________
   to show your true _______________
   to pass with flying _______________

2. _______________
   to have a _______________ out
   the _______________ sheep of the family
   to be in the _______________

3. _______________
   to appear/happen out of the _______________
   to be the _______________ -eyed boy
   it came as a bolt from the _______________
   to look / feel _______________
   to be _______________ in the face
   to happen once in a _______________ moon
   the boys in _______________
   _______________ -collar worker

4. _______________
   to be _______________ with envy
   to get the _______________ light
   the grass is always _______________ er on the other side
   _______________ belt
   to have _______________ fingers
### Fill in the blanks with the correct words:

**5.**
- to be tickled ________________

**6.**
- to see something through ________________-tinted spectacles

**7.**
- to be shown the ________________ card
- to be in the ________________
- to catch someone ________________-handed
- to see ________________
  ________________ tape
- to paint the town ________________
- to roll out the ________________ carpet
- ________________ neck

**8.**
- to be as ________________ as a sheet/ghost
  ________________ elephant
  ________________ lie
  ________________-collar worker

**9.**
- ________________-bellied
- ________________ streak