

Teacher's notes – Colour

1

At this level it is a good idea to find visuals to help teach these words. You could bring in some cards showing lots of different colours. Elicit the colours from the students.

Put the students in pairs to match the colours with the natural things they describe.

Answers

tree	dark brown
leaf	light/dark green
hair	dark brown
sky	pale blue
sea	deep/pale blue
flowers	bright red/deep blue/bright yellow/pale blue
eyes	dark green/deep blue/light green/dark brown/pale blue
sun	bright yellow
lips	bright red
bananas	bright yellow/light green

2

Put the students in pairs to find the missing colour in each sentence, and decide what they are describing.

Answers

- | | | |
|----|---|---------------------|
| a. | Stop when it's red, then wait for amber, then green. | Traffic lights |
| b. | You can get a colour one or a black and white one. | TV |
| c. | Well, the French one, like the American one, is red, white and blue, but the Italian one is red, white and green. | National flags |
| d. | I've always like Simply Red, Deep Purple and Pink Floyd. And of course the Beatles, especially Yellow Submarine. | Pop bands and songs |
| e. | You can buy red ones, green ones, yellow ones, and even orange ones in the supermarket, and they taste great in casseroles, some pasta dishes, and ratatouille. | Peppers |
| f. | In professional matches, if you commit a bad foul, you are shown a yellow card. Two bad fouls, and you're shown a red card and sent off. | Football |
| g. | Red, orange, yellow, green, blue, indigo, violet. | Rainbow |

3

Ask the students to think of their own answers then interview their partner.

4

Ask the students to read the descriptions and decide which colours they are describing.

Answers

- a. red b. grey c. pink d. yellow.

Ask the students to write a short description to describe either *green* or *blue*. This could be set for homework.

5

Put the students in pairs to match the phrases in *italics* with their definitions.

Answers

- | | |
|------------------------------|---------------------------------|
| a. <i>in the red</i> | Owe money to the bank |
| b. <i>feeling blue</i> | Sad/depressed |
| c. <i>green with envy</i> | Jealous |
| d. <i>black and blue</i> | Covered in bruises/badly hurt |
| e. <i>in black and white</i> | Very clear – you can't doubt it |
| f. <i>out of the blue</i> | Unexpectedly |
| g. <i>saw red</i> | Suddenly get very angry |

6

Ask the students to work in groups to redesign the classroom. Give them a few minutes to answer the questions and think of ideas, then ask one student from each group to present their ideas to the rest of the class. Ask the class to agree on a new colour and design for the room.

You might like to extend this activity by giving students some large sheets of paper and getting them to do a complete redesign. Ask them to create the perfect language learning environment.