

Unit 2 Colour my world

Starting off

- 1 Work in small groups. Each of these pictures illustrates the interior of a building.
 - 1 How do the colours and designs make you feel? (Think about patterns, layout, etc.)
 - 2 How appropriate do you think they are for the function of each place?
- 2 Describe the colours and decoration that you have in a room in your home.



Reading Section 2

Exam information

- Reading passage 2 is usually divided into paragraphs or sections – A, B, C, etc. It may be descriptive, discursive or a combination of the two.
- There will usually be three tasks, often including either a 'matching headings' task (which comes before the passage) or a 'matching information' task.

- 1 Work in pairs. You are going to read a journal article about naming colours.
 - 1 Why is it important to know the names of colours? Did you have difficulty learning the names of any colours in English? Which ones?
 - 2 Read the title and the subheading on page 19, then discuss what you expect to read about in the rest of the article.
- 2 Skim the article on pages 19–20. Name two groups of people who you think would be interested in reading it, and explain why.
- 3 Read the article and note down what you think is the main theme of each section. Then compare your notes with headings i–vii on page 19.

4 Answer Questions 1–4.

Questions 1–4

The Reading Passage has four sections, A–D.

Choose the correct heading for each section from the list of headings below.

List of Headings

- i A possible explanation
- ii Why names of objects are unhelpful
- iii Checking out the theory
- iv A curious state of affairs
- v The need to look at how words are formed
- vi How age impacts on learning colours
- vii Some unsurprising data

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D

Exam advice Matching headings

- Read each paragraph / section of the passage carefully to identify the main idea or theme.
- Choose the correct heading for each paragraph/ section. Be careful to match the heading to the *main idea*, not just similar words.

Learning color words

Young children struggle with color concepts, and the reason for this may have something to do with how we use the words that describe them.

A In the course of the first few years of their lives, children who are brought up in English-speaking homes successfully master the use of hundreds of words. Words for objects, actions, emotions, and many other aspects of the physical world quickly become part of their infant repertoire. For some reason, however, when it comes to learning color words, the same children perform very badly. At the age of four months, babies can distinguish



between basic color categories. Yet it turns out they do this in much the same way as blind children. “Blue” and “yellow” appear in older children’s expressive language in answer to questions such as “What color is this?”, but their mapping of objects to individual colors is haphazard and interchangeable. If shown a blue cup and asked about its color, typical two-year-olds seem as likely to come up with “red” as “blue.” Even after hundreds of training trials, children as old as four may still end up being unable to accurately sort objects by color.

B In an effort to work out why this is, cognitive scientists at Stanford University in California hypothesized that children’s incompetence at color-word learning may be directly linked to the way these words are used in English. While word order for color adjectives varies, they are used overwhelmingly in pre-nominal position (e.g. “blue cup”); in other words, the adjective comes before the noun it is describing. This is in contrast to post-nominal position (e.g. “The cup is blue”) where the adjective comes after the noun. It seems that the difficulty children have may not be caused by any unique property of color, or indeed, of the world. Rather, it may simply come down to the challenge of having to make predictions

from color words to the objects they refer to, instead of being able to make predictions from the world of objects to the color words.

To illustrate, the word "chair" has a meaning that applies to the somewhat varied set of entities in the world that people use for sitting on. Chairs have features, such as arms and legs and backs, that are combined to some degree in a systematic way; they turn up in a range of chairs of different shapes, sizes, and ages. It could be said that children learn to narrow down the set of cues that make up a chair and in this way they learn the concept associated with that word. On the other hand, color words tend to be unique and not bound to other specific co-occurring features; there is nothing systematic about color words to help cue their meaning. In the speech that adults direct at children, color adjectives occur pre-nominally ("blue cup") around 70 percent of the time. This suggests that most of what children hear from adults will, in fact, be unhelpful in learning what color words refer to.

- C** To explore this idea further, the research team recruited 41 English children aged between 23 and 29 months and carried out a three-phase experiment. It consisted of a pre-test, followed by training in the use of color words, and finally a post-test that was identical to the pre-test. The pre- and post-test materials comprised six objects that were novel to the children. There were three examples of each object in each of three colors—red, yellow, and blue. The objects were presented on trays, and in both tests, the children were asked to pick out objects in response to requests in which the color word was either a prenominal ("Which is the red one?") or a post-nominal ("Which one is red?").

In the training, the children were introduced to a "magic bucket" containing five sets of items familiar to 26-month-olds (balls, cups, crayons, glasses, and toy bears) in each of the

three colors. The training was set up so that half the children were presented with the items one by one and heard them labelled with color words used pre-nominally ("This is a red crayon"), while the other half were introduced to the same items described with a post-nominal color word ("This crayon is red"). After the training, the children repeated the selection task on the unknown items in the post-test. To assess the quality of children's understanding of the color words, and the effect of each type of training, correct choices on items that were consistent across the pre- and post-tests were used to measure children's color knowledge.

- D** Individual analysis of pre- and post-test data, which confirmed parental vocabulary reports, showed the children had at least some knowledge of the three colour words: they averaged two out of three correct choices in response to both pre- and post-nominal question types, which, it has been pointed out, is better than chance. When children's responses to the question types were assessed independently, performance was at its most consistent when children were both trained and tested on post-nominal adjectives, and worst when trained on pre-nominal adjectives and tested on post-nominal adjectives. Only children who had been trained with post-nominal color-word presentation and then tested with post-nominal question types were significantly more accurate than chance. Comparing the pre- and post-test scores across each condition revealed a significant decline in performance when children were both pre- and post-tested with questions that placed the color words pre-nominally.

As predicted, when children are exposed to color adjectives in post-nominal position, they learn them rapidly (after just five training trials per color); when they are presented with them pre-nominally, as English overwhelmingly tends to do, children show no signs of learning.

5 Read Questions 5–9 and the title of the gapped summary.

- 1 Quickly scan for the section of the passage that deals with this.
- 2 Read the words around the question to decide what information you need for each gap.
- 3 Answer Questions 5–9.

Questions 5–9

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

The Hypothesis

Children learn many words quite quickly, but their ability to learn colour words takes longer than expected. In fact, despite 5 , many four-year-olds still struggle to arrange objects into colour categories. Scientists have hypothesised that this is due to the 6 of the adjectives in a phrase or sentence and the challenges this presents.

While objects consist of a number of 7 that can be used to recognise other similar objects, the 8 of a colour cannot be developed using the same approach. As a consequence, the way colour words tend to be used in English may be 9 to children.

Exam advice Summary completion

- Read the summary carefully first and decide what type of information is missing.
- Use the title to find the correct section of the passage, then read it carefully.
- Copy words exactly from the passage.
- Check your summary when you have finished to ensure that it makes sense grammatically and reflects the meaning of the passage.

6 Look at Questions 10–13.

- 1 Underline the words in Questions 10–13 (not the options) that will help you find the answers in the passage.
- 2 Scan the passage until you find the right places.
- 3 Answer Questions 10–13 by matching what the writer says to the correct options.

Questions 10–13

Choose **TWO** letters, **A–E**.

Questions 10–11

Which **TWO** of the following statements about the experiment are true?

- A The children were unfamiliar with the objects used in the pre- and post-test.
- B The children had to place the pre- and post-test objects onto coloured trays.
- C The training was conducted by dividing the children into two groups.
- D Pre-nominal questions were used less frequently than post-nominal questions in the training.
- E The researchers were looking for inconsistencies in children's knowledge of word order.

Questions 12–13

Which **TWO** of the following outcomes are reported in the passage?

- A Average results contradicted parental assessment of children's knowledge.
- B Children who were post-tested using post-nominal adjectives performed well, regardless of the type of training.
- C Greatest levels of improvement were achieved by children who were trained and post-tested using post-nominal adjectives.
- D Some children performed less well in the post-test than in the pre-test.
- E Some children were unable to accurately name any of the colours in the pre- and post-tests.

Exam advice Pick from a list

- Use words in the question to help you find the right place(s) in the passage.
- Underline the answers in the passage and choose the correct options.
- The answers may come from one part or different parts of the passage.

7 Work in pairs.

- 1 What things did you find difficult to learn as a child?
- 2 How important is it for children to learn things (e.g. numbers, words, activities, skills) as quickly as possible?
- 3 What can parents do to encourage children to reach their maximum potential?

Vocabulary

Phrasal verbs

1 Using phrasal verbs correctly will help you raise your band score in the exam. Scan the passage on pages 19–20 for these phrasal verbs. Then match them with their definition a–h from the *Cambridge International Dictionary of Phrasal Verbs*.

- | | |
|----------------|---------------|
| 1 comes to | 5 turn up |
| 2 turns out | 6 narrow down |
| 3 come up with | 7 carried out |
| 4 work out | 8 pointed out |

- a to appear or be found
- b to do/complete something, especially something important
- c to happen in a particular way or to have a particular result
- d to make something smaller and clearer by removing the things that are less important
- e to find the answer by thinking about it
- f to tell someone a fact that they did not already know
- g to reach a particular state or situation
- h to think of or suggest a plan, idea, solution or answer to a question

 page 115 *Phrasal verbs*

2 Complete these sentences by writing a phrasal verb from Exercise 1 in the correct form in each gap.

- 1 I have never succeeded in which colours suit me best.
- 2 The designer that the pattern on the fabric was unique.
- 3 Unfortunately, I couldn't any useful suggestions.
- 4 James has managed to his choice of subjects to three.
- 5 We chose the furniture, but when it the colours, we were undecided.
- 6 I'm going to a small study as part of my course work.
- 7 It that many workers preferred the coloured chairs.
- 8 The meeting had to be cancelled because too few people

3 Work in pairs. Find five more phrasal verbs in the reading passage and decide what each of them means.

4 Which phrasal verbs in Exercises 1–3 are examples of:

- 1 verb + adverb particle?
- 2 verb + preposition?
- 3 verb + adverb particle + preposition?

5 Complete these sentences in any way you wish using phrasal verbs from Exercises 1 and 3.

- 1 When it comes ...
- 2 No one could come ...
- 3 If you work too hard, you will end ...
- 4 Their grandparents brought ...
- 5 The judges had to narrow ...
- 6 The instructor pointed ...
- 7 One individual cannot carry ...
- 8 The show turned ...
- 9 It's important to turn ...



Listening Section 2

Exam information

- You hear one speaker talking about a social or general topic.
- This part of the test is slightly harder than Section 1.

1 Work in pairs. You are going to hear a radio programme about a colour exhibition.

- What sort of exhibitions have you been to or heard about?
- Do you prefer to look at museum exhibits or use hands-on, interactive displays? Why?
- Think of one thing that you might see or do at a colour exhibition.



2 Read Questions 1–6. Underline the key ideas around each gap and use these to help you decide what information you need to listen for.

Questions 1–6

Complete the table below.

Write **ONE** word for each answer.

Eye for Colour Exhibition

Section	Aim	Examples of activities
'Seeing colour'		view the gallery through a huge 1
'Colour in culture'	to connect colour and 2	<ul style="list-style-type: none"> go to the colour café learn how a 3 affects sight
'Colour in nature'	to look at the natural world	<ul style="list-style-type: none"> put on a camouflage suit and pick a suitable 4 see through the eyes of a dog or fish
'The 5 room'	to show how colours make us feel	listen to music as the colours and 6 change

3 8 Now listen and answer Questions 1–6.

Exam advice Table completion

- Check how many words you are allowed to use.
- Read around the gaps and make sure the word(s) you choose make sense.
- Spell your answers correctly.

4 9 Read Questions 7–10 and underline the key ideas in the questions. Then listen and answer the questions.

Questions 7–10

Choose **TWO** letters, A–E.

Questions 7–8

Which **TWO** colours were most popular among visitors?

- A blue D purple
B deep pink E red
C lime green

Questions 9–10

Which **TWO** reasons did the children give for selecting their favourite colour?

- A They like wearing it.
B They notice it more than other colours.
C It makes them feel relaxed.
D It has a connection with a sport.
E Someone they admire wears it.

Exam advice Pick from a list

- Underline the key ideas in the question.
- Read through the options and remember that only two of them are correct.
- As you listen, tick the options you hear. The correct answers may not come in the same order in the recording as they do in the question.
- You may hear a paraphrase of a correct option.

5 Work in pairs.

- How do children benefit from going to exhibitions?
- Why are some exhibitions more popular among children than others?
- Who should encourage children to enjoy exhibitions?

Speaking Part 2

Exam information

- You speak alone for two minutes on a topic the examiner gives you.
- You have one minute to make notes before you speak.
- The examiner will tell you when to stop speaking.

- 1 Work in pairs. Read this Speaking task and briefly discuss what you could say for each point. Make some notes as you talk.

Describe something colourful that you bought in the past.

You should say:

- why you bought the item
- what it looks/looked like
- what other people think/thought of it

and explain how you feel/felt about this item.



- 2 Listen to Zandra doing the task in Exercise 1 and use the table to note down how she begins and ends her talk, and how she introduces the points on the card. Then tell your partner what you can remember about each point.

beginning of talk	One of the most 1 <i>colourful things</i> that I've ever bought is ...
why she bought the item	I 2 this doll because ...
what it looked like	Actually, my doll 3, even though ...
what people thought of it	4 think ... and others ...
how she felt about it (ending)	For me, well, 5, I feel ...

- 3 Zandra uses a number of strategies to help her talk flow. Listen again and complete this table.

when she has forgotten something	1 <i>I'm afraid I can't remember</i>
to avoid hesitation	2
to clarify <i>made in this era</i>	3
to refer back to something she said earlier	4
	5
to paraphrase <i>wooden rods</i>	6



- 4 Change partners.

- 1 Take a minute to review the notes you made in Exercise 1 and think how you can use phrases from Exercises 2 and 3 in your talk.
- 2 Take turns to give your talks.
- 3 While you listen, think of a brief question about your partner's talk you can ask at the end.

Pronunciation: *Intonation 1*

- 5 Read this Part 2 task and take one minute to make some notes. Then take turns to do the task with a partner.

Describe a colourful event that you particularly enjoyed.

You should say:

- why you were there
- who you were with
- what you saw around you

and explain why you enjoyed the event so much.

Exam advice Speaking Part 2

- Use appropriate phrases to introduce and end your talk and to help you keep going.
- Paraphrase when you don't know the word(s).
- Use intonation to show how you feel.

Pronunciation

Intonation 1

Speakers use intonation to show how they feel. A rise helps your listener understand that something is exciting or shocking, while a fall can suggest a negative feeling, such as disappointment.

- 1 Work in pairs. Look at this extract from Zandra's talk and decide where you think her voice might rise or fall to show how she feels. If the word has more than one syllable, mark the syllable(s) that rise or fall. Then listen to check your answers.

I mean, I've seen some terrible puppet shows in the past, but these dolls were expressive – they came alive.

- 2 Work in pairs. Decide where Zandra's voice will rise or fall in these sentences. Then listen to check your answers.

- 1 I decided to buy this doll because we'd been to a puppet theatre and seen a performance, and it was just fantastic.
- 2 The story included a certain amount of fighting, which was probably quite frightening for children, but it was also magical – and the good guy won, which I like.
- 3 Actually, my doll looks pretty old, even though it was made – you know – made in this era.
- 4 It's only wooden, but dressed in really bright, attractive materials, like batik.
- 5 Some of my friends think she's very scary, and others, like me, are really drawn to her.
- 6 I feel that she protects me from bad things and brings me good luck.

- 3 Work in pairs. Take turns to read the extracts in Exercises 1 and 2 to each other using the same intonation.

Writing Task 2

Exam information

- You write a discursive essay.
- The task may contain more than one part to address.
- You write at least 250 words in 40 minutes.

- 1 Work in pairs. Read this Writing task, then brainstorm some ideas that support the statement by discussing the questions below.

Write about the following topic.

Psychologists have known for many years that colour can affect how people feel. For this reason, attention should be given to colour schemes when decorating places such as offices and hospitals.

How true is this statement?

How far does colour influence people's health and capacity for work?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.



- 1 What activities take place in offices?
- 2 How would colour affect staff in these places?
- 3 Who else goes to offices? How might they feel?
- 4 How might colour affect patients in a hospital?
- 5 What about medical staff?

- 2 When you write a discursive essay, you are expected to express your opinions on the topic and give reasons for them. Read the sample answer on page 26, then complete this plan.

Essay plan

- Introduction – my view – statement is very true
- 2nd and 3rd paragraphs – reasons why colour is important in offices
 - can't concentrate with bright colours
 -
 -
- 4th and 5th paragraphs – reasons why colour is important in hospitals
 -
 -
 -
- Conclusion

Colour is arguably one of the earliest things that we learn about. As we grow up, we develop preferences for colour, and these are shown in the decoration of our homes, the products we buy and the clothes we wear. As colour plays such a huge role in our domestic lives, it is inevitable that it will also affect how we feel outside of the home, particularly in places such as hospitals and offices.

As a matter of fact, businesses have been aware of the impact of colour on employees for some time. The general view has been that if you work in an office that has too many colours and patterns on the walls, you will end up finding it hard to concentrate. Visitors may also be too taken up with the colours around them to focus on what they are doing.

Interestingly, however, there are some office areas that suit bright colours. For example, creative people often say they can carry out their work better if a room is painted in bold colours. In my university in Thailand, the creative room was painted entirely in yellow to inspire its users to come up with exciting and novel ideas. Students commented that they felt more energised in this type of environment.

While work is about output, hospitals are about the health of patients. Clearly, bright colours would be less welcome on a hospital ward, where patients are trying to recover from operations and illnesses. Here, relaxing shades are needed, such as pastels.


Having said that, some hospital areas are the opposite. Unlike adults, children need some form of entertainment, and walls painted in bright reds and oranges with pictures and posters can achieve that. Similarly, doctors and nurses might welcome brighter surroundings when they are taking a break from work.

As far as I am concerned, there is a direct link between colour and mood. This means that designers should think about who will occupy a building, and decorate its rooms in such a way that the occupants are able to get the best out of their surroundings.

3 In the sample answer, the writer uses words and phrases to express his attitude to what he is about to say. Which of the underlined words/phrases does he use to say he thinks something is:

- 1 possibly true?
- 2 obvious?
- 3 his opinion (as opposed to anyone else's)?
- 4 the opinion of most people?
- 5 certain?
- 6 a curious or unexpected point?
- 7 important to emphasise?


 page 112 *Attitude adverbials*

4  **Work in pairs.** IELTS candidates often make mistakes using attitude adverbials. Find and correct the mistakes at the start of these sentences.

- 1 ~~Most important~~, people should be consulted about their views. *Most importantly*
- 2 In their opinion, some people totally disagree with this statement for the following reasons.
- 3 In my point of view, people who can still work should be encouraged to work regardless of their age.
- 4 Arguable, the media can play a significant role in conveying this message.
- 5 As the matter of fact, no matter what country you are in, you can always see rivalry between teams.
- 6 As far as I concerned, societies benefit from cultural differences.

Exam advice Writing Task 2

- Analyse the task carefully first. You will lose marks if you misread the question or fail to deal with all parts of the task.
- Brainstorm ideas, make a quick plan and write following your plan.
- Use comment adverbials to indicate your views.

 Key grammar: *Nouns and articles*

5 **Work in small groups.**

- 1 Brainstorm ideas you could put into an essay which expresses the idea that the statement in the task in Exercise 1 is not very true.
- 2 Complete this plan for the answer.

Essay plan

Introduction - my view - statement is not very true

2nd and 3rd paragraphs - reasons why colour is not important in offices

.

.

.

4th and 5th paragraphs - reasons why colour is not important in hospitals

.

.

.

Conclusion

6 Write your answer in 35 minutes. Write at least 250 words and leave a few minutes to check what you have written.

Key grammar

Nouns and articles

1 Read these sentences from the sample answer on page 26.

- 1 **Colour** is arguably one of the earliest things that we learn about.
- 2 ... these are shown in the decoration of our homes, the products we buy and the clothes we wear.
- 3 ... creative **people** often say they can carry out their work better if a room is painted in bold colours.
- 4 In my university in **Thailand**, the creative room was painted entirely in yellow to inspire its **users** to come up with exciting and novel ideas.
- 5 While **work** is about output, **hospitals** are about the health of patients.

Put the words in bold into one of these categories. Some can go in more than one category.

- 1 countable *things, ...*
- 2 uncountable
- 3 only found in the plural
- 4 a proper noun (i.e. a name)

2 Which underlined words/phrases in Exercise 1 illustrate these rules of article use?

Use the definite article 'the'

- a with particular or known places, e.g. *the supermarket*
- b when you are talking about a particular example of a thing, e.g. *the education of young children*
- c with superlative adjectives

Use the indefinite article 'a' or 'an'

- d with a singular countable noun

Do not use an article

- e before the names of most places
- f when talking in general

page 120 Use and non-use of articles

3 Circle the correct option in *italics* in these sentences.

- 1 *The / A* lighting in many restaurants is too bright.
- 2 White clothes can quickly end up looking grey if you wash them with *the / -* other colours.
- 3 Only *a / -* small percentage of people can read in bright sunshine.

- 4 If you are colour blind, some colours like green and blue look *the / -* same.
- 5 In sport, colour is often used to identify *a / the* team of players.
- 6 We saw some very interesting displays at *the / -* Colour Exhibition.
- 7 Colour can have a positive effect on *a / -* mood.
- 8 *The / -* children's toyshops are usually very attractive to look at.



4 IELTS candidates often make mistakes using articles. Find and correct the mistakes in these sentences. One sentence is correct.

- 1 The government has encouraged ~~the~~ people to enjoy life. *people*
- 2 It is hard to find job in design after graduation.
- 3 In the capital of Czech Republic, there is a famous street that contains some old but very colourful shops.
- 4 We are living in the world where people have more choice.
- 5 Elderly have different views from young people.
- 6 Children should look forward to the bright future.
- 7 It can lead to a lack of communication between people.
- 8 In my opinion, it would be a wrong approach to the problem.