

# 13

Colours and clothes • Present Continuous  
Questions and negatives • What's the matter?

## Here and now

### Introduction to the unit

This unit is called 'Here and now' and it introduces the Present Continuous in all forms. Students practise the tense in a range of contexts and it is contrasted with the Present Simple. The lexical set of clothes and colours is reviewed and extended, and this is a vehicle for further practice of the Present Continuous. Students also practise describing people with a focus on clothes, and colour of hair and eyes. There is a *Reading and speaking* section talking about what people usually do and what they are doing today. This consolidates the use of the two present tenses. The *Everyday English* section is called *What's the matter?* and it focuses on feelings such as *tired*, *hungry*, and suggestions with *Why don't you ... ?*

### Language aims

**Grammar – Present Continuous** In *New Headway Beginner*, students meet and practise the Present Simple relatively early in the course and this tense is consolidated across the units. This unit introduces the Present Continuous after students have had the opportunity for thorough practise of the Present Simple. The unit contrasts the use of the two tenses and gives students the opportunity to practise them in tandem. Despite presenting the Present Continuous later than the Present Simple, the two tenses can still cause confusion.

#### POSSIBLE PROBLEMS

Many other languages do not have the equivalent of the Present Continuous and they use a single present tense to express 'action which is true for a long time' and 'action happening now or around now'. This can lead students to use the Present Simple in English when they want to refer to action in progress:

\* *You wear a nice suit today.*

Students also confuse the form of the two tenses. They are already familiar with *am/is/are* as parts of *be*, but they tend to start using them as the auxiliary with Present Simple, and using *do/does* as the auxiliary with Present Continuous. Common mistakes are:

\* *She's play tennis.*

\* *I'm coming from Spain.*

\* *You're go to work by bus.*

\* *What do you doing?*

\* *Do they working today?*

The Present Continuous can also be used to refer to the future and this is covered in Unit 14 of the course.

**Vocabulary** Clothes and colours are reviewed and extended and students practise describing people's appearance.

**Everyday English** This section is called *What's the matter?* and it focuses on feelings, e.g. *tired*, *hungry*, etc. and suggestions to make people feel better.

#### POSSIBLE PROBLEMS

English uses *to be* with *hungry*, *thirsty*, *tired*, *cold*, and *hot*, whereas other languages express the same idea with the equivalent of *have*, e.g. Spanish: *Tengo sed*; French: *J'ai faim*. This can lead students to use *have* with the adjectives in English and make the following mistakes:

\* *I have hunger.*

\* *He has cold.*

**Workbook** Colours are reviewed and consolidated.

The Present Continuous is practised in all forms in a range of exercises.

The Present Simple and Present Continuous are reviewed in contrast.

Further reading practice is given with an exercise on a holiday postcard.

The lexical set of clothes and the function of describing people are consolidated in a range of exercises.

The language of talking about feelings and making suggestions from the *Everyday English* section is further practised.

## Notes on the unit

### STARTER (SB p96)

- 1 This *Starter* section reviews and extends the lexical set of colours and clothes. Focus attention on the colours and get students to find the colour black in the pictures as an example. Students continue finding the colours, working in pairs.
- 2 **T 13.1** Pre-teach/check *jacket, trousers, shirt, and shoes*. Focus attention on the example and then get students to complete the sentences. Play the recording and get students to check their answers.

#### Answers and tapescript

- 1 **George's jacket is black. Sadie's jacket is red.**
- 2 **His trousers are grey. Her trousers are green.**
- 3 **Her shirt is yellow. His shirt is white.**
- 4 **Her shoes are blue. His shoes are brown.**

Play the recording again and get students to repeat the sentences. Students then practise the sentences in pairs. Monitor and check for correct pronunciation of the colours and clothes.

- 3 Demonstrate the activity by talking about the colours of your clothes. Use the model in exercise 2, e.g. *My shirt is blue*, etc. and do not use *I'm wearing* at this stage. Elicit examples from one or two students and then get them to continue in closed pairs. Monitor and check for correct pronunciation of the colours and clothes.

### WORK AND HOLIDAYS (SB p97)

#### Present Continuous

This section reviews the Present Simple and introduces the positive forms of the Present Continuous. Exercise 1 highlights the use of Present Simple for facts and repeated actions.

Refer students back to the picture of George in the *Starter* section. Tell students they are going to read about

his job. Pre-teach/check *wear* and *enjoy* and then focus attention on the example. Ask students to complete the rest of the text with the verbs.

Ask students to check in pairs and then check with the whole class by getting students to say the sentences aloud.

#### Answers

**George works in a bank. He starts work at 9.00 and he leaves work at 5.30. He always wears a black jacket and grey trousers. He has lunch at 1.00. He sometimes goes to the park and reads his newspaper. He enjoys his job.**

- 2 **T 13.2** This exercise introduces the Present Continuous for actions happening now and around now. Focus attention on the picture of George and his wife. Establish that they are on holiday. Play the recording and get students to read the text. If students query the verb forms, tell them they are in the Present Continuous, but do not go into a full explanation at this stage.
- 3 **T 13.3** Play the recording and get students to repeat chorally and individually. Encourage students to reproduce the contracted forms and the linking between *-ing* and a vowel:  
*He's wearing a T-shirt.*  
Check students understand that *'s* is the contracted form of *is*, and *'re* the contracted form of *are*.
- 4 Briefly review the use of *is* and *are* by getting students to say which verb can go with which subject (*is* – *George, His wife*; *are* – *We, Four people, Two people, and They*). Demonstrate the activity by eliciting the answer for George (*George is reading the menu.*) Students continue making sentences, working individually.  
Get students to check in pairs before checking with the whole class.

#### Answers

**George is reading the menu.  
His wife is wearing a blue T-shirt.  
Four people are swimming.  
Two people are playing tennis.  
We are enjoying our holiday.  
They are having lunch.**

### GRAMMAR SPOT

- 1 Focus attention on the examples and read the notes with the whole class. Ask students to underline the Present Continuous forms in the text in exercise 2. Highlight the full and short forms, e.g. *He's wearing ... , His wife is reading ...*
- 2 Read the notes with the whole class. Remind students of the *-ing* form by giving students the infinitive and

eliciting the *-ing* form, e.g. *go – going, eat – eating, swim – swimming*, etc.

- 3 Focus attention on the sentences. Complete the first one with the whole class as an example (*am studying*). Then ask students to complete the other sentences.

#### Answers

I am studying English.

You are wearing jeans.

She is reading a book.

We are working in class.

They are having lunch.

Highlight that the Present Continuous can be used for actions happening now, e.g. *You're wearing jeans*, and around now, e.g. *I am studying English*.

Read Grammar Reference 13.1 on p127 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

## PRACTICE (SB p97)

### Speaking

- 1 This exercise gives practice in the *he/she* and *they* forms of Present Continuous positive. Focus attention on the silhouettes and briefly review the verbs students will need to use (*cook, drive, have a shower, write, ski, eat an ice-cream, run, dance, and play football*.) With a weaker group, you could write the verbs on the board.

Focus attention on the example and highlight the use of the contracted form. Elicit one or two more examples and then get students to continue making sentences, working in pairs. Monitor and check for correct formation of the Present Continuous.

**T 13.4** Play the recording and get students to check their answers. If students had problems during the task, play the recording again and get students to repeat.

#### Answers and tapescript

- 1 He's cooking.
  - 2 He's driving.
  - 3 He's having a shower.
  - 4 She's writing.
  - 5 She's skiing.
  - 6 She's eating an ice-cream.
  - 7 They're running.
  - 8 They're dancing.
  - 9 They're playing football.
- 2 Demonstrate the meaning of *mime*. Focus attention on the examples in the speech bubbles and drill the language. Choose an activity that you can mime for the

students and get them to guess what you are doing. Encourage them to give sentences in the Present Continuous rather than just call out the infinitive verb forms. Divide the students into pairs and get them to continue miming and guessing. Get them to change roles after each mime. Monitor and check for correct formation of the Present Continuous.

#### SUGGESTION

You can provide further practice of Present Continuous positive forms by getting students to think about what their family and friends are doing. Write the following questions on the board:

- *What are you doing now?*
- *What are your parents/friends/brothers and sisters/children doing now?*

Demonstrate the activity by giving your own answers, e.g.

*I'm teaching English. I'm working in Room ... with Class ...*

*My mother's working at home.*

Elicit some more examples from one or two students, e.g.

*I'm studying English. I'm sitting in Room ... next to ...*

*My parents are having dinner.*

Divide the class into pairs and get students to continue exchanging examples. Monitor and check for correct formation of the Present Continuous. Feed back on any common errors with the tense, and if necessary drill the corrected forms.

## ADDITIONAL MATERIAL

### Workbook Unit 13

**Exercise 1** A review of colours.

**Exercise 2** An exercise to consolidate the formation of the *-ing* form.

**Exercise 3** An exercise to consolidate the positive form of the Present Continuous.

## I'M WORKING (SB p98)

### Questions and negatives

- 1 **T 13.5** This section introduces Present Continuous question forms (*wh-* and *Yes/No* questions) and negatives. Pre-teach/check *model, fashion show, listener, special*, and *talk* (verb). Focus attention on the photo and ask *What's her name?* (*Sadie*) and *What's her job?* (*She's a model*.) Play the recording and get students to read and listen to the interview. Check students understand what *it* in *I'm enjoying it very much* refers to (being in Milan). Ask students to underline the Present Continuous questions in the interview.

- 2 This is a transformation exercise to practise Present Continuous questions with *she*. Write the question and answer *What are you doing in Milan?* and *I'm working*, on the board, underlining the subject and auxiliary. Elicit the changes needed to make the question and answer about Sadie: *What is she doing in Milan?* *She's working*. Drill the language in the speech bubbles chorally and individually. Get students to continue asking and answering about Sadie, working in closed pairs. (With a weaker group, you could elicit and drill the questions and answers first, and then get students to work in closed pairs.) Monitor and check for correct formation of Present Continuous third person singular questions and answers.

Check the answers with the whole class.

#### Answers

- 1 **What's she doing in Milan?**  
She's working.
- 2 **Where is she staying?**  
She's staying with friends.
- 3 **Is she having a good time?**  
Yes, she is.
- 4 **What is she wearing?**  
She's wearing jeans and a T-shirt.

### GRAMMAR SPOT

- 1 Focus attention on the questions and read the notes with the whole class. Highlight the full and short forms used.
- 2 Focus attention on the negatives and read the notes with the whole class. Highlight that short forms are usually used in the negatives. Ask students to underline the negative form in the interview in exercise 1.
- 3 Focus attention on the short answers and read the notes with the whole class. Highlight the full and short forms used. Ask students to underline the short answers in the interview in exercise 1.

Read Grammar Reference 13.2 and 13.3 on p127 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

### ADDITIONAL MATERIAL

#### Workbook Unit 13

**Exercise 4** An exercise to consolidate the positive and negative forms of the Present Continuous.

### PRACTICE (SB p99)

#### Asking questions

- 1 This exercise reviews *wh-* question words and practises Present Continuous question formation. Focus attention on the cartoons and check comprehension of all the verbs and answers given. Focus attention on the example and then elicit the question words and nouns that the students need to use:
  - 2 what?
  - 3 where?
  - 4 why/three jumpers?
  - 5 what?
  - 6 how many?
  - 7 who?

**T 13.6** Get students to write the questions using the verbs in brackets, working individually. Play the recording and get students to check their answers.

#### Answers and tapescript

- 1 **A What are you reading?**  
B A love story.
- 2 **A What are you watching?**  
B The news.
- 3 **A Where are you going?**  
B To my bedroom.
- 4 **A Why are you wearing three jumpers?**  
B Because I'm cold.
- 5 **A What are you eating?**  
B Chocolate.
- 6 **A How many cakes are you making?**  
B Five.
- 7 **A Who are you talking to?**  
B My girlfriend.

If you feel students need more question and answer practice, play the recording again and get students to repeat. Encourage them to reproduce the falling intonation of the *wh-* questions. Students then practise the questions and answers in closed pairs.

- 2 This exercise practises *Yes/No* question formation in the Present Continuous. Focus attention on the cues and the example questions and short answers. Highlight that the question form is an inversion of the statement form. Get students to write the question forms for the exercise, working individually.

Check the answers with the whole class.

#### Answers

- 1 Are you wearing a new jumper?
- 2 Are we learning Chinese?
- 3 Are we sitting in our classroom?
- 4 Are you wearing new shoes?
- 5 Is the teacher wearing blue trousers?

- 6 Is it raining?
- 7 Are all the students speaking English?
- 8 Are you learning a lot of English?

Model and drill the examples in the speech bubbles. Encourage students to reproduce the rising intonation of the *Yes/No* questions. Tell students that they have to stand up and ask the questions in a 'mingle' activity and that they should give true short answers. Get students to do the activity and monitor and check for correct question formation, intonation, and short answers.

## Check it

- 3 Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.

Get students to check their answers in pairs before checking with the whole class.

### Answers

- 1 I'm wearing a blue shirt today.
- 2 Where are you going?
- 3 Peter isn't working this week.
- 4 That's Peter over there. He's talking to the teacher.
- 5 Heidi is German. She comes from Berlin.

## ADDITIONAL MATERIAL

### Workbook Unit 13

**Exercise 5** An exercise to consolidate questions and short answers in the Present Continuous.

## READING AND SPEAKING (SB p100)

### Today's different

#### NOTES

This is the first 'jigsaw' reading in the course. It is a technique which integrates reading and speaking skills. Students read one of four texts and they then work in groups and exchange information about their text in a speaking phase. It's important to remind students to read only their text and to get information about the other texts via speaking.

In the lesson before the *A photo of me* stage, ask students to bring in a photograph of themselves to talk about in class. Tell them that the photo needs to be an 'action shot' and show:

- where you are
- who you're with
- what you're doing
- what you're wearing

Get students to look up any useful words they need to talk about the picture. Also bring in a photo of yourself so that you can demonstrate the activity.

- 1 This section provides skills practice in reading and speaking, and also highlights the difference between the Present Simple and Present Continuous. Students also review the Past Simple in each reading text and in the questions.

Exercise 1 is a warm-up activity for the reading stage. It reviews the use of Present Simple for routines. Pre-teach/check *Christmas Day*. Give brief examples of what you do on each of the days and then elicit two or three more examples from the class. Students then continue asking and answering in closed pairs. Go round and help. Monitor and check but do not focus too heavily on errors as this activity is to raise interest in the topic, rather than to test accuracy.

- 2 Pre-teach/check the following new words from the texts: *meet* (friends), *get married*, *stand* (state verb), *adult* (noun), *have a barbecue*, *swimsuit*, *pack your bags*, and *ski clothes*. Also review the irregular past forms in the texts:  
*get up* – *got up*  
*get* (receive) – *got*  
*go* – *went*  
*find* – *found*

Assign a role and a text to each student and remind them to read only their text:

- Student A – Isabel
- Student B – Leo
- Student C – Mark
- Student D – Becca

Get students to read their text quickly and match the text to the correct photo. Briefly check the answers.

### Answers

- Isabel – photo 3
- Leo – photo 4
- Mark – photo 1
- Becca – photo 2

- 3 Focus attention on the questions. Pre-teach/check *What happened ... ?* in question 4. Get students to work individually and answer the questions about their text. Ask them to note down the answers to their questions. (With a weaker group, you could put all the A, B, C, and D students in separate groups so that they help each other answer the questions.) Go round and help as necessary.

### SUGGESTION

You might want to feed in the language students can use for the information exchange, e.g.

*Do you want to start?*

*You next.*

*Sorry, I don't understand.*

*Can you repeat, please?*

- 4 Divide the class into groups of four. Make sure there is an A, B, C, and D student in each group. Demonstrate the activity by getting a couple of students from one group to talk about their text. Students continue exchanging the information about their text. Monitor and check for correct use of the Present Simple, Present Continuous, and Past Simple. Conduct a short follow-up phase by asking general questions, e.g.

*Who has a similar routine to you?*

*Who is having the most interesting day?*

*Who would you most like to be?*

Finally, feed back on any common errors from the information exchange and review the use of the tenses as necessary.

## A photo of me

Demonstrate the activity by talking about a photo of yourself. Then elicit one or two more examples from students in the class. Get students to continue working in pairs and talking about their photo. Monitor and check for correct use of *be* and of the Present Continuous.

### ADDITIONAL MATERIAL

#### Workbook Unit 13

**Exercises 6 and 7** Exercises to consolidate the Present Simple and Present Continuous.

**Exercise 9** Further reading practice and consolidation of the Present Simple and Present Continuous.

## VOCABULARY AND SPEAKING (SB p102)

### Clothes

- 1 This section reviews and extends the lexical set of clothes, introduces language for describing colour of hair and eyes, and recycles the Present Continuous in the context of describing people. Focus attention on the pictures of the models and on the example. Students continue labelling the clothes, working individually. Check the answers with the whole class.

#### Answers

- |            |             |
|------------|-------------|
| 2 a tie    | 9 socks     |
| 3 trousers | 10 a coat   |
| 4 shorts   | 11 sandals  |
| 5 a shirt  | 12 shoes    |
| 6 a dress  | 13 a jacket |
| 7 trainers | 14 a skirt  |
| 8 a hat    | 15 boots    |

**T 13.7** Play the recording and get students to repeat chorally and individually. Check students can distinguish *shirt* and *skirt* and that they pronounce *trousers* correctly – /'traʊzəz/. Elicit which items are for women (a skirt and a dress). Highlight the use of *a* with the singular items, e.g. *a jumper*, and that the plural items do not need *a*, e.g. *boots*. Highlight that the word *trousers* is plural in English, as this is different in other languages.

- 2 Briefly review the colours presented in the *Starter* section. Focus attention on the example in the speech bubble. Drill the language chorally and individually. Elicit one or two more examples from the class and then get students to continue in closed pairs. Monitor and check for correct use of clothes, colours, and the Present Continuous.
- 3 Focus attention on the example in the speech bubbles. Drill the language chorally and individually. Encourage students to reproduce the rising intonation on the *Yes/No* questions. Demonstrate the activity by standing back to back with a student and asking about his/her clothes. Divide the students into pairs, asking students to work with a different partner from another part of the room. Monitor and check for correct use of Present Continuous questions and short answers, names of clothes, and colours.
- 4 This exercise consolidates names of clothes and colours, and also recycles the Present Simple for talking about routines. Get students to ask you the questions and give true answers. Divide the class into pairs and get them to continue asking and answering. Monitor and check for correct use of Present Simple, names of clothes, and colours.
- 5 **T 13.8** This exercise presents the language used for describing hair and eyes. Play the first line of the recording and elicit the word to complete sentence 1 (*fair*). Play the rest of the recording and get students to complete the sentences. Check the answers with the whole class.

#### Answers and tapescript

- 1 She has long, **fair** hair.
  - 2 He has **short**, **black** hair.
  - 3 She has **blue** eyes.
  - 4 He has **brown** eyes.
- 6 Focus attention on the example in the speech bubble. Demonstrate the activity by describing a student and getting the others to guess who it is. Elicit one or two more examples from the class and then get students to continue in closed pairs or small groups. Monitor and check for correct use of the Present Continuous, names of clothes, and language of describing people.

## SUGGESTIONS

- 1 You can also do a 'describe and guess' activity based on pictures from magazines or students' own photographs. Student A describes a person in the picture or photo and Student B guesses who it is. Students then change roles.
- 2 You can review the Present Continuous and the language of describing with the photocopiable activity on TB p118. This is an information gap using different pictures. Photocopy enough pages for your students to work in pairs. Tell them that they are going to work with a partner and ask questions to find six differences between two similar pictures of a family. Divide the class into pairs. Give Student A and Student B their respective pictures. Remind them they shouldn't look at each other's picture. Drill the type of questions students can ask: *What is (the father) wearing? Is (the mother) listening to music?* etc.  
Tell students to circle the part of their picture when they find a difference. Students work in pairs to find all six differences. Monitor and check.  
Students compare their pictures to check they have found the differences.

## ADDITIONAL MATERIAL

### Workbook Unit 13

Exercises 10–13 A range of exercises to review clothes and the language of describing people.

## EVERYDAY ENGLISH (SB p103)

### What's the matter?

- 1 This section presents the language of talking about feelings and offering suggestions. Establish that the people in the cartoons all have problems, and pre-teach/check the question *What's the matter?* Focus attention on the cartoons and elicit the answer for sentence 1 (*She's cold.*) Students continue completing the sentences, working individually.

**T 13.9** Play the recording through once and get students to check their answers.

#### Answers and tapescript

- |                  |                 |
|------------------|-----------------|
| 1 She's cold.    | 4 He's thirsty. |
| 2 He's hungry.   | 5 They're hot.  |
| 3 They're tired. | 6 She's bored.  |

Play the recording again and get students to repeat chorally and individually. Make sure they pronounce *tired* and *bored* as one syllable – /taɪəd/, /bɔ:d/ rather than \*/taired/, \*/bɔ:red/. Get students to work in pairs.

Student A points to a cartoon and Student B says the corresponding sentence.

- 2 **T 13.10** Focus attention on the conversation. Play the recording and get students to read and listen. Play the recording again and get students to repeat. Highlight the use of *Why don't you ... ?* for making suggestions.
- 3 Check comprehension of the ideas in the lists. Elicit one or two more conversations from the class and then get students to continue in closed pairs, using the words from exercise 1. Monitor and check for correct use of the adjectives and *Why don't you ... ?*

## SUGGESTION

Try to integrate language from the *Everyday English* sections in your lessons and encourage students to do the same. There is a big range of language that can be used quite naturally in the classroom context to reinforce the communicative value of what the students are learning. This includes:

*What's the matter? I'm ...*

*Why don't you ... ?*

*Pardon?*

*All right.*

*Excuse me.*

*Sorry.*

*I don't know.*

*I don't understand.*

*Please./Thank you.*

*How do you spell ... ?*

*Can I ... ?*

## ADDITIONAL MATERIAL

### Workbook Unit 13

Exercises 14 and 15 Further practice of the language of feelings and suggestions from the *Everyday English* section.

### Don't forget!

### Workbook Unit 13

Exercise 8 In this exercise students translate sentences containing the main grammar points presented in the unit.

#### Word list

Ask the students to turn to p137 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.