

# Lesson

# 1

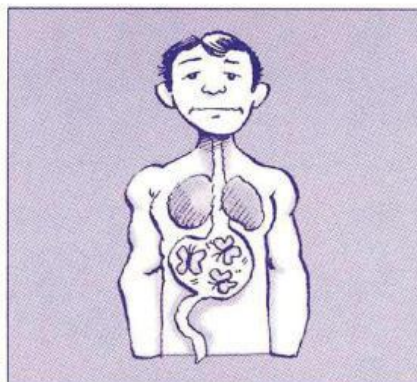


## What's Wrong?

Theme:  
Starting a New Class

### Warm-Up

Answer these questions with a partner or in a small group.



1. If this is your first day or first week of school,
  - a. are you excited? Yes    A little    No
  - b. are you worried about homework and tests? Yes    A little    No
  - c. do you feel nervous? Yes    A little    No  
(=do you have butterflies in your stomach?)
2. In your native country, do students stand up when the teacher enters the room? If yes, do you think it's a good idea?
3. In your native country, is it possible for students to call their teachers by their first name? What name does the teacher of *this* class want you to use?

## Focused Listening

### Before You Listen

Look at the cartoon on page 1. It is the first day of school. Andrea and Eric are talking to each other. What do you think they are saying?



### As You Listen

- (A) Close your book. Listen to the conversation between Andrea and Eric to find the answers to these questions.

What is Eric worried about?      How does Andrea help him?

- (B) Listen again, but this time read the conversation as you listen.

ANDREA: **What's wrong**, Eric?

ERIC: I'm really nervous. I'm always this way on the first day of school.

ANDREA: You're not the only one. It's hard for me, too. I'm glad we're **taking this class** together.

ERIC: Do you know anything about the teacher?

ANDREA: Uh-huh, a little. Someone told me she gives a lot of homework, and you **have to** talk a lot in class.

ERIC: Oh, no! **I'm afraid of** talking in front of a lot of people.

ANDREA: Oh, **don't worry**. Everyone's afraid **at the beginning**, but after you **get to know** the people and **make friends** . . .

ERIC: It doesn't **get better** for me. I'm shy. I **have trouble** looking at people when I talk, and my hands shake.

ANDREA: Look . . . the teacher's here. Let's talk after class.

Uh-huh = yes  
Uh-uh = no

### After You Listen

- (A) Read the sentences about the conversation. Circle *T* for *true*, *F* for *false*, or ? if you don't know.

1. Eric is worried and shy, and Andrea is helping him.	T	F	?
2. Andrea is not nervous.	T	F	?
3. Eric will make many friends in this class.	T	F	?

4. The teacher wants students to talk in this class.

T F ?

5. Eric and Andrea are best friends.

T F ?

- (B) Say the conversation in pairs. Then have two students say the conversation in front of the class.

## Understanding the New Expressions

### Work with Others

If you're working with a partner or in a small group, read the short dialogues and examples for each expression aloud. Also, complete the Your Turn exercises together. Then, for each expression, circle *Yes* or *No* to show if you understand. If you circled *No*, highlight or underline what is unclear, and ask questions about what is not clear.

### Figure It out on Your Own

Read the short dialogues and examples for each expression. Also complete the Your Turn exercises that don't need partners. Then, for each expression, circle *Yes* or *No* to show if you understand. If you circled *No*, highlight or underline what is still unclear, and ask questions in class about what is not clear.

1. **What's wrong? = What's the matter?**—Ask this question when you see a person with a problem.

A: **What's wrong?**

B: I have a headache.

I feel sick.

My test was hard.

I'm tired.

My car doesn't work.

I'm angry with my sister.

*Similar Expression:* **What's wrong with = What's the matter with (someone or something)?**

A: **What's wrong with** your son? He looks unhappy.

B: He is. He doesn't want to go to the doctor today.

A: **What's wrong with** the computer?

B: I don't know. I dropped it and now it doesn't work.



## Your Turn

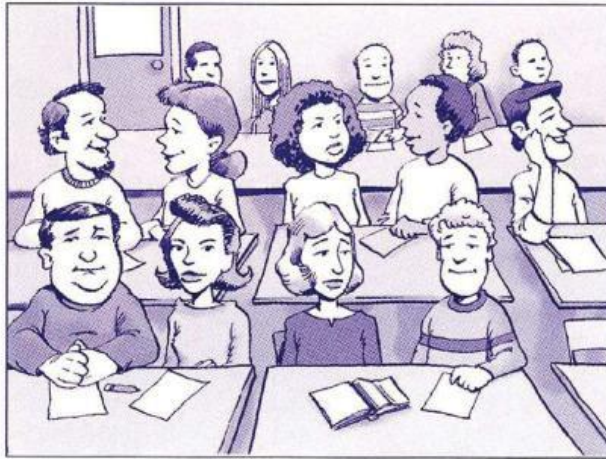
Think about your friends and family. When do you say, "What's wrong?"

I ask "What's wrong?" when *someone is crying.*  
*someone looks sad.*  
someone is \_\_\_\_\_.  
someone looks \_\_\_\_\_.

ALL CLEAR ?



2. **táke (a/this/that) cláss/táke clásses**—when you are in a class you *take* it.  
(past = took)



- I'm **taking this class** because it's very interesting.
- I **took that class** last semester.
- I'm **taking:**
  - only one **class** because I have a job.
  - three **classes**, so I have a lot of homework.

## Your Turn

Answer in full sentences.

- How many classes are you taking right now?  
\_\_\_\_\_
- What class(es) are you taking?  
\_\_\_\_\_
- Did you take any classes last year?  
(If *yes*, add how many classes you took last year.)  
(If *no*, say *why* you didn't take any classes last year.)  
\_\_\_\_\_

3. **have to/don't have to**—Say "have to" to show that something is necessary.  
(past = **had to/didn't have to**)

*Grammar Notes:* After the infinitive *to*, always use the simple form of the verb. For example, it is correct to say, "In school, a student **has to go** to classes." It is not correct to say, "has to goes," and it is not correct to say "had to went." Look at the two lists below:

<i>In school, you</i>	<i>a student (he/she)</i>
<b>have to</b>	<b>has to</b>
<b>had to</b>	<b>had to</b>
go to classes	go to classes
study	study
do homework	do homework
talk in class	talk in class
take tests	take tests

ALL CLEAR ?



*Pronunciation:* You *don't have to* say this, but many native speakers say:  
I/you/we/they  
"have to" = "hafta"  
she/he/it "has to" = "hasta"

## Your Turn

What are things that teachers and students *have to* and *don't have to* do?

Students have to

A teacher has to

Students don't have to

A teacher doesn't have to

4. **be afraid of (+ noun)**—Use this expression when you are frightened by something. (past = **was or were**)

ALL CLEAR ?



What's Wrong?

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### CONTRACTIONS WITH BE

Affirmative	Negative (Present)	Negative (Past)
I am/I'm	I'm not	I wasn't
he is/he's	he's not/he isn't	he wasn't
she is/she's	she's not/she isn't	she wasn't
it is/it's	it's not/it isn't	it wasn't
we are/we're	we're not/we aren't	we weren't
you are/you're	you're not/you aren't	you weren't
they are/they're	they're not/they aren't	they weren't

*Grammar Note:* Use a noun or gerund (verb + ING) after *afraid of*:

<i>be afraid of + noun</i>	<i>be afraid of + verb + ING</i>
I'm afraid of earthquakes.	I'm not afraid of flying.
He isn't afraid of you.	He's afraid of walking alone at night.
We're afraid of tests.	We aren't afraid of taking the test.
She wasn't afraid of the big dog, but she is afraid of it now.	She was afraid of getting married, but she isn't afraid now.
They were afraid of snakes when they were young.	They weren't afraid of talking to the teacher, but they are now.

### Your Turn

In the left column, write what you are and are not afraid of. Then get into a group with two classmates. In the other columns, write what they are and are not afraid of.

You	Classmate 1	Classmate 2
I'm afraid of _____ (noun)	_____ is afraid of _____ (noun)	_____ is afraid of _____ (noun)
I'm not afraid of _____ (noun)	_____ isn't afraid of _____ (noun)	_____ isn't afraid of _____ (noun)
I'm afraid of _____ (verb + ING)	_____ is afraid of _____ (verb + ING)	_____ is afraid of _____ (verb + ING)
I'm not afraid of _____ (verb + ING)	_____ isn't afraid of _____ (verb + ING)	_____ isn't afraid of _____ (verb + ING)