

## Unit CC5-A [str] strange—[ɛstr] estrange

## Story

*Listen to the story as your teacher reads it, or on tape, until you understand the main ideas.*

I have a strange co-worker named Kenneth. He has many peculiar habits, and working with him is stressful and quite a strain. For example, when Kenneth works, he sings to himself. Then, right in the middle of a song, he starts screaming loudly and laughs like a madman. After that he goes back to work as if nothing had happened. This behavior really startles people around him, and it's only one of his peculiar habits. All in all, Kenneth is so unusual that it is difficult to find the vocabulary to describe him. He is (1) **too strange** for words.

Speaking of words, Kenneth uses lots of unusual ones. They are not just above people's heads; they're in the stratosphere. For example, he always calls his desk his *escritoire*. One warm afternoon last summer, he said that he'd like to *estivate*. Nobody knew what he meant until we looked up *estivate* in the dictionary. Kenneth thinks the big words he uses impress people, but they just alienate everyone. No one likes being around him. Our supervisor has told us that it is wrong for us (2) **to estrange** Kenneth for his words and behavior, but we can't help it.



## Contrasting Sentences

*Listening: Write the appropriate key word in each blank. Later, as you hear each sentence, mark the box, point to the picture, make a gesture, and/or say the rejoinder. Speaking: Choose and say each sentence so that your listener(s) can respond correctly.*

- Too \_\_\_\_\_ for words. (is the only way to describe him)  
 To \_\_\_\_\_ for words. (is wrong)

*Explanations and diagrams for this unit's target sounds are on page 349 in Section 10.*