

## Unit CC6-A [ŋ] thing—[ŋk] think

## Story

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

Tom and Cathy have been dating for six months. Tom really likes Cathy, but recently she has been acting a little cold to him. He came to me for advice.

"Well," I suggested, "you could serenade her. Do you play the guitar or sing?" Unfortunately, Tom was a terrible singer.

"In that case, maybe you could take her boating on the lake in the park some evening. It's fun and romantic." But Tom, who can't swim, was afraid that the boat might sink.

All I could say was, "Well, go home and have a good (1) **think** about it."

The next day Tom said he had thought all night about what to do, and he finally got a good idea. He was thinking of buying a present for Cathy. We went to the shopping mall and looked around separately. After about twenty minutes, he came to me with a big smile and said he had found a good **thing**. It was (2) a cute pink T-shirt that said "LOVE" on the front. He bought it and gave it to Cathy that day. She loved the T-shirt, but they still broke up a week later.



## 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.*

- He had a good \_\_\_\_\_. (And he finally came up with an idea.)
- He had a good \_\_\_\_\_. (It was a cute T-shirt.)

*Explanations and diagrams for this unit's target sounds are on pages 349–50 in Section 10.*