

Unit RB2-A [kən + C] can tell— [kænt] can't tell

Story

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

My sister is a very funny girl. She can make people laugh all day long. She knows lots of jokes, and she can tell them very well.

(1) She uses funny voices and facial expressions that are so comical that people can't stop laughing. Whenever she's at parties, her friends ask her to tell jokes, and she does. She wants to be a stand-up comedian someday, and she can't pass up the opportunity to practice. But she also warns her friends, "Stop me when you get tired. I can tell jokes all night long once I get started."

Today, however, she is different. We are planning to go to a comedy club. It's amateur night, and anyone in the audience can go up on stage and tell jokes. We've been looking forward to this night for weeks, but now my sister says she can't go. She is worried about standing up in front of a group of critical strangers.

(2) "I can't tell jokes tonight," she insists. "I'm too nervous."

I can't stand it, so I reassure her, "You'll be a hit. I know you can do it." I hope she will calm down so we can go to the club.



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.

- I _____ tell jokes . . . (all night long once I get started)
- I _____ tell jokes . . . (tonight. I'm too nervous.)

Explanations and diagrams for this unit's target sounds are on page 354 in Section 10.