

Unit RB5-A [dównt nów] don't know—[dənów]
dunno

Story

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

Dr. Hardy is a vocational counselor in a high school. She helps teenagers decide on what classes to take in school and what careers they want to follow. She finds that students often have a difficult time deciding on careers. When she asks, "What do you want to do in life?" the most common answer is "I dunno. What are my choices?" When they're really confused, the students often (1) get discouraged, look at the floor, and say dejectedly, "I **dunno** what to do."

Dr. Hardy is very good at her job and knows how to find out students' interests and skills. She also knows a lot about different employment options. She makes good suggestions, and, after a few sessions with her, students are (2) filled with excitement. Then, instead of having no ideas about what to do with their lives, they see so many possible options that they end up saying cheerfully, "I don't know what to do."

I don't know how Dr. Hardy does it, but I'm glad that she does. She makes a big difference in many students' lives.

#1



#2



Contrasting Sentences

Listening: Write the appropriate key word(s) 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 _____ what to do. (discouraged)
 I _____ what to do. (enthusiastic)

Explanations and diagrams for this unit's target sounds are on page 356 in Section 10.