

Unit RB7-A [t . . . y] *what are you*—[tʃ] *whatcha*

Story

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

When Tom was walking along the river, he saw a couple of his friends. He went up to them and said, (1) "Hey! **Whatcha** doin'?"

They answered, "We're fishin'. Why don'tcha join us?" So Tom sat next to them, but they didn't catch any fish. They wouldn't talk either. They didn't want to scare the fish. Tom felt bored, so he left.

Before long, he found two other friends. They were swimming around in the river with their clothes on. They acted like they were looking for something. "Whatcha doin'?" Tom asked.

They saw him and stopped swimming, but they couldn't understand what he was saying. "Huh?" they replied.

"Whatcha doin'?" Tom repeated.

"What?" they responded. They were a little distance from shore, and maybe they had water in their ears.

(2) "**What are you** doing?" Tom shouted, pronouncing each word clearly.

"Oh," one guy explained, "we're looking for my shoe."

"Your shoe?" yelled Tom.

"Yes!" he shouted back. "We were playing soccer. I kicked the ball hard, my shoe came off, and it flew into the river. Why don't you help us?"

"Well, at least these guys aren't boring," thought Tom and jumped into the water.



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 ges-