

Unit WS4-A [S'-`S] HOT DOG—
[S-S'] HOT DOG

Story

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

My uncle likes to train animals to do things. When he is working with dogs, he always has (1) a **hot dog** in his hand. He claims that frankfurters are the best reward to use when you are teaching a dog new tricks. They are perfect because they are cheap and nutritious. Plus, you can cut one of them into many small pieces so the dog thinks that it is getting lots of treats.

Last month, when I went to visit my uncle, his dog performed all sorts of great tricks. But last weekend when I went, things were different. We were having a heat wave, and the temperature was nearly 100 degrees. His dog was (2) so hot that all it would do was sit there with its tongue hanging out. It was a very **hot dog**, and it wouldn't do any tricks at all, not even for a whole hot dog.

#1



#2



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.

- My uncle has a _____ . (Give it to the dog.)
- My uncle has a _____ . (It won't do any tricks.)

Explanations and diagrams for this unit's target sounds are on pages 361–62 in Section 10.

Additional Practice

I live in the *White House* / *white hóuse*. (WS4-B/b), There's a *yéllow jâcket* / *yèllow jácket* on the chair. (WS4-C/c), The students loved their *Énglish tèacher* / *Énglish téacher*. (WS4-D/d), He wants to buy the *tóy stòre* / *tòy stóre*. (WS4-E/e), The doctor was angry because of the *smók-*