In the Community: An Intermediate Integrated Skills Textbook

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Contents

Copyright 1

Acknowledgement 2

Note to the Learner 3

Book Tour 5

Part I. Chapter 1: Reception, Respect, and Relationships

1. Reading 15
2. Listening 37
3. Writing 48
4. Speaking 64
5. Wrap-Up 73
6. Chapter Vocabulary List 76
7. Photo Attributions 85

Part II. Chapter 2: Requests and Responses

8. Reading 93
9. Listening 110
10. Writing 121
11. Speaking 138
12. Wrap-Up 149
13. Chapter Vocabulary List 152
14. Photo Attributions 157

Part III. Chapter 3: Permission, Prohibitions, and Obligations

15. Reading 165
16. Listening 184
17. Writing 196
18. Speaking 210
19. Wrap-Up 221
20. Chapter Vocabulary List 224
21. Photo Attributions 228

Part IV. Chapter 4: Apologies and Excuses

22. Reading 235
23. Listening 257
24. Writing 269
25. Speaking 284
26. Wrap-Up 296
27. Chapter Vocabulary List 299
28. Photo Attributions 304

Part V. Chapter 5: Opinions, Clarifying, and Filtering

29. Reading 315
30. Listening 335
31. Writing 349
32. Speaking 362
33. Wrap-Up 374
34. Chapter Vocabulary List 378
35. Photo Attributions 383

Part VI. Appendix 1: Answer Keys

36. Chapter 1: Answer Keys 387
37. Chapter 2: Answer Keys 401
38. Chapter 3: Answer Key 420
39. Chapter 4: Answer Key 434
40. Chapter 5: Answer Key 451

Part VII. Appendix 2: Glossary

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Faculty of Foundational, Career, and Intercultural Studies
NorQuest College
10215 108 Street
Edmonton AB
T5J 1L6

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Note to the Learner

Welcome to

In the Community:

An Intermediate Integrated Skills Textbook!

This textbook is an English language learning textbook. It will help you notice, learn, and practice English that will be helpful in your community. The textbook

- gives you practice in the four main language skills–listening, speaking, reading, and writing
- helps you learn about intercultural skills
- helps you develop some important essential skills
- is an Open Educational Resource (OER) that can be used in two different ways. You can use it as an online textbook with interactive activities, or you can download it, print it and use it as a regular textbook.

You will meet the following people in the textbook.

Claire

Gilles

Kerry

Leela

Nick

Roshan

Dev

Ivan

Oksana

Book Tour

In this textbook, we will develop language functions to

- recognize how people interpret spoken and written messages
- compare how people talk or write to each other
- identify why conversations happen and messages are exchanged
- look for patterns (also called social conventions) in conversations and messages
- adjust how we speak to different listeners or write for different readers.

Your textbook can be used in two different ways. You can use it as an **online textbook with interactive activities**, or you can print the PDF and use it as a **regular textbook**.

Some activities have video or audio. When you use the online textbook, you can play the video and audio by clicking on the picture for that activity. However, when you download the PDF so that you can print the textbook, you will need your instructor's help to access the video and audio.

The textbook has two appendices. You will find the answer keys, and the glossary in the appendices.

Take the Book Tour to learn more about this book. It will help you understand the different parts of the textbook and its chapters.

A YouTube element has been excluded from this version of the text. You can view it online here: https://openeducationalberta.ca/in-the-community/?p=38

The content is the same whether you use the book online or if you print it. The experience is different. What are the main differences in the experience?

When you use the textbook online	When you print it and use it as a regular textbook
Start by downloading the online textbook on your computer. When the textbook has finished downloading, you can click on the interactive sections to complete tasks, watch video and listen to audio.	Start by downloading the PDF textbook on your computer. When the textbook has finished downloading, you can print the chapters and sections you need.
The Table of Contents for the book and the chapter are interactive. This means you can click on the chapter or section and go there.	The Table of Contents for the book and chapter help you identify the page number of the chapter or section you need.
Many activities and tasks are interactive and will have this icon. Many activities and tasks include audio and will have this icon. Note! Any audio and video you need will be in the interactive task. After you have finished the interactive task, you will need to return to your online textbook.	The activities are not interactive. This icon only tells you that there is an interactive task if you use the textbook online. This icon only tells you that there is audio for this task.

You can click on the icons and go to an activity or task. This task has a worksheet in a fillable PDF format. Click on the icon to access the fillable PDF, download it and save it on the computer before doing the task. Some fillable PDFs include audio, which you can access by clicking on the play button. **Remember to complete the task in the PDF that you saved on your computer.**	This icon means that there is a fillable PDF if you use the text online. When you print the textbook, there is space in the textbook to complete many of the activities. Where there is not enough space, your instructor will give you the necessary instructions, or provide worksheets for you to complete.
You can click on an underlined word to read the definition.	An underlined word in the textbook tells you that the definition is available in the Chapter Vocabulary List and Glossary.

PART I

CHAPTER 1: RECEPTION, RESPECT, AND RELATIONSHIPS

Introduction

Watch this chapter's video. It introduces the main characters who will appear in the next five chapters. Keep an eye out for Roshan, Gilles, and Claire. Notice how they adjust how they speak to different people in different ways.

A YouTube element has been excluded from this version of the

text. You can view it online here:
https://openeducationalberta.ca/in-the-community/?p=3

Focus questions

In this chapter, Roshan has conversations with Kerry, Nick, Gilles, Claire, and Leela, his mother. These conversations don't all start or end the same way. Roshan sometimes speaks face to face with another person; he also uses a phone to talk or to text. He seems to be a friendly young guy; his friendliness shows up in both casual and more respectful styles of speaking.

What about you? The next three activities focus on your own spoken or written messages.

1.

Complete each box in the table with two or three words you would say to the people listed in the right-hand column. The first row is an example.

Start a conversation	Close a conversation	With the following person
Hey!	See ya later!	a close friend
		your mother or father
		a teacher you had as a child
		a cashier you've never met before
		your MLA (Member of the Legislative Assembly)
		other

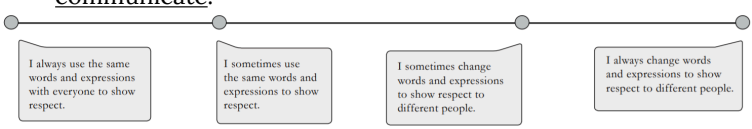
2.

➔ Indicate how YOU usually express each kind of message. You can check more than one box for each message.

I usually...	by email	face to face	by phone	on social media	by text	other
say, “I am going to be late”						
say, “I’m sorry”						
complain about traffic						
talk about a shared memory						
congratulate someone						
ask for an explanation of a serious mistake						
thank someone						
express my opinion						

3.

- Decide your communication style.
  - Read the descriptions below the dots on the line.
  - Place a ★ on the dot closest to the way you communicate.



Objectives

In this chapter, we will develop language functions to

- recognize how people change their tone and word choice to be formal or informal
- compare how and why different generations of people talk and write to each other
- identify reasons strangers and/or familiar people talk or write to each other
- look for patterns of formality and directness in greetings
- adjust how we speak and write for different listeners or readers.

You will build up your language skills in

- vocabulary through synonyms, word families, phrasal verbs, idioms, and texting abbreviations
- accuracy through grammar practice with stative verbs and tag questions
- fluency through writing and speaking tasks related to receiving communication and engaging respectfully in community relationships

1. Reading

Before You Read

Complete these pre-reading activities to help you recognize formality and distance, and to understand conversations better.

Formal and Informal Ways of Talking

In Focus Questions 1 and 2, you filled in tables. Tables are a type of form that controls what we write and how much we write. When we communicate formally, we have to control the words we use to be polite or well organized. In formal speech, we also control how fast we speak and how carefully we pronounce words.

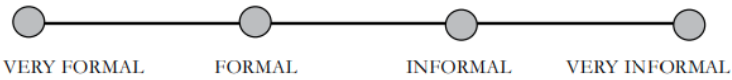
Decide how formal the following communication styles are.

When Roshan and Kerry are sitting in the coffee shop, Kerry said, "C'mon. You've gotta be kidding me. What the heck is going on? Look at all those cars. They're at a stand still. We're gonna be late. Darn construction…"

When Roshan and Nick were talking, Roshan said, "Hey Nick… See ya."

When Gilles phoned Claire, he said, "Am I speaking with Mrs. Turner? Good morning… It's Gilles Doucette here."

Place K for Kerry, N for Nick, and G for Gilles along the scale.



Vocabulary: Multiple-meaning Words

Many English words have two or more definitions. These words are called homographs because they are spelled the same but have different meanings.

Look at the table below. One word or phrase on the right does not have the same meaning as the word on the left. Choose that word or phrase.

sweet	a candy	pop	very nice	sugary
match	a game between two teams	a large amount of something	a marriage partner	a small stick for starting fire
trade	to exchange things	a kind of skilled work	to make a deal	a kind of characteristic

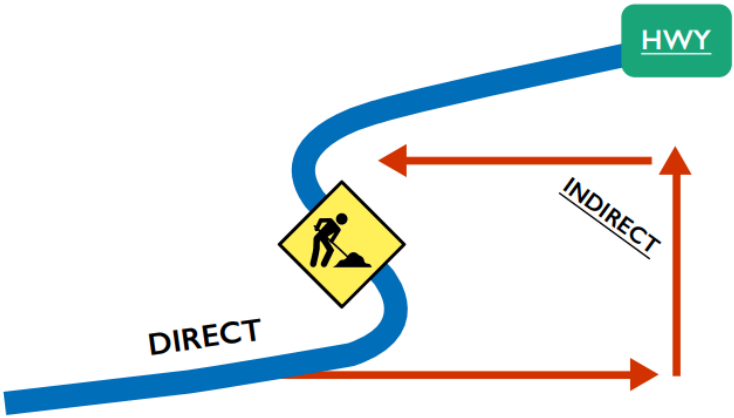
Predictions

You're going to read text messages by Roshan and his friend Nick, as well as an email from Dev Mehta (Roshan's father). These people know each other very well; they are very close. Before reading, predict how they will talk to each other.

- Will they always be informal with each other? If not, when will they switch to formal writing?
- Will they always be direct, or blunt, with each other? If not,

how will their writing show directness or indirectness?

Roshan and Kerry found that the shortest, most direct road was closed. If they had continued on that highway, they would have run into danger. They had to choose a route that was less direct. Sometimes conversations must become less direct, too. Speaking more indirectly can help speakers avoid some dialogue dangers.



Reading 1

Read the text messages sent between Roshan and his friend Nick.

Back Nick Details

Yesterday 1:42 PM

hey. r u there?

hey 😞

u ok?

dad emailed. reading between the lines, he's not gonna budge on uni. he wants me 2 go back ... my sis has 2 degrees and u know Priya is doing marriage their way, arranged. they r SO HAPPY b/c Priya is SO GREAT

and u r the uni dropout

the black sheep of the family

the black sheep ... that should be the name of our next band

srsly bro I wish he'd drop it

I know ur dad. he's a good guy but he likes 2 arrange things. life, marriage, even arranged *my* new job @ his company n I'm not even his kid ... u 2 might never see eye 2 eye. it's normal. my dad n I don't always see eye 2 eye

#truth

r u settling in ok otherwise? u like ur new place?

yeah. mom sent my favourite snack. BIG padded envelope in my mailbox

... that's the traditional sweet ur mom makes? black sesame seeds?

and crushed pistachio. tastes like home

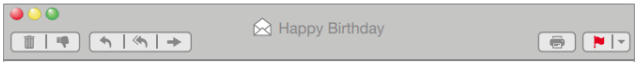
total yum. tell ur mom 2 send me some lol

lol 👍

gtg

c u l8r

Read an email from Roshan's father.



From: Dev Mehta
To: Roshan Mehta
Cc:
Subject: Happy Birthday

Dear Son,

Twenty years ago today, you arrived at Lethbridge Regional Hospital. So much water under the bridge...

Your sister reports that Auntie has a good eye when it comes to husbands. I'm sure your aunt is considering more than handsome appearance. It gives your mother and I great happiness to know that Priya trusts the wisdom of her elders in choosing a life partner. Be assured that it will be our pleasure to do the same for you.

Sincerely,
Father

After you read

Comprehension

Strategy 1: Comparing Greetings

Being close to people doesn't only mean you are sitting beside them. You may have a close relationship with someone. You and that person may know each other very well. In the same way, being distant from people doesn't always mean you are thousands of kilometres apart. You may feel distant from your neighbours because you don't know them.

Decide if each greeting below is for someone close or distant:

1. Hello, sweetheart.
2. Hello? Hello, ma'am. This is Roshan with A1 Electric.
3. Dear son,
4. Hey. r u there?
5. Dear Mr. Mehta:

Strategy 2: Recognizing Meaning

Choose all the correct answers.

1. Roshan texts about settling in at his new place. From that clear fact, we can infer, or make a reasonable conclusion, that he moved away from his parents' home

a) for the first time
b) a few weeks ago
c) perhaps yesterday
d) from Lethbridge

2. The package from Roshan's mom contains

a) handwriting
b) sweets
c) candy
d) seeds and nuts

Strategy 3: Restating or Paraphrasing

Choose the best answer.

1. In his email, Roshan's dad writes:

"Twenty years ago today, you arrived at Lethbridge Regional Hospital. So much water under the bridge…"

He means, in other words, that

a) today is the anniversary of Roshan's arrival on a very wet and rainy day
b) a lot has happened since Roshan was born
c) he remembers coming over the bridge to the hospital with Roshan 20 years ago

2. He also writes: "Auntie has a good eye when it comes to husbands."

He means, in other words, that

a) Roshan's aunt has excellent eyesight
b) another aunt, not this one, is coming to see her husband

c) Auntie notices handsome single men about Priya's age

3. Roshan texts that he is "the black sheep of the family."

He means, in other words, that

a) he doesn't do what his parents want or expect

b) people might describe Roshan as darker than his family members

c) he was born under the group of stars called Aries, the sheep or ram

Vocabulary

Strategy 1: Using the Context to Understand Words

1. The word SWEET has several meanings. Each sentence below has a word that could be replaced by SWEET.

Identify the word that means SWEET in each of the sentences below.

a) "Good morning, my dear. Would you like sugar in your coffee?"

b) "You're coming home to see your father and me? Fantastic!"

c) "I'm supposed to cut down on sugary drinks and snacks."

d) Roshan ate one candy after another until the package was empty.

2. Verbs, or action words, such as DROP may combine with a preposition or pronoun to make a phrase. The meaning of the phrase is not exactly the same as the verb alone.

Identify the preposition or pronoun that can be used to fill

in the blank after the verb DROP in each sentence below. Fill in each blank with one of the following prepositions or pronouns: BY, IT, OFF, OUT.

a) Many first-year university students stop studying before a term is over. They drop _____.

b) Roshan never travelled to his aunt's home without a plan. He never just dropped ____.

c) When Roshan argued with his dad, his mother would say, "Just drop _____."

d) Kerry pulled over to the side of the road to drop Roshan ____.

Strategy 2: Matching Meanings

Part 1

Match the informal words or expressions on the left to the formal ways of saying them on the right.

Informal	Formal
bro	sister
gonna	university
hey	brother
sis	hello
uni	going to

Part 2

Match the text abbreviations on the left to their full forms or meanings on the right.

Abbreviations	Meanings
b/c	are
howz	because
lol	I've got to go.
c	laugh out loud = very funny
gtg	later
l8r	how is
r	see

Part 3

Match the text abbreviations on the left to their full forms or meanings on the right.

Abbreviations	Meanings
srsly	your
u	Excellent! or Yes!
ur	seriously
#truth	you
@	that's true
2	at
4	to
	for

Discussion

The writing of Roshan, his friend, and his father may show their close relationship. But they don't always say exactly what they mean (they aren't always direct with each other).

NOTICE formal and informal words and expressions. FIND examples of who uses formal or informal writing.

DISCUSS why the family members used different levels of formality.

Did anything surprise or confuse you?

How did you feel about Dev's level of formality with his son?

What reasons can you think of that Dev might be formal with his son?

FIND examples of idioms or other phrases that have an indirect message.

What do they mean?

What is the writer really trying to say?

DISCUSS why you feel the family members used different kinds of directness.

How do you feel when people are very direct?

How do you think about (perceive) people who are very direct?

How do you think about (perceive) people who are very indirect?

Which communication style is more familiar or comfortable to you — direct or indirect?

THINK about your relationships outside of English class.

TALK about people who write to you.

Is their style formal or informal?

How do you feel when someone you expect to be informal is formal instead?

How do you think about (perceive) people who usually write very formally?

How do you think about (perceive) people who usually write very informally?

TALK about your own writing.

Who gets formal messages from you?

Who gets informal messages?

When do you choose to write more formally or informally?

How do you want people to think about (perceive) you in your writing?

Extension Activity

Learning a language doesn't only happen in a classroom. One of the best ways to learn how to use new words and expressions is to log, or record, how people use these words in your own community. You can do this through listening or reading.

You can print pages of the Language Observer Log and Language User Log to help you extend, or stretch, your language learning into daily life.

Here is a sample Language Observer Log. A student named Abdi recognized the word "elders" in the email Roshan got from his dad. He noticed, or observed, that "elders" is a word that people used outside of his class. Read his log below.

SAMPLE Language Observer Log		Name: Abdi	
		Date: May 17, 2016	
Lesson word	Words or expressions with similar meanings	Where you read or heard it	Who said it or who wrote it
1. elders	1. older, wiser, people 2. leaders	On the TV news about First Nations	A young woman said she was learning the Cree language from her elders.

Reading progress check

Read the questions and answers before reading the text messages on the next page. This is a strategy to help you locate the answers more easily. After you read the text messages, answer the questions.

Back Nick Details

Yesterday 10:17 AM

Niiiick!

Niiiick

Nicky Nick Nick.

Nicholas!

?

where r u???

???

waiting 4 u 4ever @ gym.
Did u get my text??

uh nope

omg

phone is wonky

sux. where r u now?

home waiting 4 Daniel 2 to pick me up. #hotdate 😍

lol too much info dude :)

lol #awkward. c u l8r?

definitely. Have fun. Say hey to Dan!

👍🏼

1. Choose one. Roshan is annoyed with Nick. How does Roshan adjust his greeting to show he is annoyed?

a) He says only Nick's full name.
b) He repeats Nick's name.
c) He uses Nick's family name.
d) None of the above.

2. Choose two. Roshan uses a lot of question marks (???) in his texts to show he is

a) annoyed
b) confused
c) awkward
d) surprised

3. Choose two. Roshan is upset because

a) Nick cancelled their plans
b) he thinks Nick forgot their plans
c) he's been waiting a long time
d) Nick didn't apologize

4. Choose one. Roshan texts "omg" to show he is

a) annoyed
b) disappointed
c) awkward
d) surprised

5. Choose one. We know that Roshan is familiar with Daniel because Roshan says,

a) "definitely."
b) "Say hey to Dan!"
c) "Have fun."
d) "too much info dude"

6. Choose one. The end of the conversation is best described as

a) awkward
b) annoyed
c) disappointed
d) playful

2. Listening

Before You Listen

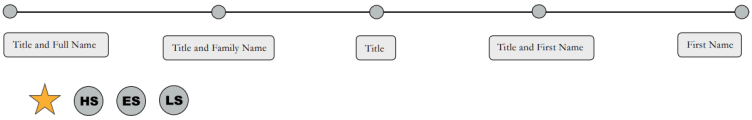
Complete these pre-listening activities to help you notice social conventions and to understand the conversations better.

Social Conventions Around Names

Greetings and introductions include names and sometimes titles. Consider how you address strangers.

Place the star along the scale to show what you usually say to a stranger or an unfamiliar person.

- How do you address familiar people who are older or have a higher status than you? Place the HS (Higher Status) button along the scale to show what you usually say.
- How do you address familiar people who are the same age or of equal status to you? Place the ES (Equal Status) button along the scale to show what you usually say.
- How do you address familiar people who are younger or have a lower status than you? Place the LS (Lower Status) button along the scale to show what you usually say.



Vocabulary

Many words have multiple meanings.

Look at the table below. One of the words on the right does not have the same meaning as the word on the left. Choose one word on the right that doesn't ever mean the same as the word on the left.

bottom	underside	lowest	valley	button
folk	traditional	fork	family	people
reception	bill	signal	welcome	party

Predictions

You will hear two conversations with Roshan. In the first conversation, he will speak face to face with a teacher and a new acquaintance. In the second conversation, he will speak with his mother by telephone.

Predict the answers to these questions before you listen:

- Will all these people greet each other the same way? If not, who might use formal or informal ways of starting a conversation?
- Will the speakers always understand each other? If not, how will they signal their confusion?

Listening 1

Listen to a conversation in a café. Notice how the three people greet each other and how they learn new things about each other.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=72

After You Listen

Comprehension

Different listening strategies can help us understand more of what we hear. Try the two strategies below:

Strategy 1: Recognizing Details

Choose True (T) or False (F) for each statement below. How do you know it is true or false? Be ready to discuss the reasons for your choices.

T	F	Gilles was expecting to meet Roshan at the coffee shop.
T	F	Gilles introduces Claire and Roshan to each other.
T	F	Roshan is familiar with folk music.
T	F	Roshan plays his guitar often.
T	F	Claire suggests that Roshan get involved with the folk festival.
T	F	Roshan agrees to volunteer for the folk festival.
T	F	Gilles is upset because Roshan mispronounces his name.
T	F	Roshan is uncomfortable calling Gilles by his first name.

Strategy 2: Recognizing Meaning from Direct and Indirect Clues

1. Choose one. What is Gilles and Claire's relationship?
    a) They are long-time friends.
    b) They are colleagues.
    c) They are acquaintances.
    d) They are dating.
2. Choose one. What is Gilles and Roshan's relationship?
    a) Boss and apprentice
    b) Friends
    c) Colleagues
    d) Former teacher and student
3. Choose two. What does Claire do?
    a) She is an event organizer.
    b) She owns a campground.
    c) She is a teacher.
    d) She is a folk musician.
4. Choose all that are true. We know that Roshan is good at music because
    a) Roshan won a prize
    b) Roshan can compose music
    c) Gilles says Roshan has natural talent

d) Roshan listens to folk music

5. Choose one. Gilles wants Roshan to call him

a) Gilles

b) Mr. Doucette

c) Gillian

d) Teacher

6. Choose one. Gilles says, "Your parents must be so proud of you." Roshan doesn't say anything because

a) he agrees

b) he disagrees

c) he can't remember Claire's name

d) he's distracted

7. Choose one. To end the conversation, Roshan says,

a) "Actually, he's waiting for me in the truck. The line for the drive thru was insane, so … I'm supposed to get the coffee."

b) "I'm so embarrassed. I can't remember your name."

c) "Oh, well, I dunno. I haven't played in ages, and I'm pretty busy with work."

d) "Wow. What a coincidence! Twice in one week."

8. Choose two. What does Claire want Roshan to do?

a) Volunteer at the folk festival.

b) Go to the folk festival's SpaceBook page.

c) Join SpaceBook.

d) Apologize for forgetting her name.

9. Choose one. For Roshan, what's the best way to describe the feeling of this conversation?

a) Very familiar and very friendly

b) Awkward

c) Formal and unfriendly

d) Grateful

10. Choose two. Why is Gilles annoyed in this conversation?

a) Claire wants to call him Gil.

b) Roshan won't volunteer at the festival.

c) The cashier mispronounces Gilles' name.

d) Gilles' coffee is taking a long time.

Listening 2

Listen to another conversation. Notice how Roshan and his mother greet each other and how they share information with each other.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=72

After You Listen

Vocabulary

Strategy 1: Using the Context to Understand Words

1. The word LINE has several meanings. Each sentence below has a word that could be replaced by LINE. Identify the word that means LINE in each of the sentences below.

a) Far from wireless networks, cellphones don't work as well as a land wire.

b) On the highway, Kerry noticed a yellow stripe, so he didn't cross it.

c) Roshan's parents came from India, but Gilles' family heritage is Aboriginal.

d) Electrical is the area of work Roshan is apprenticing in.

2. Verbs, or action words, may combine with a preposition to make a phrase. The meaning of the phrase is not exactly the same as the verb alone. Fill in each blank with one of these prepositions or adverbs: INTO, OUT, UP, INTO

a) To sound less formal, you could change "I'm interested in folk music" to "I'm ___ folk music."

b) "I ran ___ my old teacher" is a casual way of saying "I met my former instructor."

c) Talking about electronic signals, if the reception is poor, you could say a person's voice is cutting ___.

d) As with other phrasal verbs, "give ___" is more informal than "quit."

Strategy 2: Recognizing Word Families

Many words belong to groups called word families. For example, speak, speaker, spoke, and unspoken are related words; they are all in the same word family. By adding suffixes or prefixes, or changing the spelling slightly, words can play different grammatical roles.

➔ To complete each sentence below, choose an adjective, adverb, noun, or verb from the word family.

1. Some students feel ____ calling their teacher by his or her first name.

a) awkward

b) awkwardly

c) awkwardness

2. Many people pronounce unfamiliar names ____.

a) awkward

b) awkwardly
c) awkwardness

3. To show ____, a smile and a “thank you” is often enough.
a) grateful
b) gratefully
c) gratitude

4. Someone who appreciates your help is a ____ person.
a) grateful
b) gratefully
c) gratitude

5. Poor _____ can be the reason that cellphones don’t always work.
a) receptionist
b) receiver
c) reception

6. Are you ____ to new ideas? If so, we could say you are open-minded.
a) reception
b) receptive
c) receive

7. Parents who dream their kids will become doctors may be ____ if their children choose to work in a trade.
a) disappoint
b) disappointed
c) disappointing

8. It is ____ to watch your favourite sports team lose a match.
a) disappointment
b) disappointing
c) disappointedly

Discussion

We’ve heard two conversations with Roshan. The first included his

former teacher and a stranger. The second was with his mother; his father was listening in.

NOTICE how familiarity changed Roshan's way of talking.

FIND examples of how strangers show respect and politeness.

DISCUSS how Roshan might feel when people he doesn't know very well, or at all, ask him questions about himself and his family.

DISCUSS why Roshan doesn't ask many questions, and why he never asks any personal questions.

IDENTIFY an assumption that Roshan's mother makes when she answers the phone.

IDENTIFY an assumption that Roshan makes when he starts talking to his mother.

DISCUSS whether Roshan and his mother misunderstood each other. How did their assumptions change how they received, or (mis)understood, each other's words.

IDENTIFY assumptions that Roshan's parents have made about their son.

DISCUSS how Roshan responds to his mother's assumptions.

Was Roshan direct or indirect? Why did he respond that way?

How might Roshan want his parents to think about (perceive) him?

DISCUSS how Roshan might respond to his father's judgments, if he heard them. Would Roshan be direct or indirect, formal or informal? How do you think these different ways of responding would make Roshan's father feel? How do you feel about Roshan's father's judgments? Why do you feel this way?

DISCUSS Roshan's reaction to Gilles' request to call him by his first name. How did Roshan feel about his former teacher's request? Why might Roshan feel this way?

Why would Gilles want to be called by his first name? How do you feel about this situation? Why do you feel this way?

THINK about your relationships outside English class.

TALK about people who ask a lot of questions.

How do you feel about talking with them? Why? Do you always answer people's questions? What questions do you feel comfortable

answering directly? Why? How do you respond to questions you are uncomfortable with?

TALK about your own speech.

Do you openly talk about your assumptions, say them only to people close to you, or keep them to yourself? Why?

TALK about a time when someone expected you to be more formal or more informal.

How did you feel? How did you respond? Why?

TALK about a time when someone was more direct or more indirect than you expected. How did you feel? How did you respond? Were you direct, or indirect? Formal or informal? Why?

TALK about using first names and titles. Who do you feel comfortable using first names with? Who are you uncomfortable using first names with? Are you more comfortable with first names or with titles? Why?

Listening Progress Check

Test your understanding of formal and informal, direct and indirect speech by listening to some audio clips from the chapter video.

Answer the questions below while you listen. Listen as many times as you need to. Choose True (T) or False (F) for each statement.

1.	a)	T	F	Kerry is being very familiar when he talks to Roshan.
	b)	T	F	Kerry uses Claire Turner's title when he talks about her.
2.	a)	T	F	Kerry is being very informal when he talks to Roshan
	b)	T	F	Kerry speaks formally to his wife.
	c)	T	F	Kerry changes how he refers to his wife.
3.	a)	T	F	Claire is familiar with the person who is calling her.
	b)	T	F	Claire is being very, very formal when she answers the phone.
	c)	T	F	Claire gives her full name and title when she introduces herself.
4.	a)	T	F	Roshan is speaking with someone very familiar.
	b)	T	F	Roshan speaking very informally
	c)	T	F	Roshan gives his full name
5.	a)	T	F	Gilles is speaking with someone very familiar.
	b)	T	F	Gilles uses his title when he introduces himself.
6.	a)	T	F	Leela directly tells Roshan she is upset he hasn't thanked her for the sweets.
	b)	T	F	Leela speaks very formally to Roshan.
7.	a)	T	F	Leela indirectly tells Roshan she wants him to go back to school.
	b)	T	F	Leela directly tells Roshan she's unhappy he dropped out of school.
	c)	T	F	Leela indirectly tells Roshan she wants to send him a gift.

3. Writing

In our communities, many people write messages for other people more often than they write anything for themselves to read later. Roshan's mother wrote him a birthday card; his father wrote him an email. Roshan and his buddy Nick texted each other.

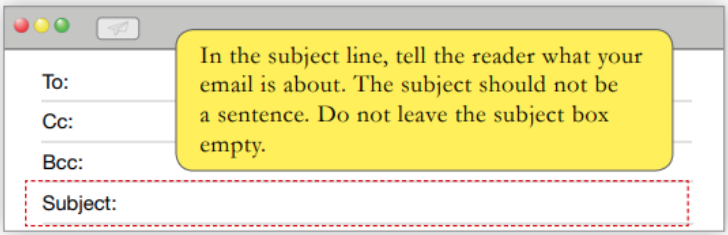
Good writers consider how their readers will interpret their style, including word choice, directness, formality, and tone. The stronger your writing skills are, the more appropriate your messages will be for each situation. The more accurate your spelling and grammar are, the more understandable your message will be for every reader.

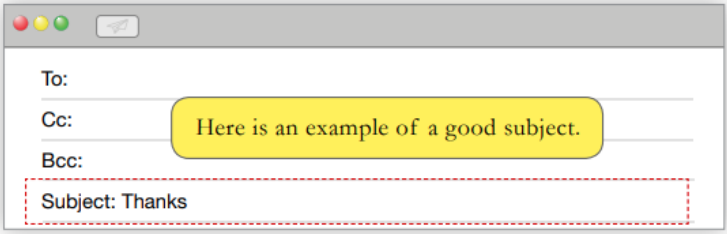
Emails are a type of form. Improving your control of each part of an email is the focus of the next activity.

Scaffolding Genre-exploring Activity

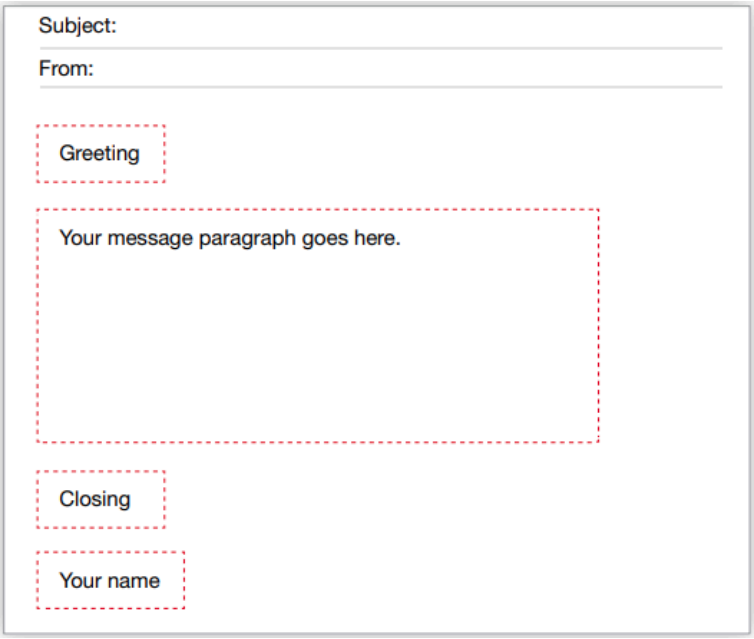
How to Write Your Email

1. Write your subject.





2. Write with proper formatting.



3. Write appropriately.

A well-written email sends a clear message that is not overly

emotional. It's best to communicate strong feelings face to face. For example, to send a "thank you" message by email:

✔ Thank the person for his or her action or the object he or she gave you.

✔ Tell the person how you feel about it and why.

✔ Tell the person what you like about it and why.

✔ Don't go overboard. Going overboard means adding too many details or thanking too much.

- In Canada, going overboard might make your message sound insincere or like you are joking.
- Going overboard might make the reader of your message feel awkward or uncomfortable with your level of gratitude.

✔ Use simple present tense to talk about the action, the object, or your feelings.

➔ Read two emails from Roshan to his mother.

Compare:

- Subjects
- Formatting
- Appropriateness

Email 1

To: Leela.mehta@mymail.ca

Cc:

Bcc:

Subject:

From: Roshan

Dear Mrs. Mehta, my dearest most wonderful mother,

I am writing to inform you that I received your most generous present of sweets.
I was overjoyed to receive this wonderful present.
My birthday was very sad until I received this present.
They were the most delicious, amazing, scrumptious, delectable, delightful, amazing, incredible sweets I have ever eaten.
I ate them all at once, and my mouth felt like heaven.
I have been dreaming of these sweets ever since.
They reminded me of my wonderful childhood and what a good and loving mother you were.
You are the best cook I have ever known.
I cannot ever repay your kindness and generosity.
I will come and cook dinner for you and my father the next time we meet.

With kindest regards and gratitude from your loving son,

Most sincerely,
Roshan Mehta

Email 2

To: Leela.mehta@mymail.ca

Cc:

Bcc:

Subject:

From: Roshan

Dearest Mom,

You'll be happy to know I got your package of my favourite sweets. I was smiling from ear to ear when I opened it.

Since I'm out of my teens, you wouldn't think the candy you made when I was a little kid would mean so much to me. But along with the delicious sweets, I felt the love you sent from home. You're the world's greatest mom!

THX! LUV U!
Roshan

Use the table below to compare Roshan's two emails.

Did Roshan meet these requirements?

Put an ✗ beside each requirement that Roshan didn't meet.

Put a ✓ beside each requirement that Roshan met.

The email message thanks a familiar and respected person.	**Email 1**	**Email 2**
Did he write a clear subject?		
Did he follow standard message format, including paragraphs and spacing?		
Did he match the greeting and closing to his relationship with his reader?		
Did he write a message with a clear purpose and some details about what happened and how he felt?		

Notice that Roshan really went overboard in his style in Email 1. Most Canadian readers would not accept this style as believable. They might think Roshan is exaggerating, maybe even lying. Perhaps Roshan is joking, but with so many adjectives and superlatives, he doesn't sound sincere.

Scaffolding Mechanics, Grammar, and Syntax Activity

Stative Verbs

A stative verb describes our state or our status. It's who we are (like a part of our identity), what we feel, what we perceive, or a part of our mind (like an opinion or a belief). Stative verbs describe something that is true about you.

Stative verbs are different from action verbs. You can observe most actions; for example, jump, run, sit, or throw. Stative verbs are not always actions that you can see.

Most of the time, stative verbs take a simple present form.

✔ Roshan knows English. (mind)
✔ He enjoys Indian food. (feeling)
✔ He understands electricity. (mind)
✔ Roshan needs a new car. (feeling)
✔ Roshan thinks Russell Peters is a great comedian. (mind)
✔ Roshan loves his parents. (feeling)
✔ Roshan is Canadian. (identity)
✔ Roshan has an allergy to cats. (status or condition)
✔ Roshan hears very well. (perception)

We don't often use a continuous form with stative verbs.

✘ Roshan is knowing English.
✘ Roshan is understanding his teacher.

We sometimes use a continuous form when our status or state is new, temporary, or changing. We sometimes use a continuous form when we complain.

Write each sentence in the table to match the correct meaning.

Roshan is always tasting the sweets.
These sweets taste delicious to Roshan.

Sentence	**Meaning**
	The status or condition of this candy is that it always has a great flavour, in Roshan's opinion.
	Roshan never stops trying pieces of candy

Some verbs are both stative verbs and action verbs, but their meanings change depending on how we use them.

Write each sentence in the table to match the correct meaning.

I think Lethbridge is a nice city.

I am thinking of moving to Lethbridge.

Sentence	**Meaning**
	I believe it (it's my opinion).
	I haven't made up my mind, but I'm considering it.

Put a checkmark ✓ next to all the phrases that are grammatically correct.

	1. I'm wanting to thank you for the gift.
	2. I'm grateful.
	3. I'm being grateful.
	4. You are being so wonderful.
	5. I'm really liking the card you gave me.
	6. I love the cookies you made for me.
	7. I think you're wonderful.

When we write to thank someone for something, we can talk about

- how we FEEL about the action or object
- what we LIKE or appreciate about the object
- our PERCEPTION about the person who gave us the gift or helped us.

When we thank someone, it is often most appropriate to use stative verbs to communicate these things.

Writing 1

Write an email of five to seven sentences to thank someone you know for SOMETHING the person bought or made for you,

perhaps a present on a special occasion, or maybe a meal or event the person paid for.

- Format your message so it matches a standard email.
- Greet the person using a greeting that fits his or her relationship to you.
- Give specific reasons and examples for why you are thankful.
- End your email with a closing that fits your relationship to the person you're thanking.
- Check to see if you used stative or progressive verbs correctly.

Here are three different ways to present your email:

1. At a computer, use your own email account to type the assignment.
   (Note: In the TO field, enter your teacher's email address, not the address of the person you are thanking.)
2. Print out the PDF email form from this textbook. Fill it in by hand.
3. Draw your own form with TO, SUBJECT, and message boxes. Complete it by hand.

Production Task Rubric

The table below is a special type of form called a rubric. Like other formal documents, the rubric controls what words or symbols you

can write and where you should write them. The size of the boxes also limits how much you can write.

Rubrics are often used to measure how well a writer does on a writing task.

On the top left is the writing task, with five requirements listed below it. Putting checkmarks ✓ in the three middle columns will show how well the writer did. On the right, there is space for suggestions or notes from a teacher or tester.

You can use the rubric below to measure your success on each part of the writing task.

Writing Task 1 You wrote an email message to thank a familiar and respected person.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You wrote a clear subject.				
You followed the standard message format, including paragraphs and spacing.				
You matched your greeting and closing to your relationship with your reader.				
You wrote a direct message with a purpose and some details about what happened and how you felt.				
You used stative or progressive verbs correctly.				

Writing 2

Write an email of five to seven sentences to thank someone you know for an ACTION she or he did that helped you or your family, friends, or community in some way. The helpful action might have been planned, or perhaps it just happened suddenly, such as in an emergency.

- Format your message so it matches a standard email.
- Greet the person using a greeting that shows how close you are to her or him.
- Give specific reasons for, and examples of, why you are thankful.
- End your email with a closing that is appropriate for the person you're thanking.
- Check to see if you used stative or progressive verbs correctly.

Again, there are different ways to complete your email:

1. At a computer, use your own email account to type the assignment.
   (Note: In the TO field, enter your teacher's email address, not the address of the person you are thanking.)
2. Print out the PDF email form from this textbook. Fill it in by hand.
3. Draw your own form with TO, SUBJECT, and message boxes. Complete it by hand.

Production Task Rubric

The table on the right is a special type of form called a rubric. Like other formal documents, the rubric controls what words or symbols you can write and where you should write them. The size of the boxes also limits how much you can write.

Rubrics are often used to measure how well a writer does on a writing task.

On the top left is the writing task, with five requirements listed below it. Putting checkmarks ✓ in the three middle columns will show how well the writer did. On the right, there is space for suggestions or notes from a teacher or tester.

Writing Task 2 You wrote an email message to thank a familiar and respected person.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You wrote a clear subject.				
You followed the standard message format, including paragraphs and spacing.				
You matched your greeting and closing to your relationship with your reader.				
You wrote a direct message with a purpose and some details about what happened and how you felt.				
You used stative or progressive verbs correctly.				

4. Speaking

Intonation Scaffolding Activities

Pausing Before Tag Questions

You probably hear tag questions more often than you read them. Here's an example:

That tag needs a label, doesn't it?

As your English skills increase, you may state an idea, but then turn it into a question. You can use tag questions to soften your speaking style. Tag questions help us sound less direct. Tag questions make us sound less like an interviewer or a police detective and more like someone interested in a two-way conversation.

In this exercise, even a short silence is meaningful. By recognizing punctuation in written tag questions, we can train ourselves to pause. Pausing helps anyone listening to catch the change from statement to question.

Listen to the questions as you read along below.

1. Roshan is an apprentice isn't he?
2. His parents live in Lethbridge don't they?
3. There was construction on the highway wasn't there?
4. Gilles could use his cellphone couldn't he?
5. Leela sent a package didn't she?
6. Candy tastes sweet doesn't it?
7. Claire shouldn't drink too much coffee should she?
8. We're getting to know Roshan aren't we?

9. You know his sister is in India don't you?
10. I've read ten questions haven't I?

In the audio recording, the speaker pauses between the statement and the tag that turns the statement into a question. The statements above are all missing punctuation.

Add a comma where the speaker pauses to begin each tag. Here's an example:

Roshan is an apprentice, isn't he?

Listen and read along again, with correct tag question pausing.

Tone Rising or Falling After Tag Questions

Tags can help us sound less direct, less pushy, or less aggressive because they turn a statement into a question. A tag question shows we would like our listener to confirm that our idea is correct. Tags give our listeners the power to correct us if we are wrong. Tag questions include other people in the conversation.

The sound, or pitch, of our voice in a tag can rise or fall. In this chapter, the tag questions CONFIRM understanding so, as in yes/no questions, the pitch of our voice gets higher. The higher (not louder) sound tells our listeners we're waiting for them to agree or disagree with us.

In this exercise, the rising pitch is meaningful. If there is no rising pitch, listeners will likely not recognize that they should confirm by answering "yes" or "no."

Listen to the questions as you read along below. Some of the tags have a correct, rising tone. Others have an incorrect flat or falling tone. Use a checkmark ✓ to show the kind of tone you hear for each question.

Question	↗	→	↘
1. You tried to phone Claire, didn't you?			
2. We've met before, haven't we?			
3. You like folk music, don't you?			
4. Your parents don't camp, do they?			
5. Roshan can play guitar, can't he?			
6. Gilles remembers the talent show, doesn't he?			
7. Claire guessed Roshan works for Kerry, didn't she?			
8. Kerry was waiting in the truck, wasn't he?			
9. We should check out the festival on SpaceBook, shouldn't we.			
10. I'll have to listen again, won't I?			

Read the questions aloud again. Use a correct, rising tone on each tag.

Speaking Tasks

The greater our English language skills, the more we adjust, or change, the words we say and how we say them to different people. Skillful speakers are aware of relationships, status, or power.

Here are some pictures of Bear Bottom Campground, which Claire manages.

To prepare vocabulary for the next speaking activity, list as many nouns as you can to describe each photo. Then add adjectives to those nouns. In addition, list verbs for actions that can happen in each place. For example, for the first picture:

- Possible Nouns: trees, forest, tents, campsite
- Possible Adjectives: tall, green, leafy, colourful, peaceful
- Possible Verbs: relax, sleep, sing

Speaking 1

Roshan hasn't been to the Bear Bottom campsite yet, and he'd like to learn more. However, he's just met Claire, so their relationship is distant. Claire seems older than his mother, so Roshan wants to be respectful. Claire is also the manager of a place where Kerry and Roshan will do some work, so Claire has more status than Roshan does.

Do the following speaking practice role play with someone else.

- One person speaks as Roshan.
- One person speaks as Claire.

Setting:

While Claire is sitting and drinking coffee in a café, Roshan walks up and starts the conversation.

Requirements for Roshan:

1. Greet Claire and remind her who you are and how you met.

2. Tell her the topic you are curious about.
3. Use tag questions to confirm facts about Bear Bottom Campground that are shown in the photographs.
4. Ask at least 10 questions.
5. Close the conversation and walk away.

Requirements for Claire:

1. Respond to Roshan's greeting.
2. Answer his tag questions with "Yes" or "No" or another appropriate answer such as "Sometimes" or "Maybe."
3. Respond when Roshan closes the conversation.

Production Task Rubric

You can us the rubric below to measure how well "Roshan" does when he's chatting with "Claire."

Speaking Task 1 You chatted with an unfamiliar person to learn more about a new place or activity.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You greeted the person appropriately.				
You introduced your topic.				
You asked 10 or more tag questions.				
You closed the conversation appropriately				

Speaking 2

Roshan's friend Nick Lee has never been to Maskwa County, but Roshan has mentioned that there's a beautiful campground there. Nick would like to know more about the campground, but he doesn't even know its name. Remember, Nick and Roshan have been friends for years. They are about the same age and are pretty informal with each other.

To think of questions, use the same photographs as you did for Speaking 1.

Do the following speaking practice role play with someone else.

- One person speaks as Nick.
- One person speaks as Roshan.

Setting:

While Roshan is relaxing at home, eating some of his mom's sweets, Roshan's friend Nick phones and starts the conversation.

Requirements for Nick:

1. Greet Roshan.
2. Tell him the topic you are curious about.
3. Use tag questions to confirm facts about Bear Bottom Campground that are shown in the photographs.
4. Ask at least 10 questions.
5. Close the conversation and hang up.

Requirements for Roshan:

1. Respond to Nick's greeting.
2. Answer his tag questions with "Yes" or "No" or another appropriate answer such as "Sometimes" or "Maybe."
3. Respond when Nick closes the conversation.

Production Task Rubric

You can use the rubric below to measure how well "Nick" does when he's chatting with "Roshan."

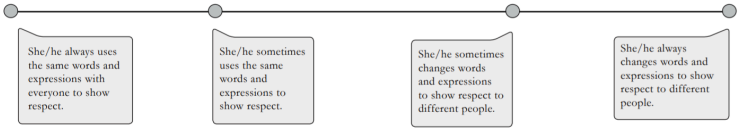
Speaking Task 2 You chatted with a very familiar person to learn more about a new place or activity.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You greeted the person appropriately.				
You introduced your topic.				
You asked 10 or more tag questions.				
You closed the conversation appropriately				

5. Wrap-Up

Discussion

At the beginning of this chapter, you placed yourself on a scale similar to the one below.

- Read the descriptions below the dots on the line.
- Place G (Gilles), K (Kerry), and C (Claire) on the scale.
- Place R (Roshan) on the scale.
- Discuss if Roshan's speech matches the others.
  Are there any similarities? Are there any differences? Share your opinion about possible reasons for speech patterns.
- Discuss any patterns you notice in how Canadians usually speak or write.



Reflection

In this chapter, we

- noticed how Roshan, his family, friends, and acquaintances changed their tone and word choices to be formal or informal
- compared how and why people of different ages, genders, or status talk and write to each other
- identified reasons strangers and/or familiar people talk or write to each other
- looked for patterns of formality and directness or indirectness.

The writing and speaking activities gave us ways to adjust our use of English. The Language Logs opened a way to listen and to try out new vocabulary in our community.

1. Read over and review your Language Logs.
2. Think of some people in your community who you communicate with in English. Keeping your own experiences in mind, think about and discuss these questions:

    - How is your style similar to or different from the style of other people you communicate with?
    - Has all your spoken or written communication been successful? If so, what do you think has helped your communication be successful? If not, what do you think caused misunderstanding?
    - How do you think differences in levels of directness makes people feel when they communicate?
    - How do you think different levels of directness affect how people think about (perceive) others? How do you think different levels of formality make people feel when they communicate?
    - How can adjusting our formality and directness help us communicate and understand each other?

- Think about your own communication style. How do you want people to think or feel about (perceive) you when you write and speak? What could you adjust to make your future conversations or messages more successful?

6. Chapter Vocabulary List

Word	Form	Meaning
4ever	text slang	forever
#truth	text slang	# = hashtag; that is true
???	text slang	I'm confused or puzzled
@	text slang	at
accurate	adjective	correct
acquaintance	noun	a person you know but not as well as a friend
address	verb	to use a special name or title when talking or writing to someone
adjust	verb	to change; to shift; to switch
apprentice	noun	a person who is learning a trade from his or her employer
appropriate	adjective	good or correct for a particular time or place
arranged	verb (past tense)	planned or organized; not by chance
assumption	noun	something you think is true but you have no proof
assured	verb	made certain or confident
awkward	adjective	hard to deal with; lacking skill or social grace
band	noun	a group of musicians
be over it	slang	to recover from an unhappy situation or incident
be up to	slang	doing or planning to do something
beyond	text slang	more than usual

black sheep of the family	idiom	a family member who doesn't follow the family rules
blunt	adjective	very direct; abrupt
bottom	noun	land below a hill; a valley
brb	text slang	be right back = the texter must leave but will return
bro	slang noun	brother; a male friend
buddy	noun	a close friend
budge	verb	to move; to change
c'mon	speech reduction	Come on! Hurry! Get moving!
coincidence	noun	two or more events that happen by chance at the same time
colleague(s)	noun	person/people who work together; co-worker(s)
comedian	noun	a person who tells jokes or stories to make people laugh
communicate	verb	to express and receive messages, including feelings and information
communication	noun	the process of expressing and receiving feelings and information
compare	verb	to find out how things, people, or events are the same
compose	verb	to write
confirm	verb	to establish that something is true
construction	noun	the process of building something such as a highway

context	noun	information before or after spoken or written words that clarify meaning
curious	adjective	wanting to know; interested in something
darn	slang emphasis	very annoying
direct	adjective	straight; without formalities or ceremony
directness	noun	the condition of saying thoughts exactly without softening them
disappointment	noun	the feeling when something hoped or planned for does not happen
distance	noun	the social space between people; how close relationships are
drop it	verb	to stop doing something
dropped off	verb (past tense)	delivered
dropped out	verb (past tense)	quit attending
dude	slang noun	man; guy
elder(s)	noun	older member(s) of a family or community
electrocuted	verb (past tense)	shocked by an electric current
eligible	adjective	worthy to be chosen
familiar	adjective	well known to you; easy to recognize
familiarity	noun	knowing and feeling comfortable with someone or something
field	noun	a box or cell on a form to be filled in
fit in	verb	to belong

flashback(s)	noun	memory/memories
formal	adjective	paying careful attention to proper manners of doing something
formality	noun	a polite or official way of acting or speaking
former	adjective	true before but not now
generation(s)	noun	people about the same age within a society or family such as grandparents, parents, children
go overboard	idiom	be too extreme
grateful	adjective	thankful
gtg	text slang	I've got to go
hang on	verb	to wait; to keep a telephone line open
has a good eye	idiom	has strong skills at something; notices small details
hot date	slang	an exciting appointment with a romantic partner
howz	text slang	how is
hwy	text slang	highway
identify	verb	to learn and say exactly what something is
inbox	noun	a physical or electronic place to receive messages
Indian	noun	a person from India
indirect	adjective	roundabout; following formalities or ceremony
indirectly	adjective	done in a way that does not clearly show feelings

indirectness	noun	the condition of not saying thoughts exactly, only hinting
informal	adjective	without ceremonial or formal manners; casual
intonation	noun	the way sounds become longer, shorter, higher, or lower in speech
jet lag	noun	the condition of being very tired after flying in an airplane across time zones
keep an eye out for	idiom	watch for
kill me now	slang	I'd like to get out of this difficult situation.
l8r	text slang	later
light bulb	noun	a glass tube or bulb that uses electricity to produce light
line	noun	an electronic, wired connection; e.g., telephone
lol	text slang	laughing out loud = very funny
ma'am	noun	madam; a polite greeting for an older woman
mithai	noun	a South Asian sugary snack
my old lady	slang	my wife or female partner
nope	slang	no
omg	text slang	oh my god
overly	adverb	too
padded envelope	noun	an envelope with thick, soft sides to protect whatever is inside
patterns	noun	ways or forms of talking or writing that repeat

perception	noun	the ability to see, smell, taste, hear, feel, and understand
personal	adjective	private; individual; belonging to a particular person
pick out	verb	to choose
pistachios	noun	nuts with a greenish kernel
pitch	noun	how high or low a sound is
prefix(es)	noun	letter(s) added to the beginning of a word, to make a new word
punctuation	noun	written marks such as , ? ! . “ ”
reading between the lines	idiom	understanding something more than what is written and isn’t directly stated
reception	noun	the quality in receiving an electronic signal; e.g., on a radio, TV, or cellphone
recognize	verb	to notice and identify; to be aware of
regarding	preposition	concerning; about
saxophone	noun	a musical wind instrument
scaffolding	noun	a supporting structure
see eye to eye	idiom	to agree
sesame seeds	noun	small, oval seeds
settling in	verb	becoming comfortable in a new place
signal	verb	to show
social conventions	noun	patterns of polite behaviour in a society or culture
SpaceBook	noun	a fictional social media site
status	noun	the social position, or rank, of one person compared to others

suffix(es)	noun	letter(s) added to the end of a word, to make a new word
sux	text slang	sucks = something is terrible
sux 2 b u	text slang	sucks to be you = your situation is terrible
sweet	adjective	sugary; fantastic
sweetheart	noun	a beloved person
sweets	noun	candies or sugary snacks
switch	verb	to exchange one thing for another
teacher's pet	slang	a student favoured by a teacher
the big two-o	slang	20 years old
thx	text slang	thanks
tone	noun	the sound of a voice
trade	noun	some kind of skilled work done by hand or by machine; e.g., electrician, carpenter
traditional	adjective	customary in a family or culture
trapped	verb (past tense)	unable to get away
u	text slang	you
ugh	interjection	an expression that shows dislike
uncomfortable	adjective	unpleasant; difficult; not relaxed
unfamiliar	adjective	not well known to you; not easy to recognize
ungrateful	adjective	not thankful
upset	adjective	disturbed; made unhappy
ur	text slang	your
w/	text slang	with
water under the bridge	idiom	events that happened in the past and cannot be changed
Well, I'll be	slang	an expression of surprise
What the heck	slang	an expression of surprise or anger; a softer way of saying "What the hell?"

wisdom	noun	the quality of knowing what is right and doing what is just
wonky	adjective	unreliable
zombie	slang	a person who behaves without human emotion

7. Photo Attributions

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PART II

CHAPTER 2: REQUESTS AND RESPONSES

Introduction

Watch this chapter's video. It takes place at Claire's campground office. Roshan and Kerry show up and so does Ivan, one of Claire's neighbours. Everybody is trying to get a lot done. Notice how they adjust the way they speak to different people when they suggest, request, or give instructions.

A YouTube element has been excluded from this version of the

text. You can view it online here:
https://openeducationalberta.ca/in-the-community/?p=128

Focus Questions

In this chapter, Claire and Gilles have conversations with people in the community. There is a common reason for chatting with, or writing to, neighbours. Almost everyone wants to get things done. They need others to do their part.

Write your answers to the following questions.

1. What would you say to the following people to get them to move their vehicle, which is blocking your car?

a) To my brother or sister, I would say,
"_____."

b) To my teenage child, I would say,
"_____."

c) To my new neighbour, I would say,
"_____."

d) To a police officer, I would say,
"_____."

2. Indicate what kind of messages these questions and sentences are.

	Suggestion	Request	Instruction
Can you help me talk to Mr. Broz?			
How about we let them know we'll be late?			
You'd better take the keys.			
Don't tell my wife.			
Let's keep the lines of communication open.			

3. Decide if relationships change how you speak.

Read the descriptions in the boxes on the left and on the right.

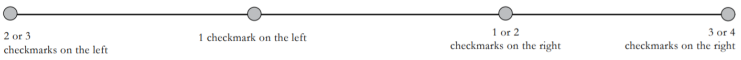
Count how many points are most true for you.

Place a on the dot closest to the way you communicate.

Count how many points are true for other Canadians.

Place a letter on the dot closest to the way you think other Canadians communicate.

† I use the same words and expressions with everyone I don't adjust for relationships. † I use fewer words and expressions to be clearly and easily understood. † If there is a problem or a conflict, I say exactly what I feel and what I mean.	† I choose different words and expressions depending on the relationship. † I use more words and phrases to be calm and not misunderstood. † I expect people to "read between the lines" in my tone or body language. † If there is a conflict, I ask a third person to help me talk about it.



Objectives

In this chapter, we will

- recognize how people change their word choices to speak directly or indirectly
- compare how close or distant relationships show up in talking and writing
- identify reasons people close to or distant from each other talk or write to each other
- look for patterns of directness or indirectness in suggestions, requests, and instructions
- adjust how we speak and write.

You will build up your language skills in

- vocabulary through synonyms, word families, homonyms, homophones, and idioms
- accuracy through
    - grammar practice with gerunds, infinitives, and modal verbs
    - pronunciation of stressed words

- fluency through writing and speaking tasks related to making and responding to requests
- interpreting meaning through inferencing, summarizing or restating, and scanning word choices for indications of register and tone.

8. Reading

Before You Read

Complete these pre-reading activities to help you recognize different styles of instructions and understand them better.

Direct and Indirect Ways of Getting People to Act

There is always more than one way to direct, or instruct, other people to take action. By our tone of voice, choice of verbs, and how few or how many words we say, we may sound demanding. People may think we are too direct. If we are too indirect, people may think we are only making a suggestion and that they don't really need to do anything.

Fill in the boxes with sentences or questions to give the same instructions in different styles. The first one is done as an example.

Demand	Request	Suggestion
Turn down the volume!	Could you play a little quieter?	It's been said, "Silence is golden." Don't you agree?
You must practise guitar an hour a day		
	May I borrow your microphone?	
		I'd love to hear that song again.

Vocabulary: Synonyms

There is often more than one way to say the same thing in English. Words with different spellings and sounds but with the same or similar definitions are called synonyms.

Here's an example. In the chapter video, Claire says to Ivan, "Could you hang on a second?" Ivan understands that "to hang on" means "to wait." "Hang on" is more informal than "wait." "Hang on" and "wait" are synonyms.

Choose ALL the words or phrases on the right that are synonyms for the word on the left.

banning	forbidding	making noise	not allowing	permitting
emerging	becoming known	beginning	developing	joining
established	ended	recognized	set up	well-known

Predictions

You are going to read an article in the local newspaper, the *Maskwa Times*. The title of the article is "New Event at the Folk Festival Looks for New Musical Talent."

Think about the characters from Chapter 1 and from the video for Chapter 2. Which characters have information and opinions about the festival?

If you were the newspaper reporter, who would you interview?

Choose the people who you think could talk could talk about this topic:

Claire	Gilles	Ivan	Kerry	Roshan	Other

What questions would you ask if you were a reporter?

To prepare for an interview, write five to ten questions.

Examples: "Roshan, what style of music are young adults like you really into?"

"Ivan, what would attract seniors to a music festival?"

Compare your questions with those of another "reporter."

Reading 1

Read an article from the local newspaper.

New Event at the Folk Festival Looks for New

Musical Talent

by Jessica Rabyt

A partnership between the Maskwa folk fest and local radio station Happy 102.3 is giving new Canadian folk musicians a chance to win some cash. The new event is called Emerging Artists, and it hopes to find the best new or emerging Canadian folk musicians. Three judges will pick the winners.The prize money is a total of $9,000. When the judges make their decision, three folk musicians or three folk bands will share the cash, with first place winning $5,000, second place $3,000, and third place $1,000. The radio station is providing all of the prize money.

The idea came from the festival's organizer, Gilles Doucette. "Happy 102.3 came down last year and really liked the festival," said Doucette. "They liked how diverse the festival is—we have young and old coming from many backgrounds and cultures."

"Happy 102.3 said to me, 'Look, we want help out. What can we do?'" From there, Doucette explained his idea for the contest, and Happy 102.3 was, well, happy to help.

Doucette said that the musicians who enter the contest must not be "established," or, in other words, not yet famous or not making a lot of money from their music. "If they are not yet well known, that means they are an emerging band," Doucette said. "The contest is looking for the very best new, or emerging, folk musicians."

The top prize in the contest is $5,000. "Oh, that would

be huge," said Joe Nolan. Nolan is a Maskwa County musician who is playing at the folk fest for the first time. He hopes to take home the top prize. "Most new musicians don't make much money. Sometimes we work two jobs and don't have much time to write music or play. The prize will help with touring, recording, or paying rent."But the contest is not just about money. "Musicians work really hard writing songs," said Nolan. "It's important to be noticed by an important music festival like this one."

Not everyone is receiving the changes well. Maskwa County farmer Ivan Broz says that "the festival doesn't care about the community." Doucette stated that the changes are supposed to help the community. "We're having the festival at a totally new location," he said. "And there are some growing pains as we try to fit in. It is a good idea for folks to visit the festival's SpaceBook page to get important news and updates."

Some of the changes include putting up new electrical poles and banning alcohol. Doucette asks people to send their questions to gilles.doucette@mail.ca or to the festival host, Claire Turner, by SpaceBook messenger.

After You Read

Comprehension

Strategy 1: Scanning

Let your eyes pass quickly over each line in the Maskwa Times article to find the numbers and names on the left in the table below.

Match the names and numbers on the left with the descriptions on the right.

Scan for	Description
Happy 102.3	total prize money
Joe Nolan	festival organizer
Gilles Doucette	local farmer
$9,000	local radio station
$1,000	top prize
$5,000	third place prize money
Ivan Broz	local musician

Strategy 2: Recognizing Meaning

Choose all the correct answers.

1. Joe Nolan thinks that

   a) winning the top prize would help his career as a musician

   b) he will win the top prize

c) the top prize is the most important part of the contest

d) folk music appeals to the younger generation

2. Emerging folk musicians

a) make a lot of money

b) are not established

c) sometimes work a couple of jobs

d) want people to visit the festival's SpaceBook page

Strategy 3: Summarizing

Choose the sentence that best sums up, or restates the main idea of, the following paragraphs.

1. The top prize in the contest is $5,000. "Oh, that would be huge," said Joe Nolan. Nolan is a Maskwa County musician who is playing at the folk fest for the first time. He hopes to take home the top prize. "Most new musicians don't make much money. Sometimes we work two jobs and don't have much time to write music or play. The prize will help with touring, recording, or paying rent."

But the contest is not just about money. "Musicians work really hard writing songs," said Nolan. "It's important to be noticed by an important music festival like this one."

a) Musicians work really hard writing songs, so they should make a lot of money.

b) It's common for new musicians to work two jobs to pay for touring, recording, and their other expenses.

c) New musicians really struggle, so winning the contest would help them financially and with getting noticed.

2. Not everyone is receiving the changes well. Maskwa County farmer Ivan Broz says that "the festival doesn't care about the community." Doucette stated that the changes are supposed to help the community. "We're having the festival at a totally new location," he said. "And there are some growing pains as we try to fit in. It is a good idea for folks to visit the festival's SpaceBook page to get important news and updates."

a) There are disagreements about whether the folk festival is causing positive or negative changes to the community.

b) The folk festival is causing some negative changes to Maskwa County that the local people are unhappy about.

c) Local people can visit the festival's SpaceBook page to get information about the changes to the community.

Vocabulary

Strategy 1: Reinforcement of Words and Definitions Through Use in Context

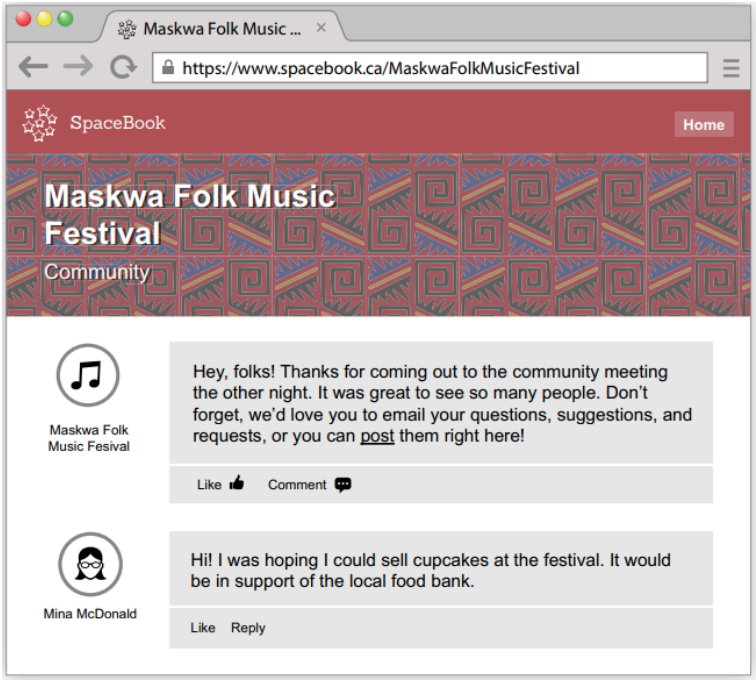
Fill in each blank with the correct word from the list.

emerging	poles	banning	growing pains	established	folks

1. The musicians who enter the contest must not be _____ , or, in other words, not yet famous or not making a lot of money from their music.
2. Some of the changes to the community and the festival include putting up new electrical poles and _____ alcohol.
3. The festival is experiencing _____ because it is being held in a new location and some changes have to be made.
4. If a band is not yet well known, that means it is an _____ band.

Reading 2

Read the threads on the Maskwa Folk Music Festival SpaceBook page.



Maskwa Folk Music Fesival

Sounds yummy! Cupcakes would be great. Something to keep in mind is that our food permit says that baked goods like cookies, cupcakes, or pastries need to be individually packaged. That means they all need to be in a wrapper, box, or container to meet the guidelines. We have the food handler's permit details on the website for your information.

Like Reply

Steven Green

If I could just say something here–individual wrappers are going to mean a lot of garbage or litter. May I suggest using environmentally friendly containers, something biodegradable or recyclable? Just a thought.

Like Reply

Mina McDonald

Hmmm ... I see your point, Steven, but biodegradable containers are going to make the cupcakes SO expensive. I don't know if folks will pay, like, $6 for a cupcake!

Like Reply

Maskwa Folk Music Fesival

How about we create a poll? We can ask people how much they would be willing to pay for an "environmentally friendly" product like cupcakes at the festival. After the poll results are in, we can share them with you and any of the other businesses coming to the festival. Then you can make your decisions.

Like Reply

Mina McDonald

Sounds like a good idea to me! Thanks for doing this! LOVE all the community discussion ☺ THIS is a great way to run a festival! GO MASKWA!

Like Reply

Steven Green

Just another idea here ... @MaskwaRecycleCentre, would it be possible for you guys to bring a bunch of big, blue recycling containers to the festival? That way folks won't forget instead of just throwing things in the garbage.

Like Reply

After You Read

Comprehension

Strategy 1: Locating Indirect Instructions

Re-read the three posts by the Maskwa Folk Music Festival.

Find four phrases with indirect instructions that the festival wants readers to follow.

Choose the actions readers should do

Maskwa Folk Music Fesival

Hey, folks! Thanks for coming out to the community meeting the other night. It was great to see so many people. Don't forget, we'd love you to email your questions, suggestions, and requests, or you can post them right here!

Like Reply

Maskwa Folk Music Fesival

Sounds yummy! Cupcakes would be great. Something to keep in mind is that our food permit says that baked good like cookies, cupcakes, or pastries need to be individually packaged. That means they all need to be in a wrapper, box, or container to meet the guidelines. We have the food handler's permit details on the website for your information.

Like Reply

Maskwa Folk Music Fesival

How about we create a poll? We can ask people how much they would be willing to pay for an "environmentally friendly" product like cupcakes at the festival. After the poll results are in, we can share them with you and any of the other businesses coming to the festival. Then you can make your decisions.

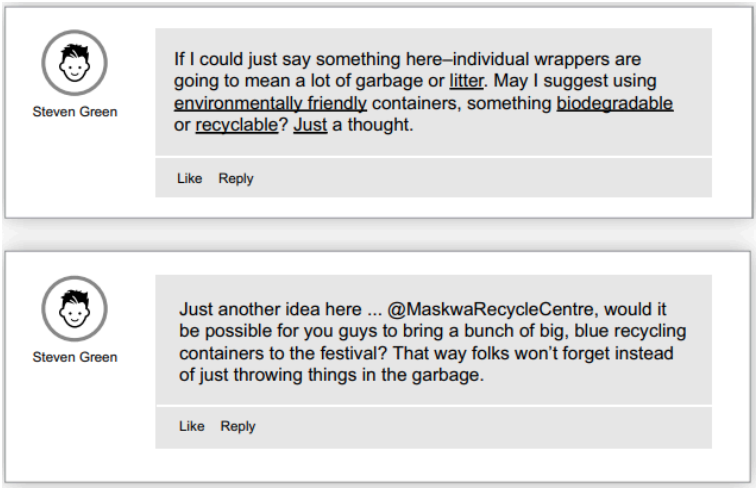
Like Reply

Strategy 2: Recognizing Phrases

Read the two posts by Steven Green below.

Find five phrases that he uses to soften his suggestions.

Choose expressions that sound easy-going rather than demanding.



Vocabulary

Strategy 3: Using Context to Determine the Meaning of Expressions

1. The word JUST has several meanings. In each sentence, indicate the word that could be replaced by JUST.

a) Gilles was recently interviewed by a reporter.

b) Mina could only sell cupcakes that are individually wrapped.

c) Most people simply wouldn't pay $6 for one cupcake.

d) To be fair, all food sellers have to follow the same rules.

2. Verbs, or action words, such as KEEP may combine with a preposition to make a phrase. The meaning of the new phrasal verb is not the same as the verb alone. Fill in the blank after the verb KEEP in each sentence with one of the following prepositions:

IN ON TO UP

a) When many people post on SpaceBook, Gilles works hard to keep _____ with answering all the suggestions and requests.

b) Some private people keep _____ themselves and don't post suggestions or questions on SpaceBook.

c) Gilles has many rules to remember, or keep _____ mind, as he plans the festival.

d) Steven keeps _____ suggesting ways to protect the environment. He cares a lot about the Earth.

Discussion

In paragraph 8 of the Maskwa Times article, there are quotes from two speakers. Mr. Broz is negative, or critical of, the festival. The reporter asked Gilles Doucette to respond to that criticism.

NOTICE strong and soft words and expressions.

FIND examples of word choices that sound direct or indirect.

DISCUSS why the two men used different communication styles.

COMPARE how many words the reporter quoted from each man.

IDENTIFY, in the longer quotation,

- recognition of a conflict
- context or a reason for the conflict
- re-direction away from criticism and toward positive action.

DISCUSS what moods or emotions might be behind such different ways of speaking.

THINK about your relationships outside English class.

TALK about people who give you instructions. How do you feel when people use a direct style with you? Why? How do you think or feel about (perceive) people who only use a direct style? How do you think or feel about (perceive) people who only use an indirect style?

TALK about your own style when you respond to people who make demands, requests, or suggestions of things you cannot or don't want to do. Are you short and direct or do you soften and lengthen indirect replies? How do you want people to think or feel about (perceive) you?

Extension Activity

Print another Language Observer Log. Continue listening and watching how people in your community
use words and expressions that you are learning.

Here is a sample of a different style of log, a Language User Log. Abdi wanted to use the expression "hang on" correctly when speaking or writing. First, he prepared to speak by planning what kind of conversation might include "hang on." He thought about who he could say it to and how he would use it. After trying the expression in a real conversation in his community, Abdi reflected on, or analyzed, whether he had used "hang on" correctly.

Keeping a Language User Log helps you to try out words and expressions from this chapter in your daily life.

1. Print a copy of the Language User Log.
2. Complete it.
3. Bring it to class later to share your experience.

SAMPLE Language User Log		Name: Abdi Date: May 17, 2016
Lesson words or expressions	1. hang on	2.
PREPARATION before I use each word or expression		
Who can I use the word or expression with?	close or familiar people (it's an informal expression)	
In what kind of conversation or for what topic can I use this word or expression?	on the phone or in line at the grocery store if I need someone to wait, like if I'm looking for something or I can't think of an answer	
How will I say it or write it?	Hang on, please OR Please hang on a second	
REFLECTION after I used the word or expression		
Who was I talking or writing to?	cashier at the grocery store	
What exactly did I say or write?	She asked me for my points card and I said, "Hang on a second, please."	
How did people respond when I used this word or expression?	She said, "Take your time," and waited.	

Reading Progress Check

Read the questions and answers before you read the SpaceBook posts from Janet and the festival organizers.

This is a strategy to help you locate the answers more easily.

After you read the posts, answer the questions.

1. Choose the best answer. What is the purpose of Janet Ford's message?

a) She's making a request.
b) She's giving instructions.
c) She's making demands.
d) She's offering a suggestion.

2. Choose the correct answer. The Maskwa Folk Music Festival's response to Janet Ford's request is

a) yes
b) no
c) maybe
d) unsure

3. Choose all that are correct. The Maskwa Folk Music Festival's response is

a) direct
b) indirect
c) soft
d) strong

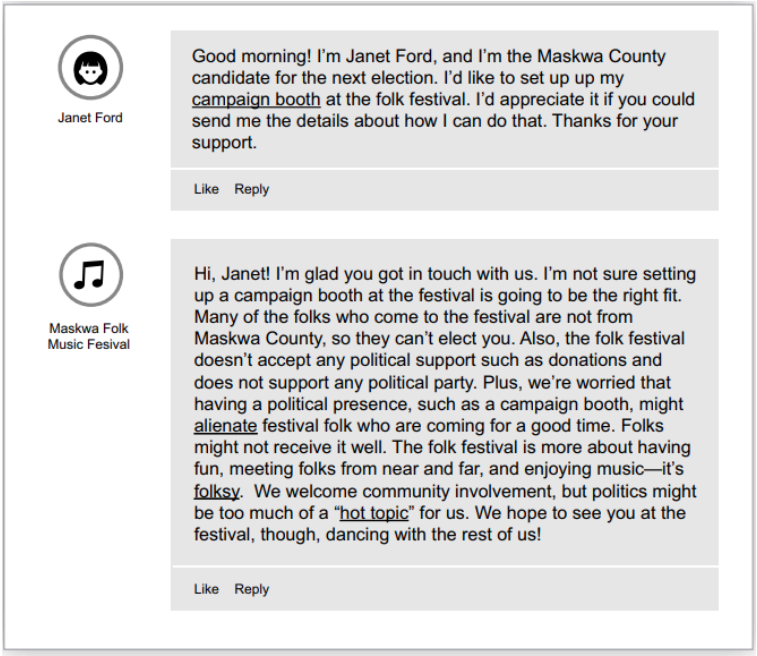
4. Choose all that are true. What are some of the reasons for the Maskwa Folk Music Festival's response?

a) Janet Ford doesn't live in Maskwa County.
b) People don't want to elect Janet Ford.
c) Having a politician at the festival might upset people.
d) The festival doesn't want to appear to support a political party.
e) Politics aren't in line with the festival's goals.
f) Janet Ford isn't folksy.

5. The Maskwa Folk Music Festival doesn't want Janet Ford to come to the festival.

___ True

___ False



9. Listening

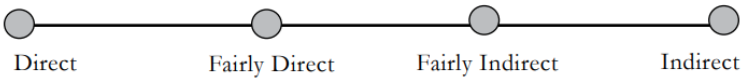
Before You Listen

Complete these pre-listening activities to help you notice social conventions and to understand conversations better.

Social Conventions Around Suggestions, Requests, and Instructions

Sometimes in English, speakers give instructions and make requests that sound like suggestions. This is an indirect or softer way of giving instructions or asking someone to do something. Do you have a similar way of using softeners in your other language(s)?

Place the number of each sentence or question below along the scale to show how direct or indirect you think it is.



1. Get in line.
2. Could you hang on a second?
3. I was hoping you might have a minute ...
4. If I could just get to you sign off ...
5. Would you mind if I just jumped ahead of you?
6. Would you be able to call him?
7. Why don't you help yourself to a pop?
8. You'd better take the keys and move the truck.

Vocabulary

In Chapter 1, there were some homographs, words that sound and are spelled the same although the meanings are different. In this chapter, there are homophones, words that sound the same but have different spellings and meanings. The pronunciation is the same, but the spelling is slightly different. The definitions are not at all the same.

Match one of the following words: POLE, POLES, POLL, or POLLS, with the word or phrase that has the same meaning in each of the sentences below.

1. The campground has a flag flying at the top of a long piece of metal.
2. Some campers walk through the forest with a walking stick.
3. Claire may take a survey of her neighbours to get their opinion.
4. The opinions of city and country people can be very far apart.
5. The electricians are stringing power lines between tall, wooden columns.

Predictions

You will hear two face-to-face conversations. The first conversation is about a conflict between neighbours. The second dialogue is a meeting to solve several issues. Predict the answers to the following questions before you listen:

- How will age affect how directly people speak? Will young, middle-aged, or elderly people be more direct or indirect?
- How will familiarity affect how indirectly people speak? Will neighbours or strangers be more direct or indirect?

- How will location affect how people speak? Will they speak differently in their neighbourhood or at a public meeting?
- How will communicating directly or indirectly affect the way people feel?

Listening 1

Listen to a conversation at the campground. Notice how people make requests and suggestions and how they give each other instructions.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=139

After You Listen

Comprehension

Complete the activities below to check your listening comprehension. These strategies focus on ideas and attention to exact words.

Strategy 1: Recognizing Facts

Listen again.

Choose True (T) or False (F) for each statement below.

- How do you know it is true or false?

Be ready to discuss evidence to support your answers.

1.	T	F	Roshan called Mr. Broz about his dogs.
2.	T	F	Roshan and Gilles come from cultures that believe respecting elders is important.
3.	T	F	The field is being cut to enlarge the campground.
4.	T	F	Mr. Broz and his family have been beekeepers for a long time.
5.	T	F	Claire thinks Ivan's dogs are an inconvenience.
6.	T	F	Mr. Broz wants Claire to cancel the folk festival.
7.	T	F	Gilles suggests using a different field for the festival.
8.	T	F	Claire is going to call the county office and complain about Ivan's dogs.

Strategy 2: Re-telling Details

Listen to different kinds of instructions. Take dictation to complete six sentences that you hear. Write the sentences (five to seven exact words) that you hear into the column on the right.

	Kind of Instruction	Sentence (Five to Seven Exact Words)
1.	Instruction	
2.	Demand	
3.	Request	
4.	Suggestion	
5.	Demand	
6.	Request	

Listening 2

Listen to another conversation. Notice how Gilles and others speak at a "town hall" meeting (an organized community meeting) about the upcoming folk festival. Notice how people make requests and suggestions.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=139

After You Listen

Vocabulary

Strategy 1: Recognizing Cognates or Word Families

Many words belong to groups we can call word families (see Chapter 1, page 29). By adding suffixes or prefixes, or changing the spelling slightly, words can change grammatical roles between adjectives, adverbs, nouns, or verbs.

Select the best answer to complete each sentence below.

1. A long, hot meeting is likely to be ____ and uncomfortable for most people.
   a) convenient
   b) inconvenient
   c) convenience
2. City people enjoy the ____ of living near several supermarkets.
   a) convenient
   b) inconvenient
   c) convenience
3. The ____ of Aboriginal communities are greatly respected.
   a) elders
   b) eldest
   c) elderly
4. In many traditions, children don't call ____ people by their first names.
   a) elders
   b) eldest
   c) elderly

5. An angry neighbour might ____ most of his community with his bad temper.

a) alienate
b) alien
c) alienating

6. Claire doesn't always fit in with the country community. She feels like an ____.

a) alienate
b) alien
c) alienating

Strategy 2: Inferring Meaning from Context

Listen again while reading short parts of the Listening 2 conversation. Use the words of both speakers to choose the best meaning of the expressions in bold.

1. "It's always something with Mr. Broz ..." means

a) Mr. Broz is always satisfied
b) Mr. Broz is always busy
c) Mr. Broz is always complaining

2. A "line of attack" means

a) a way to attack someone
b) a way to handle a problem
c) a way to create a problem

3. "To field questions" means

a) to ask several questions
b) to answer several questions
c) to avoid several questions

4. "Along the same line" means

a) usually
b) probably
c) similarly

Discussion

The first listening was about a conflict between two neighbours.

NOTICE how requests and instructions became more, or less, direct depending on the personality of the speakers and the situation or context they were in.

FIND examples of how Claire makes requests and suggestions.

DISCUSS her communication style (direct or indirect) when she speaks with

a. Gilles

b. Ivan

IDENTIFY possible reasons for Claire to change how direct she is. How does Ivan's directness make Claire and Gilles feel? Are you more comfortable and familiar with Claire's style, Ivan's style, or Gilles' style? Why?

FIND examples of how Ivan makes requests and suggestions.

DISCUSS his communication style (direct or indirect) when he speaks. How do you feel when someone speaks to you like Ivan does? How do you think about (perceive) people who make requests and suggestions like Ivan does? Why?

FIND examples of how Gilles makes requests and suggestions.

DISCUSS his communication style (direct or indirect) when he speaks with

a. Claire

b. Ivan

IDENTIFY possible reasons for Gilles to be indirect.

DISCUSS how you feel when someone like Gilles makes requests and suggestions indirectly. How do you think about (perceive) people who make requests and suggestions like Gilles does? Why?

TALK ABOUT how directness can affect how people feel and think about (perceive) you. How does directness affect or change the way people perceive others?

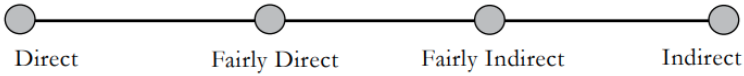
TALK ABOUT your experiences in your community. Are there people who communicate like Ivan or Gilles?

TALK ABOUT ways people say “no” or respond negatively to suggestions or requests. What are some different ways people say “no”? Do you usually say “no” directly or indirectly? Do you always understand when someone says “no” indirectly? How does it make you feel when someone says “no” directly or indirectly? Why?

The second listening was a public meeting. The community was concerned about possible problems and solutions regarding the folk festival at Bear Bottom Campground. Gilles and the reeve had different ways of answering each question. They are listed in the table below.

Words and expressions meaning “Yes”	**Words and expressions meaning “No”**
1. That’s a great point. 2. Sure. 3. That might be possible. 4. Great. 5. You bet. 6. Okay. 7. I’m with you on that.	8. Absolutely not. 9. Hmm. I hadn’t realized that.

Place the number of each word or expression along the scale to show how direct you think it is.



Listening Progress Check

Test your understanding of direct and indirect speech between people in close or distant relationships by listening to a couple of short audio clips from this chapter's video.

Answer the questions below while you listen. Listen as many times as you need to..

Part A

1. Choose True (T) or False (F) for each statement you hear.

T	F	Kerry speaks directly to Ivan and Roshan.
T	F	Ivan gives a reason for his demand.
T	F	Speaking more quietly softens Kerry's direction to Roshan.

2. Choose True (T) or False (F) for each statement you hear.

T	F	Ivan speaks formally and indirectly.
T	F	Using titles and surnames makes Ivan sound more distant from Claire.
T	F	Claire's sighing matches the politeness of her words.

Part B

Fill in the blanks with the missing word or words in the following conversations in which people are being very demanding with each other.

1.

Gilles: Perfect timing Claire. Mr. Broz here seems a little upset.

Ivan: Upset? _____ furious. What are _____ doing to _____ field?

Claire: _____ field? That field is a part of _____ campground.

2.

Claire: How about we talk about your _____ for a moment?

Ivan: I _____ your pardon? My _____?

Claire: Yes, your _____. I just got off the phone with Kerry Ames, who has been stuck up a pole for the last half-hour because your dogs trapped him there. He _____ do his job because your dogs are _____ him around the campground. _____ you keep them on a leash?

Ivan: Madam, they are _____ dogs. They work. They do _____ sit at home on a leash.

Claire: Call off your dogs.

10. Writing

Scaffolding Genre

Generally, when Canadians make requests or suggestions, the more indirect or soft we are, the more context we give. Giving context means we give reasons and details because we are concerned that the request is inconvenient or because we are worried that the other person will respond negatively.

When Canadians respond indirectly to requests and suggestions, we also give context, especially if we are saying "no." Canadians often give more context with a negative response, especially if the relationship with the other person is important, delicate, distant, or unfamiliar. Sometimes, Canadians don't even say the word "no," they will just give a reason for refusing or not agreeing.

Scaffolding Genre-exploring Activity

→ Read one request from Wayne who attended the town hall meeting and filled out a suggestion card that Gilles handed out.

Card 1

Maskwa Folk Fest Suggestion Card

Date: March 12, 2016

Message:

Hey! Wayne Clarkson here. Are dogs allowed at the festival? I think it might be a great idea to have water stations around the festival so the dogs don't get too hot or thirsty. Is this possible? Thanks.

Notice Wayne's mix of questions and statements.

Look at the verbs that he uses to soften phrases. Wayne is definitely not making a demand.

➔ Read the reply from Gilles and Claire.

Hi Wayne!

Thanks for your question. Unfortunately, festival-goers who aren't staying at Bear Bottom Campground shouldn't bring their dogs to the festival unless it is a service dog, such as a guide dog for the blind. The

Health Department recommends keeping the festival grounds clean of doggie waste. Campers at Bear Bottom Campground are responsible for the care and supervision of their dogs. You suggested having water stations at the festival would be a great way to keep pets safe and healthy. We agree! We'll be in touch with a local pet shop to see if they'd like to support us in this. Thanks for the great idea!

– Gilles and Claire

Example Response

As the Folk Fest organizers, Gilles and Claire replied to Wayne using an informal note. Let's look at the format and the style.

Hi Wayne! a

b c

Thanks for your question. Unfortunately, festival-goers who aren't staying at Bear Bottom Campground shouldn't bring their dogs to the festival unless it is a service dog, such as a guide dog for the blind. The Health Department recommends keeping the festival grounds clean of doggie waste. Campers at Bear Bottom Campground are responsible for the care and supervision of their dogs. You suggested having water stations at the festival would be a great way to keep pets safe and healthy. We agree! We'll be in touch with a local pet shop to see if they'd like to support us in this. Thanks for the great idea!

d e f g h

i

– Gilles and Claire

Find the following parts of the note:

a) A friendly greeting and informal punctuation
b) A reference to the original message
c) Using a sympathetic adverb to soften a rule
d) Mention of an exception to the rule to avoid misunderstandings
e) An explanation of the reasons(s) for a rule
f) Acceptance of an idea
g) A follow-up action
h) Expression of positive feelings

i) A casual closing

Someone else attended the community meeting and handed in a card anonymously. Read the comments. Look at verbs, as well as adjectives, to catch the writer's feelings.

Card 2

Maskwa Folk Fest Suggestion Card

Date: March 16, 2016

You can't ban alcohol! You can't! That is the worst idea ever. You must get a liquor license or nobody will be able to have a good time at the festival, especially young people. Change it or else!

Because the writer didn't give a name, it's impossible for anyone to write a personal reply to this emotional, rather threatening note. However, Gilles responded with an "open letter" in the Maskwa Times.

Look for

a) a greeting

b) a reference to the original message

c) an understanding tone
d) a rule or decision
e) a reason or two
f) acceptance of ideas
g) expressing the positive
h) ways to follow up
i) a closing

Open Letter to Maskwa County

This is a shout-out to the young people of Maskwa County! It was great to see several of you at the town hall meeting. Your ideas matter to us. I'm hoping to answer an unknown writer who wrote from the heart.

As you may know, last year, two festival volunteers were injured in a car crash involving alcohol. We're all really thankful they've recovered. When they asked us, "How about not allowing alcohol this year?" the festival organizers decided we wouldn't have a beer garden on the new festival site. Drivers can only get to Bear Bottom Campground on Willow Lake Road. It's a winding, hilly route on loose gravel. Like you, we really want everyone to have an awesome time before, during, and after the weekend of sweet tunes and starry nights.

Because a ban on alcohol reduces the permits we must buy and the security we would have to hire, tickets for

youth aged 18 to 24 will cost 30% less than a year ago. That's a bonus for you!

Keep your comments coming. You can always reach us at Maskwa Folk Fest on SpaceBook messenger.

Gilles Doucette

Scaffolding Mechanics, Grammar, and Syntax Activity

A **gerund** is an action word (verb) that ends with **–ing**. A gerund looks like a verb but does the job of a noun.

After you use the verbs **recommend** or **suggest**, use a regular noun or a gerund (-ing) as the object.

For example, Claire might say, "I recommend Kerry Ames."

Or she could say, "I recommend calling Kerry."

Here are some more examples of gerunds:

- I suggest **calling** him before noon.
- I would recommend **calling** him right away.
- I might suggest **calling** him as soon as possible.

- I wouldn't suggest **calling** now.
- I don't recommend **calling** him at home.

Other request phrases that use a **gerund** (-ing) are **"Would you mind ...?"** and **"How about ...?"**

- Would you mind **answering** the phone for me?
- How about **calling** Ivan about his dogs?

An **infinitive** is also a kind of **verb** but it has the word **to** before a basic action word. Some suggestions, requests, and instructions use an **infinitive**.

Here are several examples of infinitives:

- Would you be able to answer the phone?
- Would it be possible to call Claire?
- It might be a good idea to call her later.
- I was hoping to call her now.

When you use a modal verb (can, could, might, must, should, or would), the next word is always the base form of a verb, never a gerund or an
infinitive. The base form has no suffixes such as -ed or -ing. The base form matches the spelling of a dictionary entry.

Here are examples of correct modal verbs + base forms contrasted with common errors:

✔ Can you call Claire? ✔ We could call her. ✔ You might call Claire on her landline. ✔ You must not call her at home. ✔ I think we should call her first. ✔ I wouldn't call her before nine o'clock in the morning. ✔ We should not call at night.	✘ Can you calling Claire? ✘ We could to call her. ✘ You might to call Claire. ✘ You must not calling her. ✘ I think we should calling her. ✘ I wouldn't to call her. ✘ We should not calling at night.

Practise using a gerund or an infinitive.

Match the modal verb expressions on the left with a phrase on the right to make correct suggestions, requests, or instructions. There is more than one correct way to complete some sentences.

1.	I was hoping I could	lending me your cellphone?
2.	Would it be possible	use your cellphone.
3.	Would you mind	calling her so late at night.
4.	I suggest	adding more recycling bins
5.	Maybe we should	add more recycling bins.
6.	I don't recommend	to use your cellphone?
7.	It might not be a good idea	to call her so late at night.

Look back at Card 1 (page 87) and Card 2 (page 90) and the responses from Gilles and Claire.

Scan for and copy:

3 **Gerunds** **(basic verb + ing)**	6 **Infinitives** **(to + basic verb)**	11 **Modal Verbs** (can, could, might, must, should, would + **basic verb)**

Writing 1

People in Maskwa County filled out cards at the town hall meeting. Here is another note from the community meeting suggestion box:

Maskwa Town Hall Suggestion Card

Date: April 5, 2016

Hi guys! I was wondering if it would be possible to

remove all the new electrical poles. I know they will help bring more power to the festival, but … I think aliens from outer space are using them to read my mind, and I'd like my thoughts to stay private, especially when I'm choosing lottery numbers. Thanks!

– Marvin Martini

Take the role of either Gilles or Claire.

Write an informal note of 9 to 12 sentences to respond to the message from Marvin.

- Format your message as an informal note.
- Refer to the original message and the tone of the writer.
- Give context (reasons and details) for your responses.
- Accept ideas if possible and express positive feelings.
- Use gerunds and infinitives.

Production Task Rubric

You can us the rubric below to measure success on each part of the writing task.

Writing Task 1 You wrote an informal note to respond to a demand, request, or suggestion by an unfamiliar person.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You included an informal greeting and closing.				
You referred to the original message and any feelings in that message.				
You gave context to explain why you could or could not do what was requested or suggested.				
You expressed positive feelings about any idea you could accept.				

You used at least one gerund and one infinitive.				

Writing 2

Here is another card that Gilles and Claire received when they asked for written comments or questions at the community meeting.

Maskwa Town Hall Suggestion Card

Date: April 5, 2016

Hi Claire and Gilles!

I was thinking it might be a good idea to have some bear safety at the festival, especially since there will be a lot of food and garbage. How about getting some of those things that make noise that only bears can hear? The bears will stay away and the "noise" won't bother the musicians and bands. What do you think?

– Mandy Wanyandie

Take the part of either Gilles or Claire. Write an informal note of 9 to 12 sentences to respond to the message from Mandy.

- Format your message as an informal note.
- Refer to the original message and the tone of the writer.
- Give context (reasons and details) for your responses.
- Accept ideas if possible and express positive feelings.
- Use gerunds and infinitives.

Production Task Rubric

Writing Task 2 You wrote an informal note to respond to a demand, request, or suggestion by an unfamiliar person.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You included an informal greeting and closing.				
You referred to the original message and any feelings in that message.				
You gave context to explain why you could or could not do what was requested or suggested.				
You expressed positive feelings about any idea you could accept.				

You used at least one gerund and one infinitive.				

11. Speaking

Intonation Scaffolding Activities

Expressing Mood Through Word Stress

Our mood shows up in our voices. One way we express our feelings is by lengthening words to emphasize them. In the chapter video, we heard a man's concern about the field where he keeps his bees.

Listen for the longest words in these sentences:

"You can't cut it. You'll kill my bees."

To express the man's mood, we could write these sentences like this:

"You c-a-a-a-n't cut it. You'll k-i-i-i-ll my b-e-e-e-e-s."

We make vowel sounds longer in the most meaningful words in every sentence we say. This is normal English intonation. How do English speakers lengthen stressed words? By breathing out more air on the vowels in those words.

Copy the woman in the photo. Put the palm of your hand in front of your mouth. With correct word stress, you should feel more air

on your palm when you say "a-a-a," "i-i-i," and "e-e-e." Read the man's two sentences aloud.

Now listen to the man say those same sentences again. You will hear incorrect and then correct word stress.

Repeat the incorrectly stressed, equally stressed, and correct intonation with lengthened stressed words.

Can you feel the difference in the palm of your hand?

Speaking Scaffolding Activity

In this exercise, each speaker wants someone else to do something. The speakers lengthen one or more words in every sentence or question to emphasize what action to take.

Listen and read aloud. Choose the words that the speakers stress in the sentences below.

1. Get in line.
2. You have to respect your elders.
3. We need the truck moved.
4. Can't you keep the dogs on a leash?
5. Why don't you help yourself to a pop?
6. Would you mind hanging on a second?
7. How about we talk about your dogs for a moment?
8. You could show him our confirmation number.
9. It might be a good idea to just ...listen to them.
10. If I could just get you to sign off ...

Expressing Mood Through Word Choice

In this chapter, Claire, Gilles, Ivan, and Kerry all tell other people what to do. Their instructions do not sound the same.

- Direct instructions, depending on the speaker's tone, can become demands.
- Requests seem like questions, but they are indirect instructions.
- You might not recognize suggestions as instructions. Sometimes they are so indirect that they seem like possibilities.

Listen and read along. Decide whether each instruction is a demand, a request, or a suggestion.

		Demand	Request	Suggestion
1.	Could I get you to call a tow truck?			
2.	You need to call Mr. Broz			
3.	Why don't you give me a call?			
4.	I'd run if I were you.			
5.	Can you calm down a minute?			
6.	Call off your dogs!			
7.	Would it be possible for you to make a donation?			
8.	You should go get Claire.			
9.	You might want to use it near the door.			
10.	Do you mind? I was here first.			

Listen again and repeat with correct word stress.

Speaking Tasks

Adjusting both what we say and how we say it is really important when we're talking about conflicts or when we need to express negative ideas or feelings.

Not everyone wants to be told what to do, even in a polite tone. The way we give instructions, by suggesting, requesting, or demanding, shows a lot about our respect or disrespect for the people we are talking to. It may also show how close or distant we are to those people.

The pictures below show things that upset or bother some people in Maskwa County. These people are concerned that the folk music festival at Bear Bottom Campground will cause these kinds of conflicts in their community.

To prepare vocabulary for the next speaking activity, list all the nouns you can think of to describe each photo. Then list problems that can be caused by these things. For example, for the last photo, some nouns and possible problems are listed below:

Nouns: cars, trucks, SUVs, RVs, trailers

Possible problems: traffic jams, air pollution

Speaking 1: Making Demands

Speakers who make demands speak directly. When making a strong demand, the speaker doesn't usually give much information or context to the listener(s). Direct speech is often short.

Ivan has never been to a folk music festival, but he expects the worst. He knows that Claire moved to the country from the city. He believes she doesn't know about life in the country. Ivan has only

spoken once or twice to Gilles. He doesn't know anything about Gilles' family, education, or status. Ivan has quite strong opinions. He is sure that he knows more about Maskwa County than "city folks." Moreover, Ivan usually says whatever he is thinking.

Do the following speaking practice role play with someone else.

- One person speaks as Ivan.
- One person speaks as Gilles.

Setting:

While Gilles is turning off the microphone after the public meeting, Ivan walks up and starts a conversation.

Requirements for Ivan:

1. Greet Gilles and remind him where you live and what you do in the community.
2. Tell him your opinion of conflicts the festival might cause.
3. Use verbs to demand that Gilles, Claire, or the reeve prevent or stop those problems. Modal verbs include "must" or "should." Other possibilities are "need to," "have to," or "ought to."
4. Make six to eight demands.
5. Close the conversation and walk away.

Requirements for Gilles:

1. Respond to Ivan's greeting.
2. Answer his demands
3. Respond when Ivan closes the conversation.

Production Task Rubric

You can use the rubric below to measure how "Ivan" does when he's talking with "Gilles."

Speaking Task 1 You had a short, direct conversation. You expressed your mood and made demands of other people.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You started the conversation.				
You expressed a strong opinion.				
You made six to eight demands to prevent conflicts.				
You stressed verbs such as "must," "should," or "have to" to sound demanding.				
You closed the conversation.				

Speaking 2: Making Requests and Suggestions

Speakers who request or suggest speak more indirectly than they would if they were demanding. These speakers usually give more information or context. Canadians tend to be more indirect when making requests that may be perceived as difficult or inconvenient. Extra expressions and information make suggestions or requests longer than demands. Indirect instructions take more time to give.

Imagine you just moved to Maskwa County. You don't know your neighbours. You came to the public meeting to learn about the folk music festival. You are concerned about possible problems such as those in the photographs. You want to suggest things that could prevent conflict. Although you want to request that Claire, Gilles, or the reeve take action, you don't want to alienate them. You want to work with them, not against them.

Do the following speaking practice role play with someone else.

- One person speaks as a newcomer to Maskwa County.
- One person speaks as Claire.

Setting:

While "Claire" is putting on her coat, the newcomer comes up to her and starts the conversation.

Requirements for the newcomer:

1. Greet Claire and introduce yourself.
2. Tell her how you feel about the festival and some of the problems that might occur.
3. Use verbs and expressions to suggest that Claire, Gilles, or the reeve prevent those problems. Modal verbs include "could," "might," "may," or "would." Expressions include "How about …?" and "Why don't you …?"
4. Make six to eight suggestions and requests.
5. Close the conversation and walk away.

Requirements for Claire:

1. Respond to the newcomer's greeting and introduction.
2. Answer his or her suggestions and requests.
3. Respond when the newcomer closes the conversation.

Production Task Rubric

You can use the rubric below to measure how "the newcomer" does when he or she is talking with "Claire."

Speaking Task 2 You had a conversation. You expressed your mood indirectly and made suggestions and requests of other people.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You started the conversation.				
You expressed your opinion about possible problems.				
You made six to eight requests and suggestions to prevent conflicts.				
You stressed verbs such as “could” or “might” and expressions such as “How about …?” or “Why don’t you …?” to sound more indirect.				
You closed the conversation.				

12. Wrap-Up

Discussion

At the beginning of this chapter, you placed yourself on a scale similar to the one below.

Read the descriptions in the boxes.

Count how many points are most true for Gilles, Ivan, and Claire.

Place (Gilles) and (Ivan) on the scale below. Discuss any patterns in how these men usually speak or write. Place (Claire) on the scale.

Discuss if Claire's way of speaking and writing matches the others.

Does gender or age make any difference?

Does status (such as being in charge) make any difference?

Does location (such as being on private property or in a public space) make any difference?

Does situation (such as being face to face or using social media) make any difference?

Share your opinion about possible reasons for speech patterns.

† He/she uses the same words and expressions with everyone and doesn't adjust for relationships. † He/she uses fewer words and expressions to be clearly and easily understood. † If there is a problem or a conflict, he/she says exactly what he/ she feels and means.	† He/she chooses different words and expressions depending on relationships. † He/she uses more words and phrases to be calm and not misunderstood. † He/she expects people to "read between the lines" in his/her tone or body language. † If there is a conflict, he/she asks a third person to help talk about it.

Reflection

In this chapter, we

- recognized how Claire, Gilles, and other community members changed their word choices to be direct or indirect
- compared how close relationships show up in more direct talking and writing and how distant relationships show up in more indirect communication
- identified that people in close or distant relationships try to get others to follow instructions by giving suggestions or making requests or demands
- looked for patterns of directness or indirectness in different styles of spoken and written instructions.

The writing and speaking activities gave us ways to adjust our use of English. Observing how people in our community talk and write, and trying to use new words from this chapter has reinforced, or strengthened, our vocabulary outside class.

1. Review the Language Log pages you have been filling out.
2. Think of some people in your community who you

communicate with in English. Think of times you've made a suggestion or request. Keeping your own experiences in mind, think about and discuss these questions:

- How is your style of requesting or suggesting similar to or different from other people you've communicated with? Do you suggest and request the same way as others in the community?
- How do others in your community say "no" or respond negatively to requests or suggestions? Is your style similar to or different from others in your community? How do you feel or respond if you notice differences?
- How do you think differences in levels of directness affect how people think about (perceive) others? How can adjusting our directness help how we communicate and understand each other?
- Thinking of your own communication style when you make requests or suggestions, how do you want people to think or feel about (perceive) you when you write and speak? What could you adjust about your speaking or writing to make your future requests or suggestions more successful?

13. Chapter Vocabulary List

Word	Form	Meaning
alien	noun	someone who comes from an unfamliar place, maybe another planet
alienate	verb	to make someone feel that he or she does not belong to a group
alienating	verb	doing something that makes a person feel like he or she does not belong
anonymously	adverb	doing something without telling who do it
appeals	verb	attract
background(s)	noun	a person's/people's early education or family history
beer garden	noun	an enclosed outdoor space for drinking alcohol
bin(s)	noun	container(s)
biodegradable	adjective	able to decay naturally with no danger to the environment
blind	noun	unable to see; without sight
bonus	adjective	something good or extra that is not expected
campaign booth	noun	a small space or table to promote someone who wants to be elected
close	adjective	very familiar; friendly; warm; intimate
common	adjective	shared
confirmation number	noun	a number for a service that will definitely happen
conflict	noun	a disagreement or problem
convenience	noun	the quality of being easy to do, get, or use
convenient	adjective	easy to get, use, or do
county	noun	an area or government district in the countryside
critical	adjective	disapproving; fault-finding
criticism(s)	noun	expression(s) or judgement(s) of the fault(s), and sometimes quality, of something

delicate	adjective	sensitive, difficult, or awkward
demanding	adjective	asking in a strong way
directly	adverb	done in a clear way that shows feelings exactly
distant	adjective	unfamiliar; unfriendly; cool; unsociable
diverse	adjective	different; having a lot of variety
elderly	adjective	old
eldest	adjective	the oldest
emerging	adjective	becoming known
emphasize	verb	to say strongly
enlarge	verb	to make bigger
environmentally friendly	adjective	not dangerous to the environment
financially	adverb	about money
folksy	adjective	friendly; informal
furious	adjective	very angry
growing pain(s)	expression	difficulty/difficulties when a new project begins
guide dog	noun	a dog trained to help people who are blind
hot topic	expression	a subject many people are talking about
inconvenience	noun	a problem, nuisance, or bother
just	emphasis or adverb	only; only a short time ago; almost not able to do something
leash	noun	a long piece of leather or cloth attached to a dog collar
lending	verb	letting someone borrow something
lengthen	verb	to make longer
litter	noun	garbage left on the ground
Maskwa	noun	the fictional county named with the Cree word meaning “bear”
or else!	prep phrase	a warning or threat if a demand is not met

outer space	noun	the area outside the Earth's air (atmosphere), where other planets and the stars are
partnership	noun	a relationship between two people, groups, or organizations
political party	noun	a group organized around ideas of how to govern
politician	noun	a person who is elected to government
poll	noun	a set of questions or a survey to measure people's opinions
post	verb	to send a message by putting it in a public place
quotes	noun	words that were first said or written by someone else
recyclable	adjective	able to be used again after being re-processed
reeve	noun	the elected leader of a county; similar to a mayor in a town
request	verb	to ask
request	noun	the act of asking for something
service dog	noun	a dog trained to help people
shout-out	noun	a quick, public thank you
sighing	verb	breathing loudly because of fatigue, frustration, or boredom
social media	noun	online communication that connects large groups of people who share information; includes Facebook, Twitter, blogs
soften	verb	to make softer, gentler, or less direct
softeners	noun	expressions that make communication less direct
softer	adjective	less demanding; quieter
solution(s)	noun	answer(s)
struggle	verb	to try very hard to do something difficult
suggest	verb	to say what someone could or should do

suggestion	noun	a message or statement that tells what someone could or should do
synonym(s)	noun	word(s) with similar meaning(s)
take dictation	verb	to write down exactly what someone says
talent	noun	natural ability
thirsty	adjective	the feeling of needing to drink something
threatening	adjective	saying that someone will do something unpleasant if a demand isn't met
tow truck	noun	a powerful truck able to pull other vehicles
unknown	adjective	not famous; anonymous
vehicle	noun	a car, truck, van, bicycle, etc.

14. Photo Attributions

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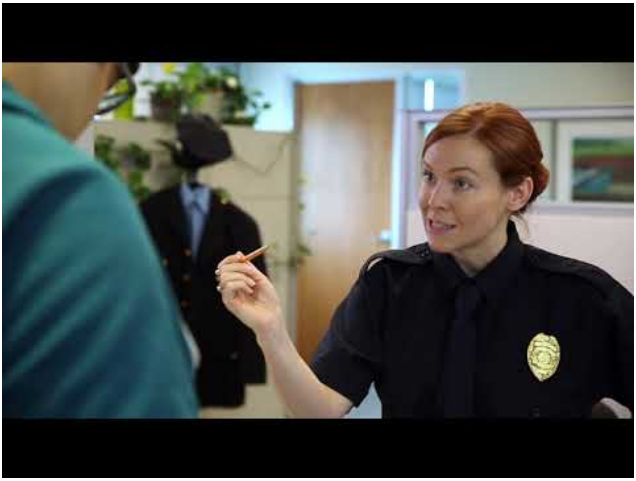
PART III

CHAPTER 3: PERMISSION, PROHIBITIONS, AND OBLIGATIONS

Introduction

Watch this chapter's video. It takes place at a police station. Notice how Roshan and Constable Mills adjust how they speak to people they have just met when they talk about rules and obligations.



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Focus Questions

In this chapter, Roshan and Claire each talk with people they are just getting to know. Roshan also has a conversation with his mother. In every dialogue, the characters exchange ideas about what they think is the right way to do things. Family customs and social conventions guide them. In addition, Roshan and Claire deal with more formal rules written for large groups or for all of society.

1. Recycling is common in many communities. People put empty bottles and cans in recycling bins. Recycling is an obligation and, in some places, a rule.

Imagine that the people below put an empty bottle in a garbage bin instead of a recycling bin. Would you say anything to change their behaviour?		If so, write the words you would say to get the people to put the bottle in the recycling bin. If you wouldn't say anything, leave the space blank.
1.	A long-time friend visiting your home	
2.	A new friend visiting your home	
3.	A stranger on the street	
4.	Your parent visiting your home	
5.	Your teenage child in your home	
6.	A friend's new significant other who is in your home for the first time	
7.	Your in-laws visiting your home	

→ Use a checkmark ✓ to show who you learn the following rules from. You can check more than one box.

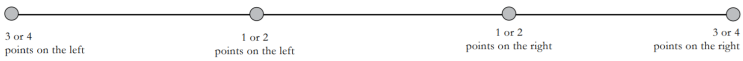
Who do you learn these "rules" from?		Your family	Your culture	Our society	The government
1.	You should or shouldn't borrow money from friends.				
2.	You can't park here unless you have a handicap parking permit.				
3.	You mustn't leave food or garbage out at your campsite.				
4.	You should or shouldn't make eye contact with people when speaking with them.				
5.	You shouldn't give advice to people you don't know.				
6.	You must ask before you use someone else's cellphone.				
7.	You cannot say "no" directly				
8.	You have to lock your vehicle's doors.				

2. Decide whether relationships change how you communicate about rules and obligations.

- Read the descriptions on the left and the right.
- Count how many points are most true for you.

Place a ★ on the dot closest to the way you communicate rules and obligations.

† Fair rules are the same for everyone and every situation. † I follow the same rules with everyone. Rules are not personal. † The more important the rule is, the more direct I will be. † To avoid conflict, I'm comfortable telling people if they aren't following the rules.	† To be fair, rules and obligations change depending on the person, the context, and the relationship. † I adjust the rules depending on the person. Rules are personal. † The more distant, important, or delicate a relationship is, the softer or more indirect I will be. † To avoid conflict, I might not say anything if someone breaks a rule.



Objectives

In this chapter, we will

- recognize how obligations affect formality and directness
- compare how speakers communicate personal or impersonal obligations in talking and writing
- identify rules (formal obligations) and social conventions that are personal or impersonal
- look for patterns in communication when speakers or writers try to obligate others to follow rules
- adjust how we speak and write to announce, discuss, or enforce rules.

You will build your language skills in

- vocabulary through synonyms, word families or cognates, and paraphrasing
- accuracy through grammar practice with imperative and modal verbs, and pronunciation of contracted and non-contracted words
- fluency through writing and speaking tasks related to permission, prohibition, and obligation

- interpreting the meaning of context clues, symbols, and formatting in official documents

15. Reading

Before You Read

Complete these pre-reading activities before you begin to read lists and completed forms. Understanding the arrangement of words and white space in formal documents is an essential skill. It helps readers locate information faster.

MAY Does Not Always Mean What You Think

Rules are formal sets of instructions. When we have the power to make rules, other people will interact with us for permission.

- The modal verb MAY is helpful in asking for or giving permission.
- However, MAY isn't always about allowing or prohibiting action. Sometimes MAY shows possibility or hope.

Compare the pairs of sentences below. Do both sentences mean the same thing? Choose = if the sentences have a similar meaning or ≠ if the sentences do not mean the same thing.

1.	Campers may see bears in the campground.	= ≠	The campground permits campers to see bears.
2.	May I cook over an open fire?	= ≠	Am I allowed to burn wood to make meals?
3.	Clean bottles or cans may be put in the recycling bins or taken home.	= ≠	Campers have two choices for what to do with empty drink containers.
4.	May campers bring a pet into the campground?	= ≠	Can campers bring a dog or cat into the campground?
5.	May you travel home safely!	= ≠	You have permission to drive carefully on your way home.

Vocabulary: Synonyms

Choose ALL the words or phrases on the right that are synonyms for the word on the left. For a reminder about synonyms, refer to page 66 in Chapter 2.

bare	basic	a couple of	a lock	to uncover
bear	to carry	to give birth	a large, furry, wild animal	to hold
charge	to attack	to ask as a fee	a place to pray	a price

Predictions

You are going to read a sign from Bear Bottom Campground. On the

sign are “do’s” and “don’ts” for campers. Some people think rules are mostly “don’ts” or prohibitions.

Claire calls her rules “camping courtesies.” Since courtesy means courteous or good manners, do you predict that there will be more negative “don’ts” or more positive “do’s” on Claire’s sign?

- What kind of obligations, or responsibilities, do campers have to each other? Suggest one rule for good camping behaviour during the daytime and another courtesy for after sundown.
- What will Claire do to ensure the safety of campers?
- Will Claire use the same words to write prohibitions, courtesies, and safety rules?
- If not, how will Claire adjust how she writes about dangerous behaviour compared to helpful behaviour or in contrast to banned behaviour?

Reading 1

Read a sign posted at Bear Bottom Campground

Welcome to Bear Bottom Campground
Camping Courtesies

The Bare Necessities

CHECK IN
Campers:
• Register at the Campground Office upon arrival to pick up your permit.
• Display your vehicle pass at all times.

• Check out by noon. In exceptional circumstances, you may avoid the extra late charge by telling the manager in advance.
Visitors:
• Check in at the office before dropping in on campers.
• You must park in designated areas only.
• Leave before the security gate is closed at 9:00 p.m.FIRES• No open fires are allowed during a fire ban.
• Check the Daily Notice Board at the office.
• Follow signage to the woodpile behind the office to buy firewood.
• Firewood must be burned in fire rings only.
• Put out your fire before you leave.NOISE
• Quiet hours are 11:00 p.m. to 8:00 a.m.
• No loud music at campsites at any time.PETS
• Dogs and cats must be on a leash at all times.
• Pick up all droppings; place in bear-proof bins.
• Clean up after your animals.

TRASH & RECYCLING

• Recycle clean bottles, pop cans, and plastic water bottles in the labelled bin
near the office.
• Place all garbage in bear-proof bins.

Campground management enforces these rules.

The Bear Facts

Black bears live in this valley. Campsites must be kept clean and tidy at all times.

• Do not feed the bears.
• Store food in airtight containers in your vehicle or car trunk.

• Any food or coolers left unattended will be confiscated.
• Cook and eat well away from your tent.
• Clean up immediately and thoroughly after cooking.
• A clean-up fee will be charged if your campsite requires additional cleaning after you check out.

You may see or meet a bear.
• Watch for bear signs such as tracks, droppings, overturned rocks, damaged trees, fresh digging, or crushed grass.

Never approach a bear.
• If you see a bear in the distance, do not try to pass it. Leave the area.
• If a bear is close by, remain calm and keep the bear in sight. Avoid direct eye contact. Move away without running.

If a bear approaches you and is standing up, it may be trying to identify you.
• Talk softly so it knows what you are.
• If it is snapping its jaws, baring its teeth, lowering its head, flattening its ears, or making "woofing" noises, it may be about to charge.
• Do not run unless you are very close to a secure place. Move away slowly, keeping the bear in view. Avoid direct eye contact.

Report all bear signs or sightings to the Campground Office.

After You Read

Comprehension

Strategy 1: Scanning Document Layout

Choose the best answer:

1. Claire arranged the basic, important rules
   a) first
   b) last
   c) in numerical order
2. She arranged the headings of the basic rules in order of
   a) the time to do these things
   b) the alphabet
   c) the safety of everyone
3. The Bear Facts are
   a) information to teach campers about bears
   b) rules to help campers be safe from bears
   c) suggestions to help campers protect bears
4. Claire uses bullets to
   a) protect campers from bears
   b) organize campground rules
   c) describe the campground

Strategy 2: Inferring Meaning

When writers are indirect, readers understand the true meaning by inferring, or guessing, using the context.

Choose all the possible answers by inferring.

1. "In exceptional circumstances, you may avoid the extra late charge by telling the manager in advance" means that

a) there is a way to stay after noon and not pay an extra fee

b) paying an extra fee for leaving late is unusual

c) except for the manager, everyone pays extra charges

d) the manager always cancels late charges for people who talk to her

2. "Visitors must park in designated areas only" means that

a) visitors cannot drive to the park

b) there are visitor parking signs

c) Bear Bottom Campground permits visitors

d) you can park wherever you like

3. "No open fires are allowed during a fire ban" means that

a) barbecues are never allowed

b) it doesn't rain very much at Bear Bottom Campground

c) the manager can prohibit fires

d) you're not permitted to have a fire

Strategy 3: Paraphrasing

Choose the best answer.

1. Another way to say "Any food or coolers left unattended will be confiscated" is

a) "Always watch your food because Claire may take it away."

b) "Claire removes any food you leave outside when you're not around."

2. Another way to say "A clean-up fee will be charged if your campsite requires additional cleaning after you check out" is

a) "Campers who leave a mess behind will get a bill for Claire's extra work."

b) "Check that another fee isn't added to your charges when you leave the campground."

3. Another way to say "If a bear is close by, remain calm and keep the bear in sight" is

a) "If you are near a bear, watch out."

b) "Keep your eyes on any bear you meet and stay cool."

Vocabulary

Strategy: Reinforcement of Words and Definitions through Use in Context

Fill in the blanks using the correct word or phrase from the list.

bear	baring	charge	charges
check	check out	drop in	droppings

1. Watch where you step. _____ may be signs of bears or pets.

2. If a bear is _____ its teeth, it may be ready to attack.

3. Before leaving a campsite, a courteous camper will _____ that all garbage is picked up.

4. Visitors should _____ in mind that the security gates closes at 9:00 p.m.

5. Normal campground _____ don't include the price of firewood.

Reading 2

Read the form Roshan completed about the theft of his tools.

	Maskwa County Police **Report of Stolen Property**	Today's Date 11 / 05/ 2015

VICTIM INFORMATION (Owner of Stolen Property)	
Surname: Mehta	First name: Roshan
Address: 8016 - 20 Avenue S, Lethbridge, AB	DOB: 13/5/1995
Home Phone: N/A SIN 987-654-321	Cellphone: 590-274-1234 Employer: Kerry Ames 780-237-2637

INCIDENT INFORMATION	
Address Theft Occurred At:	4509 Willow Lake Road, Maskwa County
Business Name (If Any)	Bear Bottom Campground
Date Incident Occurred From: 11 / 05/ 2015 to 11 / 05 / 2015	Time Incident Occurred From: 20:45 to 21:15

STOLEN PROPERTY

Item #	Quantity	Description (Including Model or Serial #)	Value per item
1	Set of 15	Insulated wrenches	$686.27
2	1	Power drill and bits (cordless)	$474.91
3	1	Occidental leather tool belt	$359.95

4	Set of 9	Screwdrivers (Robertson, X90 003)	$293.89
5	1	Needle-nose pliers	$136.68
6	1	Volt-amp meter	$31.95
7	1	Head-mounted flashlight with headband	$25.88
8	1	Keyhole saw	$20.90
9	1 pair	Side cutters	$5.16
10			
		Total of Property Value Damaged:	$

Victim Statement:

Master electrician Kerry Ames and I spent this afternoon installing outdoor lights on the stage. It was getting dark. I had packed up my tools when Mr. Ames called me to hold the ladder. I threw my gear in the truck box and went through the trees about 100 metres toward Mr. Ames. I heard something in the bush. It was a bear. Both of us scrambled up the ladder. We made lots of noise trying to scare it off; the neighbour's dogs started barking. The bear took off into the woods. When Mr. Ames and I got back to the truck about 20 minutes later, my tools were gone. Someone had vandalized the truck, too (see Vandalism and Destruction of Property Report).

Roghan Mehta

Signture of Person Completing Report

11/05/2015

Date

Reading Progress Check

Comprehension

Strategy 1: Scanning a Document

1. Choose the best answer. The part of the form that may include some opinion is

a) Victim Information
b) Incident Information
c) Stolen Property
d) Victim Statement

2. Choose the best answer. What fact did Roshan write four times?

a) His own name
b) The name of his boss
c) His date of birth
d) The date of the theft

3. Choose the best answer. How did Roshan organize his list of stolen property?

a) By number, from 1 to 10
b) By quantity
c) By alphabet
d) By value

4. Choose all the correct answers. What must Roshan still complete?

a) His home phone number
b) Property item number 10
c) The descriptions of the stolen tools
d) The total value of his stolen items

Strategy 2: Locating Facts with Numbers

1. Choose the best answer. In his personal information, what extra fact did Roshan give that was not requested?

a) His parents' address
b) His boss's phone number
c) His date of birth
d) His personal social insurance number

2. Choose the best answer. Roshan reported the theft to the police

a) the day it happened
b) on November 5
c) between 8:45 p.m. and 9:15 p.m.
d) before sundown

Vocabulary

Strategy: Using Context to Determine Meaning

1. The word BAND has several meanings. In each sentence below, indicate the word or words that could be replaced by BAND.

a) Each musical group that wants to play at the festival must apply.
b) Electricians don't wear a wedding ring when working with electricity.
c) Roshan lost a light fastened to a strip of cloth around his head.
d) Wildlife officers stopped a crowd of angry campers from chasing a bear.

2. The phrase TOOK OFF has several meanings. In each sentence below indicate the word that could be replaced by TOOK OFF.

a) The bear escaped into the forest.

b) Roshan removed his tool belt and put it in the truck.

c) The insurance company deducted part of the value of Roshan's tools.

d) No one saw the robbery. The thief left quickly and quietly.

Discussion

NOTICE the kind of rules Claire included on the Camping Courtesies sign.

Which rules are for safety and which are for courtesy or good behaviour?

FIND a prohibition, a "do," a courtesy, and a safety-related obligation or rule.

COMPARE your predictions from page 122 with the rules Claire includes on her sign. Did any of your predictions appear on Claire's sign?

DISCUSS how you feel about Claire's rules.

Are there any rules that make you feel confused or uncomfortable?

Which rules seem familiar to you?

Share reasons for how you feel and what you think about Claire's rules.

IDENTIFY Claire's perspective.

Why might these rules and courtesies be important to her?

DISCUSS if you have the same understanding of "safety" and "courtesy" as Claire or your classmates. If not, how is your understanding different?

How will these different perspectives change how you understand and talk about rules?

THINK about your relationships outside English class.

TALK about situations in which you have rules to follow.

Are these rules always written where everyone can see them?

Are some rules only spoken but not written?

Are there any unwritten rules that no one speaks about directly?

Perhaps you guess there is a social obligation or prohibition, but it isn't clear.

How do you feel when someone breaks an invisible or unwritten rule? How do you talk to someone who breaks an unwritten rule?

TALK about situations in which you have, or have had, the power to make rules.

Why did you allow or disallow some behaviour?

Was safety a reason?

What does it feel like to enforce a rule on other people?

Do you always enforce a rule, or are there times when you ignore a rule-breaker?

How do you decide whether you will enforce a rule or not?

Extension Activities

1. Language Logs

Print another set of Language Observer Log and Language User Log pages to help you to try out words and expressions from this chapter in your daily life.

2. Focus on Unwritten Rules

Our communities have many rules that are communicated by symbols instead of lists of words and sentences like the ones Claire made for the campground. Here are three examples you might recognize:

For each photo below, the rule we know but isn't stated in words could be

Don't pass.

OR

Stay on your side of the road.

The rule could be

Watch out for students.

OR

Slow down. Children are crossing the road.

The rule could be

No smoking allowed.

OR

Don't light up.

For this activity, extend or stretch your learning outside English class.

- Go out in your community.
- Use your cellphone or camera to take pictures of symbols that are really messages about rules.
- Print your pictures or save them in a format that you can easily show to other people.
- Identify a rule that each symbol communicates.
- Write the rule in a couple of different ways.

Reading Progress Check

On the next page, you are going to read four rules for campers about fires.

Read the questions and answers before reading the rules. This is a strategy to help you locate the answers more easily.

After you read the set of rules on the next page, answer the questions.

Choose the best answer.

1. If you are a camper, you _____ these regulations.
   a) may follow
   b) must follow
   c) don't have to follow
   d) follow
2. Campers with permits are given permission to
   a) take wood away from the campground
   b) smoke around a campfire
   c) bring wood from home
   d) build a campfire
3. The campground rules prohibit

a) fire regulations
b) burning wet wood
c) quiet hours
d) leaving while a fire is burning

4. Campers are obliged to
   a) pay for building a fire
   b) make sure to obey parking signs
   c) burn garbage
   d) ban alcohol
5. These regulations are
   a) many “do’s” and a few “don’ts”
   b) mostly negative rules
   c) more “don’ts” than “do’s”
   d) only a few of many rules

➔ Read the rules for campers about fires.

In order to keep your campfire safe for you and for the environment, follow these regulations:

Fire Permit:

• Campers may have a campfire after they purchase a fire permit for $8.80 per site per night (includes firewood).
• Permits are available at the Campground Office.

Fire Size:

• To reduce the negative effects of campfire smoke on all campers, please use dry wood and keep your fires to a reasonable size.
• Fires must be contained. It is illegal to have a fire outside the firebox or fire ring provided in each site.

Wood:

• Use wood that is provided within the woodlot.
• Do not burn garbage.
• You must not collect fallen trees from the surrounding forest for burning.

Times:

• Campfires are prohibited during quiet hours (11:00 p.m. to 8:00 a.m.).
• Fires must be attended at all times.
• Please review the Alcohol and Fire Bans section for more information.

16. Listening

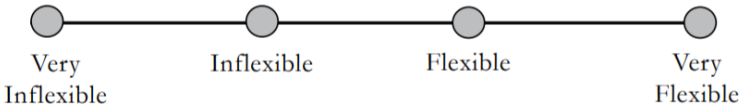
Before You Listen

Complete these pre-listening activities to help you recognize how relationships and status affect how people talk about following rules.

Social Conventions Around Rules and Obligations

Some people care a lot about whether rules are flexible or not. These people might feel strongly that rules are not flexible and should never be changed. Read the six rules below. Which rules or obligations sound inflexible or unchangeable? Which rules sound more flexible?

Place the number of each sentence below along the scale to show how flexible or inflexible you think the rule is.



1. You had better not keep secrets from your significant other.
2. You should bring a small present when you visit someone's house.
3. You can put that bottle in the recycling bin.
4. You have to put that bottle in the recycling bin.
5. You can't use her cellphone unless you ask.

6. You cannot use her cellphone unless you ask.

Vocabulary

In Chapter 1, there are some homographs, words that sound and are spelled the same although the meanings are different. In this chapter, some words also have multiple meanings. The pronunciation and spelling are the same, but the meanings may be slightly different or not at all the same.

The word DELICATE has several meanings. In each sentence below indicate the word that could be replaced by DELICATE

1. Leela has a very refined sense of taste and smell.
2. This dish requires a very careful balance between many spices.
3. The flavour of saffron is so light that Leela almost didn't notice it at first.
4. The relationship between Claire and her new neighbours is very fragile; one misunderstanding could ruin it.
5. Claire is involved in very careful conversations with her neighbour, Ivan, about the electric poles.
6. When made correctly, Leela's sauce is a very light yellow colour.

Predictions

In the next activity, you will hear Roshan and Leela talking about family rules and obligations and cultural rules.

Predict the answers to these questions before you listen.

- Roshan's sister, Priya, doesn't want to follow a family or cultural

custom. What do you think their mother, Leela, will say to encourage Priya to follow the rule? Will Leela be direct or soft?

- Roshan will ask his mother to keep a secret from his father. Do you think Leela will agree to keep the secret? Why or why not?
- If Leela does not agree to keep Roshan's secret, how will she tell Roshan? Will she be direct or soft?
- Roshan is considering borrowing money to replace his stolen tools and pay for his boss's tires. Do you think he will ask his mother, father, sister, friend, or a bank to loan him money? Explain your reasons.

Listening 1

Listen in on a private conversation. Notice how family members talk about keeping or breaking rules.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=200

After You Listen

Comprehension

Complete the activity below to check your listening comprehension.

Strategy: Recognizing Facts

Listen again.

Choose True (T) or False (F) for each statement.

- How do you know it is true or false?

Be ready to discuss evidence to support your answers.

T	F	1. Priya wants her mother, Leela, to break the law
T	F	2. Leela wants Priya to follow some of their culture's traditions and rules.
T	F	3. Leela will send Priya some family recipes.
T	F	4. Leela totally agrees with her parents about strictly following rules and traditions.
T	F	5. Roshan is uncomfortable asking his mother to borrow money.
T	F	6. Roshan wants his mother to keep a secret from his father.
T	F	7. Leela is willing to keep a secret from her husband.
T	F	8. Leela thinks it's a good idea to borrow money from friends.

Vocabulary

Strategy: Inferring Meaning from Context

Listen while reading short parts of the Listening 1 conversation.

Use the words of both speakers to choose the best meaning of the expressions in **bold**.

1. “I guess **the apple doesn’t fall far from the tree**, does it, Mom?” means

a) the apples in the garden are ready for picking

b) your children are very similar to you

c) children should stay close to their parents

2. “I’m on the hook” means

a) I’m guilty

b) I’m responsible

c) I’m caught

3. “Insurance will cover my tools” means insurance will

a) protect all of Roshan’s tools

b) pay for any new tools Roshan buys to replace the stolen ones

c) send Roshan the amount he had paid for his tools

3. **“Reimburse”** means

a) pay for

b) repay

c) charge

Listening 2

Listen to another personal conversation. Notice how two acquaintances talk about social obligations.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=200

After You Listen

Comprehension

Strategy: Recognizing Meaning from Direct and Indirect Clues

Complete the activity below to check your listening comprehension.

1. Choose the best answer. Why is Nick at the campground?
   a) He wants Claire's advice.
   b) He's looking for a place to stay the night.
   c) He wants to drive Roshan home.
   d) He wants to give something to Roshan.
2. Choose all that are true. What is frustrating Claire?
   a) The campground has too many rules.
   b) She's having difficulty enforcing the campground rules.
   c) Claire doesn't want to follow her neighbours' rules.
   d) Campers are ignoring many of her rules.
3. Choose the best answer. What reason does Nick give for feeling nervous?
   a) He's getting married soon.
   b) He's late for dinner at Daniel's parents' house.
   c) He's meeting Daniel's family for the first time.
   d) Daniel's parents don't like him.
4. Choose all that are true. What are some reasons Claire asks permission to give Nick advice?
   a) She's his mother.
   b) They are discussing Nick's personal matters.
   c) Nick doesn't ask for Claire's advice.
   d) Nick and Claire just met and don't know each other well.

5. Choose all that are true. What social rules does Claire talk about with Nick?

a) Bringing a gift when you visit someone's house
b) Doing the dishes
c) Talking about religion and politics
d) Throwing bottles into recycling bins.

6. Choose all that are true. Why is Claire enforcing the campground rules?

a) These rules are provincial and federal laws for all parks.
b) She volunteered to follow these rules.
c) She is concerned about safety after Roshan saw a bear.
d) The police told her to.

Vocabulary

Strategy: Recognizing Cognates, or Word Families

For more information on Word Families, refer to page 29 in Chapter 1.

Choose the best answers

1. The thought of seeing a bear or wild animals in the woods causes some people _____.

a) anxious
b) anxiety
c) unanxious

2. If you see a bear, stay calm. If you become too _____, the bear might attack you.

a) anxious
b) anxiety
c) unanxious

3. At the campground, your pets and children must always be _____ by an adult.

a) attended
b) attention
c) unattended

4. _____ food at the campground might attract wild animals.

a) Attended
b) Attention
c) Unattended

5. Officer Dana Mills is on the police force. She works in law _____.

a) enforce
b) enforcement
c) unenforceable

6. Campground owners like Claire try to _____ important rules.

a) enforce
b) enforcement
c) unenforceable

Discussion

NOTICE the kinds of rules Leela and Claire mention in their conversations.

Which are family rules, which are social rules, which are cultural rules, and which are more official, written rules?

COMPARE how Leela and Claire talk about social rules with Roshan and Nick.

How do they adjust their language to be more direct or soft?

Why do you think Leela and Claire adjust how they speak about rules?

FIND rules Leela or Claire mention that are similar to or different from rules in your family or culture. Are there any rules that are not clear or make you feel uncomfortable?

Are there any rules that are more familiar?

Are there any rules that surprised you?

Share some reasons why you think or feel this way.

TALK about how you feel about Claire enforcing campground rules or about campers ignoring rules. Claire reminds campers of every rule they must follow. Campers don't follow all the rules.

What is your perception of Claire and the campers?

Why do you feel this way?

TALK about how you feel about Leela's family rules.

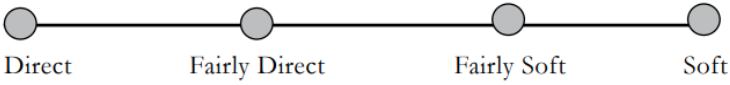
Leela reminds her son that healthy relationships have rules.

What might be a consequence if Leela keeps secrets from her husband?

IDENTIFY ways that Leela and Claire talk about rules.

Does each woman speak more directly or more softly?

Place the circle for Leela L and the circle for Claire C along the scale to match the way each one speaks.



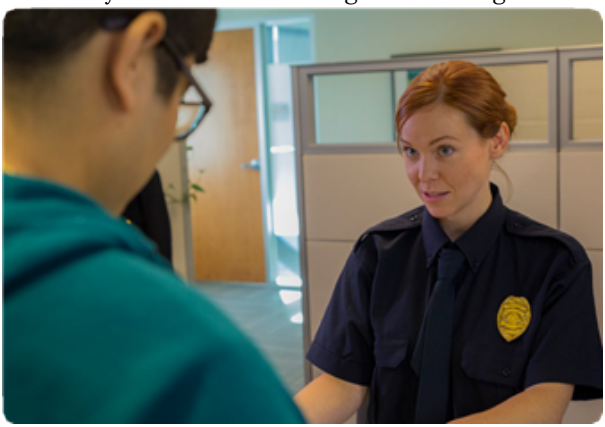
Listening Progress Check

Test your understanding of official and social obligations by listening to a set of short audio recordings and a conversation.

Answer the questions below while you listen. Listen as many times as you need to.

Part A

You will hear three statements. Choose the sentence below that most closely restates the meaning of each obligation.



1.

a) You must pick up a form at this station.

b) You must submit the report in the county where the crime happened.

c) You don't have to pick up a form.

2.

a) The police must contact you to ask you for more information.

b) The police have to send you information about your report.

c) The police are not obligated to contact you if they don't need more information.

3.

a) You don't have to write your nickname.

b) You must write only your nickname.

c) You must not make any changes or mistakes when you write your name.

Part B

Listen to a conversation between Gilles and Claire in Claire's office. Choose all answers that are true.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=200

1. What "rules" did Claire break?

a) She answered Gilles' phone without his permission.

b) She made a decision that was not hers to make.

c) She banned Del Jacobs from coming to the festival.

d) She let Del Jacobs register for free.

2. Del Jacobs is "banned" from performing at music festivals. This kind of rule means that

a) the police or a judge decided Del can't perform at festivals

b) festival organizers decided that Del can't perform at festivals

c) Gilles decided that Del can't perform at the folk festival

d) Maskwa residents decided Del shouldn't perform at festivals

3. What kind of rules did Claire break?

a) Government
b) Family
c) Campground
d) Social

4. What are the consequences of Claire's rule breaking?
a) Gilles is angry and feels disrespected.
b) Del Jacobs is angry and feels disrespected.
c) The police will give Claire a fine.
d) The festival will be cancelled.

17. Writing

Writing rules are quite different from writing an email (Chapter 1) or a note (Chapter 2). A set of rules may be short or long, but, unlike a personal message, the writer doesn't use paragraph form. A list is the most common pattern that readers should expect with rules. The format, or arrangement, of a list is formal. Rules are impersonal. Their message is for everyone, or almost everyone, who reads them.

Scaffolding Genre-exploring Activity

Read three similar sets of rules. After you read, decide which set tells people at the Maskwa County meeting what they

- can choose to do
- are not allowed to do
- have to do

Town Hall Q and A Courtesy		
1. Step up to a microphone to ask a question. 2. Speak directly into the mic. Make sure your mouth is about 10 cm from it. 3. Don't tell a long story. Ask a clear question. 4. Limit yourself to one question per turn.	• You must not ask questions from your seat. • You should not tap on the microphone. • Your question ought not to take more than one minute to ask. • You cannot ask one question after another.	a) Anyone may ask a question. b) You may use any one of the three microphones. c) You may not give a long explanation. d) You may sit down while Gilles and the reeve are answering your question.

Let's take a look at the way these rules are organized.

Numbers

- Unlike paragraphs, each rule in this set begins with a number.
- Numbers separate each action that a person who wants to ask a question should do. Rule 2 has two actions because the second action adds details about the first one.
- Numbers also show the sequence, or order, of obligatory actions. You must step close to a microphone before you speak into it. After you start speaking, you must ask a clear question. When you finish one question, you must let another person have a turn at asking.
- You may see different styles of numbers such as Roman numerals: **I, II, III, IV, V, VI, VII, VIII, IX, or X.**

1. Step up to a microphone to ask a question.
2. Speak directly into the mic. Make sure your mouth is about 10 cm from it.
3. Don't tell a long story. Ask a clear question.
4. Limit yourself to one question per turn.

Bullets

Sometimes, the sequence of rules is not so important. Instead of numbers, the writer may use bullets. There are many different styles:

✔ A checkmark bullet may give a positive message. Completing each action is a good thing.

✘ An X could show a prohibition.

• A dot is very popular.

❖ Almost any shape could be a bullet.

• You must not ask questions from your seat.
• You should not tap on the microphone.
• Your question ought not to take more than one minute to ask.
• You cannot ask one question after another.

Letters

Letters of the alphabet may be used instead of numbers or bullets.

Sets of rules may contain CAPITAL, or uppercase, letters such as A, B, C, or D, or lowercase letters such as a, b, c, or d.

a) Anyone may ask a question.
b) You may use any one of the three microphones.
c) You may not give a long explanation.
d) You may sit down while Gilles and the reeve are answering your question.

This table has some rules that are not well formatted. It's not easy to see how many things there are to do. The sequence isn't clear. Read the rules in the box on the left. How many main actions are there?

Copy these rules into the boxes on the right side in a more helpful format using numbers, bullets, or letters.

Every meeting should have a purpose. You need to make a decision or complete an action together. Do not schedule more time than you need. Start on time. Don't wait for stragglers — it only encourages them. End on time. Only invite people who need to be there. The more people in a meeting, the less that gets done. Every meeting should have someone given the task of running it. Make sure that the person knows he or she is in charge.	

Scaffolding Mechanics, Grammar, and Syntax Activity

Imperative Verbs

1. **Step up** to a microphone to ask a question.
2. Speak directly into the mic. Make sure your mouth is about 10 cm from it.
3. Don't tell a long story. Ask a clear question.
4. Limit yourself to one question per turn.

The rules to the right all use the same grammatical form. The writer of these rules chose an imperative, or commanding, style. When we read this style, we know the writer is giving orders to us. Following these orders is obligatory. We cannot see a subject for imperative verbs. However, we understand that the writer means, "You! Yes, you! Step up to the mic."

Identify six verbs that command or give an order from the box above. The first one has been done as an example.

Imperatives are very direct. The imperative rules above are not rude because they are not personal. No one is yelling at us or commanding us to obey. However, using imperatives may show that the writer or speaker has power over, or status above, the reader or listener.

Here are three imperative commands. For each imperative, choose who has the power to give it. Some have more than one correct answer.

1. Sign in at the campground office.	a) Claire to anyone at Bear Bottom
	b) One camper to another
	c) Ivan to Kerry.
2. Complete the Theft Report neatly and accurately.	a) Roshan to Officer Mills.
	b) Police receptionist to Roshan.
	c) Officer Mills to Roshan.
3. Don't tell Dad that I'm borrowing some money	a) Roshan to his sister.
	b) Roshan's mom to Roshan.
	c) Roshan to his mom.

Modal Verbs of Prohibition

The rules to the right look different from imperatives.

First, each rule has a subject. The writer names someone or something that is prohibited from doing an action. YOU doesn't mean one single person. YOU is plural here. It means all the people at the county meeting.

- Identify the subject in each rule. The first one has been done as an example.

Second, each rule uses NOT between two verbs. If NOT was missing, these rules would be obligations rather than prohibitions.

- **You** must not ask questions from your seat.
- You should not tap on the microphone.
- Your question ought not to take more than one minute to ask.
- You cannot ask

one question after another.

- Identify NOT in each rule.

Third, in front of NOT is a modal verb. A modal verb shows the mood of the writer or speaker. In these rules, the writer has power or status to prevent action. MUST, SHOULD, OUGHT TO, and CAN show that there is no choice. These modal verbs make the rules strong and direct.

In the chart below, some characters from our story want to stop other people from doing certain actions.

- Use the words in parentheses ( ) to write a complete prohibition.
- Include a subject, a modal verb, the word NOT, and an action. Add other words to make a full sentence. The first one has been done as an example.

1. Officer Mill's order to Roshan	(must, write)
You must not write your nickname on this form.	
2. Gilles' directive to Claire	(should, answer)
3. Claire's rule for campers	(ought to, to burn)
4. Campers' expectations of pets	(can, bark or bite)

Modal Verbs of Permission

In this set of rules, a modal verb for formally giving permission is used.

- Identify the verb that gives a polite but serious mood or feeling in rules A through D.

In informal or close relationships, people often ask for, give, or refuse permission using the modal verb CAN. Positive permissions with MAY or CAN show that there is a choice. MAY NOT or CANNOT reduce choice. For example, Rule C means it is okay or permissible to give a short explanation. A person also has the choice not to give an explanation. However, if a person's explanation goes on and on, he or she will be stopped.

a) Anyone may ask a question.
b) You may use any one of the three microphones.
c) You may not give a long explanation.
d) You may sit down while Gilles and the reeve are answering your question.

Five examples of giving or refusing permission are listed on the right.

- In three of the sentences, giving or refusing permission is possible because in these relationships, the speaker has the power or status to allow or disallow an action.
- In three of the sentences, giving or refusing permission is possible because in these relationships, the speaker has the power or status to allow or disallow an action.

1. Roshan says to his friend, "Nick, you can't borrow my jacket

and tie to wear to dinner with Daniel's family."

2. Leela says to her husband, "Dev, you may withdraw your money from the bank."
3. Priya says to her mother, "Mom, you may send me recipes for cooking the best dishes."
4. Oksana says to her husband, "Ivan, you may not tell the reeve that we both want the festival cancelled."
5. Gilles says to his friend, "Claire, you may leave communication with the musicians to me."

Writing 1

Claire posted a sign about "Camping Courtesies" at Bear Bottom Campground. To read it again, refer to page 122 in this chapter. Claire's list included bullets. She also used CAPITAL letters or bold print to show the importance of some words. Claire chose a mix of imperatives and modal verbs to make strong and direct rules for campers.

Claire called the basic rules "The Bare Necessities." She kept the list short. The campground rules cover only five topics. She thought her list included everything campers needed to do to prevent problems and enjoy camping safely. However, Claire noticed that she had missed at least one necessary topic — driving.

How should people drive in a campground?

Write a list of rules for drivers at Bear Bottom Campground.

- Make a title for your list.
- A short title is best. Use only a few words.
- A title should not be a sentence.
- Capitalize the first letter of each content word in your title. Content words include meaningful nouns and adjectives. Do

not capitalize prepositions such as “in” or “at,” or conjunctions such as “and” or “but.”
- Format your list with numbers, bullets, or letters.
- Include two or three obligations. Use imperatives.
- Include two or three prohibitions. Use negative modal verbs such as “must,” “should,” or “ought to.”
- Include two or three permissions. Use “may.”

Production Task Rubric

Here is a rubric for measuring success on each part of the writing task.

Writing Task 1 Write a list of rules about safe driving inside Bear Bottom.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You wrote a clear title.				
You followed standard list format with numbers, bullets, or letters.				
You used imperatives for actions that drivers are obligated to do.				
You used modal verbs for actions that drivers are prohibited from doing.				
You gave drivers permission to do a couple of things.				

Writing 2

Courtesy is often called good manners. The "Camping Courtesies" at Bear Bottom Campground include many rules that considerate, polite campers follow to be courteous to their neighbours.

Getting along with neighbours when camping or at home is important. Unfortunately, not everyone is courteous in their neighbourhood.

What should people do or not do in your neighbourhood?

Write a list of rules for neighbours in your community.

- Make a title for your list.
- Keep your title short.
- A title should not be a sentence.
- Capitalize the first letter of each content word in your title.
- Format your list with numbers, bullets, or letters.
- Include two or three obligations. Use imperatives.
- Include two or three prohibitions. Use negative modal verbs such as "must," "should," or "ought to."
- Include two or three permissions. Use "may."

Production Task Rubric

Here is a rubric for measuring success on each part of the writing task.

Writing Task 2 Write a list of rules for being a courteous neighbour.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You wrote a clear title.				
You followed standard list format with numbers, bullets, or letters.				
You used imperatives for actions that neighbours are obligated to do.				
You used modal verbs for actions that neighbours are prohibited from doing.				
You gave neighbours permission to do a couple of things.				

18. Speaking

Intonation Scaffolding Activities

Recognizing Positive and Negative

Power to permit, prohibit, or obligate someone shows up in the tone of our voice and also in the words we choose to stress or emphasize by lengthening the vowel sounds.

Part A

These pairs of sentences have several differences. The topics are not exactly the same. The first sentence is positive and the second is negative. The sound of the verbs is different.

Listen for differences in the length of the verbs:

1.
   a) You can serve yourself.
   b) You cannot serve the host.
2.
   a) You may arrive up to 10 minutes later than the invitation says.
   b) You may not arrive early.
3.
   a) You should use your right hand.

b) You should not unwrap gifts immediately.

4.

a) You must refuse an offer three times before accepting.

b) You must not turn down an invitation face to face.

To help listeners notice the difference between positive permissions and negative prohibitions, we could write these sentences like this:

a) You can s-e-r-v-e yourself.

b) You cann-o-t serve the host.

Read the four pairs of sentences aloud. Stress either the positive actions or the word "not."

We emphasize positive actions by stretching out the vowels in those words. We lengthen negative words to make a clear difference between prohibitions and obligations. You may also hear people say the word "not" louder than other words.

Part B

In this exercise, you will hear sentences from our story. As you listen, decide whether the speaker is prohibiting an action or speaking about an obligation. Use a checkmark ✓ to show your choices.

Statement	**Prohibition**	**Obligation**
1.		
2.		
3.		
4.		
5.		

Contracting Verbs

In addition to the tone of our voice and the length of words, we also communicate how strongly we feel by the grammatical form of the words we say.

Part A

Listen for differences in the verbs in these sets of sentences:

1.
   a) Campground guests can make fires anytime except during a fire ban.
   b) Campground guests can't make fires during a fire ban.
   c) Campground guests cannot make fires during a fire ban.
2.
   a) Pets must be on a leash at all times.
   b) Pets mustn't be off leash at any time.
   c) Pets must not be off leash at any time.

Listen again. In each set of sentences, underline the words that are stressed by being lengthened. The other words are not being lengthened, they are being spoken normally.

- Positive modal verbs are usually spoken faster than negative ones. Their sound may be shortened, or reduced, so much that it may be hard to hear them.
- Negative modal verbs don't always sound the same.

INFORMAL contractions lengthen the combined modal verb and the ending N'T.

FORMAL full-form verbs stress NOT more than the verbs.

Read the two sets of sentences aloud.

Part B

Full-form verbs communicate more power than contractions. When we tell someone what is not permitted, we sound much more serious when we use full-form verbs. To sound less demanding, we often tell others what is not allowed by using contractions and weaker modal verbs.

In this exercise, you will hear prohibitions from our story. As you listen, decide whether the speaker is gently disallowing something, prohibiting something in a normal tone, or strongly communicating a serious prohibition.

➔ Use a checkmark ✓ to show your choices.

Prohibition	Gentle	Normal	Strong
1.			
2.			
3.			
4.			
5.			
6.			

Speaking Tasks

In some societies, it is always clear who has the power to inform other people and enforce social obligations or customs. This is not always
true in Canada. Here, the "rules" of one family may be quite different from the permissions and prohibitions of a family who lives next door. Outside the home, very few people want to appear inflexible with strangers. Many people hesitate to explain rules directly even to someone whose behaviour is breaking the rules.

As we have social interactions with our neighbours, we can learn from each other. How can we talk about the behaviour we expect without causing conflict? Is there a way to express what is unacceptable without being misunderstood?

Here are some pictures of situations that could cause conflict between strangers camping next to each other.

To prepare for the speaking activities, discuss these questions:

- Have you ever been bothered by the behaviour of a neighbour? Did you speak to that person? If so, describe the conversation.
- Have you ever been bothered by the behaviour of a stranger? Did you speak to that person? If so, describe the conversation.
- Has a neighbour or a stranger in Canada ever corrected your behaviour or told you that you made a mistake? If so, describe the conversation.

Speaking 1: Expressing Permission, Prohibition, or Obligation

It's often easier to talk about "the right way" to do something before there is a conflict. Finding out that someone expected different behaviour after you did something can be very uncomfortable.

Imagine that you are in Claire's shoes. Roshan's parents have heard so much about Bear Bottom Campground that they decide to try camping there, although they have never gone camping before. When they arrive, you (Claire) meet them for the first time. You realize that the Mehtas are older than you. Use a gentle tone as you explain

- a couple of things campers are allowed to do
- a couple of things campers are not allowed to do
- a couple of things campers ought to do.

Do the following speaking practice as a short presentation to one or more listeners.

Requirements:

1. Welcome Dev and Leela Mehta to your campground.
2. Mention that there is a sign with a list of "camping courtesies."
3. Explain at least six rules to them, including two permissions, two prohibitions, and two obligations.
4. Use modal verbs: MAY, CAN, MUST NOT, SHOULD NOT, HAVE TO, MUST, SHOULD, OUGHT TO.
5. Ask the Mehtas if they have any questions

Production Task Rubric

Here is rubric to measure how you do when explaining social rules to your listener(s):

Speaking Task 1 Give a short presentation to explain behaviour that is allowed, never allowed, and very important to do as a camper.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You introduced your topic.				
You mentioned the source of your "rules."				
You explained at least two permitted actions, two actions that are prohibited, and two obligations.				
You used MAY, CAN, MUST/ SHOULD NOT, HAVE TO, MUST, SHOULD, or OUGHT TO.				
You asked your listeners if they had any questions.				

Speaking 2

When a social rule has been broken, the person in charge has an obligation to correct the situation. Not everyone is flexible with rules. Not everyone with power speaks in the same way every time they give permission, announce a prohibition, or enforce an obligation.

Imagine that you are in Claire's shoes. Your daughter, Arti, and some of her university friends have come out from the city to Bear Bottom Campground for a weekend. They say they have been camping before, so when they arrive, you don't review the "camping courtesies." However, these young campers get into trouble the first day and night they are at your campground. Use an inflexible tone as you firmly explain to them

- a couple of things campers are allowed to do
- a couple of things campers are not allowed to do
- a couple of things campers ought to do.

Do the following speaking practice as a short presentation to one or more listeners

Requirements:

1. Explain that you noticed some improper behaviour by these campers in the campground.
2. Mention that there is a sign with a list of "camping courtesies."
3. Explain at least six rules to them, including two permissions, two prohibitions, and two obligations.
4. Use modal verbs: MAY, CAN, MUST NOT, SHOULD NOT, HAVE TO, MUST, SHOULD, or OUGHT TO.
5. Ask your listeners if they have any questions.

Production Task Rubric

Speaking Task 2 Give a short presentation to explain behaviour that is allowed, never allowed, and very important to do as a camper.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You introduced your topic.				
You mentioned the source of your "rules."				
You explained at least two permitted actions, two actions that are prohibited, and two obligations.				
You used MAY, CAN, MUST/ SHOULD NOT, HAVE TO, MUST, SHOULD, or OUGHT TO.				
You asked your listeners if they had any questions.				

19. Wrap-Up

Discussion

At the beginning of this chapter, you placed yourself on a scale similar to the one below.

- Read the descriptions on the left and the right.
- Count how many points are most true for Claire, Leela, and Officer Mills.
- Place C (Claire), L (Leela), and M (Officer Mills) on the scale.
- Discuss whether Gilles' speech matches that of the others.
  Are there any similarities?
  Are there any differences?

  Share your opinion about possible reasons for these speech patterns.
- Add Gilles to the scale. G
- Discuss any patterns you see in how Canadians usually speak or write about rules.

† Fair rules are the same for everyone and every situation. † I follow the same rules with everyone. Rules are not personal. † The more important the rule is, the more direct I will be. † To avoid conflict, I'm comfortable telling people if they aren't following the rules.	† To be fair, rules and obligations change depending on the person, the context and the relationship. † I adjust the rules depending on the person. Rules are personal. † The more distant, important, or delicate a relationship is, the softer or more indirect I will be. † To avoid conflict, I might not say anything if someone breaks a rule.

Reflection

In this chapter, we

- recognized how obligations affect directness
- compared how speakers communicate personal or impersonal obligations in talking and writing
- identified rules (formal obligations) and social conventions that are personal or impersonal
- looked for patterns in communication when speakers or writers try to obligate others to follow rules
- adjusted how we speak and write to announce, discuss, or enforce rules.

The writing and speaking activities gave us ways to adjust our use of English. Observing how people in our community talk and write and trying to use new words from this chapter has reinforced, or strengthened, our vocabulary outside class.

Think of some people in your community who you communicate with in English. Think of times you've had to talk about rules, responsibilities, and obligations or times you've had to enforce a rule. Keeping your own experiences in mind, think about and discuss the following questions:

- How is the way you feel about rules and obligations similar to or different from other people you've communicated with? Do you talk about rules and obligations in the same way as others in the community? Do some kinds of rules or obligations seem more important to some people than others?
- What kinds of rules are the most important to you—official rules or unwritten social and cultural rules? How do you talk about them? How can you communicate to others how you feel about rules?
- How do others in your community communicate when someone has broken a rule? Do people talk more or less about rules than you do? Is your style similar to or different from others in your community? How do you feel or respond if you notice differences?
- What might be the consequences of not following social or cultural rules? What happens if you or someone else is unable to enforce a rule? How can this affect your relationships with others in the community?
- Thinking of your own communication style when you talk about rules and obligations, how do you want people to think or feel about (perceive) you when you write and speak? How do other people talk about official rules and unwritten rules? How do you talk about these different rules? What could you adjust about your speaking or writing to make talking about rules more successful?

20. Chapter Vocabulary List

Word	Form	Meaning
approach	verb	to come close to
baring	verb	showing; uncovering
bear-proof	adjective	able to keep bears out
bullet(s)	noun	small circle(s) or other shape(s) on a document to mark item(s) in a list
cabin	noun	a vacation home often near a lake or in a forest
charge	verb	to attack
cognates	noun	words that share a common origin or root word; members of word families
confiscated	verb (past tense)	removed by someone with power
cooler(s)	noun	insulated container(s) for keeping food cold
courteous	adjective	well-mannered; polite
courtesy	noun	good manners; politeness
designated	adjective	chosen and identified
dropping in on	verb	visiting someone without telling the person in advance
droppings	noun	stools or bodily waste left on the ground by animals
enforce	verb	to require people to obey a rule

exceptional	adjective	unusual
flexible	adjective	able to bend or change
handicap parking permit	noun	a sign or special licence plate on a car that allows the car to be parked in wider, specially marked parking stalls closer to building entrances
ignore	verb	to pay no attention to
impersonal	adjective	not about just one individual; public
in charge	adjective	responsible; leading
in Claire's shoes	expression	in her role or situation
inferring	verb	figuring out; reasoning
interact	verb	to communicate
invisible	adjective	not able to be seen
listen in on	verb	to hear something by accident or without the knowledge of others
obligation(s)	noun	things that must be done; duties
permission	noun	approval to do something
personal	adjective	private; individual; belonging to a particular person
perspective(s)	noun	viewpoint(s); way(s) of seeing or understanding
prohibiting	verb	disallowing

prohibition(s)	noun	rule(s) against some kind(s) of behaviour
quantity	noun	an amount of something
running	verb	managing; controlling
scrambled	verb (past tense)	hurried
significant other	noun	a life partner; a spouse; a girlfriend or boyfriend
straggler(s)	noun	latecomer(s)
sum	noun	total amount
sundown	noun	sunset
theft	noun	the crime of stealing; a robbery
tidy	adjective	neat and orderly
unattended	adjective	alone without being watched or attended
value	noun	worth; price

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PART IV

CHAPTER 4: APOLOGIES AND EXCUSES

Introduction

Watch this chapter's video. It takes place in the campground office.

A YouTube element has been excluded from this version of the text. You can view it online here: https://openeducationalberta.ca/in-the-community/?p=247

Notice how Claire and Ivan adjust how they speak after they realize that something they said or did offended another person. Notice, too, how Gilles and Claire handle apologies.

Focus Questions

In this chapter, strangers, neighbours, family members, and friends have to mend relationships. Gilles and Claire face the consequences of Claire's mistake in registering an unwanted musician. Ivan stops making excuses for his unneighbourly behaviour. Roshan receives an unexpected phone call from his father. His friend Nick has his own reason for saying sorry.

1. Think about times you might apologize. What is normal for you?

- Fill in the table with your ideas about apologizing.
- Be prepared to discuss your answers and ideas with others.

Situation	Do you apologize?	Face to face or in writing?	Publicly or privately?	To familiar or unfamiliar people? In close or distant relationships? With a person of higher, equal, or lower status?
You are confused.	Yes / No			
You bump into someone.	Yes / No			
Someone bumps into you.	Yes / No			
You break a rule.	Yes / No			
You have to enforce a rule.	Yes / No			
You ask someone for help.	Yes / No			
You disagree with someone.	Yes / No			

2. Think about your experiences of apologizing. What body language, tone and intonation, and words are normal when you apologize? Complete the table below.

What Apologizing LOOKS LIKE	What Apologizing SOUNDS LIKE
My head... My eyes... My face... My shoulders... My hands... My feet...	My voice becomes • higher or lower • louder or quieter • stronger or softer My speech becomes • faster or slower
	Words I say or write when I apologize:

3. Decide if apologies change depending on who you're talking to.

Select each description that is most true for you.

† I don't apologize to everyone. † I don't apologize for everything. † Apologizing might cause conflicts in relationships. † If my status or relationship is delicate or important, I might not apologize. † I don't expect people who have higher status to apologize to me. † I don't have to apologize because of my high status.	† I apologize to many people. † I apologize for many reasons. † Apologizing helps avoid conflicts in relationships. † If my status or relationship is delicate or important, I will apologize. † Apologizing shows equality.

Place the on the dot closest to the way you express apologies.

3 to 5 checkmarks on the left — 1 or 2 checkmarks on the left — 1 or 2 checkmarks on the right — 3 to 5 checkmarks on the right

Objectives

In this chapter, we will

- recognize when and/or why people feel an apology is appropriate
- compare how people apologize
- identify personal and cultural expectations around apologies
- look for patterns of formality and directness when people apologize and respond to familiar and unfamiliar people apologizing to them
- adjust verbal and non-verbal communication in giving and responding to apologies.

You will build up your language skills in

- vocabulary through synonyms, word families, phrasal verbs, idioms, and texting abbreviations
- accuracy through grammar practice with modal verbs of advice and regret
- fluency through writing and speaking tasks related to making and responding to apologies and explaining actions to members of our communities.

22. Reading

Before You Read

Complete these pre-reading activities before you read informal and formal apologies.

Formality and Directness in Responding to an Apology

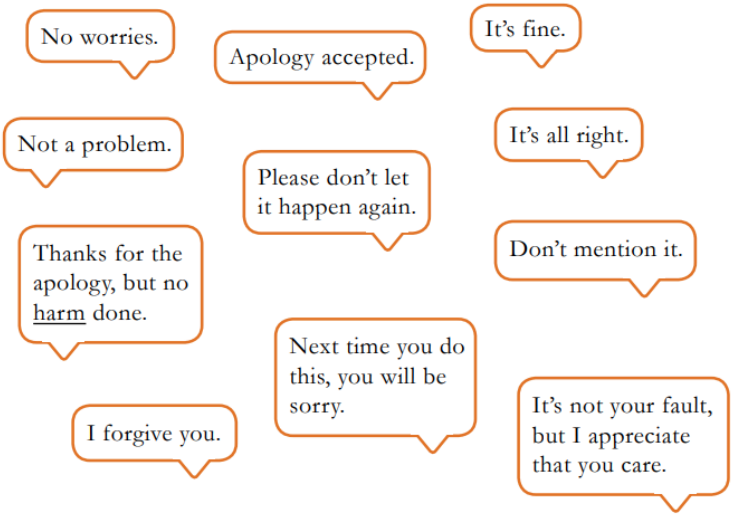
In the chapter video, Ivan offers a detailed apology to Claire. Although he is familiar with Claire, Ivan wrote out what he wanted to say. The
apology he reads sounds more formal than his normal speaking style. Written English is often more formal than spoken English. Ivan is very direct about how he feels about his mistakes. He doesn't make up any excuses. He doesn't expect Claire to excuse him.

Claire responds to the apology by giving Ivan a bear hug and saying, "I'm so sorry about your dog."

Her body language shows her open and direct acceptance. The way she says "sorry" expresses her feelings of sympathy to Ivan's own pain.

Read these possible responses to an apology and answer the questions.

1. Are they formal or informal?
2. Are they direct or indirect about feelings?
3. Does the speaker accept or reject an apology?

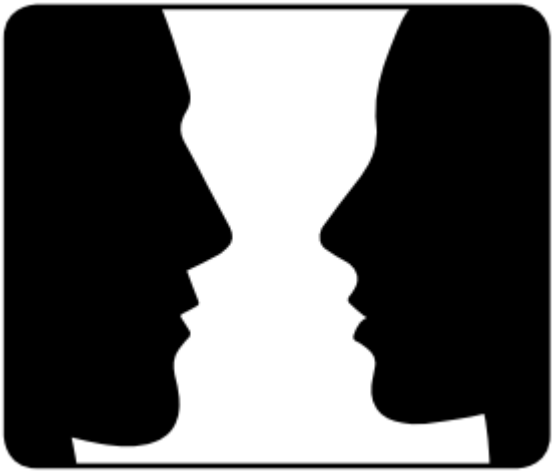


Vocabulary: Synonyms

Many words have multiple meanings. Look at the table below. For each row, indicate which words on the right have the same meaning as the word on the left.

conflict	dispute	argument	battle	disagreement
right	correct	justified	appropriate	obligated
heartfelt	honest	sincere	painful	earnest

Predictions



You're going to read an email from Claire and a business letter from a lawyer. Both kinds of correspondence are serious. In both cases, a mistake was made; both writers acknowledge a problem. However, the writers do not have the same concern about "saving face" or "losing face."

In other words, some apologies are open about taking responsibility for what went wrong. The purpose of such an apology is to make things right between the people in the relationship. Other apologies are about "face," or respect. Guarding status, or reputation, and avoiding blame or shame can change ideas about who deserves an apology, when and where an apology is appropriate, and how the apology is offered.

Before reading, make the following predictions:

- How will familiarity or unfamiliarity between the writer and the reader affect an apology?
- How much formality do you expect in a serious apology between friends? Between strangers?
- How much openness, or directness, do you expect about

    - responsibility?
    - feelings?
- What words might be used to “save face”?

Reading 1

Read this email from Claire to Gilles.

To: gdoucette@hmail.com
Cc:
Subject: So Sorry

Dear Gilles,
My email etiquette guide tells me I should be doing this face to face rather than electronically, but we haven’t talked much since my social blunder last week. I owe you a heartfelt apology.

Ever since you began considering Bear Bottom Campground as the site for this summer’s folk music festival, you have always bee the perfect gentleman—courteous and considerate. Whenever I get a bee in my bonnet over unhappy neighbours or rule-bending campers, you remain calm and reasonable. I have learned SO much from the way you handle conflict. I still have more to learn.

You were right. I was wrong to pick up your ringing phone. Moreover, I was totally out of line registering Del's band. You have every right to shut me out. As Ivan would say, I should have been minding my own beeswax!

We do need to make things right. There are weeks to go before the festival, and I'm sure you don't want to keep walking on eggshells any more than I do. If you can find it in your heart to forgive me, I would be so grateful. You have my word that I will never touch your phone or the registrations again.

With much regret and sincere apologies,

Claire

After You Read

Comprehension

Strategy 1: Recognizing Meaning

Choose the best answer.

1. Claire is writing because
   a) she wants to meet Gilles face to face
   b) she wants to tell Gilles she is sorry
   c) her etiquette guide told her to apologize to Gilles

2. Claire thinks that
    a) Gilles should apologize to her
    b) Gilles should not be angry with her
    c) it's understandable that Gilles is angry with her
3. Claire promises
    a) to forgive Gilles
    b) not to touch Gilles' phone again
    c) to make things right with Gilles
4. Claire wants Gilles to
    a) forgive her
    b) find his heart
    c) walk on eggshells

Strategy 2: Paraphrasing

Choose the best answer.

1. Claire writes: "I was wrong to pick up your ringing phone." She means
    a) she should not have answered Gilles' phone
    b) she should not have touched or moved Gilles' phone
    c) she should not have let Gilles' phone continue to ring
    d) she should not have called Gilles at home
2. Claire writes: "You have every right to shut me out." She means
    a) Gilles should not let her in the office any more
    b) she should make sure to close and lock the office door regularly
    c) she understands why Gilles doesn't want to talk to her right now
    d) Gilles should not lock the doors to the office until she gives permission
3. Claire writes: "I should have been minding my own beeswax!" She means
    a) she should get some bees and make honey

b) Ivan should keep his bees at home

c) she should not have paid attention to the bees

d) she should not have crossed the line into Gilles' private business

4. Claire writes: "You have my word ..." She means

a) she promises

b) she wants to talk

c) Gilles needs to write back

d) he doesn't understand

Vocabulary

Strategy: Reinforcement of Words and Definitions Through Use in Context

Look at the table and sentences below.

Fill in each blank with the correct word from the table.

forgive	right	conflict	considerate
etiquette	regret	sincere	blunder

1. It is a common _____ to mispronounce names that we are unfamiliar with.

2. When he apologized, Ivan showed _____ for his unfriendly actions toward Claire.

3. Ivan apologized to Claire because he wanted to make things _____ between them, so now they have a better relationship.

4. Talking face to face about an emotional topic is better _____ than emailing or texting about it.

5. When Ivan waited outside the camp office while Claire and Gilles were speaking, he was being _____ of their privacy.

Reading 2

Read this official letter to Gilles from someone he has never met or heard of before.

Laloi and McClaws Barristers and Solicitors
5023 Marina Boulevard Port Erin, Ontario
L8R 4G0

May 26, 2015

Gilles Doucette
Folk Music Festival
c/o Bear Bottom Campground
P.O. Box 1171
Maskwa, Alberta
T0O 0W8

Dear Mr. Doucette,

Re: Notification of Immediate Cancellation of Delany Jacobs, Maskwa Folk Music Festival

We regret to inform you that our client, Mr. Delany Jacobs, must withdraw the registration made on the 21st day of May, 2015, for the Maskwa Folk Music Festival.

Due to unforseen personal circumstances, Mr. Jacobs will be unable to honour his performance commitments in Alberta this July.

Although the 48-hour grace period for changing registrations has passed, we respectfully request that the registration fee of $250 be refunded immediately. We await your prompt confirmation (in writing) of our client's cancellation and the return of the registration fee. All future communications regarding this matter can directed to Mr. Jacobs's legal representatives at Laloi and McClaws.

Yours sincerly,

Perrin McClaws

Perrin McClaws
Managing Partner

After You Read

Comprehension

Strategy 1: Locating Indirect Instructions

In the letter from Perrin McClaws to Gilles Doucette, the lawyer gives Gilles five indirect instructions or commands. This is normal in legal communications.

Match each indirect instruction on the left to its direct meaning(s) on the right. More than one direct instruction may match an indirect instruction.

Indirect Statements	Direct Statements
1. We respectfully request that the registration fee of $250 be refunded immediately.	a) Give Del Jacobs back his money.
2. We await your prompt confirmation (in writing) of our client's cancellation.	b) Send the money quickly to Laloi and McClaws Barristers and Solicitors.
3. All future communications regarding this matter can be directed to Mr. Jacobs's legal representatives at Laloi and McClaws.	c) Send the law firm a letter to show that Del Jacobs's registration has been cancelled.
4. Notification of Immediate Cancellation of Delany Jacobs, Maskwa Folk Music Festival.	d) Write to the lawyer as soon as possible.
	e) Don't call or write to Del Jacobs
	f) Send all questions or communications about Del Jacobs to the lawyer.
	g) Cancel Del Jacobs's registration right away

Strategy 2: Recognizing Phrases

Choose all the correct answers.

1. "We regret to inform you" means
   - a) Sorry to say
   - b) Unfortunately
   - c) You should be sorry
   - d) You need to give us information
2. "Due to unforeseen personal circumstances" may mean
   - a) I expected this to happen
   - b) I didn't expect this to happen
   - c) I'm having a personal problem
   - d) I don't want to tell you details of my personal problem

3. “Unable to honour his performance commitments” means

a) he will do what he promised

b) he can’t do what he promised

c) he needs to cancel his performances

d) he needs to commit to more performances

Vocabulary

Strategy: Using Context to Determine the Meaning of Expressions

1. The word HONOUR has several meanings. In each sentence below, indicate the word or words that could be replaced by HONOUR.

a) The lawyer’s letter politely tells Gilles that Del isn’t going to keep his promise, or commitment, to perform.

b) The festival wants to celebrate musicians who have a good reputation.

c) I know Ivan; he’s a man of very high standing in our community.

d) Dev thinks that people who try to do the right thing are people who have personal goodness.

2. The word MATTER has several meanings. In each sentence below, indicate the word or words that could be replaced by MATTER.

a) Oksana doesn’t want her husband to discuss their personal information with their friends.

b) Claire wants to talk to Gilles on the subject of Del Jacobs’s registration.

c) When Claire noticed that Nick was feeling anxious, she asked him what the problem was.

d) How much do parents’ opinions count to young adults?

3. The words REGRET or REGRETS have several meanings. In each sentence below, indicate the word or words that could be replaced by REGRET or REGRETS.

a) Ivan felt shame when he realized that bears were chasing campers.

b) Claire feels guilty for answering Gilles' phone when it rang.

c) Dev feels sorry about not talking to Roshan very much lately.

d) Claire couldn't go to the panel discussion, so she sent a message saying she was sorry she couldn't go.

Discussion

The letter from Perrin McClaws, Delany Jacobs's lawyer, has a very different tone from Claire's email.

NOTICE formal words and expressions.

FIND examples of formal expressions that mean:

- We're sorry.
- He can't come.
- The reason is private.
- He isn't going to keep his promise.
- It's past the deadline.
- We're asking.
- Let us know.

DISCUSS why legal documents use formal, not informal, language.

- Consider why Del Jacobs did not tell Gilles directly that he was withdrawing from the festival.
- Why did he use a lawyer to send the message?

COMPARE the two written apologies.

IDENTIFY the number of times each writer

- took responsibility for a mistake using
  - the word “apology”
  - other words
- expressed feelings about the situation using
  - the word “regret”
  - other words

DISCUSS whether or not Claire, Perrin, or Del care about “saving face” or “losing face” with Gilles.

THINK about your own relationships outside English class.

TALK about apologies you have read. How familiar, formal, or direct was the writer?

TALK about how important “face” is in an apology. Is “saving face” part of mending fences?

Extension Activity

1. Language Logs

Print another set of Language Observer Log and Language User Log pages to help you to pay attention to and try out words and expressions from this chapter in your daily life.

2. “Sorry” Tracker

When people in our communities say “sorry,” they may mean very different things. They may

- feel sympathy for someone else’s trouble

- have pity for themselves
- be excusing themselves for an offence they consider to be small or unimportant
- want peace in a relationship
- feel shame, embarrassment, or humiliation
- be accepting responsibility, or even guilt, for something that went wrong.

Like a detective, while you are reading, keep an eye out for the word "sorry" or written apologies. For example, a newspaper or website might offer something like this:

> CORRECTION NOTICE
>
> In contrast to last week's announcement, the deadline for applying for the Emerging Artist Award is June 30, not July 30.
>
> We apologize for any inconvenience this might cause.

Keep your ears open for the word "sorry" in spoken apologies.

You may hear store clerks or service people say "sorry" to you

or to someone else. Listen for "sorry," "excuse me," or "I beg your pardon" coming from the lips of strangers or very familiar people.

Two examples, or cases, have been recorded in the table below using the written apologies in this chapter

"Sorry" Tracker		
The Facts	**Case 1**	**Case 2**
Who said "sorry"?	Claire	A lawyer, Perrin McClaws
What happened?	She answered Gilles' phone and registered a band	He was withdrawing Del Jacobs from the festival.
When?	A few days ago	May 26, 2015
Where?	At Bear Bottom Campground	Ontario and Alberta
Why?	She wasn't thinking about Gilles' privacy. She thought she was helping.	He didn't say exactly, only "unforeseen personal circumstances"
Your Opinions or Perceptions		
How was "sorry" received? Accepted? Rejected?	Gilles did not accept right away. He told Claire she had crossed the line. He avoided talking to her about the problem.	Gilles was probably REALLY happy. Claire was likely very happy too.

➔ Print a copy of this table to keep track of the way people in your community write or say "sorry."

➔ Complete your form.

Be prepared to talk about the cases of "sorry" you find in your community.

Reading Progress Check

Nick was recently in Maskwa. He missed seeing Roshan while he was there. Nick texts Roshan to catch up, share some information, and apologize for something.

Read the questions and answers before reading this text. This is a strategy to help you locate the answers more easily

After you read the exchange of texts, answer the questions.

1. Choose the best answer. Why was Nick in Maskwa County?
    a) To meet Daniel's parents
    b) To deliver money to Roshan
    c) To borrow Roshan's jacket
    d) To visit with Claire and Roshan
2. Choose all that are true. What does Nick apologize for?
    a) Not seeing Roshan at the campground
    b) Leaving the jacket at the campground
    c) Forgetting to give Roshan the money from his mother
    d) Getting food on Roshan's jacket
3. Choose all that are true. What does Roshan apologize for?
    a) Not seeing Nick at the campground
    b) Calling Nick "Nicole"
    c) Ending their text conversation
    d) Being busy
4. Choose the best answer. What did Daniel's mother apologize for?
    a) Laughing
    b) Calling Nick "Nicole"
    c) Grandma calling Nick "Nicole"
    d) Having no manners
5. Choose true or false for each statement.
    a) Nick feels that Daniel's family owes him an apology.
    True False

b) Grandma was worried that her family was being rude to Nick.

True False

c) Nick takes responsibility for getting the jacket dirty.

True False

d) Roshan asks Nick to pay to dry clean the jacket.

True False

e) Roshan wants Nick to apologize face to face for the jacket.

True False

➔ Read these text messages

Back Nick Details

Today 2:46 PM

howz the electric man Roshan?

crazy busy

r u w/ Big Boss?

@ campground

sweet place

howd u no?

came by looking 4 u b4 dinner w/ Dan's parents

???

I had ur $$ from ur mom. AND I returned ur jacket. ur mom lent it to me 4 dinner w/Dan. left jacket and $$ @ campground w/Claire. sorry I missed u

no prob. sorry I wasn't around. howz dinner w/Dan?

👍 great advice from Claire

???

what to do, to take, to say

jacket suited scene?

2 a T

dinner w/ Dan's folks????

👍 all good. Dan's grandma kept calling me Nicole tho lol

lol srsly?

honest mistake. she's hard of hearing. thick glasses. Dan introduced me as Nicky. I let it go. Dan's mom kept apoligizing for gma. she was embarrassed. I apologized for embarrassing gma. said she could call me Nicole anytime. Dan's dad just laughed n laughed n kept saying sorry for laughing. Dan kept saying sorry my family is crazy n gma kept saying sorry my family has

lol crazy. sorry man gtg. breaks's over

sorry, re: ur jacket, I'll pay 4 dry cleaning.

??? dry cleaning??

you'll see. dinner spill, my bad, send me ur bill, sooooo sorrrrry

forget it Nicole :) I never wear jackets any more. buy me dinner instead

23. Listening

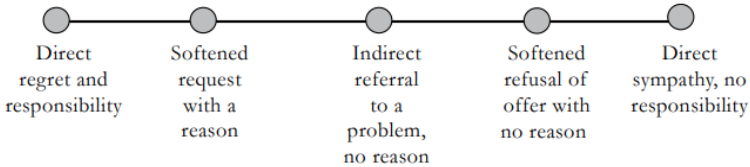
Before You Listen

Complete these pre-listening activities to help you identify how people offer and expect to receive apologies.

Social Conventions Around Apologies and Excuses

"Sorry" has a wide range of meanings. The scale below gives some ways people use the word "sorry."

Place the number of each sentence or question below along the scale to identify how the word "sorry" is being used.



1. Sorry, could you hang on a second? Let me turn down the music.
2. Sorry, but I won't be able to come.
3. I know what I did was totally out of line, and I'm sorry.
4. You missed your anniversary dinner … I'm so sorry.
5. I have to say I'm sorry for the campers and the bear.
6. He is sorry about missing the deadline.
7. I'm really sorry Dad. I hate to do this, but I've got to run. I've

got work.

8. I don't think I'm ready to talk. Sorry

Vocabulary

In Chapter 1, there are some homographs, words that are spelled the same although the meanings are different. In this chapter, some words also have multiple meanings. The pronunciation and spelling are the same, but the meanings may be slightly different or not at all the same.

1. The word OFFENCE has several meanings. In each sentence below, indicate the word that could be replaced by OFFENCE.

a) Folk musician Del Jacobs once hurt a man with a knife, so he was charged with a weapons attack.

b) Nick didn't consider Dan's grandmother's mistake with his name as an insult.

c) A camper left a fire unattended, but since it was his first violation, Claire just gave him a warning.

2. The word OFFEND has several meanings. In each sentence below, indicate the word or words that could be replaced by OFFEND.

a) If you answer a friend's phone as Claire did with Gilles, you might hurt the feelings of your friend.

b) If Ivan is very direct with his opinions, he could upset some people.

c) When garbage isn't removed regularly, does the smell really bother you?

Predictions

You will hear conversations in which Dev and Roshan offer apologies to other people.

Predict the answers to these questions before you listen:

- What "offences" do you predict Dev and Roshan will feel obligated to apologize for?
- Will the others agree that an "offence" has happened?
- Will the others accept Dev's and Roshan's apologies? Why or why not?
- Will Dev or Roshan apologize directly or indirectly, in person, or on the phone?
- What might happen if an apology is accepted or rejected?

Listening 1

Listen to a private telephone conversation between Roshan and Dev. Notice how the two characters use the word "sorry" and what saying sorry means to them.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=251

After You Listen

Comprehension

Complete the activities below to check your listening comprehension. These strategies focus on ideas and paying attention to exact words.

Strategy 1: Recognizing Facts

Listen again.

Select True (T) or False (F) for each statement.

- How do you know it is true or false?

Be ready to discuss evidence to support your answers.

T	F	1. Roshan called Dev to thank him for the loan.
T	F	2. Roshan thinks Dev is disappointed.
T	F	3. Dev is disappointed in Roshan.
T	F	4. Dev is proud that Roshan wants to pay for the slashed tires.
T	F	5. Dev wants Roshan to pay back the loan.
T	F	6. Roshan apologizes for interrupting Dev.
T	F	7. Roshan apologizes for working as an electrician.
T	F	8. Dev thinks Roshan apologizes too much.

Strategy 2: Retelling Details

1. Choose the best answer.

Dev says, "We forgive your debt to us." Dev means

a) Roshan has to pay back the money his parents lent him

b) Roshan doesn't have to pay back the money his parents lent him

c) they are sorry that they lent Roshan some money

d) they accept Roshan's apology for the loan

2. Choose all the correct answers.

Dev says, "I have been somewhat … distant." Dev means

a) he lives very far away from Roshan

b) he wants Roshan to visit home more often

c) he hasn't communicated much with Roshan

d) it's been difficult for Roshan to communicate with him

3. Choose the best answer.

Dev says, "Let it all be water under the bridge." Dev means

a) he wants to forget about their past problems

b) he wants to talk about their differences

c) he accepts Roshan's apology

d) he accepts Roshan's gratitude

4. Choose the best answer.

Dev says, "My heart nearly burst with pride." Dev means

a) he was too angry

b) he was really disappointed

c) he was so happy

d) he was very ashamed

5. Choose all the correct answers.

Dev says, "You Canadian kids. So many sorrys. For what?" Dev means

a) Canadians don't apologize enough

b) Canadians apologize too often

c) it's necessary to apologize for many things

d) Roshan doesn't have to apologize right now

Listening 2

Listen to a face-to-face conversation in a public place. Notice how the two characters have very different perceptions of the same unfortunate events: the theft of Roshan's tools and the vandalism of Kerry's truck.

An audio element has been excluded from this version of the text. You can listen to it online here: https://openeducationalberta.ca/in-the-community/?p=251

After You Listen

Vocabulary

Strategy 1: Recognizing Cognates, or Word Families

Select the best answer to complete each sentence below.

1. Kerry doesn't think Roshan needs to _____ to him for anything.
   a) apologize
   b) apology
   c) apologetic
   d) unapologetic

2. Roshan wants to offer an _____ to Kerry.

a) apologize
b) apology
c) apologetic
d) unapologetic

3. Gilles is bothered, but not _____, when people mispronounce his name as "Jill."

a) offended
b) offence
c) offensive
d) noffensive

4. Ivan took _____ when Gilles did not ask his opinion about taking down the posters.

a) offended
b) offence
c) offensive
d) inoffensive

5. Kerry did not want to _____ Roshan's money.

a) accept
b) acceptable
c) accepting
d) unacceptable

6. Gilles is a man who is very _____ of different opinions and ideas.

a) accept
b) acceptable
c) accepting
d) unacceptable

Strategy 2: Recognizing Meaning from Direct and Indirect

Clues

Choose the best answer.

1. Roshan first apologizes because
   a) he bumped into Kerry
   b) he bumped into Kerry's truck
   c) the truck bumped into him
   d) he apologized to the truck
2. Roshan wants to give Kerry
   a) money
   b) tires
   c) an anniversary present
   d) insurance
3. At first, Kerry
   a) agrees to take the money
   b) doesn't think Roshan should give him money
   c) agrees that Roshan should apologize to him
   d) asks Roshan to apologize to his wife, Mrs. Ames
4. What does Kerry say he had to pay for with his own money?
   a) The tow truck and mechanic
   b) New tires
   c) Jewellery
   d) The insurance deductible
5. Kerry agrees to take some money because
   a) he's angry with Roshan
   b) Mrs. Ames wants some jewelery
   c) it will make Roshan feel better
   d) Kerry doesn't have enough insurance to pay for everything
6. Choose all the correct answers.

What problems does Roshan mention that already cost Kerry some money?

   a) Kerry's tools were stolen

b) Kerry's tires were slashed
c) Kerry paid for a tow truck and a mechanic
d) Kerry cancelled his anniversary plans

Discussion

The first listening was about a father "mending fences" with his son.

NOTICE how the two men understand the word "sorry" in different ways.

FIND an example of Dev apologizing to Roshan.

IDENTIFY what "offence" Dev regretted.

IDENTIFY how he expressed his regret without using the word "sorry."

DISCUSS why a father might not be direct in an apology to a child.

FIND examples of Roshan using the word "sorry."

IDENTIFY any of Roshan's actions that offended his father.

IDENTIFY different meanings that Roshan communicates with this word.

DISCUSS why Dev asks, "You Canadian kids. So many sorrys. For what?"

THINK about your relationships outside English class.

TALK about actions that offended you that someone apologized for.

Was the apology direct or indirect, in person, or on the phone?

How did you respond? Did you accept or refuse the apology?

TALK about actions that offended you but no one apologized for.

Did anyone else think that an "offence" had happened?

Did you ever demand an apology?

TALK about actions that you apologized for.

Did the other person agree that an "offence" had happened?

How did the other person respond?

TALK about how effective apologies are in mending fences.

Listening Progress Check

Test your understanding of a situation in which two people have very different perceptions of an offence.

Answer the questions while you listen.

Listen as many times as you need to.

Part A

For each of the following excerpts from Roshan and Nick's conversation, identify who feels that an apology is appropriate, who he feels should apologize, and why he feels an apology is necessary.

Excerpt 1

1. Who expects an apology?
   a) Roshan
   b) Nick
2. From whom does he expect an apology?
   a) The green team
   b) The red team
3. Why? Select all the correct answers.
   a) They are dirty.
   b) They stole the other team's cab.
   c) They were rude.
   d) They were unfair.

Excerpt 2

1. Who expects an apology?
    a) Roshan
    b) Nick
2. From whom does he expect an apology?
    a) The father
    b) The son
3. Why? Select all the correct answers.
    a) The father was trying to answer.
    b) The son correcting his father.
    c) The son was jumping in a lot.
    d) The father was embarrassed.

Excerpt 3

1. Who expects an apology?
    a) Roshan
    b) Nick
2. From whom does he expect an apology?
    a) The dad
    b) The son
3. Why? Select all the correct answers.
    a) He got really angry.
    b) He lost his cool in private.
    c) He respected him.
    d) Sons expect to hear "sorry."

Part B

Listen to Roshan and Nick's entire conversation about the TV show.

Choose all the correct answers.

1. *Marvellous Marathon Canada* is a show that

a) is about a sport
b) is a kind of contest
c) the friends both like
d) is about love and war

2. On this television game show,
a) the teams have to be friends with each other
b) a team's members can be related to each other
c) teams may get ice cold
d) people upset each other

3. A person who corrects someone else may cause offence if
a) the correction is made in public
b) the questions are trivial
c) someone "loses face"
d) the team loses a lot of money

4. Nick's perspective on the green team shows that
a) his expectations about apologies are the same as Roshan's
b) he identifies with the son
c) he values money more than "face"
d) he gets offended by public anger

5. Can a person apologize if he doesn't know there's something wrong?
a) Nick feels people may not plan to be rude or offensive.
b) Nick thinks that's the unwritten rule.
c) Nick and Roshan agree about the game rules.
d) Roshan's relationship with Dev affects his perspective.

24. Writing

Writing is often part of the process of reporting an incident. When something goes wrong, writing about what happened can be part of the critical thinking that helps us analyze, reflect, and improve behaviour.

Written reports must be clear about what is fact and what is opinion.

Scaffolding Genre-exploring Activity

In Chapter 2, Gilles announced a ban on alcohol at the folk music festival. That decision was a consequence of a car crash the year before that involved a couple of festival volunteers (refer to page 90). Here is a part of a report to the festival committee from one of those volunteers, Kai Wheeler.

> I've been asked to give a statement about the accident that happened last August 17. Jesse Laboucane and I were volunteers on the crew setting up the main stage at the Maskwa fairgrounds for the big show the next day. We finished about 10:00 p.m. We decided to walk back into town. It's about 2 kilometres from the grounds. It was getting dark. We walked along the shoulder of the road. As we were crossing over Beaver Creek, we heard a car coming up behind us. As I recall, we didn't see our shadows on the road from headlights behind us. The car didn't have its lights on. Suddenly, I was flying through

the air. I've been told I landed in the ditch. I had a concussion and don't remember. I've learned that empty beer bottles were found in the driver's car.

I've been reflecting on what happened and how it could have been prevented. First off, there are a couple of things Jesse and I could have done differently. I shouldn't have been walking in the dark wearing black. Black-on-black isn't cool; it's invisible. We should have walked on the other shoulder, facing traffic. We should have looked back when we heard the car approaching. But road safety wasn't just up to me. The driver should have turned the headlights on. The sun had set. Furthermore, there are no excuses for drinking and driving. Moreover, his buddies, who were sober, should

never have gotten in the car with him. They should have taken his keys away.

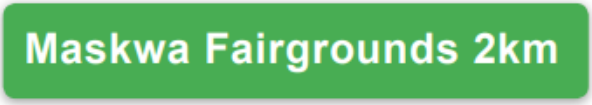
Let's take a look at the way Kai organized his ideas.

Paragraphs

There are two main ideas: a description of a past event and recommendations about accident prevention. Kai divided his report into two distinct paragraphs. He didn't mix the facts or actions that took place with his ideas or opinions about avoiding future accidents and injuries.

Topic Sentences

Each paragraph begins with a sentence that clearly tells the reader what to expect. A topic sentence is like a road sign. It announces what's coming. That first sentence makes the writer's purpose very clear. All the details after that sentence relate to that topic.



Topic Sentence Practice

- Read the short paragraph next to each picture.
- Cross out one sentence that isn't on exactly the same topic as the other sentences.
- Write a topic sentence for each paragraph.
- Identify whether each paragraph includes facts, opinions, or both.

Paragraph 1

The first recommendation is that Musa should not text while he is driving. Second, he should look ahead at the road. Third, he should place both hands on the steering wheel. Fourth, he should not wear his watch on his right wrist. Finally, he should keep his eyes on the road.

Paragraph 2

One of the dangers on country roads is wildlife. Drivers should look out for moose. Crashing into one of these large animals can damage a car or injure a person. Another danger is unmarked lanes. Lane lines are yellow or white. Drivers shouldn't drive in the middle of the road. They should stay to the right. Drivers may run into danger when they aren't familiar with the signs. They shouldn't speed. It's a good idea to slow down at all corners.

Paragraph 3

Sue should have put on her makeup at home. She definitely should not have put on makeup in the car. She should have used a bathroom mirror; she shouldn't have used the rear-view mirror. The mirror shouldn't be so small. If Sue had focused on driving, she wouldn't have hit the power pole. She said, "I should have known better."

Paragraph 4

I was going to pick up my kids from school. The light ahead of me was green. My phone rang. You should hear the cool ring tone. My buddy was calling. As I answered it, I saw my daughter running toward me. I was listening to my friend. I should not have been listening to him. I was looking to the left. I should have been looking straight ahead. I rear-ended the car in front of me. There are no excuses for what I did.

Scaffolding Mechanics, Grammar, and Syntax Activity

Modal Verbs of Advice

Example

Drivers should avoid distractions while they are driving. They should keep their eyes on the road. They should control the steering wheel with both hands. They should not text while driving. To avoid being distracted, drivers could turn off their cellphones. They

Modal verbs add information about mood. A writer or speaker communicates his or her mood, feelings, or attitudes through modal verbs. In Chapters 2 and 3, modal verbs such as MAY or MUST show different levels of intensity in requests, permissions, prohibitions, or obligations. Modal verbs are also useful for giving advice.

The modal verb SHOULD communicates a speaker's strong advice. SHOULD is quite inflexible. COULD is weaker. COULD communicates possibility in addition to advice, so there is more flexibility about following the advice. MIGHT, like COULD, gives a listener the choice to follow the advice or not.

- Read the advice in the box on the right.
- Identify six modal verbs.
- Discuss which advice is flexible and which is not.

Advising with SHOULD: Present and Future

> might put their cellphones out of reach.

The most helpful advice is possible to follow. In paragraphs 1 and 2 on the previous page, the recommendations are doable by Musa or any other driver. The same goes for the example paragraph on the left.

- Record all the firm advice that drivers can actually follow from those three paragraphs. A few examples have been done for you.
- Notice the form of each positive and negative verb that follows SHOULD. There are no suffixes such as -ed or -ing. There is no preposition such as TO between the modal and main verbs.

Paragraph 1		**Paragraph 2**		**Example Paragraph**	
Positive	Negative	Positive	Negative	Positive	Negative
should look	should not text	should look out	shouldn't drive		

Regretting with SHOULD: Past

Verbs have three common forms:
i) Base Verb = dictionary entry form with no suffixes
E.g., learn, write, speak
ii) Past = base + -ed or changed spelling
E.g., learned, wrote, spoke
iii) Past Participle = base + -ed or changed spelling
E.g., learned, written, spoken

When something goes wrong, we may wish we could change the past. Although this is impossible, we talk to ourselves or to others about those wishes. We express regret about unchangeable but unhappy past events using SHOULD + HAVE + VERB PAST PARTICIPLE.

Regret is a kind of sadness. A synonym for regret is "remorse." Apologies often include an expression of regret or remorse. We apologize when we recognize that our action or inaction caused a problem or pain for someone. "Sorry" acknowledges the sorrow of past events.

Many characters in our story did things that someone regretted later. If the characters could undo the past, how could their problems have been avoided?

- For each of the actions below, express a positive and a negative alternative showing regret.

The first one is an example.

1. Claire answered Gilles' phone.
   + *She should have let the phone ring.*

– *She should not have answered it.*

2. Gilles avoided Claire.

+

_____

–

_____

3. Ivan threw garbage on Claire's property.

+

_____

–

_____

4. Dev was distant from his son, Roshan.

+

_____

–

_____

5. Roshan didn't lock his tools in Kerry's truck.

+

_____

–

_____

6. Kerry didn't take his wife out for their anniversary.

+

_____

–

_____

Writing 1

Campers at Bear Bottom Campground are responsible for keeping their campsites clean and safe. The manager charges an additional fee when she has to remove things that campers leave behind or do not store safely.

Imagine that you spent a beautiful summer long weekend camping at Bear Bottom Campground. You planned to pack up and leave on Monday afternoon, but on Sunday evening, you got a text telling you bad news from home. It was an emergency, and you decided to drive to your home immediately to deal with it.

When Claire inspected your campsite, this is what she saw. She took photos of the evidence.

Claire sent you a bill for $225.00. That amount included the tow truck charge for pulling your trailer away, as well as a fine for leaving a fire burning unattended. In addition, she picked up leftover food, dishes, and garbage.

Write a two-paragraph letter to Claire Turner. Keep in mind that you barely know her.

- Acknowledge the facts or evidence.
- Explain why you left the campsite.
- Express feelings, or an opinion, of regret.
- Tell her what you should not have done.
- Tell her what you should have done differently
- State what you are going to do about the bill.

Production Task Rubric

You can use the rubric below to measure your success on each part of the writing task.

Writing Task 1 You wrote a letter about a problem you caused. One paragraph explained the facts and the second expressed regret.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You greeted Claire appropriately.				
You referred to the problems in the campsite and gave a reason for them.				
You expressed regret.				
You used the modal verbs SHOULD HAVE and SHOULD NOT HAVE.				
You told Claire what you will do about the bill.				

Writing 2

Have you heard the story about four people named Everybody, Somebody, Anybody, and Nobody?

> There was an important job to be done, and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have.

Think of an experience like the story above that you have regrets about because things didn't go well. Although you can't go back in time and change the facts, you wish you could.

Reflect, or think back on, that regrettable experience. Write two paragraphs that include the following:

- Describe the facts or evidence.
- Identify the resulting problem or pain.
- Explain why you did what you did.
- Express feelings, or an opinion, of regret.
- Explain what you should not have done.
- Explain what you should have done differently

Production Task Rubric

You can use the rubric below to measure your success on each part of the writing task.

Writing Task 2 You composed two paragraphs: the first explained a problem you caused and the second expressed regret.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You described the facts.				
You identified a problem or pain.				
You gave a reason for your actions.				
You expressed regret for your actions.				
You used the modal verbs SHOULD HAVE and SHOULD NOT HAVE.				

25. Speaking

Intonation Scaffolding Activities

Choppy vs. Flowing Speech

Two images from the campground give us metaphors to describe how people speak.

When a camper is using an axe to cut wood, we say he or she is chopping wood. Chopping is a short, repeated action. Each chop has a beginning and an end. The sound of chopping is sharp or abrupt. There is a clear snap when a chop stops.

CHOPPY is an adjective that describes the sound of speaking if the speaker chops a phrase or sentence into separate words with a short stop after each word.

Listen to the choppy sound of this sentence. Notice that each word is pronounced very distinctly so the words are separated, and the sentence is not smooth, but choppy.

Roshan said, “I want to express a regret about the damaged truck.”

When a camper is pumping water out of the well, we say the water is flowing. We talk about flowing, or running, water because it moves smoothly and continuously. There are no sharp or abrupt sounds.

Flowing, or FLUENT, describes the sound of speaking if a speaker’s words gently join, or link.

Listen to the above examples first with CHOPPY and then with LINKED, or FLUENT, pronunciation.

- A consonant at the end of one word join with the same consonant at the beginning of the next word so we hear only one longer consonant.
    - For example, “want to” will sound like “wan-to”
- A final consonant will flow into a beginning vowel so we don’t hear even a tiny stop between the two words.
    - For example, “express a” will sound like “expres-sa” and “regret about” will sound like “regre-tabout”

- A final consonant that usually stops air completely before letting the air pop out (d, t, b, p, g, k) will flow into another beginning consonant without releasing air so the sound becomes softer.
    - For example, “damaged truck” will sound like “damag-dtruck”

Listen to the original choppy sentence followed by the same sentence with smooth, flowing pronunciation. Notice how some consonants and vowels flow together, linking some words. Notice that punctuation, such as the comma after “Roshan said,” always makes the speaker pause. Even this short stop prevents the final “d” in “said” from flowing into the next word, “I.”

Roshan said, “I want to express a regret about the damaged truck.”

Practise Linking Words

In the video and audio for this chapter, the characters speak fluently. The words in their sentences flow gently together.

In the sentences on the right, identify each final consonant that should link to

- a beginning vowel
- the same beginning consonant
- a different beginning consonant

Example: Ivan wants to turn over a new leaf

Ivan wants to tur-nove-ra new leaf.

1. I won't apologize for that.
2. Sorry, could you hang on a second?
3. My truck isn't easily offended.
4. I left a couple of messages.
5. Your campers are frightened of these bears.
6. I am an old man
7. You don't even owe me an apology.
8. Sorry, Roshan. I really can't accept this.
9. I'll take care of it right away.
10. Accountability is an important part of your character, Roshan.

Listen to these sentences.

- Compare choppy pronunciation to fluent speech.
- Repeat the example of linked sounds aloud.

Speaking Tasks

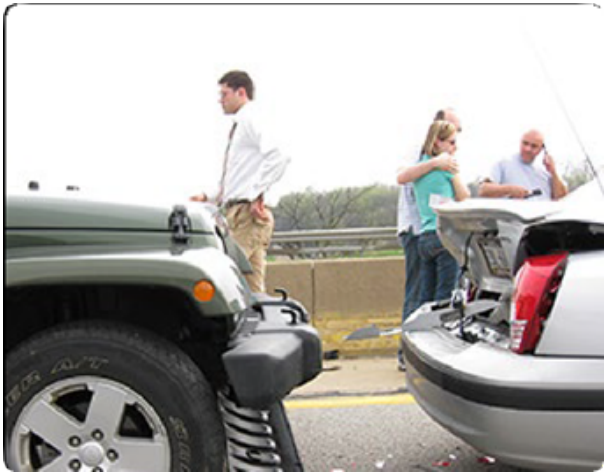
Saying "sorry" happens between familiar and unfamiliar people for a variety of reasons. A sincere apology, such as Claire's to Gilles, means taking responsibility for inappropriate behaviour and changing that behaviour. We often hear "sorry" used similarly to "excuse me." People understand they are interrupting someone or perhaps accidently caused a small problem. "Sorry" can be a signal that no harm was intended and that the speaker hopes to continue a peaceful relationship. "Sorry" is not a synonym for "I'm so ashamed" or "I'm guilty."

The way we explain the reason for a mistake depends very much on our relationships. In general, Canadians do not expect or believe long, detailed explanations. Giving a long excuse for inappropriate behaviour focuses attention on the problem rather than moving quickly to solve it. When a blunder is recognized, a face-to-face talk

with the individual most affected is a common response, as Claire and Ivan demonstrated.

Here are some pictures of situations in which someone may apologize. Whether or not an excuse is given and how detailed it is depends on factors such as how big a problem is caused and how many people are affected. The more serious the consequences, the more carefully people will consider if the harmful actions were intentional or accidental.

FULL



Speaking 1: Expressing Apologies and/or Excuses

Apologies matter among familiar people.

For this role-play activity, imagine that you are one of the people on the festival award committee. You have been meeting together for several weeks. The second-last session is set up for all the

committee members at the Maskwa County office at 7:00 p.m. You arrive at 7:45 p.m.

As you enter the room, you notice everyone else is present and in the middle of a discussion. You offer a simple, clear apology but make no excuses. You take your seat.

At a break in the meeting, you approach Gilles, who is chairing the meeting. Have a longer conversation with Gilles.

Do the following speaking practice. Choose another person to play the role of Gilles.

Requirements:

Part A

Join a group of people who are talking. Wait for a break in their conversation.

Apologize for arriving late.

Part B

1. Later approach "Gilles." State your purpose to apologize.
2. Refer to your inappropriate behaviour.
3. Explain briefly the reason for your behaviour.
4. Use the modal verbs SHOULD HAVE and SHOULD NOT HAVE.
5. Acknowledge the possible consequences of your behaviour.
6. Offer appropriate future behaviour.

Production Task Rubric

You can use the rubric on the right to measure how you do when offering an apology to someone familiar to you.

Speaking Task 1 You chose an appropriate time to make an apology and gave a reason without making excuses.		**Completely**	**Mostly**	**Somewhat**	**Comments**
A	You made a simple, clear apology.				
B	You clearly stated your wish to apologize.				
	You referred to the incident in a few sentences.				
	You offered a short, believable explanation.				
	You used the modal verbs SHOULD HAVE and SHOULD NOT HAVE.				
	You acknowledged the possible consequences of your behaviour.				
	You committed to certain future behaviour.				
	You linked words in fluent speech.				

Speaking 2

Apologies matter with unfamiliar people and people of different social status. New or distant relationships could grow warmer or colder if someone takes offence at words, body language, or other behaviour of an unfamiliar person.

For this role-play activity, imagine that you are a musician. You registered your band for the Maskwa Folk Music Festival early in the spring. A month ago, you had a conflict with one of your bandmates. She quit. You planned to ask another drummer, but you didn't. It is only one week before the festival begins. Yesterday, you had a sports accident and cannot play your guitar. When you phone Gilles to explain, he doesn't answer. Leave a clear, organized voicemail message with only the important facts and your regrets.

Requirements:

1. Identify yourself and the name of your band.
2. Tell Gilles whether or not your band will be at the festival.
3. Describe the situation briefly
4. Express regret.
5. Use the modal verbs SHOULD HAVE and SHOULD NOT HAVE.
6. Acknowledge the problems your band is causing for Gilles and the festival.

Production Task Rubric

You can use the rubric below to measure how effective you are when offering an apology to someone familiar to you.

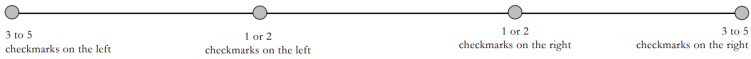
Speaking Task 2 You left a voicemail message with an apology, reasons, and regrets.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You identified yourself and the band.				
You told Gilles what you are going to do.				
You described what happened.				
You expressed regret.				
You used the modal verbs SHOULD HAVE and SHOULD NOT HAVE.				
You acknowledged possible consequences of your behaviour.				
You linked words in fluent speech.				

26. Wrap-Up

Discussion

At the beginning of this chapter, you placed yourself on a scale similar to the one below.

† She/He doesn't apologize to everyone. † She/He doesn't apologize for everything. † Apologizing might cause conflicts in relationships. † If her/his status or relationship is delicate or important, she/he might not apologize. † She/He doesn't expect people who have higher status to apologize to her/him. † She/He doesn't have to apologize because of her/his high status.	† She/He apologizes to many people. † She/He apologizes for many reasons. † Apologizing helps avoid conflicts in relationships. † If her/his status or relationship is delicate or important, she/he will apologize. † Apologizing shows equality.



Decide which descriptions fit Claire, Ivan, Roshan and Nick. Do they match all or some of the words on the left or the right?

Place

(Claire),

(Ivan),

(Roshan), and

(Nick) on the scale.

Discuss how Dev's way of mending fences with Roshan compared to other characters' apologies.

Are there any similarities? Are there any differences?

Add

(Dev) to the scale.

Reflection on Extension Activities

In this chapter, we

- recognized when and/or why people feel an apology is appropriate
- compared how people apologize
- identified personal and cultural expectations around apologies
- found patterns of formality and directness as people apologize and respond to familiar and unfamiliar people apologizing to them
- adjusted verbal and non-verbal communication in giving and responding to apologies.

The writing and speaking activities gave us ways to adjust our use of English. Observing how people in our community talk and write and trying to use new words from this chapter has reinforced, or strengthened, our vocabulary outside of class.

1. Review any Language Log pages you completed during this chapter.

2. Retell the stories you recorded in the "Sorry" Tracker when you heard people apologizing or making excuses when things went wrong.

- How did you know if the person receiving the apology accepted it or not?
- Did the words and body language give the same message?

3. Think about people in your community whom you have heard

saying “sorry.” Think about what Dev said to Roshan: “You Canadian kids. So many sorrys. For what?”

- Do you ever wonder about all the “sorrys” you hear?
- When “sorry” is said very often, does it sound sincere?
- Is “sorry” most meaningful when it expresses real regret about a big offence?

4. Reflect on which of our story’s main characters has a communication style most similar to your own when it comes to saying “sorry” or responding to an apology:

- Claire speaking and writing to Gilles and hearing Ivan
- Roshan speaking with his dad and Nick
- Gilles, careful not to offend, but so far silent in response to Claire

27. Chapter Vocabulary List

Word	Form	Meaning
☺	emoticon	wink = I'm joking
@	abbreviation	at
2 a T	text abbreviation	to a T = exactly; perfectly
apologize	verb	to say "sorry"
apology	noun	an expression of being sorry
b4	text abbreviation	before
barely	adverb	hardly; only just
bear hug	noun	a friendly hug or embrace with arms completely around another person
blunder	noun	mistake; error
bump	verb	to lightly hit or crash into someone or something
burst	verb	(an object) filled so full that it breaks
choppy	adjective	separate; abrupt; not smooth
commitments	noun	promises
confirmation	noun	an official answer that something is true
considerate	adjective	thoughtful of other people
courteous	adjective	well-mannered; polite
critical thinking	expression	reflecting deeply to consider how and why things happen
debt	noun	something, such as money, owed to another person

deductible	noun	an amount that is deducted, or subtracted, from a total amount
distraction(s)	noun	thing(s) that pull(s) attention away from what is important
embarrassment	noun	feeling uncomfortable or awkward about someone's behaviour
equality	noun	having similar status or power
etiquette	noun	rules of polite behaviour
excuse	verb	to overlook; to accept bad behaviour
excuses	noun	reasons or explanations for why something rude or inappropriate happened
fluent	adjective	flowing; smooth; not broken
get a bee in my bonnet	expression	become upset about something
gma	text abbreviation	grandma
grace period	expression	a specific amount of time when penalties for being late are not charged
grateful	adjective	thankful
guilt	noun	responsibility for a fault, mistake, or bad behaviour
hard of hearing	expression	unable to hear well; hearing impaired
harm	noun	hurt; damage; injury
have my word	expression	have my promise
heartfelt	adjective	deep; honest; sincere

honour	verb	to respect; to celebrate
humiliation	noun	feeling put down or publically shamed
keep face	expression	remain respectable
losing face	expression	become ashamed
making excuses	expression	giving reasons for inappropriate behaviour without taking responsibility for it
matter	noun	subject; issue; problem
mend	verb	to fix; to repair
mending fences	expression	repairing a relationship after a conflict or misunderstanding
metaphor(s)	noun	word(s) or phrase(s) that symbolize something else to explain something
minding my own beeswax	expression	paying attention to my own duties, not other people's
my bad	slang	my mistake
normal	adjective	usual; typical; ordinary
offence	noun	a behaviour that upsets someone or breaks a custom, rule, or law.
offended	verb (past tense)	to upset or insult someone
perception(s)	noun	the ability to see, smell, taste, hear, feel, and understand
prob	abbreviation	problem
prompt	adjective	quick
r u w/	abbreviation	are you with (someone)

regret	noun	sadness; shame; guilt
regrets	noun	expressions of being sorry
saving face	expression	protecting or restoring respect for someone
scene	noun	situation
shame	noun	dishonour; loss of respect from others
shut me out	expression	stop listening or paying attention to me
sincere	adjective	honest; genuine; true
slashed	adjective	cut with a knife or sharp tool
sober	adjective	clear-headed; not under the influence of alcohol
srsly	text abbreviation	seriously
suited	verb (past tense)	fit
sympathy	noun	feeling of pity or compassion for someone in pain or trouble
trivial	noun	small details; unimportant facts
unforeseen	adjective	unexpected; surprising
walking on eggshells	expression	being careful of what is said or done around another person because he or she might easily become upset
We regret to inform you	formal written expression	This is bad news

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PART V

CHAPTER 5: OPINIONS, CLARIFYING, AND FILTERING

Introduction

Watch this chapter's video. It takes place in Claire's office in the campground.

Notice how Roshan and Gilles adjust how they speak when they realize that something they are thinking may not be appropriate to say. Notice how Gilles' and Roshan's body language changes when they realize they may be in someone else's space or crossing a line, behaving in a way that might not be socially acceptable. Notice how Claire does or does not filter personal information in a public conversation.

A YouTube element has been excluded from this version of the text. You can view it online here: https://openeducationalberta.ca/in-the-community/?p=263

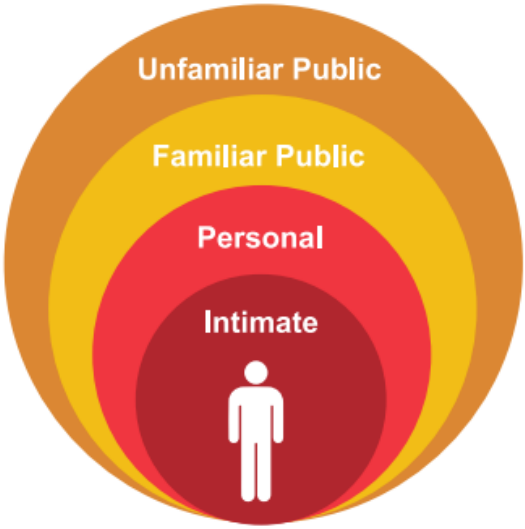
Focus Questions

In this chapter, the relationships of acquaintances, neighbours, family members, and friends are affected when too much information (TMI) or too little information is shared.

Identifying Boundaries

Some characters in this textbook feel comfortable handling private property that belongs to someone else; others feel uncomfortable

doing the same thing. They easily chat about some topics but choose not to discuss others. Like Gilles, Roshan, and Claire, most of us also have unspoken and unseen boundaries, or limits, in both our conversations and our physical space.



Who is allowed to come into your space and use your belongings?

How comfortable are you when people open or use the things or enter the places listed in the table below?

1. Use a checkmark to show the kinds of relationships in which you are comfortable sharing the things and spaces that are listed.

I think these items or spaces can be touched or entered by ...	**... only me**	**... people in a close personal relationship with me**	**... some familiar people**	**... anyone, including unfamiliar people**
My cellphone				
My bag, purse, or wallet				
My pencil case				
My laptop				
My fridge				
My usual chair				
My bedroom				

Who do you talk with about certain topics? How comfortable are you when people discuss the topics listed in the table below?

Use a checkmark to show the kinds of relationships in which you are comfortable talking about the topics that are listed.

I think these topics can be talked about in relationships that are ...	**... intimate**	**... personal**	**... familiar and public**	**... unfamiliar and public**
My weight				
My age				
My conflicts with family, friends, or partners				
My love interests or relationship status				

2. Imagine that you hear a singer at a festival. You don't like the singing or music at all. If the following people asked your opinion about the music, how would you answer?

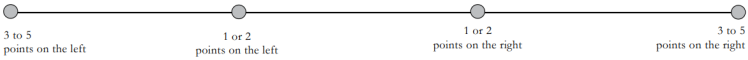
Write the words you would say to each person listed in the table below.

Who is asking?	**What would you say?**
1. The singer, whom you just met for the first time	
2. The singer, who is a friend of yours	
3. Your best friend, who also heard the singer	
4. The festival organizer	
5. A music reviewer or blogger	
6. An anonymous festival survey or suggestion box	

3. Read the descriptions on the left and on the right. Count how many points are most true for you.

Place the on the line below on the dot closest to the way you share information and space.

† I'm not comfortable saying exactly what I think because it might hurt relationships. † I don't share strong feelings and opinions. This is my way of showing concern for people's feelings. † I'm not comfortable using strong words, high volume, speed, or gestures in difficult conversations. † I'm not comfortable sharing some information or opinions with some people. † I'm not comfortable sharing space with some people.	† I'm comfortable saying exactly what I think because it shows I care about the relationship. † I'm comfortable showing strong feelings and opinions. This is my way of showing sincerity. † I'm comfortable using strong words, high volume, speed, or gestures in difficult conversations. † I'm comfortable sharing all kinds of information or opinions with most people. † I'm comfortable sharing space with most people.



Objectives

In this chapter, we will

- recognize differences between personal and public conversations
- compare how people share or filter the same information with different people in different ways
- identify social conventions around sharing, filtering, or withholding information
- look for patterns among what people think, what they say, and what they withhold
- adjust which words we choose and how much detail we give to be appropriate in personal or public conversations.

You will build up your language skills in

- vocabulary through context clues, synonyms, cognates, or word families

- accuracy through grammar practice with adjectives and adverbs, and pronunciation of verb endings
- fluency through writing and speaking tasks related to description and comparisons.

29. Reading

Before You Read

Complete these pre-reading activities before you read formal and informal reviews of a performance.

Expressing Opinions Directly or Indirectly

Roshan, Gilles, and Claire expressed opinions in this chapter's video. Facial expressions, such as raising an eyebrow, can show people's thoughts even when they don't say a word.

Complete each row by writing words that someone might say. The first one offers two examples.

A person may be thinking …	I may see …	He or she may say …
Example: I didn't expect to see this website open on Claire's laptop		"I don't think we should be looking at this."
1. I really like this! Or, I agree with you!		
2. You are so loud my ears are hurting!		
3. You stink		
4. If I eat another bite, I'm going to throw up		

Vocabulary: Synonyms

Many words have multiple meanings. Look at the table below. For each row, indicate the words on the right that have the same meaning as the word on the left.

appeal	attraction	charm	fruit skin	request
boundary	border	edgy	limit	outskirts
filter	clean	hesitate	screen	sort out

Predictions

You are going to read reviews of musicians and their performances. All these opinionated reviews were published or posted in public. Magazine editors set boundaries for reviewers, who may be called critics. Do you predict that a critic will focus on what he or she likes, dislikes, or both?

Moderators of social media sites also set boundaries. People post their informal comments and exchange opinions. Which topics do you predict will be in the reviews?

Appearance	Familiarity of songs	Stage presence	Voice quality
Audience	Instruments	Talent	Volume
Clarity of the words	Lyrics	Ticket price	Venue or location

How direct or indirect will the comments be? Who do you expect to be more vocal in their opinions, admirers or critics?

Reading 1

Read this article published by a music reviewer.

Rural Roots and Rhythms

Jordan Cardinal, Our Ear on the Provincial Music Scene

This month, we continued our tour of musical venues outside big urban centres. We headed north for a performance in Maskwa County. There is no sugar-coating our experience at the Beaver last Saturday night.

Like some county halls, the Beaver in Maskwa was built as a country church decades ago. The solid wood construction and three storey high ceiling make for excellent sound. Of course, success on any stage depends on who is on it.

As a semi-professional musician, I have played almost every genre and enjoy listening to many. The Smashing Beats describe themselves as folk-pop. If folk music means telling a good story, the Beats came up short. Their lyrics were unoriginal. Seriously, the lead singer delivered line after line about life or love gone wrong

that left me cold. His in-your-face attitude made it seem like I was responsible for all his troubles.

If there was a silver lining in the clouds over Maskwa last Saturday, it was the bass player. His amazing talent was highlighted in two toe-tapping solos. Clean and simple, the first chorus reminded me of our best roots guitarists and had the audience on their feet. Just as appealing was his acoustic performance on double bass of "Red River Valley"—the only old favourite in the set.

The Smashing Beats' appeal seems to be mostly with younger folks. After the intermission, I noticed more empty seats and fewer seniors in the crowd. Perhaps music-lovers who are middle-aged and older want something easier on the ears than "screaming cats." The pre-show Twitterverse said the Beats are easy on the eyes. No doubt about that, but for this old soul, upbeat sounds always outplay smashing good looks.

After You Read

Comprehension

Strategy: Recognizing Opinions and Facts

When a music critic like Jordan reviews a performance, he includes facts and opinions.

1. Choose the statement that includes an opinion.
   a) This is Jordan's first article about music in the countryside.
   b) Roots music is the best kind of music.
   c) Jordan reviewed a performance in Maskwa County.
2. Choose the statement that is neither an opinion nor a fact.
   a) The Saturday evening performance was in an old building.
   b) The Beaver is the only county hall that used to be a church.
   c) The hall in Maskwa was built for great acoustic quality
3. Choose the statement that includes a fact.
   a) Ads for the Smashing Beats concert said they play a mix of two musical styles.
   b) The Beats' songs made Jordan feel chilly.
   c) Jordan was responsible for the sad lyrics the lead singer sang about.
4. Choose the statement that includes an opinion.
   a) One member of the Beats played a double bass.
   b) The bass player had unusual skill.
   c) The song "Red River Valley" was a favourite of the older set.
5. Choose the statement that is neither an opinion nor a fact.

a) The audience had more young people than seniors.
b) The Beats were hard to listen to for an entire evening.
c) Jordan is a young woman.

Vocabulary

Strategy 1: Inferring Meaning

When writers use idiomatic expressions or indirect descriptions, readers understand the true meaning by inferring, or guessing, using the context. Choose the best answer by inferring.

1. "There is no sugar-coating our experience" means that the reviewer
   a) is recommending not going to Maskwa County
   b) heard seriously sweet sounds
   c) didn't have enough sugar in his coffee
   d) disliked the band's performance
2. "If folk music means telling a good story, the Beats came up short" means that
   a) the band didn't play for very long
   b) the reviewer didn't have a long story to tell
   c) the rhythm didn't fit the folk music style
   d) the songs weren't telling stories
3. "If there was a silver lining in the clouds … it was the bass player" means that
   a) the reviewer found something positive
   b) one musician did not appeal to the reviewer
   c) the weather was dark, but the lights were bright on the bass player
   d) a double bass is a shiny, dark instrument
4. "Upbeat sounds outplay smashing good looks" means that

a) good sounds can be beaten by good-looking musicians

b) being handsome isn't as appealing as playing cheerful songs

c) handsome musicians have been beat up

d) if the beat is too loud, the audience will leave a beautiful concert

Strategy 2: Using Context to Determine Meaning

1. The word GENRE has several synonyms. In each sentence below, indicate the word that could be replaced by GENRE.

a) The reviewer, Jordan, has played almost every kind of music.

b) Folk music is a style Jordan expected to hear from the Smashing Beats.

c) What category does the song "Red River Valley" belong to?

d) In this book, every chapter scaffolds, or supports, a different sort of writing.

2. The word BEAT has several meanings. In each sentence below, indicate the word that could be replaced by BEAT.

a) You can hear the rhythm of a song clearly on a drum.

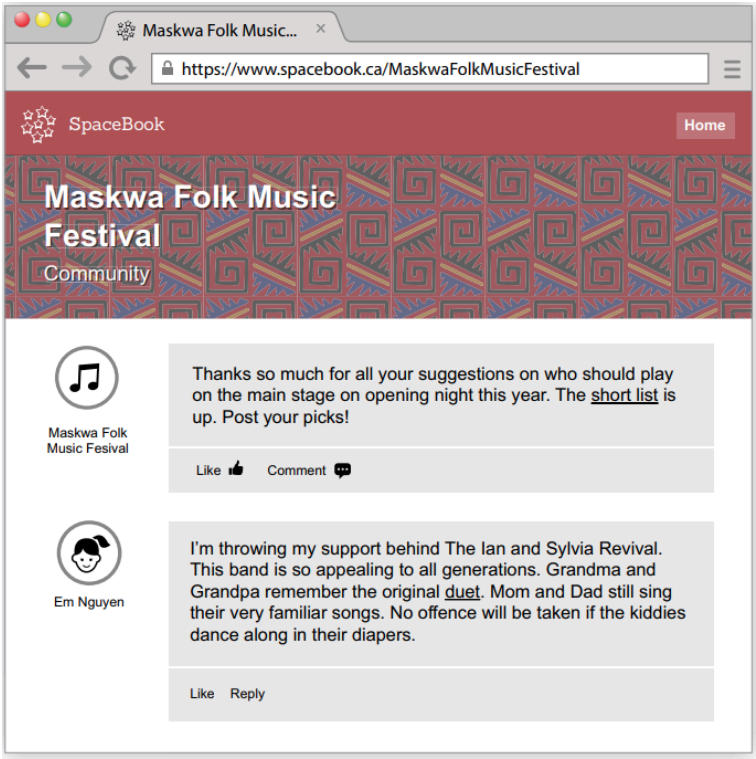
b) The drummer hit his instruments with drumsticks.

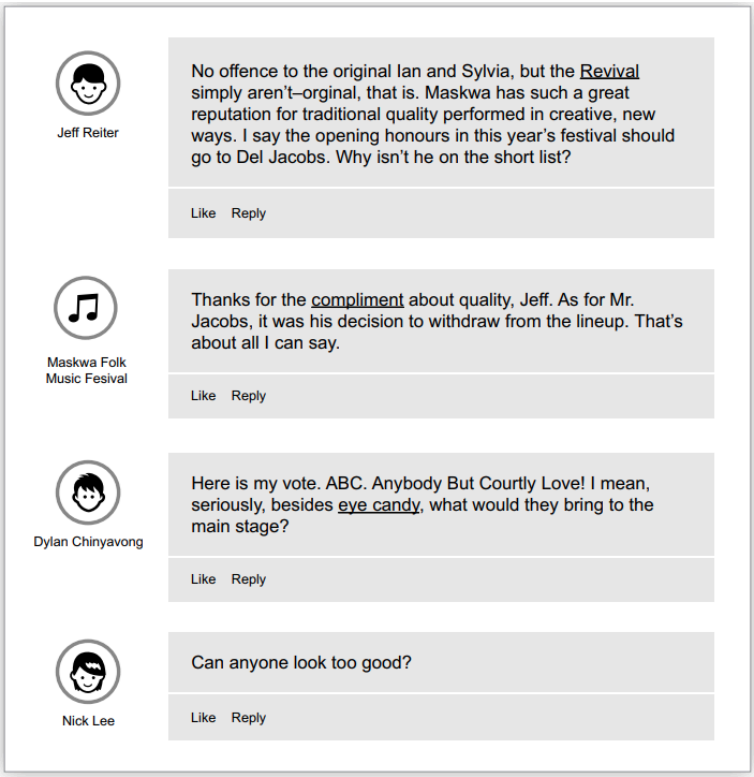
c) Some older folks left early. Jordan guessed they were tired.

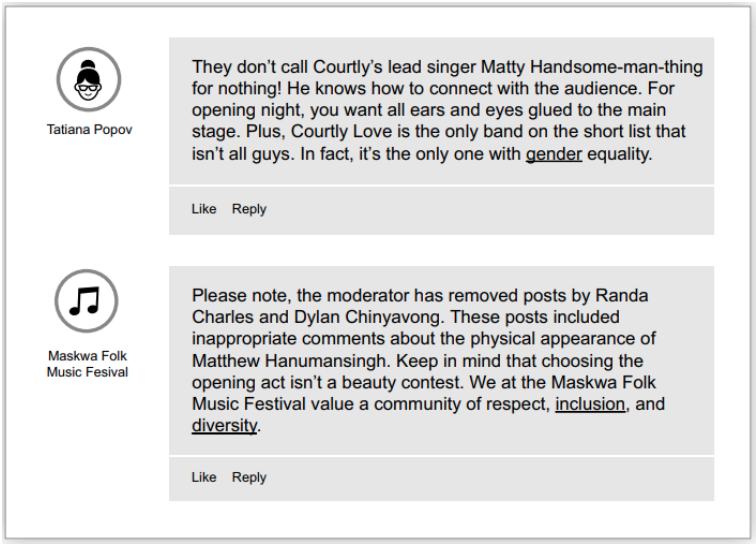
d) Some younger people's hearts pounded faster when they met the good-looking musicians.

Reading 2

Read the threads on the Maskwa Folk Music Festival SpaceBook page.




Jeff Reiter
No offence to the original Ian and Sylvia, but the Revival simply aren't–orginal, that is. Maskwa has such a great reputation for traditional quality performed in creative, new ways. I say the opening honours in this year's festival should go to Del Jacobs. Why isn't he on the short list?
Like Reply
Maskwa Folk Music Fesival
Thanks for the compliment about quality, Jeff. As for Mr. Jacobs, it was his decision to withdraw from the lineup. That's about all I can say.
Like Reply
Dylan Chinyavong
Here is my vote. ABC. Anybody But Courtly Love! I mean, seriously, besides eye candy, what would they bring to the main stage?
Like Reply
Nick Lee
Can anyone look too good?
Like Reply



After You Read

Comprehension

Strategy 1: Paraphrasing

Choose the best answer.

1. Another way to say "This band is so appealing to all generations" is

   a) "Young and old people all like this group of musicians."

   b) "This group of musicians asks for everyone's support."

2. Another way to ask "Why isn't he on the short list?" is

a) "How come he isn't one of the preferred musicians?"

b) "Tell me a reason why Del isn't written on the list of short names."

3. Another way to ask "... besides eye candy, what would they bring to the main stage?" is

a) "Does a band get to perform in the best place just because they're good looking?"

b) "What does this band do except deliver sweets?"

4. Another way to say "Courtly Love is the only band on the short list ... with gender equality" is

a) "It's the only group with equally short men and women."

b) "No other popular band has the same number of female and male musicians."

Strategy 2: Recognizing Meaning

Choose the best answer.

1. The festival invites SpaceBook friends to

a) express their opinions

b) appeal the top choices to play on the main stage

c) filter each other's thoughts

d) respect the boundaries of Bear Bottom Campground

2. Jeff Reiter may feel that _____ is withholding some information.

a) the festival

b) Em Nguyen

c) The Ian and Sylvia Revival

d) Del Jacobs

3. Tatiana's phrase about "ears and eyes glued to the main stage" means she

a) agrees with Dylan about appearance

b) can't stop staring at the bands on the stage

c) thinks that sound and appearance matter
d) wants a well-built stage

4. The task of the Maskwa Folk Music Festival SpaceBook moderator is to
a) remove comments
b) filter posts
c) judge how bands look
d) value clean air

Vocabulary

Strategy 3: Reinforcement of Words and Definitions Through Use in Context

Look at the table and sentences below. Complete each sentence with a word from the table.

post	revive	withdraw	serious
connection	gender	include	diversity

1. The festival moderator tries to _____ everyone but has boundaries on opinions.
2. One band is trying to _____ the songs and style of Ian and Sylvia.
3. You can't _____ unfiltered opinions on the festival's SpaceBook page.
4. The opening performer won't be chosen by _____.
5. By removing inappropriate posts, the moderator shows that he or she is _____ about inclusion.

Discussion

NOTICE similarities and differences in public opinions given about musical performances.

FIND examples of positive and negative descriptions.

COMPARE your predictions about positive and negative comments with the compliments and criticisms of Jordan and the SpaceBook writers.

Did your predictions about formal and informal reviews match the readings?

DISCUSS how comfortable or uncomfortable you feel about expressing strong criticism to familiar and unfamiliar people.

Are there boundaries on public comments?

Should reviewers report what they admire but filter what they dislike?

IDENTIFY any unwritten rules for someone like Jordan, who is paid to write reviews.

What might his obligations to his community be?

IDENTIFY any unwritten rules for someone who writes his or her opinions on social media.

What might their social obligations to their community be?

DISCUSS how readers respond to reviews.

How might people respond to Jordan's carefully written music reviews?

How could the quick exchange of ideas on SpaceBook affect the quality of those comments?

Why would the SpaceBook moderator take down some comments?

What might have been said?

How might the writers of the removed comments respond?

THINK about your own relationships outside English class.

TALK about situations in which you comment on the quality of people, places, or things.

What boundaries guide your evaluations?

Do your filters change depending on how private or public a conversation is?

TALK about situations in which others evaluate, review, or assess you.

What boundaries guide them?

Would you like to change their filters? How?

Extension Activity

1. Language Logs

Print another Language Observer Log and Language User Log to help you to pay attention to and try out words and expressions from this chapter in your daily life.

2. Review with a Rubric

Each of the writing and speaking practice tasks in this book has a rubric. The rubric clarifies exactly what is reviewed or evaluated. It helps give writers and speakers a clear rating of how well they perform on a language task.

Almost any performance can be reviewed with a rubric. A fair rubric is a very helpful tool for a reviewer who is judging or comparing several performers.

In this activity, you create a rubric and use it to evaluate musical performances.

Part A Rubric Design

- Look at the rubric template.
- Agree with others about whether you will listen to audio tracks of songs or watch videos of musical performances. Agree on a time limit per song.
- Discuss the qualities that you will review. You may wish to include clarity of the words, quality of the voice(s), different descriptors from the Prediction questions of this Reading section, or other parts of a performance.
- Discuss the rating system you will use. You may wish to use categories such as "Bad-Okay-Good," "Strong-Ordinary-Weak," "Unacceptable-Acceptable-Above Average-Amazing," or make up your own categories.
- You may add more columns or rows to the rubric or remove some.
- If you don't have access to a computer or printer, print a copy of the blank rubric.
    - Choose several qualities and enter them in the left-hand column.
    - Choose your rating system and enter the categories in the blank header spaces.
- If you do have access to a computer, design your own rubric using a word-processing program.

Performance Qualities				**Comments**

Part B Rubric Use

- Each participant prepares by bringing a CD or DVD of a musical performance or saving a link to an online performance.
- Every reviewer listens to or views each musical performance once. Everyone completes a rubric for each song, taking time to write comments. Write at least one compliment and one criticism of each performance.
- All the reviewers share their evaluations.

Part C Rubric Review

- Discuss how well your rubric worked. Was it fair? Were there qualities that you didn't include that would strengthen the rubric?
- Discuss whether the rubric helped clarify opinions and rate the

performances.

- Did the categories encourage you to say exactly what you were thinking or did they cause you to hold back and filter your opinions?

Reading Progress Check

Read the questions and answers before reading this text. This is a strategy to help you locate the answers more easily.

After you read the exchange of emails, answer the questions.

11/07/15 6:34 p.m.

Dear Mom,

What's up with Priya? The last I heard from her, she was all excited about hosting "the most eligible bachelor." Weren't you coaching her on cooking?

Roshan

12/07/15 7:59 a.m

Dear Roshan,

Priya has a lot on her plate right now. She'll be in

touch soon, I'm sure. Are you eating well? You looked too thin the last time you were home. Even Dad noticed. Maybe you're the one who needs some time in the kitchen with me. Who would have thought that I'd be telling you to eat more?

Love, Mom

12/07/15 8:27 a.m.

Dear Mom,

No worries about me. Mrs. Ames and Mrs. Turner have invited me over for dinner. But back to Priya. What do you mean she has a lot on her plate? She hasn't posted anything on SpaceBook since last weekend. She hasn't answered my texts. She didn't respond to my Skype invitation.

R

15/07/15 9:11 p.m.

Hellooooo Mom!

First Priya goes silent, and now you haven't answered my email from three days ago. And I know you always

check your email every morning. Something's up, isn't it?

R

1. Scan the four emails in this exchange. Which statement is true?
    a) Roshan usually emails his mom in the morning.
    b) Roshan's mother usually responds immediately.
    c) Roshan emails several times a day.
    d) Roshan expects a reply in a day or so.
2. Choose the best answer. If Priya "has a lot on her plate," she is
    a) eating too much food
    b) doing a lot of cooking
    c) feeling too busy
    d) learning how to make new dishes
3. Choose the best answer. Who may be withholding information?
    a) Roshan, Priya, and their mother
    b) Priya and their mother
    c) Priya
    d) Roshan's mother
4. Choose the best answer. Why did Roshan's mother write, "Are you eating well?"
    a) She is thinking about sending more sweets.
    b) She is offering indirectly to give Roshan cooking lessons.
    c) She is indirectly criticizing Roshan's cooking.
    d) She is changing the topic.
5. Choose the best answer. The main idea of this reading is
    a) cooking is important to the Mehta family
    b) sharing dinner shows how important a relationship is
    c) families aren't comfortable sharing all intimate topics
    d) Roshan's sister and mother are not comfortable emailing Roshan

30. Listening

Before You Listen

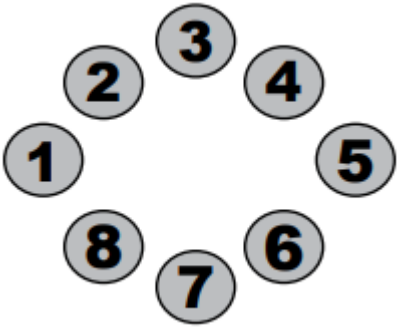
Complete these pre-listening activities to help you identify how familiarity or lack of familiarity, as well as status in a community, can influence how people filter their own thoughts and expect others to respect boundaries on topics and space.

Social Conventions Around Boundaries and Filters

Sometimes, we let boundaries change depending on the situation (context) and on the person who we are speaking with. Imagine a community conversation among neighbours, such as a town hall meeting. This is a familiar public context. In this situation, what boundaries would different people experience or perceive? Who would likely say exactly what they think and who is more likely to use a filter?

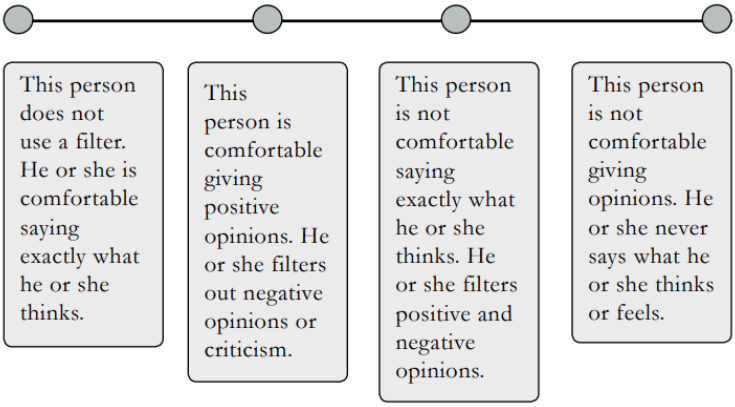
For each of the people listed, place a number on the line

above the description that, in your opinion, matches that person



best.

1. A rich person in the community
2. A person who has lived in the community for many years
3. A newcomer to the community
4. A senior citizen
5. A teenager
6. A five-year-old child
7. An expert on the topic of the meeting
8. The elected community leader



Discuss why everybody doesn't use the same filters. What other situations or contexts change how people use filters?

Vocabulary

In this chapter, some words have multiple meanings. The pronunciation and spelling are the same, but the meanings may be slightly different or not at all the same.

1. The word APPEAL has several meanings. In each sentence below, indicate the words that could be replaced by APPEAL.

   a) When Kerry's tires were slashed, Roshan felt he had to make a sincere request to his parents for money.

   b) Leftover food garbage might be attractive to bears in the area.

   c) The music that might sound interesting to Roshan might not be the same music that Ivan likes.

   d) The moderator is going to receive Randa's demand for an apology after removing her SpaceBook post.

2. The word SENSITIVE has several meanings. In each sentence below, indicate the words that could be replaced by SENSITIVE.

   a) Roshan is someone who notices and cares about other people's feelings.

   b) Ivan is easily bothered.

   c) Bears have a very perceptive sense of smell; they can smell things from very far away.

   d) Claire doesn't wear lotions because her skin is easily irritated and she could get a rash.

   e) Gilles has to protect very important and private information about the folk musicians

Predictions

You will hear conversations in which many opinions are shared.

Predict the answers to these questions before you listen:

- In Listening 1, we will hear Oksana, Ivan, Gilles, and Roshan give opinions in a familiar public context. What boundaries or filters do you predict each speaker will have?
- In Listening 2, we will hear Oksana and Ivan giving opinions in a private context. Will their boundaries or filters be the same or different than in Listening 1? In what ways might their filters change?
- How will neighbours communicate opinions and feelings similarly to, or different from, the way a married couple does?
- How do you think different filters and boundaries will affect the relationships these characters have? Who might be comfortable or uncomfortable with different filter levels? How will the speakers respond to different levels of honesty or filtering?

Listening 1

Listen to a conversation between Gilles, Ivan, and Roshan in a public place. Notice that these people don't all share the same level of familiarity with each other. They don't filter their thoughts according to the same boundaries, either.

An audio element has been excluded from this version of the text. You can listen to it online here:
https://openeducationalberta.ca/in-the-community/?p=268

After You Listen

Comprehension

Complete the activities below to check your listening comprehension. These strategies focus on ideas and pay attention to exact words.

Strategy 1: Recognizing Facts

Listen again.

Select True (T) or False (F) for each statement below.

- How do you know it is true or false? Be ready to discuss evidence to support your answers.

T	F	1. Oksana wants Ivan to apologize for breaking something in the office.
T	F	2. Oksana is embarrassed by some of the things Ivan says and does.
T	F	3. Ivan thinks Roshan is too inexperienced to have an opinion about folk music.
T	F	4. Ivan has experience in folk music.
T	F	5. Ivan, Gilles, and Roshan use the same words to describe The Ian and Sylvia Revival's style.
T	F	6. Roshan thinks The Ian and Sylvia Revival sound personal and sincere.
T	F	7. Gilles thinks The Ian and Sylvia Revival are sincere.
T	F	8. Ivan filters all his opinions about the bands.

Strategy 2: Retelling Details

Choose the best answer. Some questions have more than one correct answer.

1. Gilles says, "We want both a … seasoned … and a … fresh … perspective on all these musicians." He means

   a) we want to make sure we get new perspectives for this season's festival

   b) we want an old and a young perspective on the music

   c) we want a more-experienced and a less-experienced perspective on the musicians

   d) we want only the most-experienced perspectives on the musicians

2. Ivan says, "Ugh, they're depressing." The words Gilles and Roshan say that mean the same as "depressing" are

   a) moody

   b) dark

   c) pessimistic

   d) distant

3. Gilles says, "Like, they're a little too distant." A word that Roshan or Ivan says that means the opposite of "distant" is

   a) ignore

   b) sincere

   c) disrespectful

   d) appealing

4. Ivan says, "Makes me want to jump off a cliff." He means

   a) he really enjoyed the band

   b) he finds the music very appealing

   c) he did not enjoy the music at all

   d) he wants to jump and dance to the music

5. Gilles says, "This is a personal call. I should take this outside." It is most likely that

a) Gilles will not share the conversation with Roshan and Ivan later

b) Gilles won't mind if Ivan or Roshan listens to the conversation

c) Roshan or Ivan should ask Gilles about the conversation later

d) Gilles is talking about private or sensitive things

Listening 2

Listen to a couple who know each other intimately. Notice how directly they express their opinions and feelings.

An audio element has been excluded from this version of the text. You can listen to it online here:
https://openeducationalberta.ca/in-the-community/?p=268

After You Listen

Comprehension

Strategy: Identifying Details

Select all of the correct answers to complete each sentence below.

1. Oksana wants Ivan to lower his voice because
   a) Ivan and Oksana are in a public space
   b) Ivan and Oksana are in a private space
   c) Ivan is not filtering his thoughts, opinions, or emotions
   d) Ivan is sharing very intimate information
2. Oksana thinks the real reason Ivan is upset is because
   a) Gilles doesn't care about bees
   b) Gilles took down the posters
   c) Gilles is using pesticides to kill bees at the festival
   d) Gilles didn't tell Ivan he was taking down the posters
3. Oksana thinks Ivan crossed the line when
   a) he told a really funny joke at a dinner party
   b) he said Mrs. Wong's cookies were bad
   c) he put up pesticide posters on the festival grounds
   d) he told an offensive joke at a dinner party
4. Oksana says that if somebody can hear her private conversation with Ivan, she will
   a) take the person out for coffee
   b) change the topic
   c) speak more quietly
   d) include the person in their conversation
5. Oksana advises Ivan to explain his feelings to Gilles

a) in an intimate space
b) in a private or personal space
c) in a familiar public space
d) in a distant public space

6. Oksana thinks that talking to Gilles without a filter or in a public space will

a) help Ivan get Gilles' respect
b) hurt Ivan's relationship with Gilles
c) offend or embarrass Gilles
d) show Gilles that Ivan is very sincere about bees

Vocabulary

Strategy: Recognizing Cognates, or Word Families

Select the best answer to complete each sentence below.

1. Ivan thinks that he is being _____.

a) censored
b) censorship
c) censor
d) uncensored

2. Depending on the kind of language people use to describe the musicians, bloggers and journalists will have to _____ the comments for the public.

a) censored
b) censorship
c) censor
d) uncensored

3. Having many positive _____ of the folk

festival is important to attracting more audience members for the next year.

a) review
b) reviewer
c) reviews
d) reviewable

4. It's likely there will be at least one _____ at the folk festival who will write something about the bands and singers.

a) review
b) reviewer
c) reviews
d) reviewable

5. Ivan was worried about the electric poles being put up along the _____ between his property and Claire's property.

a) boundary
b) boundaries
c) bound
d) unbound

6. Oksana wishes her husband Ivan would show more respect for people's personal _____.

a) boundary
b) boundaries
c) bound
d) unbound

Discussion

Listening 1 is a public conversation. Listening 2 is private dialogue.

NOTICE that there are some topics that Gilles and Oksana do not feel comfortable discussing.

Which topics do they avoid?

How do they respond when an uncomfortable topic is raised? Why do you think this is?

FIND an example of

- Gilles, Ivan, and Roshan saying the same thing but with different levels of directness
- someone filtering an opinion and someone not filtering an opinion
- someone not giving an opinion or sharing feelings at all.

What reasons might these people have for filtering or not filtering?

FIND examples of someone crossing personal boundaries in space or topic.

IDENTIFY the responses.

How did the person feel? How might the response help or hurt a relationship?

Do you agree that a boundary was crossed? Why?

DISCUSS Ivan's and Gilles' different perceptions of Roshan's musical "expertise."

Who seems most willing to hear Roshan's opinions?

How comfortable does Roshan seem giving his opinions?

How much or how little is Roshan filtering his opinions and feelings?

Do you agree more with Ivan's or Gilles' opinion of including Roshan in the discussion? Why?

DISCUSS Roshan's, Gilles', and Oksana's responses to Ivan.

Who is made the most upset or uncomfortable by his unfiltered comments? Who doesn't seem bothered? Why do you think so? Who do you agree with?

NOTICE that Gilles leaves the public meeting to take a phone call in private. This phone call takes place in Gilles' intimate space.

IDENTIFY the public, private, or intimate spaces where Gilles, Ivan, and Oksana choose to have conversations.

What topics are they comfortable talking about with unfamiliar or familiar people?

Why does it matter where conversations take place?

THINK about your relationships outside English class.

TALK ABOUT who is direct with you and who seems to filter.

Is there anyone you know who does not share their feelings or opinions at all? How does this make you feel?

TALK about how people in your community share space and information.

How much space do people give each other? Are there any behaviours that surprise you or make you uncomfortable? How do you respond?

Where do conversations about difficult or negative information, strong opinions, or feelings happen? Why?

How can public and private locations affect conversations and relationships? How do you feel if someone discusses personal topics in a more public context?

Listening Progress Check

Test your understanding of social conventions around filtering opinions by listening to a public conversation.

Answer the questions below while you listen.

Listen as many times as you need to.

An audio element has been excluded from this version of the text. You can listen to it online here:
https://openeducationalberta.ca/in-the-community/?p=268

Part A

1. Choose the best answer. Ivan's first words show that he is
    a) avoiding sharing too much information
    b) sharing too much information
    c) filtering his thoughts before speaking
    d) concerned about Gilles
2. Choose the best answer. Why does Gilles say "Mr. Broz" instead of "Ivan"?
    a) He is being polite to the older man.
    b) He isn't familiar with the other man.
    c) He is distancing himself from personal topics.
    d) He is in a formal, public meeting.
3. Choose all the correct answers. Gilles expresses himself on the topic of appearance by
    a) directly giving his opinion of the guitarist
    b) indirectly reminding Ivan of social conventions
    c) directly trying to change the topic
    d) using non-verbal sounds of sighing

Part B

Choose the best answer.

1. In expressing their opinions of The Smashing Beats,
    a) Ivan, Roshan, and Gilles all filter their feelings about the band
    b) Roshan and Gilles filter their feelings, but Ivan doesn't
    c) Gilles filters his feelings, but Ivan and Roshan don't
    d) No one filters his feelings
2. Reviewing The Ghost Tree Ensemble,
    a) Roshan filters all his thoughts about age

b) Ivan is offended that Roshan doesn't say what he's thinking

c) Roshan loosens his filter about age

d) Ivan is offended when Roshan says what he's thinking

3. Gilles' perspective on The Ghost Tree Ensemble is

a) direct and positive

b) direct and negative

c) direct, positive, and negative

d) indirectly positive

4. When Ivan asks for and responds to Roshan's opinion, Ivan is

a) withholding his own thoughts

b) indirectly respecting a younger person

c) sharing his sincere feelings

d) saving face

31. Writing

Writing is a big part of evaluation or assessment in education. Writing is often used to test learners' knowledge and skills. Learners can also use writing to evaluate, assess, or review other things. Reviewers write about the quality of performances or products. Written reviews are a more formal genre of the rating we do in everyday conversations.

Scaffolding Genre-exploring Activity

The Maskwa Folk Music Festival has invited vendors of local products to promote and sell their goods. One product that appeals to many people is honey. The fields around Bear Bottom Campground are home to many bees. Healthy clover fields matter to beekeepers like Ivan. He and Oksana sell honey at their family farm, Broz Meadows.

Here is a review of their clover honey.

This local honey is very tasty. When you spread the delicious honey on hot, buttery toast, there is a really light floral aroma of clover. This creamed honey is neither too firm nor too runny. You can also dip fresh fruit into the liquid honey, which has such a golden colour. The honey is so pure but not too clear. Just enough nutritious bee pollen remains in the table-top sizes that Oksana bottles for people with a delicate palate. This natural Canadian honey is such a healthy sweetener to add to your baking or drinks. Ivan keeps beehives on the organic clover fields where his family started beekeeping three generations ago.	

Here is how Ivan reviewed another vendor's honey products:

A sensible approach to rating honey is to use your senses. Sight: This liquid honey is a bee-autiful colour, but it's too clear. It's almost transparent, like it's been heated. Taste: Good honey is naturally sweet with layers of flavour. This product tastes **too** grassy. There are no notes of beeswax or vanilla. Feel: A creamed honey should spread smoothly. This one is **really** hard. The texture is **very** sugary. The liquid honey is **too** runny. I'd call it watery. It flowed **so** fast that it spilled out of the bottle. Smell: My senstive Broz nose can tell that the scent of clover is missing. Don't waste your money on this honey!	

These two reviews compare similar honey products. They describe the same characteristics of honey: colour, aroma, texture, and taste. The descriptions show contrasts, or differences, in the products.

Both reviewers mention facts and opinions. One is too complimentary. The review is so overly positive that it sounds like an advertisement. The second review is very critical. Ivan sounds almost entirely negative.

Scan both reviews for words that are positive or negative about the characteristics of the honey.

Fill in the blanks with combinations of descriptive words: adjectives and adverbs.

The first one is an example.

Positive Compliments

1. very tasty

2. _____ _____ _____ aroma
3. neither _____ _____
4. nor _____ _____
5. _____ a _____
6. Honey is _____ _____
7. but _____ _____ _____
8. _____ _____ _____ bee pollen
9. _____ a _____ sweetener
10. _____ colour
11. _____ _____ with layers of flavour

Negative Criticisms

1. It's _____ _____.
2. This product tastes _____ _____.
3. This one is _____ _____.
4. The texture is _____ _____.
5. The liquid honey is _____ _____.
6. It flowed _____ _____.

Scaffolding Mechanics, Grammar, and Syntax Activity

Describing with Adjectives and Adverbs

All of the reviews in this chapter rate people, performances, or products. The reviewers present facts that everyone can agree on. Adjectives add descriptive details that give a deeper understanding of how the reviewer feels about the topic.

The reviewer who reviewed Ivan's and Oksana's products didn't simply write about the honey. He tasted it. The adjective "delicious"

describes
the taste he experienced. He looked at it. The adjective "golden" helps us understand the gorgeous, rich colour. He smelled it. The adjectives "light" and "floral" bring the delicate scent of clover flowers into our imagination.

We use adjectives before the noun they describe or following a verb that comes after the noun. Some adjectives work only as adjectives; others look exactly like the present or past participles of verbs. Here are some examples:

1. Excellent
   There is excellent sound in the hall in Maskwa County.
   The sound in the hall is excellent.
2. Appealing
   The appealing style of the bass player impressed Jordan.
   The bass player's style was appealing.
3. Unfiltered/Filtered
   Ivan's unfiltered opinions bothered Oksana.
   Oksana wished her husband's opinions were filtered.

Too versus Very, Really, So, and Such

Some adverbs add intensity to adjectives. In other words, these adverbs strengthen the adjectives that follow them. Here are some examples from this chapter:

1. Em thinks that the Ian and Sylvia Revival's songs are MORE familiar than many other songs.
   She writes on SpaceBook, "Mom and Dad still sing their VERY familiar songs."
2. The moderator thinks some posts were MORE than a little inappropriate.
   He writes on SpaceBook about "REALLY inappropriate

comments."

3. Em also thinks that The Ian and Sylvia Revival is MORE appealing than other bands.
   She writes on SpaceBook, "The band is SO appealing."
4. Gilles thinks the same band has LESS appeal.
   He tells the Award Committee, "They're NOT SO appealing to me."
5. Jeff thinks the festival has MORE than a good reputation.
   He writes on SpaceBook, "Maskwa has SUCH A great reputation."
6. Claire thinks Roshan is STEADIER than some other young people.
   She says, "You're SUCH A steady young man."

We write or say "very," "really," and "so" before an adjective that describes a person, place, or thing. "Such a" is used before an adjective combined with a noun.

The adverbs "very," "really," "so," and "such a" can add intensity to both positive and negative opinions.

However, "too" adds only negative intensity. "Too" shows that the speaker or writer thinks a line, or boundary, has been crossed into inappropriate or even problematic behaviour. Here are some examples from this chapter:

1. When Roshan says, "Mr. D! TMI," he may be thinking, "Telling me that Claire is good-looking is inappropriate. I feel uncomfortable hearing my former teacher talk about this topic."
2. When Oksana tells Ivan that he was "a little too honest" about the cookies, she may be thinking, "It's not always appropriate to say what you think. You have to filter your opinions."
3. When Claire says, "Arti shares too much on SpaceBook," she may be thinking, "As a mother, I worry that my daughter may have problems because she posts a lot of photos and opinions."

Using "Too" to Review

In this activity, read the negative opinions on the left and match them to a related topic on the right.

Intense negative opinion	Related topic
1. Ivan thinks Oksana is too sensitive	a. to show gender equality
2. Gilles feels that one band is too distant	b. to be appropriate on stage
3. Ivan says that the guitarists's shirt is too small	c. about bathroom habits
4. Gilles finds Roshan saying Arti is gorgeous is too much information	d. to be enjoyed by older people
5. Claire worries that Arti is too vocal	e. to be poured without spilling it
6. Ivan rates the other honey as being too runny	f. about sharing her opinions
7. Jordan infers that The Smashing Beats are too loud	g. to be spoken when Claire might overhear
8. Tatiana suggests that most bands have too few women	h. to connect with the audience

Writing 1

In this chapter, both formal and informal reviews rate quality. The characteristics of similar products, such as honey, can be rated with the help of a rubric. The information on a rubric can become the facts and opinions in a descriptive paragraph review.

Research alone or with a group:

- Choose a familiar product that is available in your community; e.g., coffee.
- Decide on at least five characteristics that can be rated; e.g., price, temperature, bitterness, strength, roast colour, freshness, aroma.
- Pick or prepare a rating system. You may wish to use three or four categories such as "Bad-Okay-Good," "Strong-Ordinary-Weak," "Unacceptable-Acceptable-Above Average-Amazing."
- Make a table with five or six columns and at least six rows.
    - Draw your table on a blank sheet of paper, or demonstrate your word-processing skills by making your table on a computer.
    - Print one table for each product you will rate; e.g., two kinds of coffee, two kinds of bread.
- Try the products. Use your observations and experiences to complete your tables.

Write a review of the products you rated. Depending on your language level, choose either a) or b).

a) Write one paragraph with your clear opinion and some facts.

- Complete at least three sentences that begin "I like ____ because ____."
- Complete at least three sentences that begin "I dislike ____ because ____."
- Introduce your paragraph with a topic sentence about how you researched the topic.

    (Refer to Chapter 4, page 200, for more information on topic sentences.)

b) Write two paragraphs, one about each product.

- Write five facts about each product.
- Express your positive and negative opinions using the rating system from the rubric you made.

- Introduce each paragraph with an appropriate topic sentence.

Production Task Rubric

You can use the rubric below to measure your success on each part of the writing task.

Writing Task 1 You wrote a review of two familiar products.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You designed and completed a rubric.				
You introduced the topic of each paragraph with a sentence.				
You described at least five facts about each of the two products.				
You expressed positive opinions using intensifiers (very, really, so, such a).				
You expressed negative opinions using "too."				

Writing 2

In addition to reviewing products or objects, this chapter includes reviews of musical performances. Jordan and the SpaceBook writers describe how well or how badly musicians performed. A rubric comes in handy again to help a writer compare or contrast the same characteristics for each performer.

Research alone or with a group:

- Choose a familiar business or agency in your community; e.g., a coffee shop.
- Decide on at least five characteristics that can be rated; e.g., hours, cleanliness, décor, prices, waiting times, friendliness, locations.
- Pick or prepare a rating system. See Activity 1 for category suggestions.
- Make a table with five or six columns and at least six rows. See Activity 1 for more directions.
- Try out the services of the business and/or agency you chose. Use your observations and experiences to complete your table.

Write a review of the businesses or agencies you rated. Depending on your language level, choose either a) or b).

a) Write one paragraph with your clear opinion and some facts.

- Complete at least four sentences that begin "I like ____ because ____"
- Complete at least four sentences that begin "I dislike ____ because ____"
- Introduce your paragraph with a topic sentence about how you researched the topic.

b) Write two paragraphs, one about each business or agency.

- Write at least four facts about each product.
- Express your positive and negative opinions using the rating system from the rubric you made.
- Introduce each paragraph with an appropriate topic sentence.

Production Task Rubric

You can use the rubric below to measure your success on each part of the writing task.

Writing Task 2 You wrote a review of two familiar products.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You designed and completed a rubric.				
You introduced the topic of each paragraph with a sentence.				
You described at least five facts about each of the two products.				
You expressed positive opinions using intensifiers (very, really, so, such a).				
You expressed negative opinions using "too."				

32. Speaking

Intonation Scaffolding Activities

Same Spelling, Different Sounds

Read this summary of the characters' actions in this chapter's video.

Like many stories or reports, this one is about past events. Almost all of the verbs are in the past tense.

Identify all the verb forms, simple past or past participles, spelled with an -ed suffix. (For a review of verb forms refer to Chapter 4, page 202.)

Listen to this summary. As you listen, read out loud, shadowing the voice on the audio track.

> The scene started in Claire's office at Bear Bottom Campground. Roshan noticed that Claire's laptop was open. He looked at the screen. When he said, "Whoa," he sounded surprised. Gilles walked to the desk. He leaned over and his eyes widened. The guys talked about the website. Gilles admitted that his students had told him about this site where people rated other people's

appearance. Gilles recommended closing the laptop. Roshan clicked on choices and voted. The guys wondered why Claire had opened the site. Roshan didn't think Claire had posted her own picture. Gilles recommended closing the laptop.

Just then, Claire entered the office. She opens the computer. She asked Gilles and Roshan if they had seen what was on the screen.
Gilles paused. Roshan hesitated. Claire pointed at the picture and announced, "This is my daughter." Roshan almost showed his true thoughts. Claire expressed her concerns. She was worried about her daughter. Gilles reassured Claire, but he barely filtered his own thoughts.

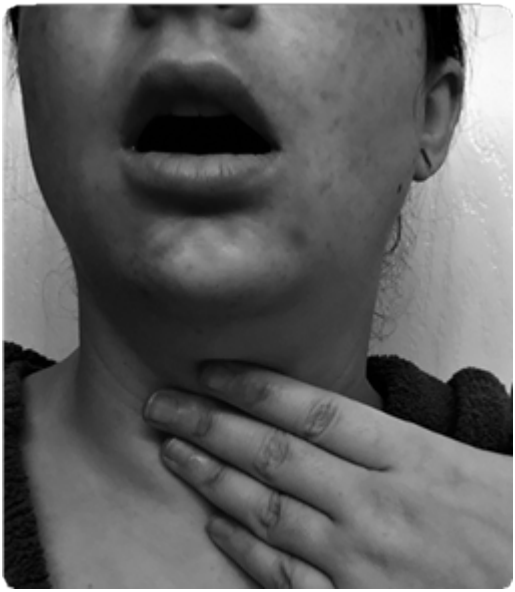
Claire changed the subject. She compared her daughter's behaviour to Roshan's. She voiced her unfiltered feelings. She suggested that Roshan should meet Arti. Gilles helped Roshan out by making excuses about his work. Roshan tried to distance himself from Claire's suggestion. He felt too awkward to speak. Claire, however, didn't notice that she had crossed a social boundary.

→ Notice three different pronunciation patterns for the -ed suffix.

Pattern 1

Many regular base verbs end in a voiced sound. A voiced sound is

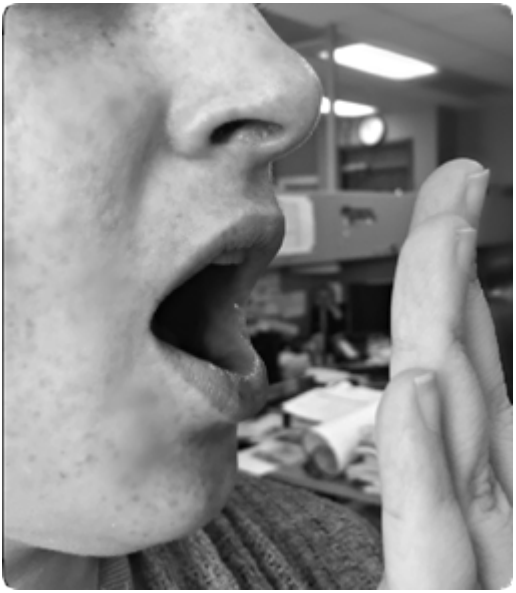
made with movement or vibration by your vocal chords. You should feel this
vibration on correctly pronounced vowel sounds, such as the last sounds in TRY or SHOW. You should also feel it on some consonant sounds, such as the last sounds in SURPRISE, LEAN, or WONDER.



To master this -ed pronunciation, you don't need a teacher or a dictionary. Lay the palm of your hand against your throat.
If the final sound in a regular base verb is voiced, the -ed suffix should sound like /d/. This /d/ sound is also voiced. We see -ed but do not pronounce the letter "e."

Pattern 2

Many other regular base verbs end in a voiceless sound. A voiceless sound is made with NO movement or vibration by your vocal chords. Instead, you should feel air flow out of your open lips on some consonant sounds, such as the last sounds in NOTICE, LOOK, or SNAP.



To master this -ed pronunciation, place the palm of your hand in front of your mouth. If the final sound in a regular base verb is voiceless, the -ed suffix should sound like /t/. This /t/ sound is also voiceless. We see -ed but do not pronounce the letter "e."

Pattern 3

Only two consonants do not fit into Pattern 1 or 2. When the spelling of a base verb ends in "d" or "t," the -ed suffix that we add to make the simple past form must be completely pronounced as a separate syllable /Id/.

- For example, the verb START ends in a voiceless /t/ sound. When we add the -ed suffix to form the past tense, we can't communicate the past by saying /startt/. Our listeners need to hear /start-Id/ to understand that the action happened in the past.
- The verb SOUND ends in a voiced /d/ sound. When we add

the -ed suffix to form the past tense, we can't communicate the past by saying /soundd/. Our listeners need to hear /sound-Id/ to understand that the action happened in the past.

To master this -ed pronunciation, recognize a final "d" or final "t" in the spelling of a base verb. Pronounce the -ed suffix as a separate syllable /Id/.

Practise Pronouncing -ed

Listen again to the audio track of the video summary. Categorize each past tense verb by its -ed pronunciation. The first and second verbs from each pattern are done as examples.

Pattern 1	**Pattern 2**	**Pattern 3**
Voiced -ed sounds /d/	Voiceless -ed sounds /t/	Final "d" or "t" + -ed sounds /Id/
suprised leaned	noticed looked	started sounded

Speaking Tasks

When the characters in this textbook speak with familiar people,

they seem to be quite comfortable sharing their true, unfiltered thoughts. Within their intimate or personal circles, several of them express opinions and rate products or performances more directly and openly than they do in public conversations. In contrast, a few characters don't filter or withhold much information at any time.

In this chapter, many characters rate, or review, how well or how poorly someone else did something. We heard conversations between Gilles, Ivan, and Roshan as they reviewed the performances of musical groups. They rated the performers on

- appearance, including clothing
- clarity, including how clear their words and voices were
- familiarity, including whether or not the audience connected with the ideas they were communicating
- talent, including how original they were.

The characters pictured below were unfamiliar to you when you began this series of five chapters. Now you may feel that you know them fairly well. You have seen and heard them; you recognize some of their strengths and weaknesses.

Claire

Gilles

Kerry

Leela

Nick

Roshan

Dev

Ivan

Oksana

To prepare for the next speaking activity, discuss these questions:

- Which of these characters would you prefer to meet?
- Why would you like to meet this character?

- If you could interview an actor playing one of the characters pictured above, what would you ask her or him?

Speaking 1: Expressing an Opinion

Public performers expect to be reviewed. Actors are rated on the roles, or the characters, they play. They appreciate fair reviews that show the reviewer noticed many details about a performance. Performers value reviewers who recognize talent. They also welcome reviewers who thoughtfully identify things they could improve in their performances. Reviewers may see patterns that performers are too busy to pay attention to. Reviewers definitely adjust what words they choose and filter their comments depending on who will hear or read the review.

For this activity, you are a film critic. You will review one character from this textbook. Choose the character that you have the strongest opinion about. Your opinion may be either positive or negative. Which character would you most like or most dislike to meet? Why?

Requirements:

1. Introduce the purpose of your talk. Identify your chosen character by name.
2. Describe how this character behaved. Use at least five regular past tense verbs.
3. Describe the attitude(s) this character showed toward others. Use at least three of the five intensifying adverbs practised earlier in this chapter.
4. Express whether or not you would like to meet this character. Give at least two reasons.

To prepare for this task:

- Research the character of your choice by watching the five chapter videos again.
- Listen to some of the audio tracks for the listening activities.
- Keep in mind that the character will never hear your review.

Production Task Rubric

Use the rubric on the right to measure how effectively you reviewed a character.

Speaking Task 1 You expressed an opinion about a public performance and described related behaviour.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You introduced the character you chose to review.				
You described the character's past behaviour.				
You used correct -ed suffix pronunciation				
You described the character's attitude with intensifiers				
You expressed your opinion of this character.				

Speaking 2

Public performers expect reviewers to watch all the actors in a performance. A review often includes comparisons or contrasts between a couple of actors. The reviewer considers the following questions:

- How believable were the actors? Were they realistically playing their roles? Were those characters true to life?
- How talented were the actors? Did they communicate well by voice and action? Was their speech clear and understandable? Were their facial expressions, gestures, and other body language natural?
- How appealing were the actors? Did you, and would other people, enjoy watching them?

For this activity, you are the reviewer. You will express your opinion by rating the performances of two actors. Choose any two of the actors in the chapter videos that you are familiar with.

Requirements:

1. Introduce the purpose of your talk. Identify your chosen actors by their "stage" names.
2. Rate how believable they were. Use regular past tense verbs to describe at least three realistic or unrealistic actions by each actor.
3. Describe how talented they were. Use at least three regular past tense verbs to describe how they communicated with words and body language.
4. Express your opinion of how appealing they were. Use all five of this chapter's intensifying adverbs.

To prepare for this task:

- Watch the five chapter videos again.
- Keep in mind that the actors or their director may hear your review.

Production Task Rubric

Use the rubric below to measure how you do when reviewing an actor's performance.

Speaking Task 2 You described two public performers and expressed your opinion.	**Completely**	**Mostly**	**Somewhat**	**Comments**
You introduced the actors you chose to review and the characters they played.				
You described realistic or unrealistic actions.				
You described their speech and gestures.				
You used correct -ed suffix pronunciation.				
You rated which actor was more appealing.				
You clarified your rating using intensifying adverbs: very, really, so, such a, and too.				

33. Wrap-Up

Discussion

At the beginning of this chapter, you placed yourself on a scale similar to the one below.

Read the descriptions on the left and the right.

Count how many points are most true for Claire, Gilles, Ivan and Roshan.

Place C (Claire), G (Gilles), I (Ivan), and R (Roshan) on the scale.

- She/He isn't comfortable saying exactly what she/he thinks because it might hurt relationships.
- She/He doesn't share strong feelings and opinions. This is her/his way of showing concern for people's feelings.
- She/He is not comfortable using strong words, high volume, speed, or gestures in difficult conversations.
- She/He isn't comfortable sharing some information or opinions with some people.
- She/He isn't comfortable sharing space with some people.

- She/He is comfortable saying exactly what she/he thinks because it shows care about the relationship.
- She/He is comfortable showing strong feelings and opinions in order to show sincerity.
- She/He is comfortable using strong words, high volume, speed, or gestures in difficult conversations.
- She/He is comfortable sharing all kinds of information or opinions with most people.
- She/He is comfortable sharing space with most people.

Discuss any patterns you see in how Canadians tend to express opinions.

What similarities and differences do you notice in how people from other countries tend to express opinions.

Reflection

In this chapter, we

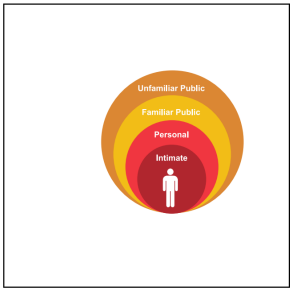
- recognized differences between personal and public conversations
- compared how people share or filter the same information with different people in different ways
- identified social conventions around sharing, filtering, or withholding information
- looked for patterns among what people think, what they say, and what they withhold
- adjusted what words we choose and how much detail we give to be appropriate in personal or public conversations.

The writing and speaking activities gave us ways to adjust our use of English. Observing how people in our community talk and write, and trying to use new words from this chapter has reinforced, or strengthened, our vocabulary outside class.

1. Review any Language Log pages you completed during this chapter.
2. Review any rubrics you made for the Extension Activity.

- How did assessing, or reviewing, the quality of a public performance affect how you think about the rubrics used to assess, or evaluate, your writing and speaking?

- Do the rubrics record enough information to measure your language skills?
- Do the rubrics identify what you are doing well or what you need to improve?



3. At the beginning of this chapter, this set of circles illustrated boundaries for discussing certain topics. In which circle are you most comfortable receiving an opinion about your language learning?

- Are you comfortable having grades posted in public where unfamiliar strangers might see them?
- Do you prefer everyone in your class learning how everyone else is doing?
- Is a one-on-one conversation with your instructor or tutor the most comfortable?
- Would you rather read individual comments by yourself?

4. Reflect on whether the circles above, where each level widens evenly to the next, match your own boundaries.

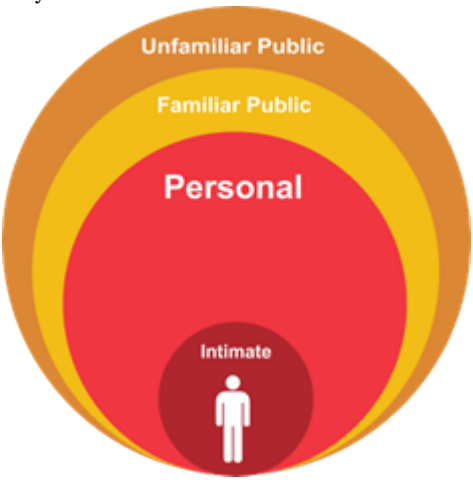
- Are you comfortable keeping thoughts on some topics to yourself ? Are there different topics you share in personal relationships, others with the familiar public, and still others in public with unfamiliar people?

or

- Are there far more topics you feel comfortable sharing about only in personal relationships? Do you filter most of your

opinions in public? Do you withhold almost all your feelings with unfamiliar people?

Do the boundaries in this second set of circles match more closely with your own?



If you could redraw these circles to match your boundaries on topics as well as space, what would they look like?

34. Chapter Vocabulary List

Word	Form	Meaning
acoustic	adjective	a musical instrument played without electrical amplification
anonymous	adjective	not identified by name
aroma	noun	a scent
bass	noun	an instrument with the lowest, or deepest, sound
blogger	noun	a person who expresses opinions on Internet discussion sites called blogs (weblogs)
boundary/boundaries	noun	line(s) that mark a limit
came up short	expression	failed to reach a goal
censor	verb	to cut out or delete unacceptable parts of a conversation or document
chorus	noun	the repeated part of a song
cliff	noun	a high point on a mountain above a vertical drop
compliment	noun	polite expression of praise or congratulation
critic	noun	a person who judges the quality of something, or offers negative opinions of it
criticism(s)	noun	expression(s) or judgment(s) of the fault(s), and sometimes quality, of something
crossing a line	expression	behaving in a way that is not acceptable

decade(s)	noun	a period of 10 years
diversity	noun	variety
double bass	noun	the largest instrument in the violin family
duet	noun	two musicians performing together
easy on the eyes	expression	good-looking; beautiful
eligible	adjective	worthy to be chosen
eye candy	slang	good-looking; beautiful
filter	verb	to choose or carefully limit what is allowed out or in
gender	noun	the social distinction of being female or male
genre	noun	a category of artistic work in stories or music
gesture(s)	noun	movement(s) of the body, especially hand(s) or the head, to express meaning
handsome	adjective	good-looking; attractive
has a lot on his/her plate	expression	is very busy; has many responsibilities
in-your-face	expression	very direct; impossible to avoid
inclusion	noun	the action of including someone or something in a group or action
intermission	noun	a planned break in a performance
intimate	adjective	very private; innermost; confidential

lyrics	noun	the words of a song
moderator	noun	a person who keeps order in a discussion
moody	adjective	given to unpredictable changes of mood
non-verbal	adjective	without speaking
old soul	noun	a wise, perhaps older, person
opinionated	adjective	having strong opinions
performance	noun	the act of presenting, or staging, a concert or play
pessimistic	adjective	negative
published	verb	printed or produced for public sale
reviewer	noun	a person who rates the quality of something and expresses an opinion about it
revival	noun	a new production of an old work of art or music
rhythm(s)	noun	strong, regular sound(s) or beat(s) in music
roots	noun	origins
rural	adjective	in the countryside, not in a city or town
shadowing	verb	following closely
short list	noun	a list of a few individuals being considered for a prize or honour
silver lining	expression	the brighter or hopeful side to a problem; from the proverb “Every cloud has a silver lining”

smashing	slang	excellent; wonderful
solo(s)	noun	one musician performing alone
something's up	expression	something unusual is happening
stage	noun	a platform for performers, often higher than the floor
sugar-coating	adjective	making something sound better than it really is
texture	noun	the feel of a substance
the most eligible bachelor	expression	the single man most qualified for marriage
throw up	verb	to vomit
TMI	abbreviation	too much information
Twitterverse	noun	all the users and comments on the social networking site Twitter
unoriginal	adjective	copied; not new or imaginative
upbeat	adjective	cheerful; optimistic
vocal	adjective	freely saying, or voicing, opinions

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PART VI

APPENDIX 1: ANSWER KEYS

36. Chapter 1: Answer Keys

Introduction

Focus Questions

Answers:

There are no correct answers.

Reading

Before You Read

Formal and Informal Ways of Talking Topical Awareness

Answers:

There are no correct answers. Learners should feel comfortable expressing an opinion.

Vocabulary: Multiple-meaning Words

Answers:

pop
a large amount of something
a kind of characteristic

Predictions

Answers:

There are no correct answers.

After You Read

Comprehension

Strategy 1: Comparing Greetings

Answers:

1. Close
2. Distant
3. Close
4. Close
5. Distant

Strategy 2: Recognizing Meaning

Answers and Feedback:

6. a)
7. b)

c)

d)

Strategy 3: Restating or Paraphrasing

Answers and Feedback:

1. b)
2. c)
3. a)

After You Read

Vocabulary

Strategy 1: Using the Context to Understand Words

Answers:

1.

a) dear

b) fantastic

c) sugary

d) candy

2.

a) out

b) by
c) it
d) off

Strategy 2: Matching Meaning

Part 1

Informal	Formal
bro	brother
gonna	going to
hey	hi
sis	sister
uni	university

Part 2

Informal	Formal
b/c	because
howz	how is
lol	laugh out loud
c	see
gtg	I've got to go
l8r	later
r	are

Part 3

Informal	Formal
srsly	seriously
u	you
ur	your
#truth	that's true
@	at
2	to
4	for
	Excellent! or Yes!

Reading Progress Check

Answers:

1. b
2. a and b
3. b and c
4. d
5. b
6. d

Listening

Before you Listen

Social Conventions Around Names

Answers:

There are many possible answers.

Vocabulary

Answers:

button
fork
bill

Predictions

There are many possible answers.

Listening 1: After You Listen

Comprehension

Strategy 1: Recognizing Details

Answers:

1. False
2. True
3. False
4. False
5. True
6. False
7. False
8. True

Strategy 2: Recognizing Meaning from Direct and Indirect Clues

Answers:

1. c
2. d
3. a and b
4. a, b and c
5. a
6. b
7. a
8. a and b
9. b
10. c and d

Listening 2: After You Listen

Vocabulary

Strategy 1: Using the Context to Understand Words

Answers:

1.
a) wire
b) stripe
c) heritage
d) area
2.
a) into
b) into
c) out
d) up

Strategy 2: Recognizing Word Families

Answers:

1. a
2. b
3. c
4. a
5. c
6. b
7. b
8. b

Discussion

Answers:

There are many possible answers.

Listening Progress Check

Answers:

1. a. T
   b. T
   2. a. T
   b. F
   c. T
   3. a. F
   b. F
   c. F
   4. a. F
   b. F
   c. F
   5. a. F
   b. F
   6. a. F
   b. F
   7. a. T
   b. F

Writing

Scaffolding Genre-exploring Activity

Answer Key

The email message thanks a familiar and respected person	**Email 1**	**Comments**
Did he write a clear subject?	✕	There is no subject.
Did he follow standard message format, including paragraphs and spacing?	✕	Not at all. There is some indenting, and each sentence starts on a new line. The text looks like a list, not a paragraph.
Did he match the greeting and closing to his relationship with his reader?	✕	Not at all. The greeting is too formal and too impersonal for writing to his mother. The closing is also formal and too detailed.
Did he write a message with a clear purpose and some details about what happened and how he felt?	✕	Not at all. There seems to be too many reasons and details. He's gone a bit overboard. Is Roshan sincere or is he joking around? The details made things a bit confusing.

The email message thanks a familiar and respected person.	**Email #2**
Did he write a clear subject?	✗
Did he follow standard message format, including paragraphs and spacing?	✓
Did he match the greeting and closing to his relationship with his reader?	✓
Did he write a message with a clear purpose and some details about what happened and how he felt?	✓

Scaffolding Mechanics, Grammar, and Syntax Activity

Answers:

Sentence	**Meaning**
These sweets taste delicious to Roshan.	The status or condition of this candy is that it always has a great flavour, in Roshan's opinion.
Roshan is always tasting the sweets.	Roshan never stops trying pieces of candy.

Answers:

Sentence	**Meaning**
I think Lethbridge is a nice city.	I believe it (it's my opinion).
I am thinking of moving to Lethbridge.	I haven't made up my mind, but I'm considering it.

Answers:

2. I'm grateful.
6. I love the cookies you made for me.
7. I think you're wonderful.

Intonation Scaffolding Activities

Pausing Before Tag Questions

Answers:

1. Roshan is an apprentice, isn't he?
2. His parents live in Lethbridge, don't they?
3. There was construction on the highway, wasn't there?
4. Gilles could use his cellphone, couldn't he?
5. Leela sent a package, didn't she?
6. Candy tastes sweet, doesn't it?
7. Claire shouldn't drink too much coffee, should she?
8. We're getting to know Roshan, aren't we?
9. You know his sister is travelling, don't you?
10. I've read ten questions, haven't I?

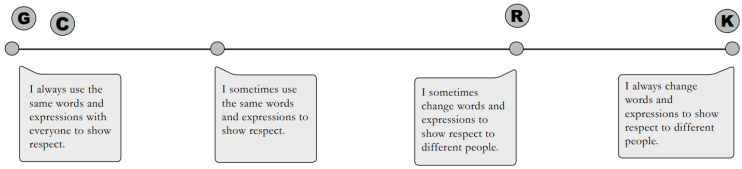
Tone Rising or Falling After Tag Questions

Answers:

	↗
1. You tried to phone Claire, didn't you?	✓
2. We've met before, haven't we?	✓
3. You like folk music, don't you?	
4. Your parents don't camp, do they?	
5. Roshan can play guitar, can't he?	✓
6. Gilles remembers the talent show, doesn't he?	✓
7. Claire guessed Roshan works for Kerry, didn't she?	✓
8. Kerry was waiting in the truck, wasn't he?	
9. We should check out the festival on SpaceBook, shouldn't we?	✓
10. I'll have to listen again, won't I?	

Discussion

Answers will vary. From the conversations and texts in Chapter 1, these placements are reasonable.



Reflection

There are no correct, common answers.

37. Chapter 2: Answer Keys

Introduction

Focus Questions

1. Possible Answers:

To my brother or sister: “Please move your car.”

To my teenage child: “Move your car, now.”

To my new neighbour: “I need to get out of my driveway. Could you move your car, please?”

To a police officer: “Excuse me. I’ve got to get to work in 10 minutes. Would you be able to let me drive out?”

2.

	Suggestion	Request	Instruction
Can you help me talk to Mr. Broz?		✓	
How about we let them know we’ll be late?	✓		
You’d better take the keys.			✓
Don’t tell my wife.			✓
Let’s keep the lines of communication open.	✓		

3. There are no correct answers. Learners should feel comfortable expressing an opinion.

Reading

Before You Read

Direct and Indirect Ways of Getting People to Act

Possible Answers:

Demand	Request	Suggestion
You must practise guitar an hour a day.	Could you practise guitar for an hour every day?	Don't you think practising more would improve your guitar playing?
Give me your microphone.	May I borrow your microphone?	I could really use your microphone.
Play that song again.	Would you mind playing that song again?	I'd love to hear that song again.

Vocabulary: Synonyms

Answers:

banning	**forbidding**	making a loud noise	**not allowing**	permitting
emerging	**becoming known**	**beginning**	**developing**	joining
established	ended	**recognized**	**set up**	**well-known**

After You Read

Comprehension

Strategy 1: Scanning

Answers:

Scan for	Description
Happy 102.3	local radio station
Joe Nolan	local musician
Gilles Doucette	festival organizer
$9,000	total prize money
$1,000	third place prize money
$5,000	top prize
Ivan Broz	local farmer

Strategy 2: Recognizing Meaning

Answers:

1. a
2. b and c

Strategy 3: Summarizing

Answers:

1. c
2. a

Vocabulary

Strategy 1: Reinforcement of Words and Definitions Through Use in Context

Answers:

1. established
2. banning
3. growing pains
4. emerging

After You Read

Comprehension

Strategy 1: Locating Indirect Instructions

Answers:

We'd love you to email
You can post
Something to keep in mind
You can make your decisions

Strategy 2: Recognizing Phrases

Answers:

If I could just say something here
May I suggest
Just a thought
Just another idea here
would it be possible

Vocabulary

Strategy 3: Using Context to Determine the Meaning of Expressions

Answers:

1.
a) recently
b) only
c) simply
d) fair
2.
a) up
b) to
c) in
d) on

Discussion

Possible Answers:

Example of Direct Speech:

Ivan says that “the festival doesn’t care about the community.” 7 words

Example of Indirect Speech:

Gilles says, “We’re having the festival at a totally new location. And there are some growing pains as we try to fit in. It is a good idea for folks to visit the festival’s SpaceBook page to get important news and updates.” 40 words; 3 sentences

Recognition of conflict: “there are some growing pains”

Context: “a totally new location” and “we try to fit in”

Redirection: “It is a good idea … to visit the … page …”

Reading Progress Check

Answers:

1. a
2. b
3. b and c
4. c, d and e
5. False

Listening

Before You Listen

Social Conventions Around Suggestions, Requests, and Instructions

Answers:

Direct

1. Get in line.

Fairly Direct

2. Could you hang on a second?

8. You'd better take the keys and move the truck.

Between Direct and Indirect

7. Why don't you help yourself to a pop?

Fairly Indirect

5. Would you mind if I just jumped ahead of you?

6. Would you be able to call him?

Indirect

3. I was hoping you might have a minute …

4. If I could just get you to sign off …

Vocabulary

Answers:

1. POLE = long piece of metal

2. POLE = stick
3. POLL = survey
4. POLES = very far
5. POLES = columns

Predictions

Answers to Predictions are incorporated into the Discussion segment of the chapter.

Listening 1: After You Listen

Comprehension

Strategy 1: Recognizing Facts

Answers:

1. False – He was about to call, but Mr. Broz came on his own to talk to Claire.
2. True – Elders are seen as experienced teachers in Aboriginal and Indian cultures also respects elders.
3. False – The field is being mowed to prepare for the construction of the stage for the folk festival.
4. True – Mr. Broz says that he comes from a long line of beekeepers.
5. True – Claire refers to Mr. Broz's dogs when they are talking about inconveniences.
6. True – Mr. Broz asks Claire to call off the festival.

7. False – Gilles suggests leaving the field until after the flowers are finished blooming.

8. False – Claire only suggests she should call and complain about the dogs.

Strategy 2: Re-telling Details

Answers:

	Instruction	Three to Seven Exact Words
1.	Instruction	You can call me Gilles.
2.	Demand	You have to respect your elders.
3.	Request	How about I call you Mr. D?
4.	Suggestion	I'd run if I were you.
5.	Demand	Get her out here right now.
6.	Request	Just hang on a second here.

After You Listen

Vocabulary

Strategy 1: Recognizing Cognates, or Word Families

Answers:

1. b
2. c
3. a
4. c

5. a
6. b

Strategy 2: Inferring Meaning from Context

Answers:

1. c
2. b
3. b
4. c

Discussion

Answers related to Listening 1:

There are many possible answers.

Examples of Claire's requests/suggestions:

Why don't you help yourself to a pop?

Can I use your pen?

Examples of Ivan's requests/suggestions:

You'll just have to wait your turn.

Get her out here right now, young man.

Examples of Gilles' requests/suggestions:

Maybe you should go get Claire.

You know you can call me Gilles, right?

Answers related to Listening 2:

Direct

2. Sure.
4. Great.
5. You bet.
8. Absolutely not.

Fairly Direct

6. Okay.

7. I'm with you on that.

Between Direct and Indirect

1. That's a great point.

Fairly Indirect

3. That might be possible.

Indirect

9. Hmm. I hadn't realized that.

Listening Progress Check

Part A

1. Choose True (T) or False (F) for each statement you hear.

T	F	Kerry speaks directly to Ivan and Roshan.
T	F	Ivan gives a reason for his demand.
T	F	Speaking more quietly softens Kerry's direction to Roshan.

2. Choose True (T) or False (F) for each statement you hear.

T	F	Ivan speaks formally and indirectly.
T	F	Using titles and surnames makes Ivan sound more distant from Claire.
T	F	Claire's sighing matches the politeness of her words.

Part B

1.

Gilles: Mr. Broz here seems a little upset.

Ivan: Upset? I'm furious. What are you doing to my field?

Claire: Your field? That field is a part of my campground.

2.

Claire: How about we talk about your dogs for a moment?

Ivan: I beg your pardon? My dogs?

Claire: Yes, your dogs. I just got off the phone with Kerry Ames, who has been stuck up a pole for the last half-hour because your dogs trapped him there. He can't do his job because your dogs are chasing him around the campground. Can't you keep them on a leash?

Ivan: Madam, they are farm dogs. They work. They do not sit at home on a leash.

Claire: Call off your dogs.

Scaffolding Genre-exploring Activity

Card 1

Maskwa Folk Fest Suggestion Card

Date: March 12, 2016

Message:

Hey! Wayne Clarkson here. Are dogs allowed at the

festival? I think it might be a great idea to have water stations around the festival so the dogs don't get too hot or thirsty. Is this possible? Thanks.

Hi Wayne!

Thanks for your question. Unfortunately, festival-goers who aren't staying at Bear Bottom Campground shouldn't bring their dogs to the festival unless it is a service dog, such as a guide dog for the blind. The Health Department recommends keeping the festival grounds clean of doggie waste. Campers at Bear Bottom Campground are responsible for the care and supervision of their dogs. You suggested having water stations at the festival would be a great way to keep pets safe and healthy. We agree! We'll be in touch with a local pet shop to see if they'd like to support us in this. Thanks for the great idea!

– Gilles and Claire

Card 2

a greeting	This is a shout-out to the young people of Maskwa County!
a reference to an original message	It was great to see several of you at the town hall meeting. Your ideas matter to us. I'd like to answer an unknown writer who wrote from the heart.
an understanding tone	As you may know, last year, two festival volunteers were injured in a car crash involving alcohol. We're all really thankful they've recovered.
a rule or decision	When they asked us, "How about not allowing alcohol this year?" the festival organizers decided we wouldn't have a beer garden on the new festival site.
a reason or two	Drivers can only get to Bear Bottom Campground on Willow Lake Road. It's a winding, hilly route on loose gravel.
acceptance of ideas	Like you, we really want everyone to have an awesome time before, during, and after the weekend of sweet tunes and starry nights.
expressing the positive	Because a ban on alcohol reduces the permits we have to buy and the security we would have to hire, tickets for youth aged 18 to 24 will cost 30% less than a year ago. That's a bonus for you!
ways to follow up	Keep your comments coming. You can always reach us at Maskwa Folk Fest on SpaceBook messenger.
a closing	Gilles Doucette

Maskwa Folk Fest Suggestion Card

Date: March 16, 2016

Message:

You can't ban alcohol! You can't! That is the worst idea ever. You must get a liquor licence or nobody will be able to have a good time at the festival, especially young people. Change it or else!

Open Letter to Maskwa County

This is a shout-out to the young people of Maskwa County! It was great to see several of you at the town hall meeting. Your ideas
matter to us. I'm hoping to answer an unknown writer who wrote from the heart.

As you may know, last year, two festival volunteers were injured in a car crash involving alcohol. We're all really thankful they've recovered. When they asked us, "How about not allowing alcohol this year?" the festival organizers decided we wouldn't have a beer garden on the new festival site. Drivers can only get to Bear Bottom Campground on Willow Lake Road. It's a winding, hilly route on loose gravel. Like you, we really want everyone to have an awesome time before, during, and after the weekend of sweet tunes and starry nights.

Because a ban on alcohol reduces the permits we must buy and the security we would have to hire, tickets for youth aged 18 to 24 will cost 30% less than a year ago. That's a bonus for you!

Keep your comments coming. You can always reach us at Maskwa Folk Fest on SpaceBook messenger.

Gilles Doucette

Scaffolding Matching Gerunds and Infinitives Activity

1.	I was hoping I could	3	lending me your cellphone?
2.	Would it be possible	1,5	use your cellphone.
3.	Would you mind	6	calling her so late at night.
4.	I suggest	4,6	adding more recycling bins.
5.	Maybe we should	1,5	add more recycling bins.
6.	I don't recommend	2	to use your cellphone?
7.	It might not be a good idea	7	to call her so late at night.

Gerunds **(basic verb + ing)**	**Infinitives** **(to + basic verb)**	**Modal Verbs** Can, could, might, must should, would + **basic verb**
recommends keeping	idea to have	might be
suggested having	like to support	shouldn't bring
How about not allowing	able to have	would be
	great to see	can't ban
	hoping to answer	they'd like
	want everyone to have	must get
	way to keep	wouldn't have
		can only get
		must buy
		would have to hire
		can always reach

Intonation Scaffolding Activities

Speaking Scaffolding Activity

Answers:

1. G-e-t in line.
2. You h-a-v-e to respect your elders.
3. We n-e-e-d the truck moved.
4. C-a-n't you keep the dogs on a leash?
5. Why don't you help yourself to a p-o-p?

6. Would you mind h-a-n-g-i-n-g o-n a second?
7. How about we talk about your d-o-g-s for a moment?
8. You c-o-u-l-d show him our confirmation number.
9. It m-i-g-h-t be a good idea to just … l-i-s-t-e-n to them.
10. If I could j-u-s-t get you to sign off …

Expressing Mood Through Word Choice

Answers:

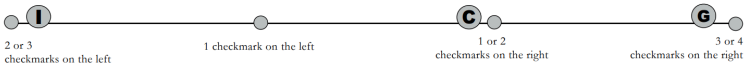
		Demand	Request	Suggestion
1.	Could I get you to call a t-o-w truck?		✓	
2.	You need to c-a-l-l Mr. Broz.	✓		
3.	Why don't you give me a c-a-l-l?		✓	
4.	I'd r-u-n if I were you.			✓
5.	Can you calm d-o-w-n a minute?		✓	
6.	Call off your d-o-g-s!	✓		
7.	Would it be possible for you to make a d-o-n-a-t-i-o-n?		✓	
8.	You should go get C-l-a-i-r-e.	✓		
9.	You m-i-g-h-t want to use it near the d-o-o-r.			✓
10.	Do you m-i-n-d? I was here f-i-r-s-t.	✓		

Wrap Up

Discussion

Answers will vary. From the conversations and texts in Chapter 2, these placements are reasonable.

† He/she uses the same words and expressions with everyone; and doesn't adjust for relationships. † He/she uses fewer words and expressions to be clearly and easily understood. † If there is a problem or a conflict, he/she says exactly what he/she feels and means.	† He/she chooses different words and expressions depending on relationships. † He/she uses more words and phrases to be calm and not misunderstood † He/she expects people to "read between the lines" in his/her tone or body language. † If there is a conflict, he/she asks a third person to help talk about it.



Reflection

This activity is intended to prompt learners to analyze their own communication and to deliberately plan and prepare to apply the chapter lessons. There are no correct, common answers.

38. Chapter 3: Answer Key

Introduction

Focus Questions

1. There are many possible answers
There are a variety of possible answers.
1) family, culture
2) government
3) society
4) family, culture, society
5) family, culture, society
6) family, culture, society
7) family, culture
8) family, society
2. There are no correct answers. Learners should feel comfortable expressing an opinion.

Reading

Before You Read

May Does Not Always Mean What You Think

Answers:

1. ≠
2. =
3. =
4. =
5. ≠

Vocabulary: Synonyms

Answers:

bare	**basic**	a couple of	a lock	**to uncover**
bear	**to carry**	**to give birth**	**a large, furry, wild animal**	**to hold**
charge	**to attack**	**to ask as a fee**	a place to pray	**a price**

Predictions

There are many possible answers.

Reading 1: After You Read

Comprehension

Strategy 1: Scanning Document Layout

Answers:

1. a
2. b
3. b
4. b

Strategy 2: Inferring Meaning

Answers:

1. a
2. b and c
3. c

Strategy 3: Paraphrasing

Answers:

1. b

2. a
3. b

Vocabulary

Strategy: Reinforcement of Words and Definitions Through Use in Context

Answers:

1. Droppings
2. baring
3. check
4. bear
5. charges

Reading 2: Reading Progress Check

Comprehension

Strategy 1: Scanning a Document

Answers:

1. d
2. d
3. d (most expensive to least expensive)
4. c (model or serial # of the stolen items) and d

Strategy 2: Locating Facts with Numbers

Answers:

1. b
2. a (May 11 is the best understanding of 11/05/15 because the men are working outside late in the evening. It would be too cold and dark in November.)

Vocabulary

Strategy: Using Context to Determine Meaning

Answers:

1. a. musical group
   b. ring
   c. strip
   d. crowd
2. a. escaped
   b. removed
   c. deducted
   d. left

Discussion

A variety of answers are possible. Some examples are given below.

NOTICE

Safety rules: e.g., Place all garbage in bear-proof bins.

Good behaviour rules: e.g., No loud music at campsites at any time.

FIND

Prohibition: e.g., Do not feed the bears.

Do: e.g., Check out by noon.

Courtesy: e.g., Clean up after your animals.

Obligation: e.g., Firewood must be burned in fire rings only.

Reading Progress Check

Answers:

1. b
2. d
3. d
4. a
5. a

Listening

Before You Listen

Some variation in answers is possible:

1. Very Inflexible
2. Flexible
3. Flexible
4. Very Inflexible
5. Inflexible
6. Very Inflexible

Vocabulary

Answers:

1. refined
2. careful
3. light
4. fragile
5. careful

6. light

Predictions

A variety of answers are possible. Learners should feel comfortable expressing an opinion.

Listening 1: After You Listen

Comprehension

Strategy: Recognizing Facts

Answers:

1. F
2. T
3. F
4. F
5. T
6. T
7. F
8. F

Vocabulary

Answers:

1. b

2. b
3. c
4. b

Listening 2: After You Listen

Comprehension

Strategy: Recognizing Meaning from Direct and Indirect Clues

Answers:
1. d
2. b and d
3. c
4. b, c, and d
5. a, b, and c
6. b and c

Vocabulary

Strategy: Recognizing Cognates, or Word Families

Answers:
1. b
2. a
3. a
4. c
5. b

6. a

Discussion

A variety of answers are possible.

Family rules: e.g., Be honest about money.

Social rules: e.g., Bring a small gift to a host's home.

Cultural rules: e.g., Taste, smell, and touch when cooking rather than using a written recipe.

Official, written rules: e.g., Food waste has to go in the bear-proof bins.

Leela is fairly direct. She is direct in conversation with her son about family matters.

Claire is direct when speaking with campers. She is fairly soft with Nick about personal matters.

Listening Progress Check

Part A

1. b
2. b
3. c

Part B

1. a and b
2. b

3. d
4. a

Writing

Scaffolding Genre-exploring Activity

Every meeting should have a purpose. You need to make a decision or complete an action
wait for stragglers—it only encourages them. End on time. Only invite people who need to
meeting should have someone given the task of running it. Make sure that person knows

Scaffolding Mechanics, Grammar, Syntax Activity

Imperative Verbs

1. **Step up** to a microphone to ask a question.
2. **Speak** directly into the mic. **Make sure** your mouth is about 10 cm from it.
3. **Don't tell** a long story. **Ask** a clear question.
4. **Limit** yourself to one question per turn.

1. a
2. b and c
3. c

Modal Verbs of Prohibition

- **You** must not ask questions from your seat.
- **You** should not tap on the microphone.
- **Your question** ought not to take more than one minute to ask.
- **You** cannot ask one question after another.

Accept slight variations in sentence endings.

2. You should not answer my cellphone at any time.
3. You ought not to burn garbage or trees from the forest.
4. Your dogs cannot bark loudly or constantly. Your pets cannot bite other campers.

Modal Verbs of Permission

Underline MAY.

a) Anyone may ask a question.
b) You may use any one of the three microphones.
c) You may not give a long explanation.
d) You may sit down while Gilles and the reeve are answering your question.

The "permissions" that are not possible are the following:

2. Not possible because Leela doesn't have the power or status to disallow her husband from withdrawing his money.
3. Not possible because Priya doesn't have the power or status to give her mother permission to send recipes to her.

Speaking

Intonation Scaffolding Activities

Recognizing Positive and Negative

Part B

Answers:

Statement	Prohibition	Obligation
1	✓	
2		✓
3	✓	
4		✓
5		✓

Contracting Verbs

Part A

Answers:

1.

a) Campground guests can make fires anytime except during a fire ban.

b) Campground guests can't make fires during a fire ban.

c) Campground guests cannot make fires during a fire ban.

2.

a) Pets must be on a leash at all times.

b) Pets mustn't be off leash at any time.

c) Pets must not be off leash at any time.

Part B

Answers:

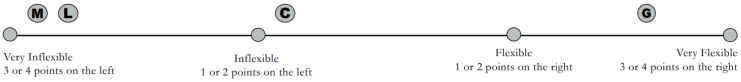
Prohibition	Gentle	Normal	Strong
1			✓
2		✓	
3			✓
4	✓		
5			✓
6		✓	

Wrap Up

Wrap Discussion

Various answers are possible.

† Fair rules are the same for everyone and every situation. † I follow the same rules with everyone. Rules are not personal. † The more important the rule is, the more direct I will be. † To avoid conflict, I'm comfortable telling people if they aren't following the rules.	† To be fair, rules and obligations change depending on the person, the context and the relationship. † I adjust the rules depending on the person. Rules are personal. † The more distant, important, or delicate a relationship is, the softer or more indirect I will be. † To avoid conflict, I might not say anything if someone breaks a rule.



39. Chapter 4: Answer Key

Introduction

Focus Questions

There is a variety of possible answers.

Reading

Before You Read

Formality and Directness in Responding to an Apology

Answers may vary slightly:

1.
Formal:
Apology accepted.
Don't mention it.
I forgive you.
It's not your fault, but I appreciate that you care.

Next time you do this, you will be sorry.
Please don't let it happen again.
Thanks for the apology, but no harm done.
Informal:
It's all right.
It's fine.
Next time you do this, you will be sorry.
No worries.
Not a problem.
2.
Direct about feelings:
I forgive you.
It's not your fault, but I appreciate that you care.
Next time you do this, you will be sorry.
Thanks for the apology, but no harm done.
Indirect:
Apology accepted.
Don't mention it.
It's all right.
It's fine.
No worries.
Not a problem.
Please don't let it happen again.
3.
Rejected:
Next time you do this, you will be sorry.
Please don't let it happen again.
Accepted:
All others

Vocabulary: Synonyms

Incorrect answers are crossed out.

conflict	dispute	argument	battle	disagreement
right	correct	justified	appropriate	~~obligated~~
heartfelt	honest	sincere	~~painful~~	earnest

Predictions

There are many possible answers.

After You Read

Comprehension

Strategy 1: Recognizing Meaning

Answers:

1. b
2. c
3. b
4. a

Strategy 2: Paraphrasing

Answers:

1. a
2. c
3. d

4. a

Vocabulary

Strategy: Reinforcement of Words and Definitions Through Use in Context

Answers:

1. blunder
2. regret
3. right
4. etiquette
5. considerate

Comprehension

Strategy 1: Locating Indirect Instructions

Answers:

Indirect Statements	Matching Direct Statements
1. We respectfully request that the registration fee of $250 be refunded immediately.	a) Give Del Jacobs back his money. b) Send the money quickly to Laloi and McClaws Barristers and Solicitors.
2. We await your prompt confirmation (in writing) of our client's cancellation.	c) Send the law firm a letter to show that Del Jacobs's registration has been cancelled. d) Write to the lawyer as soon as possible.
3. All future communications regarding this matter can be directed to Mr. Jacobs's legal representatives at Laloi and McClaws.	e) Don't call or write to Del Jacobs. f) Send all questions or communications about Del Jacobs to the lawyer.
4. Notification of Immediate Cancellation of Delany Jacobs, Maskwa Folk Music Festival	g) Cancel Del Jacobs's registration right away.

Strategy 2: Recognizing Phrases

Answers:

1. a, b
2. b, c, d
3. b, c

Vocabulary

Strategy: Using Context to Determine the Meaning of Expressions in English

Answers:

1.
a) keep
b) celebrate
c) very high standing
d) personal goodness
2.
a) information
b) subject
c) problem
d) count
3.
a) shame
b) feels guilty for
c) feels sorry about
d) a message saying she was sorry she couldn't go.

Discussion

A variety of answers are possible. Some examples are given below.

NOTICE these formal words and expressions to notice in the lawyer's letter:

Dear Mr. Doucette
Re: Notification …
We regret to inform you …
The 21st day of May, 2015
Due to unforeseen personal circumstances …
We respectfully request

FIND formal expressions to match these informal phrases:

We're sorry = We regret to inform you …
He can't come = Mr. Delany Jacobs must withdraw
The reason is private = personal circumstances
He isn't going to keep his promise = Mr. Jacobs will be unable to honour his commitments

It's past the deadline = the 48-hour grace period has passed

We're asking = We respectfully request

Let us know = We await your … confirmation

DISCUSSION: This is an opportunity for learners to express a variety of opinions.

COMPARING perceptions will include some variation.

IDENTIFY:

Use of "apology" Lawyer 0 Claire 2

Other words of responsibility Lawyer 0 Claire 4

Use of "regret" Lawyer 1 Claire 1

Other words about feelings Lawyer 0 Claire 5

DISCUSSION of "face" may include the personal, private nature of Claire's offence against Gilles, and the public, professional nature of Del Jacobs's performance at the festival. The exchange of money may also be a factor.

Reading Progress Check

Answers:

1. a
2. a and d
3. a and c
4. c
5. a) False
   b) True
   c) True
   d) False
   e) False

Listening

Before You Listen

Social Conventions Around Apologies and Excuses

Some variation in answers is possible:

Direct regret and responsibility:

3

6

Softened request with a reason:

1

7

Indirect referral to a problem, no reason:

8

Softened refusal of offer with no reason:

2

Direct sympathy but no responsibility:

4

5

Vocabulary

Answers:

1.

a) attack
b) insult
c) violation
2.
a) hurt
b) upset
c) bother

Predictions

A variety of answers are possible. Learners should feel comfortable expressing an opinion.

Listening 1: After You Listen

Comprehension

Strategy 1: Recognizing Facts

Answers:
1. False
2. True
3. False
4. True
5. False
6. True
7. False
8. True

Strategy 2: Retelling Details

Answers:

1. b
2. c and d
3. a
4. c
5. b and d

Listening 2: After You Listen

Vocabulary

Strategy 1: Recognizing Cognates, or Word Families

Answers:

1. a
2. b
3. a
4. b
5. a
6. c

Strategy 2: Recognizing Meaning from Direct and Indirect Clues

Answers:

1. b
2. a

3. b
4. d
5. c
6. b and c

Discussion

NOTICING includes:

FINDING only one example of Dev apologizing indirectly.

IDENTIFY:

Dev's offence was NOT communicating for a while.

Instead of sorry, Dev says, "I have been somewhat … distant."

A variety of answers are possible for a father NOT apologizing directly to his child.

Roshan says "sorry" nine times.

IDENTIFY Roshan's actions that offend his father:

Roshan thought he offended his father by not being responsible with his tools and Kerry's truck. Earlier, he had dropped out of university against his father's wishes.

"Sorry" means "excuse me," "I apologize," "I don't understand," or "please forgive me."

Discussion about the meaning of "sorry" may include the degree, or lack of, sincerity attached to a word that is used so commonly.

DISCUSSION is an opportunity for learners to express a variety of perspectives.

Listening Progress Check

Answers:

Part A

Excerpt 1

1. a
2. b
3. b and c

Excerpt 2

1. a
2. b
3. b, c, and d

Excerpt 3

1. b
2. a
3. a

Part B

1. b and c
2. b and d
3. a and c
4. b, c, and d
5. a and d

Writing

Scaffolding Genre-exploring Activity

Paragraph 1

This sentence should be crossed out:

~~Fourth, he should not wear his watch on his right wrist.~~

Possible topic sentences:

- Here are four recommendations for safe driving.
- Musa should follow this advice when he is driving.

Paragraph 2

This sentence should be crossed out:

~~Lane lines are yellow or white.~~

Possible topic sentences:

- Driving in the country can be dangerous.
- Country driving has different dangers than city driving.
- Drivers should be careful when driving in the countryside.

Paragraph 3

This sentence should be crossed out:

~~The mirror shouldn't be so small.~~

Possible topic sentences:

- One woman learned a hard lesson while driving.
- Sue has regrets about her driving accident.
- There are several things Sue would do differently if she could.

Paragraph 4

This sentence should be crossed out:

~~You should hear the cool ring tone.~~

Possible topic sentences:

- Here is a description of my mistake and how I should have avoided it.
- There are some things drivers should and shouldn't do.

Scaffolding Mechanics, Grammar, and Syntax Activity

Modals Verbs of Advice

Example

Drivers should avoid distractions while they are driving. They should keep their eyes on the road. They should control the steering wheel with both hands. They should not text while driving. To avoid being distracted, drivers could turn off their cellphones. They might put their cellphones out of reach.

INFLEXIBLE ADVICE: should avoid, should keep, should control, should not text

FLEXIBLE ADVICE: could turn off, might put

Advising with SHOULD: Present and Future

Paragraph 1		**Paragraph 2**		**Example Paragraph**	
Positive	Negative	Positive	Negative	Positive	Negative
should look should place should keep	should not text	should look out should stay	shouldn't drive shouldn't speed	should avoid should keep should control	should not text

Regretting with SHOULD: Past

A variety of answers are possible. Here are some.

6. Gilles avoided Claire.
+ He should have talked to her sooner.
– He shouldn't have waited to talk about the problem.
7. Ivan threw garbage on Claire's property.
+ He should have guessed bears would come.
– He shouldn't have been so angry/stubborn.
8. Dev was distant from his son, Roshan.
+ He should have let Roshan choose his own career path.
– He shouldn't have stopped talking to his son.
9. Roshan didn't lock his tools in Kerry's truck.
+ He should have been more careful.
– He shouldn't have put his tools in the truck box.
10. Kerry didn't take his wife out for their anniversary.
+ He should have taken her out later.
– He shouldn't have cancelled the date.

Speaking

Intonation Scaffolding Activities

Practise Linking Words

1. I won't apologize for that.
I won-tapologize for that.
2. Sorry, could you hang on a second?

Sorry, could you hang-o n-a second?

3. My truck isn't easily offended.

My tru-ckisn-teasily offended.

4. I left a couple of messages.

I lef-ta coupa-lof messages.

5. Your campers are frightened of these bears.

Your camper-sare frighten-dof these bears.

6. I am an old man.

I a-ma-nol-dman.

7. You don't even owe me an apology.

You don-teve-nowe me a-napology.

8. Sorry, Roshan, I really can't accept this.

Sorry, Roshan, I really can-taccep-this.

9. I'll take care of it right away.

I'll ta-ka-rov it righ-taway.

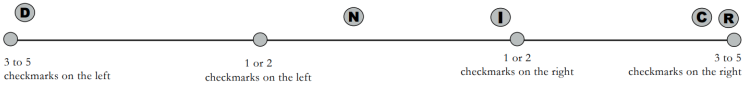
10. Accountability is an important part of your character, Roshan.

Accountability i-sa-nimportant par-tof your character, Roshan.

Discussion

Various answers are possible.

† She/He doesn't apologize to everyone. † She/He doesn't apologize for everything. † Apologizing might cause conflicts in relationships. † If her/his status or relationship is delicate or important, she/he might not apologize. † She/He doesn't expect people who have higher status to apoligize to her/him. † She/He doesn't have to apologize because of her/his high status.	† She/He apologizes to many people. † She/He apologizes for many reasons. † Apologizing helps avoid conflicts in relationships. † If her/his status or relationship is delicate or important, she/he will apologize. † Apologizing shows equality.


D
N
I
C
R
3 to 5
checkmarks on the left
1 or 2
checkmarks on the left
1 or 2
checkmarks on the right
3 to 5
checkmarks on the right

40. Chapter 5: Answer Key

Introduction

Focus Questions

1. There is a variety of possible answers. Many cultures value intimate space and topics less than Canadian culture does.
2. There is a variety of possible answers.
3. There are no correct answers.

Reading

Before You Read

Expressing Opinions Directly or Indirectly

A wide range of answers is acceptable. Here are some possibilities:

1. I really like this, and I agree with you!

- Good job!
- Looks good!

2. You are so loud my ears are hurting!

- Could you be a little quieter?
- You are way too loud.

3. You stink.

- Do you notice a funny smell?
- What is that smell?

4. If I eat another bite, I'm going to puke.

- Excuse me, I'll be back in a moment.
- No thanks, I'm full.

Vocabulary: Synonyms

There are multiple answers. Errors are crossed out.

appeal	attraction	charm	~~fruit skin~~	request
boundary	border	~~edgy~~	limit	outskirts
filter	clean	~~hesitate~~	screen	sort out

Predictions

There are many possible answers.

Reading 1

After You Read

Comprehension

Strategy: Recognizing Opinions and Facts

Answers:

1. b
2. b
3. a
4. b
5. c

Vocabulary

Strategy 1: Inferring Meaning

Answers:

1. d
2. d
3. a
4. b

Strategy 2: Using Context to Determine Meaning

Answers:

1.
a) kind
b) style
c) category
d) sort
2.
a) rhythm
b) hit
c) tired
d) pounded

Reading 2

After You Read

Comprehension

Strategy 1: Paraphrasing

Answers:

1. a
2. a
3. a
4. b

Strategy 2: Recognizing Meaning

Answers:

1. a
2. a
3. c
4. b

Vocabulary

Strategy: Reinforcement of Words and Definitions Through Use in Context

Answers:

1. include
2. revive
3. post
4. gender
5. serious

Discussion

NOTICE

Some similarities are that

- Jordan and the SpaceBook writers have positive and negative comments
- Jordan and some SpaceBook writers have opinions on appearance, the audience, and the familiarity of the songs.

Some differences are that

- Jordan (the professional reviewer) has a lengthier description
- Jordan's review is Jordan's own and is a response by an experienced reviewer to a specific performance

- the SpaceBook writers are expressing overall opinions
- the SpaceBook writers are responding to each other's comments
- the SpaceBook moderator is obvious and active; Jordan's editor is unseen.

IDENTIFY the perspective of a formal reviewer. Responses may include:

- A critic must observe or notice factual details and take note of them.
- A critic has to be familiar with a genre in order to rate the quality of skills and performances.
- A critic ought to describe successes and failures.
- A critic is expected to express an informed opinion without getting personal.

IDENTIFY the perspective of an informal reviewer. Responses may include:

- A writer on social media can be expected to express an opinion.
- A writer on social media may not know much about the topic.
- A writer on social media ought to be considerate and respectful.
- A writer on social media has to remember that his/her opinion will be known for a long time.

Reading Progress Check

Answers:

1. d
2. c
3. b

4. d
5. c

Listening

Before You Listen

Social Conventions Around Boundaries and Filters

Learners should be encouraged to express a variety of opinions.

Vocabulary

Answers:

1. APPEAL means
a) make a sincere request
b) be attractive
c) sound interesting
d) demand
2. SENSITIVE means
a) someone who notices and cares about other people's feelings
b) easily bothered
c) very perceptive
d) easily irritated
e) very important and private

Predictions

A variety of answers are possible. Learners should feel comfortable expressing an opinion.

Listening 1

After You Listen

Comprehension

Strategy 1: Recognizing Facts

Answers:

1. False
2. True
3. True
4. True
5. False
6. True
7. False
8. False

Strategy 2: Retelling Details

Answers:

1. b, c

2. a, b, c
3. b
4. c
5. a, d

Listening 2

After You Listen

Comprehension

Strategy: Identifying Details

Answers:
1. a, c
2. d
3. b, c, d
4. b
5. b, c
6. b, c

Vocabulary

Strategy: Recognizing Cognates, or Word Families

Answers:
1. a

2. c
3. c
4. b
5. a
6. b

Discussion

NOTICING includes topics avoided by

- Oksana: bodily sounds and functions; hair colouring; public criticism.
    - Her responses to Ivan: correction, apology, questioning, hushing, lowering the volume
- Gilles: personal relationships (marriage); personal grooming (food in teeth and clothing); strong criticism
    - His responses to Ivan: hesitation, changing topic, hedging, softening

FINDING an example of

- varied (in)directness: Roshan says “moody,” Ivan “depressing,” Gilles “dark”
- filtering/not filtering: Oksana “break wind,” Ivan “fart”
- not sharing opinion or feelings: Gilles as he excuses himself to take the phone call; Oksana about Mrs. Wong’s cookies

FINDING examples of crossing boundaries includes

- Ivan farting in public; Oksana correcting her husband in public
- Ivan asking Gilles if he has ever been married
- Ivan discussing pulling nose hair
- Ivan saying Roshan’s too young to recognize talent
- Ivan describing music as making him suicidal
- Ivan suggesting listening in on Gilles’ phone conversation
- Ivan ranting loudly about Gilles without knowing the facts
- Ivan telling an off-colour joke at dinner

- Ivan criticizing Mrs. Wong's cookies to her face

DISCUSSING responses to Ivan includes

- Oksana directly disagreeing or correcting him
- Gilles hesitating, changing the topic, or standing up for Roshan's place on the panel
- Roshan saying very little, indirectly refusing to follow Ivan's lead

IDENTIFIABLE places are

- in a public place with familiar people; the topics are bathroom habits, personal hygiene, musical experience, performers and performances (Canadians consider the first two topics intimate and personal, not public)
- in a public place with an intimate relation; the topics are emotions, an incident, boundaries, neighbourly relations (Canadians consider strong emotional topics inappropriate in public)
- Oksana and Gilles both want to have some conversations in private places, but Ivan shares his opinions and feelings with anyone, anywhere.

Listening Progress Check

Answers:

Part A

1. b
2. c

3. b, c, d

Part B

1. c
2. c
3. a
4. c

Writing

Scaffolding Genre-exploring Activity

Positive Compliments

1. very tasty
2. really light floral aroma
3. neither too firm
4. nor too runny
5. such a golden colour
6. honey is so pure
7. but not too clear
8. just enough nutritious bee pollen
9. such a healthy sweetener
10. beautiful colour
11. naturally sweet with layers of flavour

Negative Criticisms

1. It's too clear.
2. This product tastes too grassy.
3. This one is really hard.
4. The texture is very sugary.
5. The liquid honey is too runny.
6. It flowed so fast.

Scaffolding Mechanics, Grammar, Syntax Activity

Using "Too" to Review

Intense negative opinion	Related topic
1. Ivan thinks Oksana is too sensitive	c. about bathroom habits
2. Gilles feels that one band is too distant	h. to connect with the audience
3. Ivan says that the guitarists's shirt is too small	b. to be appropriate on stage
4. Gilles finds Roshan saying Arti is gorgeous is too much information	g. to be spoken when Claire might overhear
5. Claire worries that Arti is too vocal	f. about sharing her opinions
6. Ivan rates the other honey as being too runny	e. to be poured without spilling it
7. Jordan infers that The Smashing Beats are too loud	d. to be enjoyed by older people
8. Tatiana suggests that most bands have too few women	a. to show gender equality

Speaking

Intonation Scaffolding Activities

Same Spelling, Different Sounds

Practice Pronouncing -ed

Bold underlined = regular verbs with /d/ pronunciation of -ed
Italic letters = regular verbs with /t/ pronunciation of -ed
BOLD CAPITAL letters = regular verbs with /Id/ pronunciation of -ed

The scene **STARTED** in Claire's office at Bear Bottom Campground. Roshan *noticed* that Claire's laptop was open. He *looked* at the screen. When he said, "Whoa," he **SOUNDED surprised**. Gilles *walked* to the desk. He **leaned** over and **raised** an eyebrow. The guys *talked* about the website. Gilles **ADMITTED** that his students had told him about this site where people **RATED** other people's appearance. They *clicked* on choices and **VOTED**. The guys **wondered** why Claire had **opened** the site. Roshan didn't think Claire had **POSTED** her own picture. Gilles **RECOMMENDED** closing the laptop.

Just then, Claire **entered** the office. She *snapped* open the computer. She *asked* Gilles and Roshan if they had seen what was on the screen. Gilles **paused**. Roshan **HESITATED**. Claire **POINTED** at the picture and *announced*, "This is my daughter." Roshan almost

showed his true thoughts. Gilles *coughed* and **signalled** to Roshan to stop talking. Claire *expressed* her concerns. She was **worried** about her daughter. Gilles **reassured** Claire, but he barely **filtered** his own thoughts.

Claire **changed** the subject. She **compared** her daughter's behaviour to Roshan's. She *voiced* her **unfiltered** feelings. She **SUGGESTED** that Roshan should meet Arti. Gilles *helped* Roshan out by making excuses about his work. Roshan **tried** to distance himself from Claire's suggestion. He felt too awkward to speak. Claire, however, didn't notice that she had *crossed* a social boundary.

Voiced -ed sounds like /d/	**Voiceless -ed sounds like /t/**	**Final "d" or "t" + -ed sounds like /Id/**
surprised	noticed	started
leaned	looked	sounded
raised	walked	admitted
wondered	talked	rated
opened	clicked	voted
entered	snapped	posted
paused	asked	recommended
showed	announced	hesitated
signaled	coughed	pointed
worried	expressed	suggested
reassured	voiced	
filtered	helped	
changed	crossed	
compared		
unfiltered		
tried		

Wrap-Up

Discussion

- She/He isn't comfortable saying exactly what she/he thinks because it might hurt relationships.
- She/He doesn't share strong feelings and opinions. This is her/his way of showing concern for people's feelings.
- She/He is not comfortable using strong words, high volume, speed, or gestures in difficult conversations.
- She/He isn't comfortable sharing some information or opinions with some people.
- She/He isn't comfortable sharing space with some people.

- She/He is comfortable saying exactly what she/he thinks because it shows care about the relationship.
- She/He is comfortable showing strong feelings and opinions in order to show sincerity.
- She/He is comfortable using strong words, high volume, speed, or gestures in difficult conversations.
- She/He is comfortable sharing all kinds of information or opinions with most people.
- She/He is comfortable sharing space with most people.

PART VII

APPENDIX 2: GLOSSARY

Word	Form	Meaning
#truth	text slang	# = hashtag; that is true
☺	emoticon	wink = I'm joking
???	text slang	I'm confused or puzzled
@	text slang	at
@	abbreviation	at
2 a T	text abbreviation	to a T = exactly; perfectly
4ever	text slang	forever
accurate	adjective	correct
acoustic	adjective	a musical instrument played without electrical a
acquaintance	noun	a person you know but not as well as a friend
address	verb	to use a special name or title when talking or wr
adjust	verb	to change; to shift; to switch
alien	noun	someone who comes from an unfamliar place, n
alienate	verb	to make someone feel that he or she does not b
alienating	verb	doing something that makes a person feel like h
anonymous	adjective	not identified by name
anonymously	adverb	doing something without telling who did it
apologize	verb	to say "sorry"
apology	noun	an expression of being sorry
appeal	verb	attract
apprentice	noun	a person who is learning a trade from his or her

approach	verb	to come close to
appropriate	adjective	good or correct for a particular time or place
aroma	noun	a scent
arranged	verb (past tense)	planned or organized; not by chance
assumption	noun	something you think is true but you have no pro
assured	verb	made certain or confident
awkward	adjective	hard to deal with; lacking skill or social grace
b4	text abbreviation	before
background(s)	noun	a person's/people's early education or family hi
band	noun	a group of musicians
barely	adverb	hardly; only just
baring	verb	showing; uncovering
bass	noun	an instrument with the lowest, or deepest, sour
be over it	slang	to recover from an unhappy situation or incider
be up to	slang	doing or planning to do something
bear hug	noun	a friendly hug or embrace with arms completely
bear-proof	adjective	able to keep bears out
beer garden	noun	an enclosed outdoor space for drinking alcohol
beyond	text slang	more than usual
bin(s)	noun	container(s)
biodegradable	adjective	able to decay naturally with no danger to the en
black sheep of the family	idiom	a family member who doesn't follow the family r

blind	noun	unable to see; without sight
blogger	noun	a person who expresses opinions on Internet di
blunder	noun	mistake; error
blunt	adjective	very direct; abrupt
bonus	adjective	something good or extra that is not expected
bottom	noun	land below a hill; a valley
boundary/ boundaries	noun	line(s) that mark a limit
brb	text slang	be right back = the texter must leave but will re
bro	slang noun	brother; a male friend
buddy	noun	a close friend
budge	verb	to move; to change
bullet(s)	noun	small circle(s) or other shape(s) on a document t
bump	verb	to lightly hit or crash into someone or somethin
burst	verb	(an object) filled so full that it breaks
c'mon	speech reduction	Come on! Hurry! Get moving!
cabin	noun	a vacation home often near a lake or in a forest
came up short	expression	failed to reach a goal
campaign booth	noun	a small space or table to promote someone who
censor	verb	to cut out or delete unacceptable parts of a con
charge	verb	to attack
choppy	adjective	separate; abrupt; not smooth

chorus	noun	the repeated part of a song
cliff	noun	a high point on a mountain above a vertical drop
close	adjective	very familiar; friendly; warm; intimate
cognates	noun	words that share a common origin or root word
coincidence	noun	two or more events that happen by chance at th
colleague(s)	noun	person/people who work together; co-worker(s
comedian	noun	a person who tells jokes or stories to make peop
commitments	noun	promises
common	adjective	shared
communicate	verb	to express and receive messages, including feeli
communication	noun	the process of expressing and receiving feelings
compare	verb	to find out how things, people, or events are the
compliments	noun	polite expressions of praise or congratulation
confirm	verb	to establish that something is true
compose	verb	to write
confirmation	noun	an official answer that something is true
confirmation number	noun	a number for a service that will definitely happe
confiscated	verb (past tense)	removed by someone with power
conflict	noun	a disagreement or problem
considerate	adjective	thoughtful of other people
construction	noun	the process of building something such as a hig

context	noun	information before or after spoken or written w
convenience	noun	the quality of being easy to do, get, or use
convenient	adjective	easy to get, use, or do
cooler(s)	noun	insulated container(s) for keeping food cold
county	noun	an area or government district in the countrysid
courteous	adjective	well-mannered; polite
courtesy	noun	good manners; politeness
critic	noun	a person who judges the quality of something, o
critical	adjective	disapproving; fault-finding
critical thinking	expression	reflecting deeply to consider how and why thing
criticism(s)	noun	expression(s) or judgement(s) of the fault(s), and
crossing a line	expression	behaving in a way that is not acceptable
curious	adjective	wanting to know; interested in something
darn	slang emphasis	annoying
debt	noun	something, such as money, owed to another per
decade(s)	noun	a period of 10 years
deductible	noun	an amount that is deducted, or subtracted, from
delicate	adjective	sensitive, difficult, or awkward
demanding	adjective	asking in a strong way
designated	adjective	chosen and identified
direct	adjective	straight; without formalities or ceremony
directly	adverb	done in a clear way that shows feelings exactly

directness	noun	the condition of saying thoughts exactly withou
disappointment	noun	the feeling when something hoped or planned f
distance	noun	the social space between people; how close rela
distant	adjective	unfamiliar; unfriendly; cool; unsociable
distraction(s)	noun	thing(s) that pull(s) attention away from what is
diverse	adjective	different; having a lot of variety
diversity	noun	variety
double bass	noun	the largest instrument in the violin family
drop it	verb	to stop doing something
dropped off	verb (past tense)	delivered
dropped out	verb (past tense)	quit attending
dropping in on	verb	visiting someone without telling the person in a
droppings	noun	stools or bodily waste left on the ground by ani
dude	slang noun	man; guy
duet	noun	two musicians performing together
easy on the eyes	expression	good-looking; beautiful
elderly	adjective	old
elder(s)	noun	older member(s) of a family or community
eldest	adjective	the oldest
electrocuted	verb (past tense)	shocked by an electric current
eligible	adjective	worthy to be chosen

embarrassment	noun	feeling uncomfortable or awkward about someo
emerging	adjective	becoming known
emphasize	verb	to say strongly
enforce	verb	to require people to obey a rule
enlarge	verb	to make bigger
environmentally friendly	adjective	not dangerous to the environment
equality	noun	having similar status or power
etiquette	noun	rules of polite behaviour
exceptional	adjective	unusual
excuse	verb	to overlook; to accept bad behaviour
excuses	noun	reasons or explanations for why something rud
eye candy	slang	good-looking; beautiful
familiar	adjective	well known; easy to recognize
familiarity	noun	knowing and feeling comfortable with someone
field	noun	a box or cell on a form to be filled in
filter	verb	to choose or carefully limit what is allowed out
financially	adverb	about money
fit in	verb	to belong
flashback(s)	noun	memory/memories
flexible	adjective	able to bend or change
fluent	adjective	flowing; smooth; not broken

folksy	adjective	friendly; informal
formal	adjective	paying careful attention to proper manners of d
formality	noun	a polite or official way of acting or speaking
former	adjective	true before but not now
furious	adjective	very angry
gender	noun	the social distinction of being female or male
generation(s)	noun	people about the same age within a society or fa
genre	noun	a category of artistic work in stories or music
gesture(s)	noun	movement(s) of the body, especially hand(s) or t
get a bee in my bonnet	expression	become upset about something
gma	text abbreviation	grandma
go overboard	idiom	be too extreme
grace period	expression	a specific amount of time when penalties for be
grateful	adjective	thankful
growing pain(s)	expression	difficulty/difficulties when a new project begin
gtg	text slang	I've got to go
guide dog	nou	a dog trained to help people who are blind
guilt	noun	responsibility for a fault, mistake, or bad behavi
handicap parking permit	noun	a sign or special licence plate on a car that allow
handsome	adjective	good looking; attractive

hang on	verb	to wait; to keep a telephone line open
hard of hearing	expression	unable to hear well; hearing impaired
harm	noun	hurt; damage; injury
has a good eye	idiom	has strong skills at something; notices small det
has a lot on his/her plate	expression	is very busy; has many responsibilities
have my word	expression	have my promise
heartfelt	adjective	deep; honest; sincere
hesitant	adjective	not doing something immediately because you a
honour	verb	to respect; to celebrate
hot date	slang	an exciting appointment with a romantic partne
hot topic	expression	a subject many people are talking about
howz	text slang	how is
humiliation	noun	feeling put down or publically shamed
hwy	text slang	highway
identify	verb	to learn and say exactly what something is
ignore	verb	to pay no attention to
impersonal	adjective	not about just one individual; public
in charge	adjective	responsible; leading
in Claire's shoes	expression	in her role or situation
in-your-face	expression	very direct; impossible to avoid

inbox	noun	a physical or electronic place to receive messag
inclusion	noun	the action of including someone or something i
inconvenience	noun	a problem, nuisance, or bother
Indian	noun	a person from India
indirect	adjective	roundabout; following formalities or ceremony
indirectly	adverb	done in a way that does not clearly show feeling
indirectness	noun	the condition of not saying thoughts exactly, on
inferring	verb	figuring out; reasoning
informal	adjective	without ceremonial or formal manners; casual
instruction	noun	information that tells someone how to do some
interact	verb	to communicate
intermission	noun	a planned break in a performance
intimate	adjective	very private; innermost; confidential
intonation	noun	the way sounds become longer, shorter, higher
invisible	adjective	not able to be seen
jet lag	noun	the condition of being very tired after flying in a
just	emphasis or adverb	only; only a short time ago; almost not able to d
keep an eye out for	idiom	watch for
keep face	expression	remain respectable
kill me now	slang	I'd like to get out of this difficult situation.
l8r	text slang	later

leash	noun	a long piece of leather or cloth attached to a do
lending	verb	letting someone borrow something
lengthen	verb	to make longer
light bulb	noun	a glass tube or bulb that uses electricity to prod
line	noun	an electronic, wired connection; e.g., telephone
listen in on	verb	to hear something by accident or without the k
litter	noun	garbage left on the ground
lol	text slang	laughing out loud = very funny
losing face	expression	become ashamed
lyrics	noun	the words of a song
ma'am	noun	madam; a polite greeting for an older woman
making excuses	expression	giving reasons for inappropriate behaviour with
Maskwa	noun	the fictional county named with the Cree word
matter	noun	subject; issue; problem
mend	verb	to fix; to repair
mending fences	expression	repairing a relationship after a conflict or misun
metaphor(s)	noun	word(s) or phrase(s) that symbolize something e
minding my own beeswax	expression	paying attention to my own duties, not other pe
mithai	noun	a South Asian sugary snack
moderator	noun	a person who keeps order in a discussion
moody	adjective	given to unpredictable changes of mood

my bad	slang	my mistake
my old lady	slang	my wife or female partner
non-verbal	adjective	without speaking
nope	slang	no
normal	adjective	usual; typical; ordinary
obligation(s)	noun	thing(s) that must be done; duties
offence	noun	a behaviour that upsets someone or breaks a cu
offended	verb (past tense)	to upset or insult someone
old soul	noun	a wise, perhaps older, person
omg	text slang	oh my god
opinionated	adjective	having strong opinions
or else!	prep phrase	a warning or threat if a demand is not met
outer space	noun	the area outside the Earth's air (atmosphere), wh
overly	adverb	too
padded envelope	noun	an envelope with thick, soft sides to protect wh
partnership	noun	a relationship between two people, groups, or o
patterns	noun	ways or forms of talking or writing that repeat
perception(s)	noun	the ability to see, smell, taste, hear, feel, and un
performance	noun	the act of presenting, or staging, a concert or pl
permission	noun	approval to do something
personal	adjective	private; individual; belonging to a particular per
perspective(s)	noun	viewpoint(s); way(s) of seeing or understanding

pessimistic	adjective	negative
pick out	verb	to choose
pistachio	noun	a nut with a greenish kernel
pitch	noun	how high or low a sound is
political party	noun	a group organized around ideas of how to gover
politician	noun	a person who is elected to government
poll	noun	a set of questions or a survey to measure people
post	verb	to send a message by putting it in a public place
prefix(es)	noun	letter(s) added to the beginning of a word, to ma
prob	abbreviation	problem
prohibiting	verb	disallowing
prohibition(s)	noun	rule(s) against some kind(s) of behaviour
prompt	adjective	quick
published	verb	printed or produced for public sale
punctuation	noun	written marks such as , ? ! . “ ”
quantity	noun	an amount of something
quotes	noun	words that were first said or written by someon
r u w/	abbreviation	Are you with (someone)
reading between the lines	idiom	understanding something more than what is wr
reception	noun	the quality in receiving an electronic signal; e.g.
recognize	verb	to notice and identify; to be aware of

recyclable	adjective	able to be used again after being re-processed
reeve	noun	the elected leader of a county; similar to a mayo
regarding	preposition	concerning; about
regret	noun	sadness; shame; guilt
regrets	noun	expressions of being sorry
request	verb	to ask
request	noun	the act of asking for something
reviewer	noun	a person who rates the quality of something and
revival	noun	a new production of an old work of art or music
rhythm(s)	noun	strong, regular sound(s) or beat(s) in music
roots	noun	origins
running	verb	managing; controlling
rural	adjective	in the countryside, not in a city or town
saving face	expression	protecting or restoring respect for someone
saxophone	noun	a musical wind instrument
scaffolding	noun	a supporting structure
scene	noun	situation
scrambled	verb (past tense)	hurried
see eye to eye	idiom	to agree
series	noun	a set or sequential group of things
service dog	noun	a dog trained to help people
sesame seeds	noun	small, oval seeds
settling in	verb	becoming comfortable in a new place
shadowing	verb	following closely
shame	noun	dishonour; loss of respect from others
short list	noun	a list of a few individuals being considered for a
shout-out	noun	a quick, public thank you

shut me out	expression	stop listening or paying attention to me
sighing	verb	breathing loudly because of fatigue, frustration,
signal	verb	to show
significant other	noun	a life partner; a spouse; a girlfriend or boyfriend
silver lining	expression	the brighter or hopeful side to a problem; from
sincere	adjective	honest; genuine; true
slashed	adjective	cut with a knife or sharp tool
smashing	slang	excellent; wonderful
sober	adjective	clear-headed; not under the influence of alcoho
social media	noun	online communication that connects large grou
social conventions	noun	patterns of polite behaviour in a society or cultu
soften	verb	to make softer, gentler, or less direct
softeners	noun	expressions that make communication less dire
softer	adjective	less demanding; quieter
solo(s)	noun	one musician performing alone
solution(s)	noun	answer(s)
something's up	expression	something unusual is happening
SpaceBook	noun	a fictional social media site
srsly	text abbreviation	seriously
stage	noun	a platform for performers, often higher than the
status	noun	the social position, or rank, of one person comp
straggler(s)	noun	latecomer(s)
struggle	verb	to try very hard to do something difficult
suffix(es)	noun	letter(s) added to the end of a word, to make a n
suggest	verb	to say what someone could or should do
suggestion	noun	a message or statement that tells what someone
sugar-coating	adjective	making something sound better than it really is
suited	verb (past tense)	fit

sum	noun	total amount
sundown	noun	sunset
sux	text slang	sucks = something is terrible
sux 2 b u	text slang	sucks to be you = your situation is terrible
sweet	adjective	sugary; fantastic
sweetheart	noun	a beloved person
sweets	noun	candies or sugary snacks
switch	verb	to exchange one thing for another
sympathy	noun	feeling of pity or compassion for someone in pa
synonym(s)	noun	word(s) with similar meaning(s)
take dictation	verb	to write down exactly what someone says
talent	noun	natural ability
teacher's pet	slang	a student favoured by a teacher
tell	verb	to give information; to communicate something
texture	noun	the feel of a substance
the big two-o	slang	20 years old
the most eligible bachelor	expression	the single man most qualified for marriage
theft	noun	the crime of stealing; a robbery
thirsty	adjective	the feeling of needing to drink something
threatening	verb	saying that someone will do something unpleas
throw up	verb	to vomit
thx	text slang	thanks
tidy	adjective	neat and orderly
TMI	abbreviation	too much information
tone	noun	the sound of a voice
tow truck	noun	a powerful truck able to pull other vehicles
trade	noun	some kind of skilled work done by hand or mach
traditional	adjective	customary in a family or culture

trapped	verb (past tense)	unable to get away
trivial	noun	small details; unimportant facts
Twitterverse	noun	all the users and comments on the social netwo
u	text slang	you
ugh	interjection	an expression that shows dislike
unattended	adjective	alone without being watched or attended
uncomfortable	adjective	unpleasant; difficult; not relaxed
unfamiliar	adjective	not well known; not easy to recognize
unforeseen	adjective	unexpected; surprising
ungrateful	adjective	not thankful
unknown	adjective	not famous; anonymous
unoriginal	adjective	copied; not new or imaginative
upbeat	adjective	cheerful; optimistic
upset	adjective	disturbed; made unhappy
ur	text slang	your
value	noun	worth; price
vehicle	noun	a car, truck, van, bicycle, etc.
vocal	adjective	freely saying, or voicing, opinions
w/	text slang	with
walking on eggshells	expression	being careful of what is said or done around and
water under the bridge	idiom	events that happened in the past and cannot be
We regret to inform you	formal written expression	This is bad news
Well, I'll be	slang	an expression of surprise
What the heck	slang	an expression of surprise or anger; a softer way
wisdom	noun	the quality of knowing what is right and doing w
wonky	adjective	unreliable
zombie	slang	a person who behaves without human emotion