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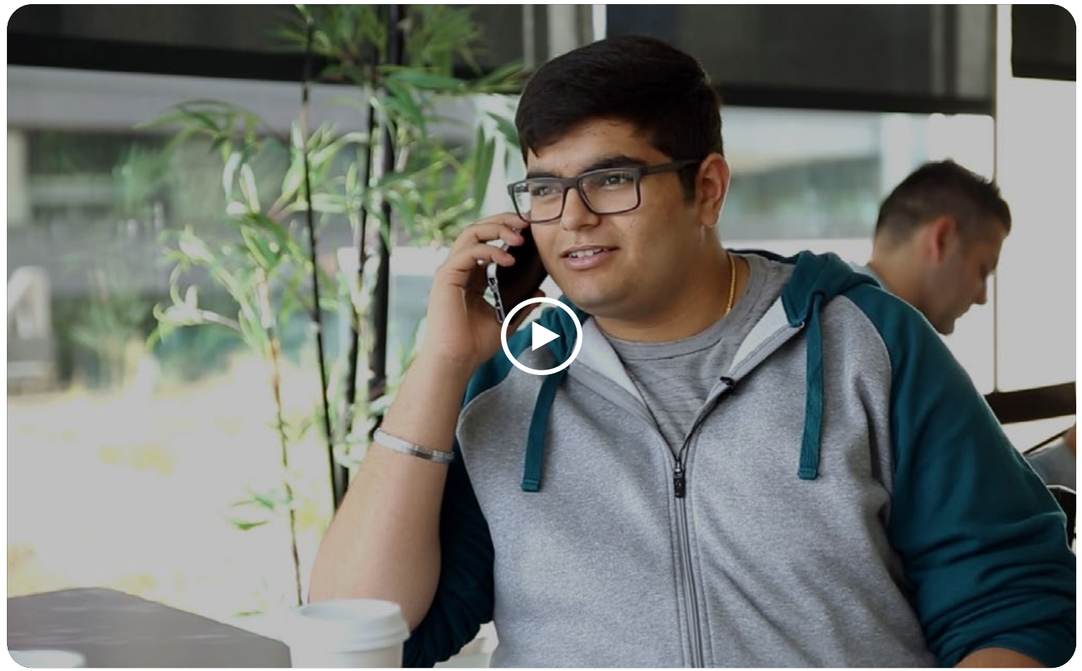
Chapter 1: Reception, Respect, and Relationships

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.



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 desciptions below the dots on the line.

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

I always use the same words and expressions with everyone to show respect.

I sometimes use the same words and expressions to show respect.

I sometimes change words and expressions to show respect to different people.

I always change words and expressions to show respect to different people.

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

Before You Listen

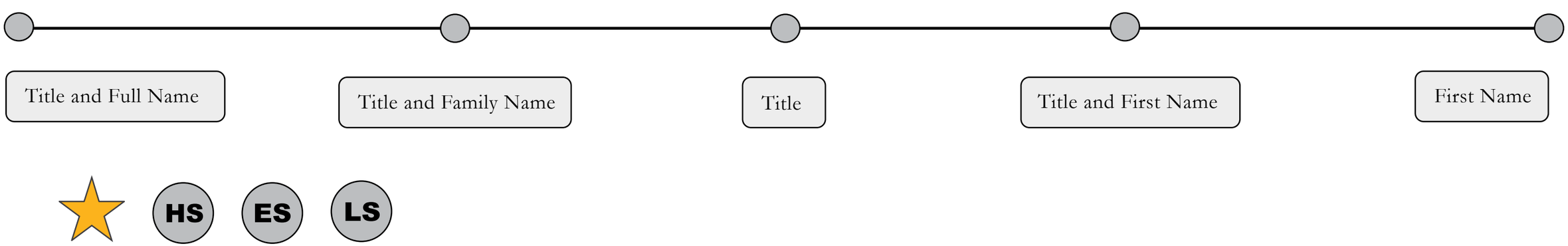
→ Complete these pre-listening activities to help you notice social conventions and to understand the conversations better.

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

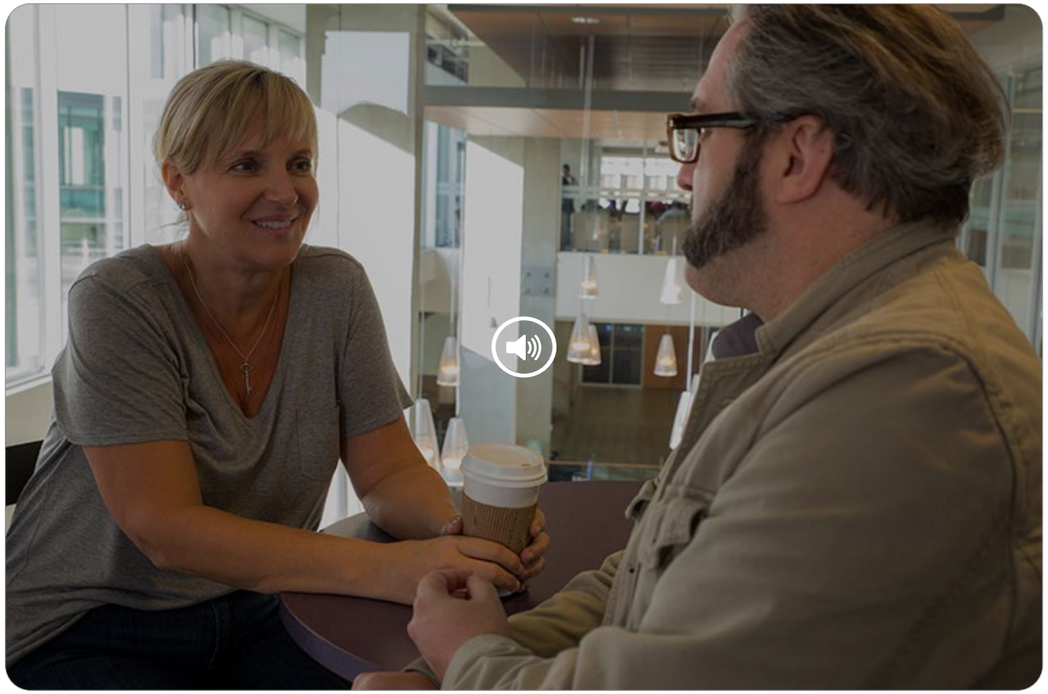
You will hear two conversations with Roshan. In the first conversation, he will speak face to face with a teacher and a new acquaintance. In the second conversation, he will speak with his mother by telephone.

→ 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.



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?

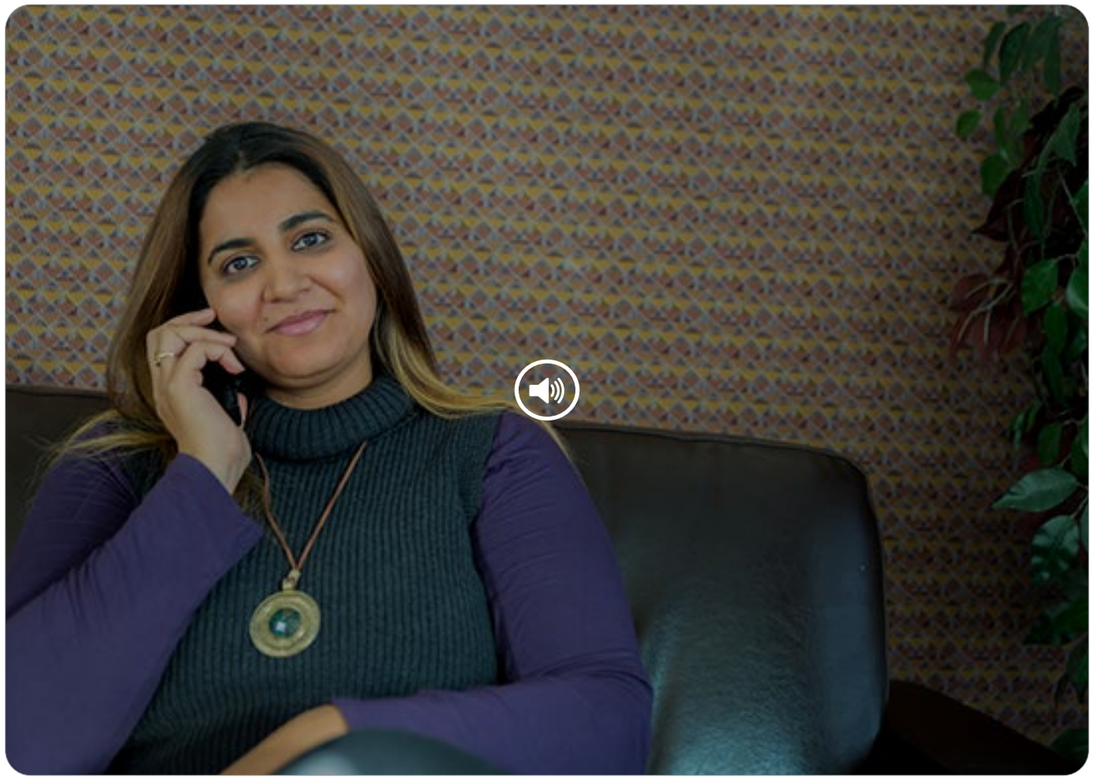
   a) Very familiar and very friendly
   b) Awkward
   c) Formal and unfriendly
   d) Grateful

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.



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 familar 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 indrectly tells Roshan she wants to send him a gift.

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 ou 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 on the right 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 paused and raised your tone on tags.				
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 on the right to measure how well "Nick" does when he's chatting with "Roshan."

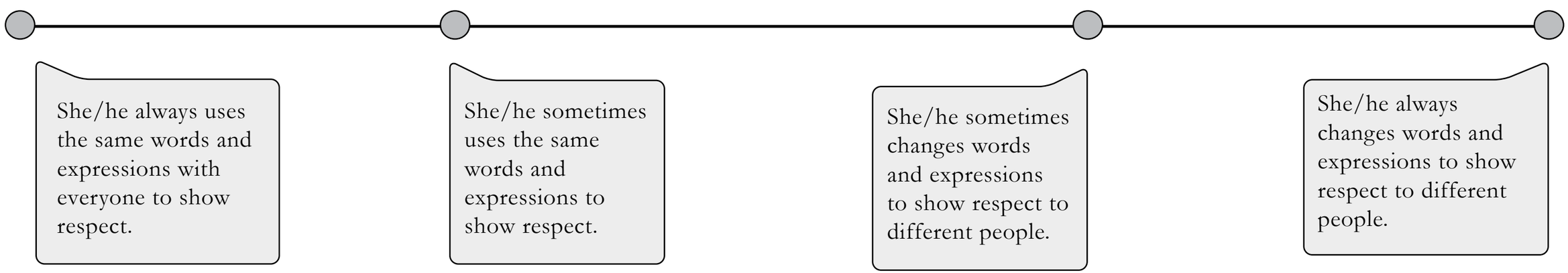
Speaking Task 2 You chatted with a very familiar person to learn more about a new place or activity.	Completely	Mostly	Somewhat	Comments
You greeted the person appropriately.				
You introduced your topic.				
You asked 10 or more tag questions.				
You paused and raised your tone on tags.				
You closed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

Discussion

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

- Read the desciptions 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?

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

Word	Form	Meaning
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

Word	Form	Meaning
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

Word	Form	Meaning
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 speach
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

Word	Form	Meaning
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

Word	Form	Meaning
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

Word	Form	Meaning
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