Chapter 2: Table of Contents

Introduction **61**

Focus Questions 61

Objectives 64

Reading **65**

Before You Read 65

Reading 1 67

After You Read 68

Reading 2 71

After You Read 72

Extension Activity 75

Reading Progress Check 76

Listening **78**

Before You Listen 78

Listening 1 80

After You Listen 80

Listening 2 82

After You Listen 82

Listening Progress Check 86

Writing **87**

Scaffolding Genre 87

Scaffolding Genre-exploring Activity 87

Scaffolding Mechanics, Grammar, and Syntax Activity 92

Writing 1 95

Production Task Rubric 96

Writing 2 97

Production Task Rubric 98

Speaking **99**

Intonation Scaffolding Activities 99

Speaking Tasks 101

Speaking 1: Making Demands 102

Production Task Rubric.....103

Speaking 2: Making Requests and Suggestions 104

Production Task Rubric.....105

Wrap Up.....106

Discussion 106

Reflection 107

Vocabulary List.....108

Photo Attributions 112

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.

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 decriptions 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 C 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.

2 or 3 checkmarks on the left

1 checkmark on the left

1 or 2 checkmarks on the right

3 or 4 checkmarks on the right

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.

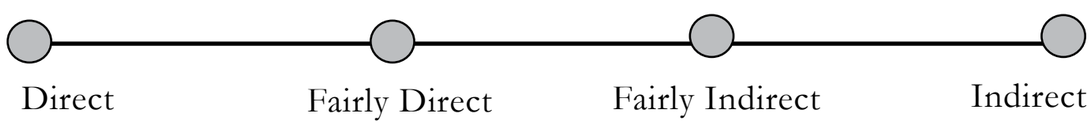
Before You Listen

→ 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.

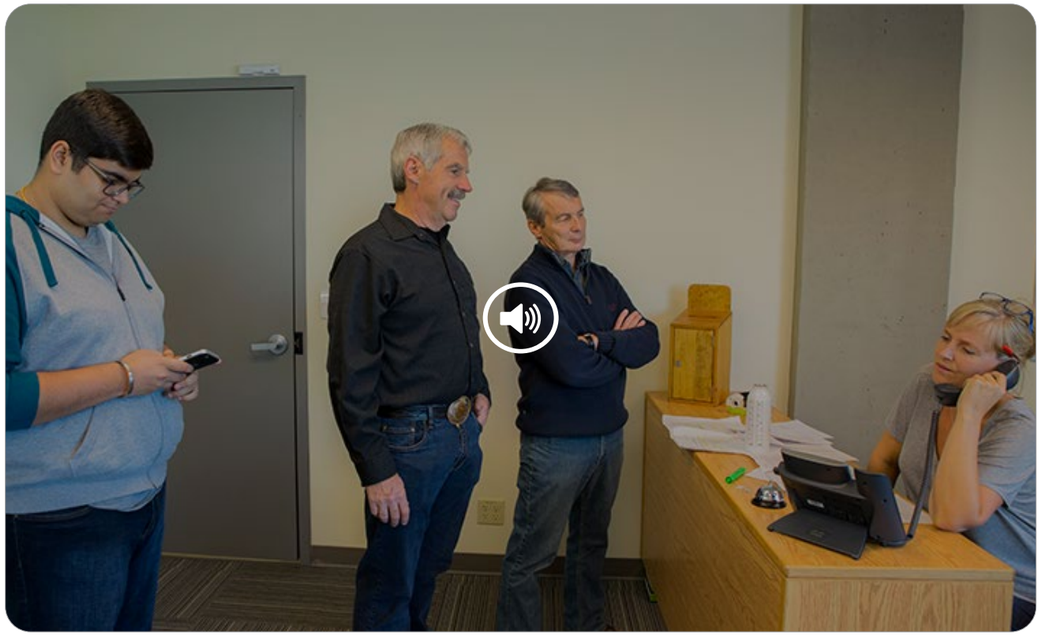
Predictions

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.



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.

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?

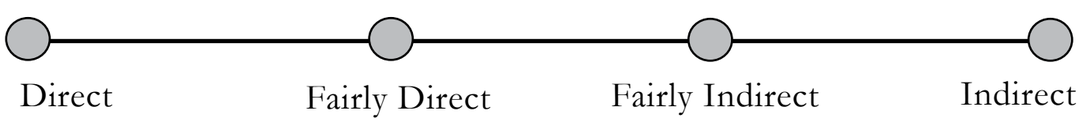
TALK ABOUT your experiences in your community. Are there people who communicate like Ivan or Gilles?

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.

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 ...

Listen and repeat with the correct word stress.

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 on the right 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 on the right 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 a mix of six to eight requests and suggestions to prevent possible conflicts.				
You stressed words such as "could" or "might" and expressions such as "How about …?" or "Why don't you …?" to sound more indirect.				
You closed the conversation.				

Discussion

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

→ Read the decriptions in the boxes on the left and on the right.

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

Place G (Gilles) and I (Ivan) on the scale below.

Discuss any patterns in how these men usually speak or write.

Place C (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.

2 or 3 checkmarks on the left

1 checkmark on the left

1 or 2 checkmarks on the right

3 or 4 checkmarks on the right

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?

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

Word	Form	Meaning
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

Word	Form	Meaning
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

Word	Form	Meaning
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.