

**NOVEL SCENES**

*In a  
Tight Spot*

**TEACHER'S GUIDE  
LOW BEGINNING**

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# Overview

*Novel Scenes* is a series of four readers that provide continuing stories and activities. Each of the books is specifically designed for English language learners at one of four levels:

- *City Dreams*—introductory
- *In a Tight Spot*—low beginning
- *Holding the Bag*—high beginning
- *Rooms with a View*—low intermediate

The primary goal of these chapter books is to provide entertaining and relevant reading material that also contains elements from many thematic units often studied by ESL students, such as work, family, money, housing, and civics.

*In a Tight Spot*, the low-beginning level of *Novel Scenes*, features Min-Jee, a college student living with her extended family. At the urging of her grandmother, Min-Jee finds a summer job. Once employed, however, she witnesses the outrageous antics of a co-worker and finds herself in an extremely compromising position. In addition to raising the issue of ethics in the workplace, *In a Tight Spot* is an engaging story with a sometimes suspenseful plot that unfolds chapter by chapter, motivating students to read and develop fluency.

Although the main purpose of this series is to help students develop reading skills, the books also include focused practice in reading comprehension, vocabulary reinforcement, speaking, problem solving, sentence writing, comprehending realia, listening, spelling, pronunciation, self- and partner-assessment tasks, and extension activities encouraging students to talk or write about key points in each lesson.

The accompanying audio CD also provides a reading of each chapter, the dialog contained in the follow-up exercises, and prompts for all listening activities.

This Teacher's Guide contains notes for using *In a Tight Spot*, the low-beginning level of *Novel Scenes*. The notes for each chapter have two sections, Preview and Exercises. Preview lists the main themes of each chapter. It also points out ways to help students draw on prior experiences and share ideas or knowledge about issues addressed in the story. In addition, Preview suggests warm-up activities, focusing on key concepts and vocabulary.

The Exercises section suggests ways to prepare for, carry out, and expand on the exercises included in each chapter. The exercises are very easy to follow; these suggestions are provided to spark additional ideas.

## Using *In a Tight Spot* Preview Activities

The illustrations that accompany each chapter are useful prompts for warm-up or preview activities. They can help create interest in the story, provide a starting point for discussion, and help introduce new vocabulary. They also help students reflect on personal experiences. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., “What do you see? Where is this person? What do you think is the problem? Why do you think that?”). If possible, have students use the illustration to guess what this part of the story is about and to make predictions about what will happen. Keep in mind that at this low level, students' responses may be only phrases or single words. For these learners, using words to identify objects in pictures is an important first step in vocabulary building.

As you introduce or review vocabulary, write the words on the board and explain them through pictures (including the story illustration) or, when possible, real items. Encourage students to explain words they already know.

## The Story

To present each chapter of the story, you can have students first listen to the audio CD one or more times to get a sense of the story line. Or you may prefer to have students initially follow the written text while listening to the recording. Pose a general comprehension question to focus students' listening and reading. On repetitions of the story, you may want to add other, more specific questions.

A primary goal at the low-beginning level is to give students repeated exposure to key words and sentence patterns. Sentences from the story are recycled consistently in follow-up exercises. The word-for-word repetition of vocabulary and phrasing is intentional, providing valuable practice for students.

## Comprehension Activities

At this level of the series, each story is followed by Yes/No statements. Encourage students to provide a correct statement when an answer is No. These activities can be done either orally or in writing.

## Vocabulary Exercises

These word-based exercises help students reinforce their understanding of words from the story and expand their vocabulary with related words. Encourage students to discuss the vocabulary in their own words, to use it in new sentences, or to comment on the sentences. Word-

based vocabulary exercises are generally organized in the grammatical areas of verbs, nouns, and adjectives. Other exercises require students to match key vocabulary with definitions or opposites, to match the beginnings of sentences with their endings, or to match present-tense verbs with their corresponding past-tense forms.

## Dialogs

Each chapter contains a dialog based on the story. These dialogs, which can also be heard on the audio CD, model key interactions from the story. Have the students listen before reading the dialog. Play the audio CD several times if necessary. Check comprehension and discuss the content. Then play the audio again one or more times. You can also read the dialog from the student book; stop after each line and have students repeat what was said. This activity prepares students to act out the dialog and provides useful pronunciation practice. Students can then practice with partners, using their books if necessary. If possible, encourage students to improvise their own conversations based on the dialog and to create new conversations on related topics. For additional practice, write these new conversations on the board for students to copy and say. Dialogs can also create opportunities for role-play activities.

## Checklists and Check the Good Ideas/Reasons.

Students will find checklists that ask them to consider ways to make a favorable impression when applying for a job, types of businesses in a shopping center that may be good places to work, grooming activities, things a dry cleaner can assist you with, or even what to say or do on someone's last day of work. In the exercises entitled Check the Good Ideas/Reasons, students do problem-solving activities that call for them to use critical thinking to determine things that are good or not good to say or do in a given situation—like how to address customers, reasons to go home early from work, how to handle problems in the workplace, and reasons that people are sometimes fired. These activities also spark discussion in asking for additional ideas from students in how to best deal with various predicaments and can be done individually, in pairs, in small groups, or with the whole class.

## Realia

In *In a Tight Spot*, students find a dry cleaner price list and a receipt for a designer dress. Students can glean information from these items to answer a series of follow-up comprehension questions relevant to the topics covered in each chapter. Encourage students to answer these questions either orally—in pairs or in small groups—or in writing; consider assigning these questions either as classwork or for homework, having students write their answers on their own paper.

## Write New Sentences.

Students read the example and follow the written model to create new sentences based on what the character says or needs to remember. This activity can also be done orally and in writing. Encourage students to expand this activity by imagining other scenarios relating to the theme of the story and ways to respond.

## Listening Exercises

Listening exercises, at this level, generally focus on understanding different actions within the story. Most of the listening exercises are picture-based, requiring students to choose one of two pictures that better illustrates the listening prompt. Other listening exercises have students choose the correct meaning of a particular statement from the story. The prompts for these exercises are on the audio CD. They are also printed at the end of the student book so that you can read them if the audio is not available; alternatively, you can have students prompt each other. The printed prompts also let students check their answers.

## Pronunciation and Writing

The missing-letters activity gives students additional spelling practice, focusing on either two missing vowels or consonants. After the words are completed, have students practice pronunciation. Encourage students to identify the numbers of syllables and which syllable is stressed. After students complete the activity, rewrite the words on the board with a blank line for a different vowel or consonant. Work up to having the students write and say the words independently.

## What about you?

This activity allows students to personalize various events in each chapter of the story and reflect on their own experience with a specific subject. The exercise offers practice in four language areas: reading, writing, speaking, and listening. Students read the statement, write the corresponding question, ask a partner the question, and listen to the partner's response. After the interactive part of the exercise, encourage students to report back about their partner (e.g., "Pravin thinks he makes a good impression." "Bianca sometimes opens the door for people." "Klaudia loves soap operas.").

## Talking/Writing About It

This extension activity encourages students to talk or write about key points in each chapter and gives students an opportunity to share additional thoughts and information on a topic. Encourage development of writing skills by having students respond to each question in complete sentences. For students at higher levels, these writing exercises can provide an opportunity to introduce basic paragraph structure.

# Teaching Notes

## Chapter 1 (pp. 4–9)

### Preview

Details in Chapter 1 (*Watching TV*) offer the opportunity to teach or review vocabulary for leisure activities, family members, and things that may help a job applicant make a good impression.

Introduce Min-Jee, the main character in the story. Explain that Min-Jee *is a college student* and that *now it's summertime*. Teach or review the names of the other seasons that are sometimes used with the word *time* (wintertime, springtime). Mention that *Min-Jee isn't in school*. Ask students about other times of the year that they or their children aren't in school (e.g., winter recess, spring break, legal holidays, religious holidays). Elicit responses from students about activities they do when they are not in school (e.g., work, take care of children, clean, cook, shop).

Teach or review the names of family members, particularly the ones mentioned in the story (e.g., *grandmother, mother, father*). If necessary, use pictures of an extended family tree to clarify the meanings of these relationships. Introduce Min-Jee's grandmother, another central character in the story. Discuss how Min-Jee's grandmother *walks into the living room* and sees Min-Jee *watching TV*. If possible, get opinions from students about whether or not watching TV is a good use of free time.

Teach or review the term *soap opera*. Ask students whether or not they sometimes watch soap operas on TV and, if so, which ones. Elicit responses about the names of some well-known soap operas on TV. Ask students which channels and what times of day these programs are on. Elicit responses from students about whether or not soap operas are popular in their native countries. Ask students about other programs they watch on TV (e.g., news, movies, sports, reality shows, sitcoms).

Ask students about the names of shopping centers in your community and some of the businesses inside those shopping centers. Discuss Min-Jee's grandmother's suggestion: "*Go to the shopping center. Fill out some applications.*" Ask students whether or not they sometimes fill out job applications at businesses in the community and, if so, at which ones (e.g., department store, nursery, video store, dental office).

Discuss the meaning of Min-Jee's grandmother's comment: "*Make a good impression.*" Use the first illustration in the story to show how Min-Jee is very

informally dressed. Ask students whether or not Min-Jee can make a good impression the way she appears in that picture. Ask students to suggest what she needs to do before she goes out to fill out job applications (e.g., "She needs to wear nicer clothes." "She needs to comb her hair." "She needs to wash her face.>").

Introduce or review other key vocabulary as needed (e.g., nineteen, college student, summertime, in school, at home, watching TV, job, grandmother, walks into, living room, mother, father, work hard, help, family, look for, later, almost 2:00, really like, soap opera, Channel, get up, shopping center, fill out, applications, wear, gray jacket, make a good impression, sighs, a few minutes, wearing, hair, combed, look nice, good luck, walks out, sits down, sofa, looks at, watch, picks up, remote).

### Exercises

**Conversation in the Living Room** Encourage students to vary the time and channel another program is on (e.g., "It's almost 7:00. And I really like the sports show on Channel 10." "It's almost 9:00. And I really like the sitcom on Channel 4." "It's almost 11:00. And I really like the movie on Channel 12.>").

**Making a Good Impression** If possible, encourage students to explain why some things are good or not good to do (e.g., "It's good to comb your hair because you want to look nice." "It's not good to ask for a pen because it looks like you're not prepared.>").

**Talking/Writing About It** In number 1, encourage students to discuss other ways that they help their families (e.g., "I help my son with his homework." "I take care of my sister's children." "I prepare my father-in-law's income taxes.>").

## Chapter 2 (pp. 10–15)

### Preview

Details in Chapter 2 (*Looking for a Job*) offer the opportunity to teach or review vocabulary for various businesses in a community and ways to learn about job openings.

Teach or review the names of some businesses that are commonly found in a shopping center or shopping district (e.g., *flower shop, bakery, dry cleaner, supermarket, fast-food restaurant*). Explain how Min-Jee *fills out an application* in the flower shop and *gives it to the store manager*. Then use gestures to show how she *puts her pen in her jacket pocket*. Discuss how later, at the bakery, *she looks down at her gray jacket*.

Use the illustration to explain that *there is a big black stain on it*. Ask students whether or not they have ever had a similar incident with a pen that was *leaking*.

Demonstrate what Min-Jee does after she discovers the stain: *She takes off her jacket. Then she runs next door to the dry cleaner*. Ask students about the names and locations of dry cleaners in your community. Have students name articles of clothing that people often dry clean (e.g., suits, ties, jackets, coats). Elicit responses about particular clothing items students may dry clean (e.g., “I dry clean my suit.” “I dry clean my blouse.” “I dry clean my formal dress.”).

Explain how *Min-Jee sees a Help Wanted sign*, something that indicates that a business is *hiring* workers. Ask students about other ways people find out about job openings (e.g., Help Wanted ads in the newspaper, Internet, employment agencies, friends or other people who know about job openings). If possible, ask students who are employed how they found their jobs. Elicit responses from students about places they sometimes see Help Wanted signs in your community.

Teach or review the names of managerial positions in the workplace (e.g., *owner*, manager, supervisor, controller, director, foreman, boss). Ask employed students who they met and what they wore when they interviewed for their jobs.

Introduce or review other key vocabulary as needed (e.g., arrives, shopping center, flower shop, fills out, application, gives, manager, puts, pen, jacket pocket, walks into, bakery, asks for, looks down, big black stain, leaking, upset, takes off, runs, next door, dry cleaner, inside, man, counter, Hi, ink, Can you get it out?, pick it up, Wednesday, after 4:00, sees, Help Wanted, sign, hiring, talk to, owner, great, meet, wants, wear).

## Exercises

**Conversation at the Dry Cleaner** Encourage students to vary the type of stain and the article of clothing it’s on (e.g., “I have a ketchup stain on my shirt.” “I have a blood stain on my blouse.” “I have a grass stain on my pants.”).

**The Shopping Center** Encourage students to discuss the items or services that they get at these businesses (e.g., “I can buy roses for Valentine’s Day at the flower shop.” “I can buy a birthday cake at the bakery.” “I can dry clean my winter coat at the dry cleaner.”).

**Talking/Writing About It** In number 2, elicit responses from students about how they get stains out of clothing at home (e.g., use a stain remover on it, soak it in cold water, scrub it with soap and water, spray it with hairspray, dab it with ice, soak it in vinegar).

## Chapter 3 (pp. 16–21)

### Preview

Details in Chapter 3 (*Meeting the Owner*) offer the opportunity to teach or review vocabulary for meeting an employer, expectations in the workplace, and monetary values.

Explain that *on Wednesday, Min-Jee goes to the dry cleaner. She picks up her gray jacket. The ink stain is gone. Min-Jee is very happy. She puts on her jacket. Then Min-Jee meets Mr. Ochoa, the owner. They talk for a long time*. Elicit responses from students about the kinds of things Min-Jee and Mr. Ochoa probably talk about (e.g., “They talk about her work experience.” “They talk about her education.” “They talk about the days and times she can work.”). Ask about other things that Min-Jee may have provided Mr. Ochoa (e.g., references, home telephone number, social security number). Explain that *Mr. Ochoa likes Min-Jee. He hires her to work at the front counter*.

Introduce Min-Jee’s new *co-worker*, Carol. Explain how *Carol gives Min-Jee a price list*, saying that it’s *important* that Min-Jee *learn these prices*. Ask students about jobs that may require an employee to *memorize* prices (e.g., cashier, salesclerk, restaurant server). Ask students whether or not they need to memorize prices at their jobs. Ask students about other things people sometimes memorize (e.g., irregular verbs, multiplication tables, state capitals, poems, song lyrics).

Teach or review the names of various articles of clothing, especially the ones referred to in the story (e.g., *jacket, blouse, man’s suit, coat*) and later in the follow-up exercises (e.g., sweater, skirt, dress, shirt, pants). Teach or review the dollars and cents amounts that cleaning these items costs in the story (e.g., \$4.75, \$9.50, \$11.00, \$12.25). Consider obtaining a dry cleaning price list online or at your local dry cleaner for additional practice.

Elicit responses from students about prices that recently *went up* in your community (e.g., food, gasoline, housing, public transportation fares). Ask students about particular places in the community where they have noticed price increases (e.g., supermarket, hairdresser, restaurant, post office, Laundromat).

Introduce or review other key vocabulary as needed (e.g., Wednesday, goes, dry cleaner, picks up, gray jacket, ink stain, gone, happy, puts on, meets, owner, talk, long time, likes, hires, work, front counter, start, Friday, later, co-worker, name, gives, price list, important, learn, prices, looks at, memorize, studies, grandmother, helps, How much is it to dry clean . . .?, blouse, man’s suit, finally, knows, job, stands, next to, behind, walks in, coat, went up).

## Exercises

**Conversation About the Price List** Encourage students to replace the clothes in the dialog with new items and reasonable prices to dry clean them (e.g., “How much is it to dry clean a sports coat?” “It’s \$5.50.”).

**Price List** Check students’ comprehension of this activity by asking which item costs a specific amount (e.g., “What costs \$9.00 to dry clean?” “A dress costs \$9.00 to dry clean.”).

**Talking/Writing About It** In number 2, ask students to describe particular tasks a person at the front counter might do (e.g., talk to customers, take money, give change, write orders, answer telephone calls).

## Chapter 4 (pp. 22–27)

### Preview

Details in Chapter 4 (*Watch Your Manners*) offer the opportunity to teach or review vocabulary for demonstrating good and bad manners, and polite and impolite behavior in the workplace.

Discuss Mr. Ochoa’s statement to the workers at the front counter of the dry cleaner: “*When you’re working, you need to watch your manners. And please be polite. We want our customers to come back.*” Ask students whether or not they agree with Mr. Ochoa’s opinion.

Discuss how *Carol doesn’t watch her manners*. Explain that *she never smiles. She never opens the door for customers*. Ask students if they smile a lot at work. Ask them about circumstances when they open the door for another person (e.g., when the person is elderly, when the person is carrying a heavy package, when the person is pushing a baby stroller). Encourage students to mention other activities that would fall into the category of bad manners in the workplace (e.g., using bad language, chewing gum loudly, ignoring customers).

Teach or review the polite expressions that many people use in the workplace: “*May I help you?*” “*Thank you.*” “*Have a nice day.*” Contrast those with the ones Carol uses: “*What?*” “*Huh.*” “*Don’t slam the door.*” Point out other examples of her inappropriate behavior toward the customer: *She drops his clothes on the floor. Then she throws the customer a ticket.* Ask students about how they would respond to this type of treatment at a place of business (e.g., feel angry, complain to the manager, never return).

Teach or review the names of clothing, especially the ones that appear in the story (e.g., *shirt, tie, jacket*). Elicit responses from students about particular foods or drinks that can stain clothing (e.g., *tomato sauce, egg, chocolate, grape juice, baby food, coffee*).

Introduce or review other key vocabulary as needed (e.g., *works, in the back, before, opens, talks to, workers, front counter, watch your manners, be polite, want, customers, come back, never smiles, opens the door, May I help you?, What?, Thank you, Huh, Have a nice day, Don’t slam the door, afternoon, man, walks into, dry cleaner, puts, clothes, points to, spots, a few things, tomato sauce, tie, egg, shirt, chocolate, jacket, drops, floor, throws, ticket, whispers, Oh, right, looks at, eating*).

## Exercises

**Conversation with a Customer** Ask students to vary the article of clothing and the type and location of the stain on it (e.g., “I want to dry clean this blouse. Oh, and there’s a grease stain on the sleeve.”). Also, encourage students to practice stating and spelling their own last names.

**Check the good ideas.** Brainstorm a list of other polite expressions (e.g., “May I carry that for you?” “Is there anything else I can help you with?” “Have a nice evening.”).

**Talking/Writing About It** In number 3, elicit responses from students regarding good table manners (e.g., “Don’t talk with your mouth full.” “Put a napkin on your lap.” “Take small bites of food.” “Use utensils properly.” “Don’t discuss unpleasant subjects when other people are eating.”).

## Chapter 5 (pp. 28–33)

### Preview

Details in Chapter 5 (*A Bad Mood*) offer the opportunity to teach or review vocabulary for the situation that causes Carol to be in a bad mood and the scheme she hatches to solve her problem.

If necessary, teach or review the days of the week. Explain that *it’s Friday morning* and *Min-Jee is at the dry cleaner with Carol* and *Carol is in a bad mood*. Ask students about things that can cause some people to be in a bad mood. (e.g., bad weather, a family problem, a problem at work).

Say that Carol’s bad mood is because *she has a problem. Her friend is getting married. The wedding is tomorrow. Carol wants to wear a new dress. But she doesn’t have money for a new dress*. Ask students whether or not a similar situation would put them in a bad mood. Elicit responses from students about things that they don’t have money for (e.g., “I don’t have money for a new car.” “I don’t have money for new furniture.” “I don’t have money for a long vacation.”).

Encourage students to offer suggestions for what Carol can do in this situation (e.g., “She can borrow



a dress from a friend.” “She can go to a secondhand store.” “She can wear a dress that she already has.”). Ask students whether or not they would spend money to buy new clothes if they were going to a wedding. Ask students if they sometimes hold clothes *in front of* them and look *in the mirror* the way Carol does in the story. Discuss whether or not it’s possible to tell if clothes will actually fit when you look at them this way.

Ask students about places of business where people sometimes leave their personal belongings for service or repair (e.g., auto repair shop, tailor, appliance repair shop, jeweler). Ask students if they ever feel concerned when they leave something in a shop and, if so, why (e.g., “It can get lost.” “It can get broken.” “It can get stolen.”).

Introduce or review other key vocabulary as needed (e.g., Friday, dry cleaner, bad mood, problem, friend, getting married, wedding, tomorrow, wants, wear, new, dress, doesn’t have, money, customer, walks in, pretty, walks over, help, pushes away, May I help you?, asks, by tomorrow morning, grabs, smiles, really likes, looks at, about, same, size, Just a minute, takes, back, holds, in front of, looks in, mirror, Beautiful!, thinks, comes back, Sorry, Tuesday, Oh, well, clean, anyway, another, gives, ticket, runs, door, opens, Thank you, Have a nice day!).

## Exercises

**Conversation About a Dress** Ask students to vary the article of clothing and the day the employee says the customer can have it (e.g., “Can you dry clean my suit by tomorrow morning?” “Sorry. You can have it on Saturday.”).

**What Day?** After completing this activity, ask students to answer each question again with two-day or four-day intervals.

**Talking/Writing About It** In number 1, ask students how they feel better when they are in a bad mood (e.g., “I take a walk.” “I listen to music.” “I call a good friend.”).

## Chapter 6 (pp. 34–39)

### Preview

Details in Chapter 6 (*A Good Mood*) offer the opportunity to teach or review vocabulary for manipulating a co-worker and observing wrongdoing in the workplace.

Remind students about the bad mood Carol was in at the beginning of the previous chapter. Explain that *now Carol is in a good mood*. Elicit responses from students about why they think this change has occurred. Discuss what Carol says to Mr. Ochoa: “*This is an emergency! A customer really needs this dress. Can you please dry clean*

*it today?*” Point out Carol’s dishonesty by reminding students that the customer doesn’t expect to pick up the dress until Tuesday. Encourage students to predict what Carol is planning to do (e.g., “She is planning to wear the customer’s dress to her friend’s wedding.”).

Teach or review the vocabulary for some bad things that sometimes occur in the workplace (e.g., theft, harassment, violence). Ask students if they think Carol’s plan to wear a customer’s dress falls into any of these categories. Discuss the *bad feeling* that Min-Jee has about it. Ask students if they would have a bad feeling if they were in Min-Jee’s position.

Talk about excuses that some people make when they *need to go home*. Discuss the excuse Carol makes: “*I have a headache.*” Elicit responses from students about other excuses, real or untrue, that people sometimes make to leave work (e.g., “I have a stomachache.” “I have a toothache.” “I have a plumbing problem.” “I have a sick child.” “I have an appointment with the cable guy.”). Ask students if they ever make excuses for co-workers when they do something wrong.

Ask students what time they usually eat dinner. Ask employed students if they sometimes take a dinner break at work and, if so, what time that break is. For students who take a dinner break at work, ask them where they go (e.g., employee lounge, restaurant, park, employee cafeteria, home).

Introduce or review other key vocabulary as needed (e.g., good mood, runs, back, brings, dress, emergency, customer, really needs, please, dry clean, today, sighs, a lot of, time, okay, by 5:00, puts, hanger, covers, plastic bag, hangs, near, front counter, hungry, I’ll be back, after, dinner, walks out, door, minute, later, headache, go home, first, gets, rolls it up, under, coat, runs out, can’t believe, comes back, where’s, went, pick up, don’t know, ask).

## Exercises

**Conversation in the Back of the Dry Cleaner** Ask students who play the part of Mr. Ochoa to vary the time the dress will be ready (e.g., 4:00, 6:00, 7:00).

**Check the good reasons.** Encourage students to explain why they think a particular excuse is a good or bad one (e.g., “I think a headache is a good reason to go home. A worker can have the flu or something contagious.” “I think a headache is a bad reason to go home. A worker can take pain medication for that.”).

**Talking/Writing About It** In number 1, encourage students to discuss jobs at work or at home that take a lot of time (e.g., “It takes a lot of time to do the laundry.” “It takes a lot of time to do inventory at the shop.”).

## Chapter 7 (pp. 40–45)

### Preview

Details in Chapter 7 (*A Problem at Work*) offer the opportunity to teach or review vocabulary for facing a moral dilemma at work and getting conflicting advice from other people.

Discuss Min-Jee’s awkward behavior at the time the dry cleaner closes. Say that *Min-Jee’s face feels hot*. *She can’t look at Mr. Ochoa*. Ask students to describe the way Min-Jee probably feels (e.g., *terrible*, guilty, embarrassed, uncomfortable, ashamed). Ask students about physical symptoms a person in this situation might feel (e.g., stomachache, headache, sweaty palms).

Explain that Min-Jee *doesn’t know what to do*. Discuss how Min-Jee talks about this problem at home with her mother, father, and grandmother. Ask students about people they can talk to when they have problems (e.g., wife, brother, cousin, best friend). Teach or review the word *shocked* to describe the reaction of Min-Jee’s parents. Ask students for similar words to describe their feelings (e.g., surprised, horrified, appalled).

Discuss Min-Jee’s feelings about the situation: *“I really like Mr. Ochoa. And I feel sorry for the customer. But I have to work with Carol.”* Ask students which person or people Min-Jee should be concerned about (e.g., Mr. Ochoa, the customer, Carol, herself). Explain the strong opinion her father has: *“Carol is stealing. You need to tell Mr. Ochoa.”* Then compare it to her mother’s opposing view: *“Don’t say anything. It’s none of your business.”* Ask students which parent they agree with and why.

Introduce or review other key vocabulary as needed (e.g., helps, customer, front counter, gets, jacket, Have a good evening, Thanks for your help, You’re welcome, See you tomorrow, face, feels hot, can’t look at, hangs, Closed sign, door, leaves, terrible, doesn’t know, home, parents, grandmother, there, sits down, eats, dinner, work, not good, tells, dress, shocked, difficult, really like, feel sorry for, stealing, Don’t say anything, It’s none of your business, want, job, bakery, don’t quit, laugh, soap opera).

### Exercises

**Conversation with Mr. Ochoa** Ask students to replace Mr. Ochoa’s comment about Min-Jee’s red face with other observations about her (e.g., “You don’t look well.” “You look upset.” “You look sad.”).

**What can she do?** Encourage students to discuss why each suggestion is a good or bad idea (e.g., “I think it’s a good idea to tell Mr. Ochoa. He needs to know he has a dishonest employee.” “I think it’s a bad idea to tell

Mr. Ochoa. He’ll fire Carol, and she really needs this job.”).

**Talking/Writing About It** In number 3, encourage students to consider other things that are none of their business (e.g., “My friend’s bank balance is none of my business.” “My brother-in-law’s salary is none of my business.” “My neighbor’s age is none of my business.”).

## Chapter 8 (pp. 46–51)

### Preview

Details in Chapter 8 (*Very Tight*) offer the opportunity to teach or review vocabulary for ways to ruin clothing and Carol’s physical limitations in a dress that is clearly too tight.

Mention that Carol is now at home. Use gestures to show how Carol *takes out the dress from under her coat*. *She unrolls it. Then she takes off the plastic bag*. Explain that *the dress is a little wrinkled now. But that’s okay. It’s still very pretty*. Ask students what they do when their clothing is wrinkled (e.g., iron it, steam it, hang it in the bathroom near the shower, smooth it with wet hands). If necessary, teach or review the color words. Say that *green* is Carol’s favorite color. Then elicit responses from students about their favorite colors.

Say that *Carol looks at the label inside the dress*. Tell students that she is very excited about the fact that it’s a *designer dress*. Ask students if they look at labels inside clothing and whether or not they are impressed when an item has a label from a well-known clothing designer. Elicit responses from students about the names of various famous clothing designers (e.g., Chanel, Calvin Klein, Dior, Vera Wang, Dolce & Gabbana). Say that Carol *knows this dress is very expensive* but is enjoying the thought that, for her, *it’s free*.

Use gestures to show how *Carol takes the dress off the hanger and tries on the dress*. Point to the main illustration, which clearly shows that *the dress is very tight*. Teach or review other terms that describe the way ill-fitting clothing looks or feels (e.g., too loose, too wide, too narrow, too long, too short, too big, too small). Ask students what people sometimes do when their clothing is too tight (e.g., wear it anyway, give it away, have it altered). Ask students to predict what Carol will do in this situation.

Use the illustration to show how *Carol tries to zip up the dress. But she hears a little rip*. Point to the *small hole in the side*. Discuss how Carol decides it isn’t that important and thinks: *“Oh, well. No one will notice.”* Ask students if they think people generally notice when a person’s clothing has holes in it. Show the physical

limitations that Carol discovers with this dress on: *She can't zip up the dress. She can't sit down. And she can't take a deep breath.* Ask students if, under these circumstances, they would consider wearing an outfit with a similar fit.

Introduce or review other key vocabulary as needed (e.g., walks into, apartment, turns on, light, takes out, dress, under, coat, unrolls, takes off, plastic bag, a little, wrinkled, okay, still, pretty, green, favorite, color, looks at, label, inside, designer, knows, expensive, free, excited, hanger, tries on, Ugh, tight, tries, zip up, hears, rip, small, hole, side, Uh-oh, no one, notice, sit down, another, take a deep breath, three, Hmm, remember, a few things, can't, looks in, mirror, smiles, again).

## Exercises

**Conversation on the Telephone** Encourage students to vary the item they're wearing to the wedding (e.g., "Oh, I have a designer suit." "Oh, I have a designer gown." "Oh, I have a designer tuxedo."). Also, have students change the color to their personal favorites.

**What does Carol need to remember?** Brainstorm other pitfalls that Carol will need to avoid in order to keep this dress on her body (e.g., "I can't laugh." "I can't hug anyone." "I can't catch the bouquet.").

**Talking/Writing About It** In number 3, ask students to offer explanations for why some people like to wear designer clothes (e.g., "They think the clothes are better quality." "They think that more expensive means better." "They think the clothes are unique.").

## Chapter 9 (pp. 52–57)

### Preview

Details in Chapter 9 (*To the Wedding*) offer the opportunity to teach or review vocabulary for getting ready for an event, taking the bus, and being escorted to a seat at a wedding.

If necessary, teach or review the language for daily activities. Talk about the things Carol does when she *gets ready for the wedding* (e.g., *styles her hair, puts on makeup*). Elicit responses from students about other things Carol probably does that morning (e.g., takes a shower, brushes her teeth, irons her dress).

Use gestures to show how Carol *takes a deep breath and blows it out* before she *puts on the dress*. Imitate the very funny way Carol probably *walks to the bus stop*. Have students recall the things Carol can't do in this dress (e.g., zip it up, sit down, take a deep breath). Demonstrate how she *gets on the bus*. But she *hears another little rip*. Add she *can't walk up steps* to her list of disallowed activities.

Point to the illustration and explain that *Carol gets off the bus on 7th Avenue. Then she steps into a big puddle. Water splashes up on her dress. Now there are brown spots all over it.* Ask students how they would feel in Carol's place (e.g., embarrassed, humiliated, angry). Ask students whether or not they think Carol should go to the wedding looking this way.

Explain that *Carol arrives at the church*. Elicit responses from students about other places people sometimes get married (e.g., synagogue, temple, courthouse, public park, home, beach). Use gestures to show how *a nice young man offers his arm to Carol. She smiles, and he takes her to a seat.* Ask students about wedding ceremonies in their native countries and what guests do while observing them. Also, ask about the days and times that wedding ceremonies often occur.

Point out the woman in the second illustration, who is occupying the seat next to the empty one Carol will presumably sit in. Ask students whether or not they recognize this woman and, if so, who she is (the customer at the dry cleaner). Have students describe her feelings when she realizes that Carol is wearing her dress (e.g., *very angry*, outraged, furious, mad, incensed). Encourage students to predict what this woman will either say or do to Carol. Ask students how they would react in the same situation.

Introduce or review other key vocabulary as needed (e.g., Saturday, afternoon, gets ready, wedding, styles, hair, puts on, makeup, takes a deep breath, blows it out, dress, again, remembers, zip it up, all the way, walks to, bus stop, gets on, bus, hears, another, little, rip. Uh-oh, can't walk up, steps, stands, aisle, passenger, moves over, Do you want to sit down?, gets off, steps into, big, puddle, water, splashes up, brown spots, all over, This isn't good, a few, people, notice, finally, arrives, church, nice, young, man, offers, arm, smiles, takes, seat, have to, everyone, looking at, Ugh, noticing, bigger, problem, woman, next to, looks, very angry, know, wearing).

## Exercises

**Conversation at the Church** Encourage students to change this dialog by stating that they are friends of the groom.

**Getting Ready** Ask students to name other activities—not necessarily connected to personal grooming—that they do when they get ready to go out (e.g., "I turn off the lights." "I check my wallet for bus fare." "I close the windows." "I look in the mirror." "I lock the door.").

**Talking/Writing About It** In number 3, encourage students to list the many reasons that this woman is angry (e.g., "Carol is wearing her dress." "The dress has many holes in it." "There are brown spots all over the dress.").

## Chapter 10 (pp. 58–63)

### Preview

Details in Chapter 10 (*An Angry Woman*) offer the opportunity to teach or review vocabulary for Carol's getting caught in the act and then devising a sinister plan to get herself out of trouble.

Explain that *Carol's heart is pounding very hard*. Elicit responses from students about why Carol is feeling this way (e.g., "She's scared." "She's worried." "She's panicky."). Say that now Carol *understands why this woman is angry*. Demonstrate how *Carol gasps*. *But she forgets that she can't breathe. So she hears another little rip.*

Discuss the customer's reaction by indicating that *the woman's face is very red. She grabs Carol's arm*. Ask students what they think the customer can say or do in this situation (e.g., "She can scream at Carol." "She can't say anything. She's at a wedding." "She can call the police."). Teach or review the meaning of the warning the customer gives Carol: "*You're in big trouble.*"

Explain how *Carol stands up and runs out of the church*. Discuss how *she knows she is in big trouble. But maybe there is something she can do. Carol thinks and thinks. Finally, she has an idea*. Encourage students to think of things that Carol can do (e.g., "She can write the customer a check for the dress." "She can move." "She can buy the customer another designer dress.").

Explain that Carol *goes to the dry cleaner and delivers the dress to Min-Jee*. Explain the instructions Carol gives her: "*Just give this dress to Mr. Ochoa. Tell him to clean it right now. And it needs some repairs.*" Elicit responses from students about why this dress needs to be cleaned (e.g., "There are brown spots all over it.") and why it needs some repairs (e.g., "There are many holes in the dress."). Ask students to imagine Min-Jee's reaction. Point out that Carol grabs Min-Jee's arm and demands: "*And don't tell anyone what I did!*"

Introduce or review other key vocabulary as needed (e.g., heart, pounding, hard, understands, why, woman, angry, gasps, forgets, can't breathe, hears, another, rip, face, red, grabs, arm, leans over, whispers, ear, doesn't say, anything, well, my, dress, You're in big trouble!, stands up, runs out, church, runs back, bus stop, bus, stands, sits down, Why not?, many, holes, feet, tired, home, takes off, knows, maybe, something, can do, thinks, has, idea, puts, bag, goes, dry cleaner, front counter, opens, eyes, wide, What happened?, give, tell, clean, right now, needs, some, repairs, frowns, please, have to, help, don't tell, anyone).

### Exercises

**Conversation in the Dry Cleaner** Encourage students to add a response for Min-Jee at the end of this dialog (e.g., "No, Carol. This isn't my problem." "I can't help you, Carol. You need to call Mr. Ochoa." "Sorry, Carol. You need to explain this yourself.").

**Check the good ideas.** Ask students to explain why a particular thing is good or not good to do (e.g., "I think it's a good idea to dry clean the dress because it's very dirty." "I don't think it's a good idea to dry clean the dress. The customer will still be very angry.").

**Talking/Writing About It** In number 3, ask students about Carol's reason for not wanting Min-Jee to tell anyone what she did (e.g., "She doesn't want to get in big trouble." "She doesn't want to get fired." "She doesn't want to pay for ruining the customer's dress.").

## Chapter 11 (pp. 64–69)

### Preview

Details in Chapter 11 (*A Problem for Min-Jee*) offer the opportunity to teach or review vocabulary for Min-Jee's ongoing problems and the consequences Carol may face.

Explain how *Carol runs out the door and leaves the dress in Min-Jee's hands*. Remind students about the condition of the dress: *It's very dirty. It's wrinkled. And there are many holes in it*. Elicit responses from students about what they think Min-Jee can do (e.g., "She can ask Mr. Ochoa to clean and repair the dress." "She can hide the dress." "She can refuse to help Carol.").

Mention that *it's late* and Mr. Ochoa isn't there. Explain that *Lucia does repairs*—or fixes clothes. *But she won't be here until Wednesday*. Teach or review the meaning of Min-Jee's conclusion: "*There's nothing I can do.*" Ask students if they agree that this is an impossible situation. Explain that *Min-Jee puts the dress in the back with the other dirty clothes*. Ask students whether or not they think Min-Jee does the right thing and why.

Say that now *it's Sunday. The dry cleaner is closed on Sunday*. Ask students if some businesses in your community are closed on Sunday and, if so, which ones (e.g., bank, post office, jewelry store). Talk about Min-Jee's grandmother's reaction to this story: *Her grandmother laughs again. She loves this story*. Ask students if they think this is a funny story, too. Point out that Min-Jee has a very different view and *looks upset*. Elicit responses from students about why Min-Jee feels this way (e.g., "She thinks she can get in trouble." "She doesn't want to be in the middle of all of this." "She thinks there will be problems for her on Monday.").

Teach or review the expression “*She has a lot of nerve!*” Explain it as an acceptable way to describe Carol’s actions in taking and wearing the dress in the first place—then ruining it and expecting Min-Jee to help her. Brainstorm other situations when using the expression is appropriate (e.g., “She has a lot of nerve to cut to the front of the line.” “She has a lot of nerve to ask me for money.” “She has a lot of nerve arriving two hours late.”).

Talk about the gesture Min-Jee’s grandmother uses as *she pats Min-Jee’s hand*. Elicit responses about other gestures that people use to comfort another person (e.g., hug, pat on the back, arm around shoulder). Ask students whether or not they agree with Min-Jee’s grandmother’s opinion that Carol *will probably lose her job*. Ask students if they think Carol deserves to lose her job. Ask students about other reasons that people sometimes lose their jobs (e.g., arrive late, steal, don’t get along with co-workers, call in sick frequently, don’t work hard).

Introduce or review other key vocabulary as needed (e.g., runs out, door, now, dress, hands, looks at, dirty, wrinkled, holes, can’t help, late, does, repairs, won’t be, until, Wednesday, shakes, head, nothing, can do, puts, back, other, clothes, Sunday, dry cleaner, closed, home, tells, grandmother, laughs, again, loves, story, crazy, She has a lot of nerve!, looks, upset, Oh, don’t worry, pats, problem, soap opera, explain, everything, Monday, probably, lose, job, morning, walks into, glad, really, help, called in sick).

## Exercises

**Conversation at Home** Call attention to the line in the dialog: *But it’s my problem, too. I’m in this soap opera with her!* Encourage students to discuss why Min-Jee is worried that this is her problem (e.g., “Min-Jee knew Carol liked the customer’s dress.” “Min-Jee saw Carol take the customer’s dress.” “Min-Jee knew Carol wore the customer’s dress.”).

**What can the workers do?** Elicit responses from students about the specific tasks that the workers can do to solve these problems (e.g., “My dress is dirty.” “They can clean it.” “My shirt has a hole in it.” “They can repair it.” “My jacket has a spot on it.” “They can remove it.”).

**Talking/Writing About It** In number 3, ask students to talk about reasons that people call in sick (e.g., “I have a fever.” “I have a sore throat.” “I have an upset stomach.”).

## Chapter 12 (pp. 70–75)

### Preview

Details in Chapter 12 (*In Big Trouble*) offer the opportunity to teach or review vocabulary for being entangled in a soap opera, making incorrect assumptions, and getting fired.

Use the illustration to point out the irate customer entering the dry cleaner. Elicit responses from students about what this woman probably says (e.g., “I want my dress.” “Your worker stole my dress.” “I saw your worker wearing my dress.”). Teach or review the expression “*I want to speak to the manager!*” Ask employed students whether or not customers ever make this demand in their places of employment.

Teach or review the statements the customer makes: “*I left my dress here on Friday. And I want it now!*” Explain that Mr. Ochoa is *confused* and looks to Min-Jee for an explanation: “*Do you know about this dress?*” Encourage students to predict what they think Min-Jee can do in this extremely uncomfortable position (e.g., tell Mr. Ochoa and the customer everything, say that she is sick and needs to go home immediately, pretend that she doesn’t know anything).

Discuss the physical symptoms Min-Jee feels: *Her stomach hurts. Her hands are shaking*. Ask students about other symptoms that people sometimes feel in very stressful situations (e.g., dry mouth, sweaty palms, heart palpitations). Mention that *Min-Jee finds the dress with the other dirty clothes. She brings it to the front*. Elicit responses from students about what Mr. Ochoa probably thinks (e.g., “He thinks Min-Jee took the dress.” “He thinks Min-Jee wore the dress.” “He thinks Min-Jee lied about the dress.”).

Use gestures to show that *Min-Jee has tears in her eyes* and *can’t speak*. Ask students whether or not they would have a similar reaction in her place. Encourage students to talk about what Min-Jee can do (e.g., “She can tell them that it was Carol.” “She can apologize to the customer for Carol.” “She can get angry and quit her job.”).

Introduce or review other key vocabulary as needed (e.g., soon, after, dry cleaner, opens, woman, walks in, door, knows, took, dress, Friday, I want to speak to the manager!, loud, voice, hears, back, looks, confused, comes, front counter, May I help you?, asks, yes, left, want, now, know about, pointing, here, long, green, very expensive, please, get, stomach, hurts, hands, shaking, finds, other, dirty, clothes, brings, cleaned, What happened?, I’ll tell you, someone, wore, ruined, wasn’t, wear, tears, eyes, can’t speak, can’t believe, fired ).

## Exercises

**Conversation with the Manager** Encourage students to replace the dress with other articles of clothing (e.g., suit, coat, skirt, sweater, pants). Then ask students to vary the description of the item (e.g., “It’s a brown winter coat.” “It’s a short blue skirt.” “They’re gray wool pants.”).

**Check the good reasons.** Ask students to explain why each idea is a good or bad reason for Mr. Ochoa to

fire someone (e.g., “It’s a good reason if she is rude to customers. It hurts his business.” “It’s a bad reason if she has tears in her eyes. It doesn’t mean she did something bad.”).

**Talking/Writing About It** In number 1, ask students why customers sometimes make this request (e.g., “They don’t like the service.” “They are overcharged for something.” “They have a complaint.”).

## Chapter 13 (pp. 76–81)

### Preview

Details in Chapter 13 (*The Other Woman*) offer the opportunity to teach or review vocabulary for apologizing to an employee, defending oneself against false accusations, and compensating a customer for damages.

Remind students that Mr. Ochoa fired Min-Jee in the previous chapter. Explain how the customer frees Min-Jee from suspicion by saying: “*It was the other woman—the blonde one.*” Using the model in the story, ask students to identify the person sitting next to them (e.g., “It was the other man—the one with the curly dark hair.” “It was the other woman—the red-haired one.” “It was the other man—the one with the short brown hair.”).

Elicit responses from students about ways to apologize to people (e.g., “*I’m so sorry.*” “*Please forgive me.*” “*I’m very sorry.*” “I owe you an apology.” “I apologize.”). Ask students whether or not they would accept an apology like this if they were Min-Jee. Read the explanation that Min-Jee offers to Mr. Ochoa about Carol: “*She brought back the dress on Saturday. And I put it in the back. That’s all I can say.*” Ask students if they think Min-Jee’s explanation is satisfactory.

Tell students about the proposal Mr. Ochoa has for the customer: “*We will clean the dress and repair it for you.*” Ask students whether or not they think Mr. Ochoa’s offer is fair. For students who think it is unfair, ask them what they want (e.g., “I want a new dress.” “I want you to pay for my dress.” “I want free dry cleaning for a year.”). Discuss the statements the customer makes: “*I will send you the sales receipt for the dress. And I will send you a bill. That dress cost over \$800.*” Get opinions from students about whether or not this is reasonable.

Teach or review the meaning of what Mr. Ochoa says to Carol on the telephone: “*You hurt my business. And you put your co-worker in a terrible position.*” Ask students about other things Mr. Ochoa could say (e.g., “You lied to a customer.” “You took a dress that wasn’t yours.” “You cost me a lot of money.”). Ask students

whether or not they think it was right for Mr. Ochoa to fire Carol.

Introduce or review other key vocabulary as needed (e.g., Wait a minute, customer, wasn’t, other, woman, blonde, look at, I’m so sorry, confused, know, Look, wiping, tears, eyes, good, worker, honest, person, needs, explain, brought back, dress, Saturday, put, back, all, say, believe, forgive me, upsetting, turns to, clean, repair, don’t want, now, send, sales receipt, bill, cost, over, understand, walks out, door, picks up, telephone, calls, doesn’t answer, hurt, business, answering machine, co-worker, terrible, position, told, everything, you’re fired).

### Exercises

**Conversation with the Customer** Ask students to add another line to the end of this dialog by having the customer say one last thing (e.g., “And you need to fire that woman.” “And I will never bring my clothes here again.” “And I’m going to report this place to the Better Business Bureau.”).

**A Sales Receipt** If possible, encourage students to bring in or provide other sales receipts from things purchased in your community. Pose the same follow-up questions to the students about the items purchased.

**Talking/Writing About It** In number 2, ask students to list some ways that a worker can hurt someone’s business (e.g., “They can be rude to customers.” “They can steal things.” “They can call in sick when they aren’t really sick.”).

## Chapter 14 (pp. 82–87)

### Preview

Details in Chapter 14 (*Her Last Day*) offer the opportunity to teach or review vocabulary for ways people sometimes observe a co-worker’s last day and reasons people go to a tailor shop.

Explain that *today is Min-Jee’s last day of work at the dry cleaner*. Say that *she needs to go back to college*. Point out that *Min-Jee is a little sad*. Elicit responses from students about the range of emotions that people can feel on their last day of work (e.g., happy, nervous, upset, excited, relieved). Ask employed students if they sometimes feel sad when a co-worker leaves their place of employment. Discuss the reasons that Min-Jee feels sad: *She knows Mr. Ochoa and the other workers very well. She knows many of the customers. She really learned a lot at this job*. Elicit responses from employed students about some of the positive aspects of their jobs.

Use the illustration and point out the *cake* Mr. Ochoa provides *from the bakery*. Ask students

whether or not it's common for co-workers to have a cake on someone's last day at work. Discuss other things people may have at a work party (e.g., food, decorations, music).

Explain that Mr. Ochoa has a *present* for Min-Jee. Say that it's *something green in a long plastic bag*. Encourage students to guess what the present is (the customer's dress). Ask students about the types of gifts that people sometimes give their co-workers on their last day of work (e.g., flowers, gift card, watch, picture, money).

Use gestures to show how *Min-Jee tries on the dress and shows her grandmother*. Explain her grandmother's comment: "*You look very nice. But it's a little big for you.*" Ask students where a person can go to make their clothes fit better (e.g., *tailor shop*, seamstress, dry cleaner, friend with a sewing machine, alterations department of a store).

Introduce or review other key vocabulary as needed (e.g., today, last, day, work, dry cleaner, needs, go back, college, a little, sad, knows, other, workers, very well, customers, learned, a lot, job, noon, brings out, cake, bakery, all, workers, piece, Thanks, help, summer, present, something, green, long, plastic bag, had to, pay, over, dress, doesn't fit, laugh, serious, You're welcome, Good luck, goes home, afternoon, tries on, shows, grandmother, very nice, big, take, tailor shop, please, watch, okay, soap opera, better).

## Exercises

**Conversation on Her Last Day** Have students vary what someone might wish a co-worker good luck for (e.g., "Good luck at your new job." "Good luck in your new city." "Good luck with your own business.").

**What can her co-workers do?** Encourage students to say why each item is or isn't a good thing to do (e.g., "It's a good idea to say, 'Thanks for your help.' She will know people appreciate her." "It's a bad idea to not say anything. She will think people don't appreciate her.").

**Talking/Writing About It** In number 1, elicit responses from employed students about specific tasks they learn at work (e.g., "I learn about using machines."). Ask unemployed students about things they learn at school (e.g., "I learn about grammar.").

## Chapter 15 (pp. 88–93)

### Preview

Details in Chapter 15 (*The Tailor Shop*) offer the opportunity to teach or review vocabulary for errands that Min-Jee does on her last day and for recognizing a face from the past.

Explain that it's *Min-Jee's last day at home* and she *has many things to do*. Mention the places that Min-Jee

goes (*bank, post office, tailor shop*). Ask students about other places in the community they go when they have many things to do (e.g., supermarket, Laundromat, pharmacy).

Use the first illustration and ask students if they recognize the woman *standing at the front counter* of the tailor shop. Elicit responses about who the woman is (Carol) and how Min-Jee probably feels (e.g., surprised, uncomfortable, embarrassed). Show how *Min-Jee looks down. She doesn't want Carol to notice her*. In the second illustration, point out how *Min-Jee hides her face behind her purse*. Ask students whether or not they would act the same way if they were Min-Jee.

Remind students that a tailor shop is where people can go to alter or repair their clothing. Explain the meaning of the request the *customer* has: "*This dress is too long. Can you shorten it two inches?*" Elicit responses from students about other things a customer may ask for at a tailor shop (e.g., "Can you lengthen my pants?" "Can you replace my zipper?" "Can you repair this hole?").

Point out the way Carol is smiling at the customer's dress in the second illustration. Also, say that Carol and the customer *are about the same size*. Ask students to predict what Carol is plotting (e.g., "She wants to wear the customer's dress."). Ask students whether or not they think Carol learned a valuable lesson after getting fired from her job at the dry cleaner.

Introduce or review other key vocabulary as needed (e.g., last, day, at home, will go away, college, tomorrow, has, many, things, do, bank, post office, tailor shop, pick up, dress, opens, door, someone, yells, Don't slam the door!, can't believe, working, standing, front counter, right now, another, customer, What?, too long, shorten, two inches, looks down, doesn't want, notice, fortunately, worker, helps, whispers, name, gives, man, ticket, goes, back, gets, hides, face, behind, purse, hands, money, doesn't notice, at all, too busy, looking at, pretty, Sure, when, need, by Friday, grabs, smiles, woman, same, size, sorry, Tuesday).

## Exercises

**Conversation at the Tailor Shop** After students practice the dialog, encourage them to vary this conversation with other requests about clothing (e.g., "These pants are too short. Can you lengthen them one inch?").

**Can you alter or repair it?** Elicit responses from students about other things they may ask for at a tailor shop (e.g., "Can you repair the hole in my dress?" "Can you take in my pants?" "Can you hem my skirt?").

**Talking/Writing About It** In number 1, elicit responses from students about things they need to do before they go away somewhere (e.g., "I need to pack my suitcase." "I need to stop my mail delivery." "I need to pay my bills.").

# Answer Key

## Chapter 1

### Check (✓) Yes or No. (p. 5)

- |        |        |       |         |
|--------|--------|-------|---------|
| 1. Yes | 4. Yes | 7. No | 9. Yes  |
| 2. No  | 5. No  | 8. No | 10. Yes |
| 3. No  | 6. Yes |       |         |

### Complete the sentences. (p. 6)

- |         |             |             |          |
|---------|-------------|-------------|----------|
| 1. need | 3. look for | 5. get up   | 7. wear  |
| 2. help | 4. like     | 6. Fill out | 8. sighs |

### Match the meanings. (p. 6)

- |      |      |      |
|------|------|------|
| 1. e | 3. b | 5. c |
| 2. d | 4. f | 6. a |

### Listening (p. 8)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. b | 3. a | 4. b |
|------|------|------|------|

### Pronunciation and Writing (p. 8)

- |                         |                             |
|-------------------------|-----------------------------|
| 1. <u>re</u> mote       | 9. <u>com</u> bed           |
| 2. <u>applic</u> ations | 10. <u>summ</u> ertime      |
| 3. <u>chan</u> nel      | 11. <u>shopp</u> ing center |
| 4. <u>grand</u> mother  | 12. <u>fath</u> er          |
| 5. <u>wear</u> ing      | 13. <u>nin</u> eteen        |
| 6. <u>family</u>        | 14. <u>colle</u> ge         |
| 7. <u>impress</u> ion   | 15. <u>soap</u> opera       |
| 8. <u>jacket</u>        |                             |

### What about you? (p. 9)

- Do you sometimes fill out job applications?
- Do you wear a jacket when you apply for a job?
- Do you think you make a good impression?
- Do you really like soap operas?

## Chapter 2

### Check (✓) Yes or No. (p. 11)

- |        |        |       |        |
|--------|--------|-------|--------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. Yes | 5. Yes | 8. No | 10. No |
| 3. No  | 6. No  |       |        |

### Complete the sentences. (p. 12)

- |                |                |
|----------------|----------------|
| 1. pocket      | 5. stain       |
| 2. bakery      | 6. pen         |
| 3. application | 7. dry cleaner |
| 4. jacket      | 8. counter     |

### Match the meanings. (p. 12)

- |      |      |      |
|------|------|------|
| 1. b | 3. a | 5. e |
| 2. f | 4. c | 6. d |

### Listening (p. 14)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. a | 3. a | 4. b |
|------|------|------|------|

### Pronunciation and Writing (p. 14)

- |                        |                             |
|------------------------|-----------------------------|
| 1. <u>bak</u> ery      | 9. <u>stai</u> n            |
| 2. <u>Help</u> Wanted  | 10. <u>flow</u> er shop     |
| 3. <u>applic</u> ation | 11. <u>shopp</u> ing center |
| 4. <u>fills</u> out    | 12. <u>pock</u> et          |
| 5. <u>man</u> ager     | 13. <u>own</u> er           |
| 6. <u>coun</u> ter     | 14. <u>hir</u> ing          |
| 7. <u>Wed</u> nesday   | 15. <u>dry</u> cleaner      |
| 8. <u>leak</u> ing     |                             |

### What about you? (p. 15)

- Do you sometimes go to a bakery?
- Do you sometimes go to a dry cleaner?
- Do you sometimes have ink stains on your clothes?
- Do you sometimes see Help Wanted signs?

## Chapter 3

### Check (✓) Yes or No. (p. 17)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. No  | 4. No  | 7. Yes | 9. Yes |
| 2. Yes | 5. Yes | 8. No  | 10. No |
| 3. No  | 6. Yes |        |        |

### Complete the sentences. (p. 18)

- |            |          |          |            |
|------------|----------|----------|------------|
| 1. puts on | 3. likes | 5. gives | 7. are     |
| 2. meets   | 4. hires | 6. learn | 8. studies |

### Match the meanings. (p. 18)

- |      |      |      |
|------|------|------|
| 1. d | 3. f | 5. a |
| 2. c | 4. b | 6. e |

### Price List (p. 19)

- |                 |                 |
|-----------------|-----------------|
| 2. It's \$6.50. | 5. It's \$3.75. |
| 3. It's \$5.75. | 6. It's \$4.75. |
| 4. It's \$9.50. |                 |

### Listening (p. 20)

- |           |           |            |           |
|-----------|-----------|------------|-----------|
| 2. \$6.50 | 4. \$4.75 | 6. \$11.00 | 8. \$4.25 |
| 3. \$5.75 | 5. \$3.75 | 7. \$9.00  |           |

### Pronunciation and Writing (p. 20)

- |                       |                       |
|-----------------------|-----------------------|
| 1. <u>custo</u> mer   | 9. <u>jacket</u>      |
| 2. <u>man</u> 's suit | 10. <u>gone</u>       |
| 3. <u>beh</u> ind     | 11. <u>price</u> list |
| 4. <u>stai</u> n      | 12. <u>Fri</u> day    |
| 5. <u>impor</u> tant  | 13. <u>own</u> er     |
| 6. <u>mem</u> orize   | 14. <u>coun</u> ter   |
| 7. <u>co-</u> worker  | 15. <u>coat</u>       |
| 8. <u>bl</u> ouse     |                       |

### What about you? (p. 21)

- Do you think people usually like you?
- Do you need to learn prices at your job?
- Do you have co-workers at your job?
- Do you sometimes study all day?



## Chapter 4

### Check (✓) Yes or No. (p. 23)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. No  | 4. No  | 7. Yes | 9. Yes  |
| 2. Yes | 5. No  | 8. No  | 10. Yes |
| 3. No  | 6. Yes |        |         |

### Complete the sentences. (p. 24)

- |               |             |
|---------------|-------------|
| 1. walks into | 5. drops    |
| 2. puts       | 6. throws   |
| 3. points     | 7. slam     |
| 4. is         | 8. whispers |

### Match the parts of the sentences. (p. 24)

- |      |      |      |
|------|------|------|
| 1. d | 3. f | 5. b |
| 2. c | 4. a | 6. e |

### Listening (p. 26)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. b | 3. a | 4. b |
|------|------|------|------|

### Pronunciation and Writing (p. 26)

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. <u>w</u> orkers               | 9. <u>c</u> ustomer              |
| 2. <u>m</u> anners               | 10. <u>p</u> lease               |
| 3. <u>d</u> oesn't               | 11. <u>t</u> omato <u>s</u> auce |
| 4. <u>p</u> olite                | 12. <u>c</u> lothes              |
| 5. <u>p</u> oints                | 13. <u>ch</u> ocolate            |
| 6. <u>s</u> miles                | 14. <u>t</u> icket               |
| 7. <u>th</u> ank <u>y</u> ou     | 15. <u>a</u> fternoon            |
| 8. <u>f</u> ront <u>c</u> ounter |                                  |

### What about you? (p. 27)

2. Do you think you are a polite person?
3. Do you sometimes smile?
4. Do you sometimes open the door for people?
5. Do you sometimes say, "Thank you"?

## Chapter 5

### Check (✓) Yes or No. (p. 29)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. Yes | 4. Yes | 7. No  | 9. No   |
| 2. No  | 5. No  | 8. Yes | 10. Yes |
| 3. No  | 6. Yes |        |         |

### Complete the sentences. (p. 30)

- |                          |               |
|--------------------------|---------------|
| 1. walks in              | 5. takes      |
| 2. walks over            | 6. holds      |
| 3. pushes (Min-Jee) away | 7. looks in   |
| 4. grabs                 | 8. comes back |

### Match the meanings. (p. 30)

- |      |      |      |
|------|------|------|
| 1. e | 3. b | 5. f |
| 2. d | 4. a | 6. c |

### What Day? (p. 31)

2. "Sorry. You can have it on Thursday."
3. "Sorry. You can have it on Saturday."
4. "Sorry. You can have it on Monday."
5. "Sorry. You can have it on Friday."

### Listening (p. 32)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. a | 3. b | 4. b |
|------|------|------|------|

## Pronunciation and Writing (p. 32)

- |                     |                                 |
|---------------------|---------------------------------|
| 1. <u>m</u> arried  | 9. <u>p</u> retty               |
| 2. <u>r</u> eally   | 10. <u>m</u> oney               |
| 3. <u>t</u> omorrow | 11. <u>m</u> orning             |
| 4. <u>a</u> nother  | 12. <u>p</u> ushes <u>a</u> way |
| 5. <u>w</u> edding  | 13. <u>b</u> eautiful           |
| 6. <u>s</u> ize     | 14. <u>p</u> roblem             |
| 7. <u>m</u> ood     | 15. <u>g</u> rabs               |
| 8. <u>m</u> irror   |                                 |

### What about you? (p. 33)

2. Do you know someone who is getting married soon?
3. Do you want to wear new clothes when you go to a wedding?
4. Do you have money for new clothes?
5. Do you sometimes hold clothes in front of you and look in the mirror?

## Chapter 6

### Check (✓) Yes or No. (p. 35)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. Yes | 4. No  | 7. Yes | 9. Yes |
| 2. No  | 5. No  | 8. No  | 10. No |
| 3. Yes | 6. Yes |        |        |

### Complete the sentences. (p. 36)

- |             |                  |
|-------------|------------------|
| 1. finishes | 5. walks out     |
| 2. puts     | 6. gets          |
| 3. covers   | 7. rolls (it) up |
| 4. hangs    | 8. runs out      |

### Match the meanings. (p. 36)

- |      |      |      |
|------|------|------|
| 1. b | 3. f | 5. a |
| 2. e | 4. c | 6. d |

### Listening (p. 38)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. a | 3. b | 4. a |
|------|------|------|------|

### Pronunciation and Writing (p. 38)

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. <u>d</u> oor              | 9. <u>a</u> fter                |
| 2. <u>p</u> ick <u>u</u> p   | 10. <u>p</u> lastic <u>b</u> ag |
| 3. <u>h</u> ead <u>a</u> che | 11. <u>c</u> overs              |
| 4. <u>f</u> inishes          | 12. <u>m</u> inute              |
| 5. <u>b</u> elieve           | 13. <u>h</u> anger              |
| 6. <u>f</u> eeling           | 14. <u>c</u> omes <u>b</u> ack  |
| 7. <u>c</u> oat              | 15. <u>e</u> mergency           |
| 8. <u>d</u> inner            |                                 |

### What about you? (p. 39)

2. Do you sometimes have an emergency at work?
3. Do you sometimes have a bad feeling at work?
4. Do you sometimes go back to work after dinner?
5. Do you sometimes have a headache?

## Chapter 7

### Check (✓) Yes or No. (p. 41)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. Yes | 4. No  | 7. Yes | 9. Yes |
| 2. Yes | 5. Yes | 8. No  | 10. No |
| 3. No  | 6. No  |        |        |

**Complete the sentences. (p. 42)**

- |                |             |
|----------------|-------------|
| 1. grandmother | 5. parents  |
| 2. dinner      | 6. customer |
| 3. work        | 7. father   |
| 4. dress       | 8. business |

**Match the parts of the sentences. (p. 42)**

- |      |      |      |
|------|------|------|
| 1. e | 3. f | 5. d |
| 2. b | 4. a | 6. c |

**Listening (p. 44)**

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. b |
|------|------|------|------|

**Pronunciation and Writing (p. 44)**

- |                     |                     |
|---------------------|---------------------|
| 1. <u>difficult</u> | 9. <u>hangs</u>     |
| 2. <u>bakery</u>    | 10. <u>laugh</u>    |
| 3. <u>sign</u>      | 11. <u>business</u> |
| 4. <u>face</u>      | 12. <u>dinner</u>   |
| 5. <u>evening</u>   | 13. <u>terrible</u> |
| 6. <u>stealing</u>  | 14. <u>Closed</u>   |
| 7. <u>shocked</u>   | 15. <u>sorry</u>    |
| 8. <u>leaves</u>    |                     |

**What about you? (p. 45)**

- Do you sometimes tell your family about problems you have?
- Do you sometimes want to quit your job?
- Do you think Carol is stealing?
- Do you feel sorry for the customer with the pretty dress?

**Chapter 8****Check (✓) Yes or No. (p. 47)**

- |        |        |       |        |
|--------|--------|-------|--------|
| 1. Yes | 4. No  | 7. No | 9. Yes |
| 2. No  | 5. Yes | 8. No | 10. No |
| 3. Yes | 6. Yes |       |        |

**Complete the sentences. (p. 48)**

- |             |              |
|-------------|--------------|
| 1. wrinkled | 5. expensive |
| 2. pretty   | 6. free      |
| 3. favorite | 7. excited   |
| 4. designer | 8. tight     |

**Match the opposites. (p. 48)**

- |      |      |      |
|------|------|------|
| 1. f | 3. b | 5. e |
| 2. d | 4. c | 6. a |

**What does Carol need to remember? (p. 49)**

- "I can't sit down."
- "I can't take a deep breath."
- "I can't eat."
- "I can't dance."

**Listening (p. 50)**

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. b |
|------|------|------|------|

**Pronunciation and Writing (p. 50)**

- |                    |                     |
|--------------------|---------------------|
| 1. <u>unrolls</u>  | 9. <u>designer</u>  |
| 2. <u>breath</u>   | 10. <u>hears</u>    |
| 3. <u>green</u>    | 11. <u>remember</u> |
| 4. <u>holes</u>    | 12. <u>turns on</u> |
| 5. <u>notice</u>   | 13. <u>hanger</u>   |
| 6. <u>label</u>    | 14. <u>mirror</u>   |
| 7. <u>deep</u>     | 15. <u>smiles</u>   |
| 8. <u>favorite</u> |                     |

**What about you? (p. 51)**

- Do you look at the labels inside your clothes?
- Do you have some clothes that are very expensive?
- Do you have some clothes that are very tight?
- Do you have small holes in some of your clothes?

**Chapter 9****Check (✓) Yes or No. (p. 53)**

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. No  | 4. No  | 7. Yes | 9. Yes |
| 2. Yes | 5. Yes | 8. No  | 10. No |
| 3. Yes | 6. No  |        |        |

**Complete the sentences. (p. 54)**

- |               |            |              |            |
|---------------|------------|--------------|------------|
| 1. gets ready | 3. takes   | 5. remembers | 7. gets on |
| 2. styles     | 4. puts on | 6. walks     | 8. hears   |

**Match the parts of the sentences. (p. 54)**

- |      |      |      |
|------|------|------|
| 1. c | 3. f | 5. d |
| 2. a | 4. b | 6. e |

**Listening (p. 56)**

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. a | 3. b | 4. a |
|------|------|------|------|

**Pronunciation and Writing (p. 56)**

- |                      |                        |
|----------------------|------------------------|
| 1. <u>aisle</u>      | 9. <u>rip</u>          |
| 2. <u>noticing</u>   | 10. <u>moves over</u>  |
| 3. <u>brown</u>      | 11. <u>church</u>      |
| 4. <u>gets ready</u> | 12. <u>puddle</u>      |
| 5. <u>arm</u>        | 13. <u>angry</u>       |
| 6. <u>passenger</u>  | 14. <u>splashes up</u> |
| 7. <u>styles</u>     | 15. <u>spots</u>       |
| 8. <u>offers</u>     |                        |

**What about you? (p. 57)**

- Do you sometimes walk to the bus stop?
- Do you sometimes stand in the aisle on the bus?
- Do you sometimes move over so another passenger can sit down?
- Do you sometimes step into a big puddle?

**Chapter 10****Check (✓) Yes or No. (p. 59)**

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. No  | 4. Yes | 7. No  | 9. No   |
| 2. Yes | 5. Yes | 8. Yes | 10. Yes |
| 3. No  | 6. No  |        |         |

**Complete the sentences. (p. 60)**

- |             |                |
|-------------|----------------|
| 1. church   | 5. home        |
| 2. bus stop | 6. trouble     |
| 3. bus      | 7. idea        |
| 4. holes    | 8. dry cleaner |

**Match the meanings. (p. 60)**

- |      |      |      |
|------|------|------|
| 1. d | 3. e | 5. b |
| 2. f | 4. a | 6. c |

**Listening (p. 62)**

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. a | 3. b | 4. b |
|------|------|------|------|

**Pronunciation and Writing (p. 62)**

- |                     |                                |
|---------------------|--------------------------------|
| 1. <u>r</u> epairs  | 9. <u>f</u> eat                |
| 2. <u>w</u> hispers | 10. <u>w</u> ide               |
| 3. <u>e</u> yes     | 11. <u>i</u> dea               |
| 4. <u>m</u> aybe    | 12. <u>l</u> eans <u>o</u> ver |
| 5. <u>h</u> appened | 13. <u>h</u> ear               |
| 6. <u>t</u> rouble  | 14. <u>p</u> ounding           |
| 7. <u>t</u> ired    | 15. <u>o</u> pens              |
| 8. <u>w</u> oman    |                                |

**What about you? (p. 63)**

- Do you sometimes know that you're in big trouble?
- Do you sometimes have ideas?
- Do you have clothes that need to be cleaned?
- Do you have clothes that need some repairs?

**Chapter 11****Check (✓) Yes or No. (p. 65)**

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. Yes | 4. No  | 7. No  | 9. No  |
| 2. Yes | 5. Yes | 8. Yes | 10. No |
| 3. No  | 6. Yes |        |        |

**Complete the sentences. (p. 66)**

- |           |                |
|-----------|----------------|
| 1. is     | 5. has         |
| 2. tells  | 6. looks       |
| 3. laughs | 7. don't worry |
| 4. loves  | 8. pats        |

**Match the opposites. (p. 66)**

- |      |      |      |
|------|------|------|
| 1. b | 3. a | 5. d |
| 2. f | 4. e | 6. c |

**Listening (p. 68)**

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. a | 3. a | 4. b |
|------|------|------|------|

**Pronunciation and Writing (p. 68)**

- |                           |                        |
|---------------------------|------------------------|
| 1. <u>r</u> epairs        | 9. <u>l</u> oves       |
| 2. <u>u</u> pset          | 10. <u>M</u> onday     |
| 3. <u>S</u> unday         | 11. <u>p</u> roblem    |
| 4. <u>l</u> augh <u>s</u> | 12. <u>e</u> verything |
| 5. <u>n</u> erve          | 13. <u>n</u> othing    |
| 6. <u>c</u> losed         | 14. <u>W</u> ednesday  |
| 7. <u>e</u> xplain        | 15. <u>s</u> hakes     |
| 8. <u>w</u> rinkled       |                        |

**What about you? (p. 69)**

- Do you sometimes tell stories about your life?
- Do you love stories that are like soap operas?
- Do you think Carol has a lot of nerve?
- Do you know someone who will probably lose his or her job?

**Chapter 12****Check (✓) Yes or No. (p. 71)**

- |        |        |       |        |
|--------|--------|-------|--------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. No  | 5. Yes | 8. No | 10. No |
| 3. No  | 6. Yes |       |        |

**Complete the sentences. (p. 72)**

- |                |                |
|----------------|----------------|
| 1. goes        | 5. cleaned     |
| 2. are shaking | 6. wore        |
| 3. finds       | 7. wear        |
| 4. brings      | 8. can't speak |

**Match the present tense of each verb with the past tense. (p. 72)**

- |      |      |      |
|------|------|------|
| 1. e | 3. b | 5. f |
| 2. a | 4. c | 6. d |

**Listening (p. 74)**

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. b | 3. b | 4. a |
|------|------|------|------|

**Pronunciation and Writing (p. 74)**

- |                      |                     |
|----------------------|---------------------|
| 1. <u>c</u> leaned   | 9. <u>s</u> haking  |
| 2. <u>c</u> onfused  | 10. <u>f</u> ired   |
| 3. <u>t</u> ears     | 11. <u>l</u> oud    |
| 4. <u>v</u> oice     | 12. <u>b</u> elieve |
| 5. <u>s</u> peak     | 13. <u>m</u> anager |
| 6. <u>e</u> xpensive | 14. <u>c</u> lothes |
| 7. <u>p</u> ointing  | 15. <u>w</u> ore    |
| 8. <u>r</u> uined    |                     |

**What about you? (p. 75)**

- Do you sometimes speak in a loud voice?
- Do you sometimes look confused?
- Do you sometimes ruin your clothes?
- Do you sometimes have tears in your eyes?

**Chapter 13****Check (✓) Yes or No. (p. 77)**

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. Yes | 4. No  | 7. Yes | 9. No  |
| 2. No  | 5. Yes | 8. Yes | 10. No |
| 3. Yes | 6. No  |        |        |

**Complete the sentences. (p. 78)**

- |               |                   |
|---------------|-------------------|
| 1. cost       | 5. doesn't answer |
| 2. understand | 6. hurt           |
| 3. walks out  | 7. put            |
| 4. picks up   | 8. told           |

**Match the meanings. (p. 78)**

- |      |      |      |
|------|------|------|
| 1. e | 3. d | 5. f |
| 2. c | 4. a | 6. b |

### A Sales Receipt (p. 79)

1. The name of the store is Bloomington's Boutique. The telephone number is 555-1427.
2. The designer's name is Stella McGill. It's green.
3. The subtotal is \$798.00. The sales tax is \$61.85.
4. The total cost of the dress is \$859.85.
5. The customer bought it on 5-21-09 at 4:47 P.M.

### Listening (p. 80)

- |      |      |      |
|------|------|------|
| 1. b | 3. a | 5. a |
| 2. a | 4. b | 6. b |

### Pronunciation and Writing (p. 80)

- |                       |                               |
|-----------------------|-------------------------------|
| 1. <u>bl</u> onde     | 9. <u>wi</u> ping             |
| 2. <u>for</u> give    | 10. <u>up</u> setting         |
| 3. <u>und</u> erstand | 11. <u>br</u> ought           |
| 4. <u>ex</u> plain    | 12. <u>wo</u> rker            |
| 5. <u>honest</u>      | 13. <u>answ</u> ering machine |
| 6. <u>posi</u> tion   | 14. <u>conf</u> used          |
| 7. <u>recei</u> pt    | 15. <u>beli</u> eve           |
| 8. <u>busi</u> ness   |                               |

### What about you? (p. 81)

2. Do you think you are an honest person?
3. Do you sometimes send someone a bill?
4. Do you have some clothes that cost over \$800?
5. Do you have an answering machine?

## Chapter 14

### Check (✓) Yes or No. (p. 83)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. No  | 4. Yes | 7. Yes | 9. No   |
| 2. Yes | 5. No  | 8. No  | 10. Yes |
| 3. Yes | 6. No  |        |         |

### Complete the sentences. (p. 84)

- |            |                |
|------------|----------------|
| 1. cake    | 5. plastic bag |
| 2. piece   | 6. dress       |
| 3. summer  | 7. laugh       |
| 4. present | 8. college     |

### Match the parts of the sentences. (p. 84)

- |      |      |      |
|------|------|------|
| 1. c | 3. f | 5. d |
| 2. a | 4. b | 6. e |

### Listening (p. 86)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. a | 3. a | 4. b |
|------|------|------|------|

### Pronunciation and Writing (p. 86)

- |                        |                         |
|------------------------|-------------------------|
| 1. <u>lear</u> ned     | 9. <u>seri</u> ous      |
| 2. <u>pres</u> ent     | 10. <u>soa</u> p opera  |
| 3. <u>col</u> lege     | 11. <u>wel</u> come     |
| 4. <u>ca</u> ke        | 12. <u>pie</u> ce       |
| 5. <u>grand</u> mother | 13. <u>plasti</u> c bag |
| 6. <u>somethi</u> ng   | 14. <u>litt</u> le      |
| 7. <u>sum</u> mer      | 15. <u>go</u> back      |
| 8. <u>tail</u> or      |                         |

### What about you? (p. 87)

2. Do you know your co-workers very well?
3. Do you sometimes eat a piece of cake?
4. Do you sometimes have presents for co-workers?
5. Do you sometimes go to a tailor shop?

## Chapter 15

### Check (✓) Yes or No. (p. 89)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. No  | 4. No  | 7. Yes | 9. No  |
| 2. Yes | 5. Yes | 8. Yes | 10. No |
| 3. Yes | 6. No  |        |        |

### Complete the sentences. (p. 90)

- |                |                   |
|----------------|-------------------|
| 1. is standing | 5. gets           |
| 2. looks down  | 6. hides          |
| 3. helps       | 7. doesn't notice |
| 4. whispers    | 8. looking at     |

### Match the meanings. (p. 90)

- |      |      |      |
|------|------|------|
| 1. f | 3. a | 5. d |
| 2. c | 4. b | 6. e |

### Can you alter or repair it? (p. 91)

2. "Yes. We can lengthen your pants one inch."
3. "Yes. We can repair the hole in your jacket."
4. "Yes. We can replace the lining in your coat."
5. "Yes. We can tailor your new suit."
6. "Yes. We can replace the zipper in your skirt."

### Listening (p. 92)

- |      |      |      |
|------|------|------|
| 1. b | 3. a | 5. a |
| 2. a | 4. b | 6. b |

### Pronunciation and Writing (p. 92)

- |                        |                         |
|------------------------|-------------------------|
| 1. <u>tick</u> et      | 9. <u>thi</u> ngs       |
| 2. <u>hid</u> es       | 10. <u>whi</u> spers    |
| 3. <u>tail</u> or shop | 11. <u>fortu</u> nately |
| 4. <u>beli</u> eve     | 12. <u>post</u> office  |
| 5. <u>yell</u> s       | 13. <u>noti</u> ce      |
| 6. <u>short</u> en     | 14. <u>pur</u> se       |
| 7. <u>inch</u> es      | 15. <u>fac</u> e        |
| 8. <u>some</u> one     |                         |

### What about you? (p. 93)

2. Do you sometimes go to the bank?
3. Do you sometimes go to the post office?
4. Do you sometimes go to the tailor shop?
5. Do you sometimes need to shorten your clothes?