

MORE NOVEL SCENES

Dollars to Donuts

**TEACHER'S GUIDE
HIGH BEGINNING**

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More Novel Scenes: Dollars to Donuts
Teacher's Guide
High-Beginning Level
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Overview

More 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:

- *Special Delivery*—introductory
- *Up a Tree*—low-beginning
- *Dollars to Donuts*—high-beginning
- *Field of Vision*—low-intermediate

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

Dollars to Donuts, the *More Novel Scenes* book at the high-beginning level, features Soriya, the well-educated, MBA-holding daughter of Cambodian refugees Heng and Nary. Soriya returns to her hometown following a brief period in the corporate banking world, primarily to manage some much-needed building renovations at the family donut shop. Although she acknowledges her parents' hard work in the donut business, Soriya determines that she must exercise control in order to ensure greater success in the future. Guided by her knowledge and expertise, she makes the unilateral decision to change their business model, boldly executing her plan while Heng and Nary are out of town. Unfortunately, her "surprise" is met with resistance by her parents and their longtime customers, straining relationships and putting their livelihoods at risk. *Dollars to Donuts* is an engaging story with a sometimes-suspenseful plot that unfolds with each 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, writing, problem-solving, listening, pronunciation, and self-and partner-assessment tasks, as well as extension activities that encourage students to talk or write about key points in each chapter.

This Teacher's Guide contains notes for using *Dollars to Donuts* at the high-beginning level. The notes for each chapter have two sections, Preview and Exercises. The Preview section lists the chapter's main themes. 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, it 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 themselves are very easy to follow; these suggestions are provided to spark additional ideas.

Using *Dollars to Donuts*

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 ones at the beginning of the story. Encourage them to describe what they see, or prompt them with questions. ("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 illustrations to guess what this part of the story is about and to make predictions about what will happen next.

Students at the high-beginning level may be capable of providing some information about a particular illustration. Encourage them to supply as many details as possible regarding the physical description of the characters, the setting, activities the characters are engaged in, their emotions, their positions in relation to other people or objects in the picture, and their predicaments in cases where such situations clearly exist.

Instructors may wish to address different issues raised in chapters prior to reading. The Preview section contains several suggestions for incorporating the language in the story into pre-reading discussions. These in-class conversations may be about specific events taking place in the chapter or may relate to the students' own life experiences.

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

The Story

To present a new chapter, you can first read the story aloud to the students one or more times to get a sense of the storyline. You may prefer to have students initially follow the written text while listening to the story. 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 high-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

As this level of the *More Novel Scenes* series, information questions follow each story. Encourage students to answer these questions in complete sentences. The activities can be done either orally or in writing.

Vocabulary Exercises

These exercises help students reinforce their understanding of words from the story and expand their vocabularies with related words. Encourage students to discuss the vocabulary in their own words or to use it in new sentences. After students fill in the missing words, ask them to expand the reading passage with additional details from the story. Word-based vocabulary exercises are organized in the grammatical areas of nouns, verbs, and adjectives. Other exercises require students to match key words with their definitions or opposites. Matching word and picture exercises also help reinforce students' understanding of key vocabulary in the story.

Dialogs

Each chapter contains a dialog based on the story. These dialogs model key interactions from the story. Have the students listen before reading the dialog, several times if necessary. Check comprehension and discuss the content. Then read 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 dialog-based conversations and 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/Examples

Students will find checklists that ask them to consider their own opinions on workplace renovations,

beverage costs, business discussion topics, blue-collar jobs, and interview questions. Exercises titled Check the Good Ideas/Examples call for critical thinking. Students must determine things that are good or not good to say or do in specific situations. These activities also spark discussion by asking for additional ideas about how to best deal with various predicaments. They can be done individually, in pairs, in small groups, or as a whole class.

Listening Exercises

The word-based listening exercises check students' understanding of listening prompts or, in some cases, allow students to make inferences. The prompts for these exercises are printed at the end of the student book so instructors can read them; alternatively, you can have students prompt each other. The printed prompts also let students check their answers.

Pronunciation and Writing

Pronunciation exercises at this level require students to write the number of syllables in each word and then to underline the stressed syllable. After the words are marked, have students practice pronunciation. Ask them to find exactly where a particular word appears in the story and then to practice the pronunciation of the sentence that includes it. Encourage students to use these words in new sentences either orally or in writing.

What about you?

This activity allows students to personalize events in story chapters and reflect on their own experience. The exercise offers practice in four language areas: reading, writing, speaking, and listening. Students read a 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 partners. ("Binh knows some people who are refugees." "Silvio has a degree from a university." "Mina sometimes returns to her hometown.")

Topics for Discussion or Writing

This extension activity encourages students to talk or write about key points in a chapter and gives them an opportunity to share additional thoughts and information. Encourage development of writing skills by having students respond to questions in complete sentences. For students at higher levels, these writing exercises can provide an opportunity to practice building paragraphs and structuring compositions.

Teaching Notes

Chapter 1: Lucky Donuts (pp. 4–9)

Preview

Details in Chapter 1 offer the opportunity to teach or review vocabulary for activities typically performed in a donut shop, challenges faced by refugees, and items that sometimes need repairing or replacing in buildings.

Introduce Soriya, the main character in the story. Then point out her parents Heng and Nary, *refugees* who came to the U.S. from Cambodia in 1981. Explain that refugees are people forced to leave their countries due to war or for religious or political reasons. If possible, discuss the wave of Indochinese refugees from Cambodia, Vietnam, and Laos that had to flee their countries beginning in the mid-1970s. State that approximately 2.5 million Indochinese refugees were resettled, generally in North America, Australia, and Europe.

Elicit responses from students about refugees currently entering the U.S. from other countries (e.g., Democratic Republic of Congo, Syria, Burma [Myanmar], Iraq, etc.). If possible, discuss specific reasons why people from these places must relocate. Ask students whether they or any of their family members are/were refugees. Elicit responses from students about whether or not refugees enter their native countries and, if so, from which countries they come.

Talk about how *life wasn't easy* for Soriya's parents. Point out that they *obviously had to learn English and find a way to earn money*. Ask students if they have faced similar obstacles in their own lives and how they handled them. Mention that many Cambodian people entered the donut business, generally with the help of other family members or friends in their communities. In addition, say that many realized the American Dream by eventually owning their own businesses. Have students do research about the number of independent donut shops owned and operated by Cambodians in large states, particularly California and Texas.

Indicate the activities that are being performed by Heng and Nary inside their shop, Lucky Donuts. *Heng is deep-frying dough in hot oil . . . Nary is pouring a cup of black coffee for Sam, a city bus driver. Then she puts a dozen donuts into a pink box for Lilly, an office receptionist.* Ask students whether or not they have ever been to a donut shop and/or eaten a donut. Elicit responses from students about their opinions of donuts

as a food option. (“I like donuts. They’re cheap and delicious.” “I don’t like donuts. They’re greasy and unhealthy.”)

Emphasize that *Soriya is proud of her parents*. State that their accomplishments include owning the building where they work and live. Say that *the donut business is good, but the building has serious problems*. Highlight the *plumbing* and *electrical* problems that need to be fixed. Also discuss the cosmetic issues that concern Soriya. *She thinks that the shop is a little shabby. She looks at the faded orange walls and worn-out tables and chairs.* Elicit responses from students about ways to address these problems. (“They can paint the walls.” “They can buy new furniture.”) Finally, explain that soon *Lucky Donuts will close for renovations . . . and Soriya is going to take care of everything*. Ask students whether or not they would feel comfortable leaving an adult daughter or son to manage these issues without them.

Introduce or review other key vocabulary as needed (e.g., standing, inside, busy, deep-fryer, dough, oil, pouring, coffee, bus driver, dozen, donuts, pink, box, receptionist, counts, popular, proud, parents, adult, refugees, English, money, entered, business, own, building, apartment, serious, problems, electrical, plumbing, systems, fix, shabby, faded, orange, walls, worn out, tables, chairs, paint, furniture, improve, cost, renovations, fly, across, country, sick, support, take care, smart, responsible, wrong).

Exercises

Talking at Lucky Donuts Encourage students to vary their donut orders. (“I’d like four glazed, four maple, and four chocolate donuts with sprinkles.”) Ask students to add coffee or other possible beverages to their orders.

Checklist After identifying the plumbing and electrical work that is needed in Heng and Nary’s building, ask students what other items are important to perhaps fix or replace. If necessary, teach or review the words on the checklist and encourage them to decide which items are most important.

Topics for Discussion or Writing In question 1, encourage students to discuss or write about their own challenges in adapting to life in the U.S. Ask them to cite specific examples of things they had to do in order to manage their lives here. (“I had to find a job.” “I had to rent an apartment.” “I had to make friends.”)

Chapter 2: An Excellent Education (pp. 10–15)

Preview

Details in Chapter 2 offer the opportunity to teach or review vocabulary for clarifying levels of education, improving a family business, and delegating responsibility when necessary.

Point out that Soriya *had an excellent education, with some help from her parents and their income from Lucky Donuts*. Elicit responses from students about approximate tuition costs for local colleges and universities. Mention how Soriya *earned a Master of Business Administration (MBA) degree from a top university*. Encourage students to research universities that offer these courses of study and to identify tuition costs. Underscore the fact that these programs can clearly cost a lot of money and cause financial hardships.

Talk about the subjects that MBA students typically study (e.g., management, marketing, business strategies, finance). Add that Soriya also worked for a large bank for four years. Emphasize that *she knows a great deal about money and managing businesses*. Ask students to consider her level of knowledge compared to her parents' real-life experience in owning and operating a small business. Ask students whether or not they would agree with Soriya's opinion that she knows *more than Heng and Nary*. Encourage students to explain why she does or doesn't have more knowledge than her parents. ("She has more knowledge because she studied business at a top university." "She doesn't have as much knowledge because she has never really run a business.")

Tell students that *six months ago, Soriya returned to her hometown. Her parents are getting older, and soon Lucky Donuts will be her responsibility*. Ask students whether they have any firsthand experience as part of a family business. If possible, elicit responses from students about their particular roles in these enterprises. ("I worked for my uncle at a dry cleaners." "I worked for my mother in her catering business." "I still work with my brother in a convenience store.") Ask students if they have or will ever take over a family business at some point.

Discuss Soriya's interest in making *the family business even more successful in the future*. Add that *while Heng and Nary are out of town, Soriya will manage the electrical and plumbing projects—and perhaps make a few changes in the shop*. Ask students to predict what changes Soriya might make to improve the donut shop (e.g., remodel, buy new furniture,

expand the menu, etc.). Ask students whether or not she should make any of these suggested changes without permission from her parents.

Mention that Heng and Nary are *nervous about leaving their daughter* while they are away taking care of *Heng's sister*. Ask students about reasons why they might worry about the electrical and plumbing projects she's managing by herself. ("She doesn't have a lot of experience." "Workers can overcharge her." "She won't know how to solve different problems.")

Introduce or review other key vocabulary as needed (e.g., excellent, education, income, earned, Master of Business Administration, MBA, university, managing, opinion, returned, hometown, older, responsibility, successful, future, out of town, electrical, plumbing, perhaps, changes, shop, airport, nervous, leaving, keep in touch, questions, Auntie, careful, promise, trust).

Exercises

Talking in the Car Encourage students to expand this dialog with specific things either Heng or Nary will say in response to their daughter. ("Be sure that the plumber doesn't overcharge us for installing the new sinks in the restroom." "Be sure that the electrician installs the correct light fixtures.")

Check the good ideas. Ask student to explain why something is good or not good to do. ("It's good to keep in touch every day because then I'll know exactly what is happening and how much money she is spending." "It's not good to trust her completely because she is spending *my* money.")

Topics for Discussion or Writing In question 3, encourage students to consider ways other than getting an MBA to learn more about money and managing a business (e.g., reading books about business, subscribing to business-related newspapers and magazines, taking an adult education class, talking to other business owners). Then ask students to explain how these things can be helpful.

Chapter 3: Plumbers and Electricians (pp. 16–21)

Preview

Details in Chapter 3 offer the opportunity to teach or review vocabulary for activities performed by plumbers and electricians, the concept of satisfying building codes, and additional ideas Soriya has about improving her parents' business.

Elicit responses from students about whether they have had to use plumbers to do work or solve

problems in their homes or businesses. Ask why people call plumbers (e.g., clogged drain, dripping faucet, low water pressure, leaky pipe, running toilet). Ask students how to find plumbers to solve these kinds of problems (e.g., the internet, print advertisements, recommendations from friends).

Discuss the particular work that is performed in Heng and Nary's building: *Plumbers take out the old pipes. Then they replace them with new ones. Later, they install new plumbing fixtures: faucets, sinks, toilets, a dishwasher, and an upstairs bathtub and shower.* If possible, use illustrations to clarify the meanings of the items mentioned in the text.

Elicit responses from students about whether or not they have had to use electricians to do work or solve problems in their homes or businesses. Ask why people call electricians. Point out the tasks the electricians do in the story: *Electricians also come and rewire the entire building. They put in new light switches and electrical outlets. They install updated light fixtures too.* Elicit responses from students about what they can or can't do in the area of electrical work. ("I can put in a new light switch." "I can't rewire my home.")

Mention that *the work satisfies the construction codes—and the inspectors.* Ask students if inspectors—people who make sure that jobs are done correctly—are regularly employed as part of building and/or renovation projects in their native countries. Have students discuss the possible dangers of plumbing and electrical work that is done badly. ("Bad plumbing can cause sanitation problems." "Bad electrical work can cause a fire.")

Indicate that *although these improvements are expensive, they stay within the budget.* Explain that this means Soriya's parents don't have to spend any more money than they had planned. Give clear examples of staying within a budget. ("I had a budget of \$2,000 a month for an apartment, and I rented an apartment for \$1,800 a month.") Then ask students to give examples of *going over* a budget. ("I had a budget of \$75 for a new dress, but I spent \$100.")

Talk about Soriya's continued desire *to do one or two more things in the shop.* Ask students how they would choose to spend additional money if they were in her place and on what items (e.g., paint, furniture, kitchen equipment). Discuss the reasons why her mother insists that they've already spent enough money. ("The plumbing and electrical work was expensive. They don't want to pay for anything else.") Discuss Soriya's reasoning for doing additional work: *It's a good investment . . . Please leave it to me.* Ask students

whether or not they think it's a good idea for Soriya to continue making changes.

Introduce or review other key vocabulary as needed (e.g., plumbers, electricians, take out, pipes, replace, install, fixtures, faucets, sinks, toilets, dishwasher, upstairs, bathtub, shower, rewire, entire, light switches, electrical outlets, updated, cleaner, safer, workplace, satisfies, construction codes, inspectors, improvements, expensive, budget, relief, cost, less, expected, fantastic, appreciate, spent, enough).

Exercises

Talking on the Phone Encourage students to add Nary's response after the last line. ("I know you're very smart, Soriya, but this is my business. Please don't spend any more money." "You're right, dear. I completely trust you. Spend whatever you need to improve our shop.") Encourage students to share their views about the situation.

Matching Using a picture dictionary, take this opportunity to teach or review other vocabulary for tools and other items related to both plumbing and electrical work as referenced in the story.

Topics for Discussion or Writing In question 2, encourage students to be specific about a type of problem and the step-by-step way to remedy the situation. ("My home really needs a new carpet. First, I need to contact the property manager. Then she needs to buy the carpet for my apartment. Someone will need to deliver it. Finally, installers need to come and put it in.")

Chapter 4: A Great Idea (pp. 22–27)

Preview

Details in Chapter 4 offer the opportunity to teach or review vocabulary for doing a complete makeover, changing a business model, and taking steps to execute an entirely new plan.

Remind students that Soriya ends the telephone conversation with her mother. Mention that she *takes a long look around the shop. Then she shakes her head. "This place looks terrible!" she thinks. "It needs a complete makeover—more than just new paint and furniture."* In addition to the paint and furniture, elicit responses from students about what Soriya may be thinking (e.g., new windows, new flooring, new countertops, etc.).

Clarify some of Soriya's thoughts as she walks behind the counter: *"There should be a real coffee bar*

here” . . . “Donuts are so common . . . and boring” . . . “We should serve something more upscale, like French pastries.” If possible, compare the price difference between regular coffee from a donut shop and fancier options from more expensive coffee houses. If possible, encourage students to go online and compare the prices of donuts to French pastries. Stress the fact that Soriya imagines a shop where the prices are significantly more expensive.

Ask students whether or not they think Soriya’s ideas are good. Elicit responses from students about what her next step should be. (“She should call her parents.” “She should buy a lot of new equipment.” “She should leave her parents’ business alone. It’s not her shop.”) Then discuss the conclusion that Soriya comes to: *She can change the business model for Lucky Donuts!* Explain that this means that she wants to completely transform the business and the way they make money. Remind students that Soriya earned an MBA from a top university; she knows a lot about managing businesses and making money. Highlight her reason for giving *the whole shop a new image: to increase sales*. Elicit responses from students about the possible emotions her parents may feel as a response to major changes (e.g., excited, worried, surprised, angry, upset).

Using the illustration, point out her parents’ daily customer, Mrs. Ramos. Elicit responses from students about the questions she may ask Soriya. (“How are you?” “When are your parents going to return?” “Are the renovations finished?”) Have students estimate how much money Mrs. Ramos spends at Lucky Donuts each day (e.g., \$2.00, \$3.00, \$4.00). Compare that amount to what she will have to pay if Soriya changes the shop’s products and prices (\$7.00, \$8.00, \$9.00). Ask students whether or not they think Mrs. Ramos will remain a customer.

If possible, have students share their personal experiences about cosmetic “changes” that have affected them in their homes or in businesses that they support. (“The owners of my apartment complex put in new landscaping. After the work was finished, they raised our rent.” “The local Laundromat put in new washing machines and dryers. Then they raised the prices a lot.”)

Introduce or review other key vocabulary as needed (e.g., hangs up, around, shakes, terrible, complete, makeover, paint, furniture, behind, counter, observes, regular, decaf, common, boring, serve, upscale, French pastries, suddenly, idea, business model, image, increase, sales, computer, plan, knock, glass, front door, recognizes, daily, reopen, miss, unfortunately, out of town, charming).

Exercises

Talking with Mrs. Ramos In the last line of the dialog, ask students to be more specific about ways that Soriya will make the shop even more charming. (“She will make the shop even more charming by having French pastries on the menu.” “She will make the shop even more charming by installing an expensive sound system.” “She will make the shop even more charming by selling more upscale items.”)

Check the good ideas. Ask student to explain how each of these changes is or is not a good idea. (“It is a good idea to give a business a complete makeover because customers want a fresh and stylish environment.” “It isn’t a good idea to give a business a complete makeover because the expense isn’t necessary. They already have a lot of customers.”)

Topics for Discussion or Writing In question 3, elicit ideas for ways a business can change its image and increase sales (e.g., design a new website, advertise, participate in community events, target different customers, create a business logo). Ask students to give reasons why these things might or might not be effective.

Chapter 5: Big Changes (pp. 28–33)

Preview

Details in Chapter 5 offer the opportunity to teach or review vocabulary for making cosmetic changes inside Lucky Donuts, hiring new workers and deciding what duties they will perform, and renaming a business because the previous one no longer exists.

Using the illustration, indicate the redecorating that was done inside Lucky Donuts. Note the specific changes in the text: *A beautiful hardwood floor replaces the old, dingy tiles. Painters cover the orange walls with a calmer light gray. Delivery people bring in pretty café tables and chairs. Later, Soriya hangs up black and white photographs of Paris around the eating area.* Ask students for their opinions of the new look inside the shop. (“I think it looks much better.” “I think their customers will like it.” “I think it looks too fancy for a donut shop.”)

Point out the picture of the Eiffel Tower. Mention the other *black and white photographs of Paris around the eating area*. Ask students why they think Soriya chooses to hang pictures of various places in the French capital inside her parents’ shop. (“She wants the place to look more elegant.” “She wants the shop to look more exotic.” “She wants the shop to look like a bistro in Paris.”)

Discuss the changes Soriya also makes *behind the counter*: First, she installs a very large coffee bar. Then she hires Max, a qualified barista. He will make the new items on the beverage menu: cappuccinos, lattes, espressos, and a variety of other hot and cold drinks. Elicit responses from students about other beverage items that more upscale coffee shops often serve (e.g., iced mocha, chai tea, *café au lait*). If possible, use internet images to show some of these drinks. Ask students whether or not they commonly tip baristas if/when they go to coffee shops. Encourage students to discuss how this new arrangement will differ from the way the shop was in the past. (“There will be more variety.” “It will probably be a lot more expensive.” “It will be necessary to tip the barista.”)

Talk about Soriya’s next big change: putting *commercial ovens in the kitchen*. Explain that she hires Lucie, an excellent French pastry chef. Lucie will prepare the shop’s new foods: *éclairs, croissants, fruit tarts, and other delicious treats*. If possible, use internet images to show how some of these foods might look. Ask students whether these foods can be obtained in their communities and, if so, where. (“The bakery on First Avenue sells *éclairs* and *croissants*.”)

Stress that the changes in the shop are obviously *very expensive*. But Soriya doesn’t spend any more of her parents’ money. Instead, she invests her own. Explain that the money for the most recent changes comes from Soriya—and not her parents. Gather opinions from students about her decision to put her own money into the change in business model. (“She should spend her own money. It was her idea.” “She shouldn’t invest her own money. It’s still her parents’ business.”)

Using the second illustration, talk about the most dramatic change at Lucky Donuts: There are no more donuts. So, Soriya has to give the shop a new name. Now, it’s *Le Petit Café*, a French name meaning “The Little Café.” Point out that Soriya is watching the workers *take down the old sign and put up the new one*. Remind students that Soriya’s parents know nothing about these changes. Elicit responses from students about the emotions they may feel when they return (e.g., surprised, excited, proud, shocked, infuriated).

Introduce or review other key vocabulary as needed (e.g., hardwood, floor, replaces, dingy, tiles, painters, cover, walls, calmer, gray, delivery, hangs up, black and white, photographs, Paris, behind, counter, installs, coffee bar, qualified, barista, cappuccinos, lattes, espressos, variety, commercial ovens, pastry chef, *éclairs, croissants, fruit tarts, transformation, expensive, spend, instead, invests, own, risks, future, take down, sign, put up, surprise*).

10 Teaching Notes

Exercises

Talking About a Job Have students brainstorm other questions that applicants are typically asked in job interviews. (“What kind of experience do you have?” “Why did you leave your last job?” “When are you available to work?” “Can you work legally in the U.S.?”) Then have students supply satisfactory answers to each additional question. Also, highlight questions that an applicant may ask his/her prospective employer.

Matching Ask students to list some skills that each profession requires. (“Painters need to know about different types of paint and how to apply them to various surfaces. They also need to know how to apply paint with sprayers, rollers, and brushes.”)

Topics for Discussion or Writing In question 1, ask students about ways to appear qualified for a job (e.g., preparing a suitable résumé or CV, having appropriate references on hand, answering questions without hesitation).

Chapter 6: The Surprise (pp. 34–39)

Preview

Details in Chapter 6 offer the opportunity to teach or review vocabulary for emotional responses, Soriya’s defense of the changes she has made, and her parents’ realization that their business is gone.

Explain that *Heng and Nary are definitely surprised* by their daughter’s changes to their business. Indicate *how they look completely shocked* in the illustration. Repeat the question Heng asks: “*What’s this?*” asks *Heng in disbelief*. Explain that neither Heng nor Nary can believe what they see before them. Contrast their expressions to Soriya’s *proud* and satisfied one. Ask students who they support more in this situation and why. (“I agree with Soriya’s parents. They have a right to be upset because their daughter made these changes without telling them.” “I agree with Soriya. She should feel proud because she made positive changes in their business.”)

Review Soriya’s explanation that *this is called changing the business model*. Remind students that her aim is to create *a whole new image—and be more successful than before*. Elicit responses from students about whether or not her new ideas will make the shop more successful. (“I think the shop will be more successful because a lot of customers will want to go there.” “I don’t think the shop will be more successful because they have to charge their customers too much money.”)

Discuss Heng's concern that *we didn't have the money for this* and his question about how much money Soriya spent. Explain the concept of Soriya investing her *own money* in the shop. Ask students to react to her news of also hiring *two new workers: a barista and a pastry chef*. Elicit responses from students about the responsibilities employers typically have regarding employees. ("They have to pay their salaries every two weeks." "They have to carry workers compensation insurance." "They sometimes have to offer health benefits.")

Indicate that Nary notices *the new menu above the counter. The prices are much higher*. Ask students why she looks *angry and upset*. ("She thinks her customers won't like paying the new prices." "She liked the shop the way it was before." "She is angry that her daughter didn't discuss these changes with them first.") Point out Soriya's observation that her parents can now *work less . . . and relax more*." Get opinions from students about whether or not they think this is true. ("This is true. They can travel more often now." "This isn't true. They can't relax because the new business might fail.")

Ask students if they believe Soriya's words: *You helped me earn an MBA. I'm trying to build something better for all of us. I know what I'm doing*. Ask students how they would react if they were in her parents' position. ("I would appreciate her help and wait to see what happens." "I would be angry and want to reverse all the changes.")

Introduce or review other key vocabulary as needed (e.g., definitely, surprised, notices, completely, shocked, cries, proudly, image, successful, inside, examine, workplace, spend, worry, invested, own, hired, barista, pastry chef, relax, fantastic, menu, counter, higher, angry, upset, continues, gone, earn, MBA, build, chance).

Exercises

Talking at the New Business Encourage students to continue the conversation by providing additional exchanges between Soriya and her parents. They can use the response Soriya makes in the text or they can supply their own responses. ("Please! I can promise you that Le Petit Café will be more successful than Lucky Donuts." "How do you know that? You don't know about running a small business.")

Check the good ideas. Ask student to explain why each suggestion is or isn't a good thing to do. ("It's good to feel proud that she can take risks. That's an important part of being successful in business." "It isn't good to feel proud that she can take risks. She's risking *your* business.")

Topics for Discussion or Writing In question 1, ask students to think or write about less drastic changes that can improve a business and how those improvements can be effective. ("New paint and furniture can help to make a business more appealing. Customers will appreciate the fresh environment. Then they'll probably come back.")

Chapter 7: The Shop Reopens (pp. 40–45)

Preview

Details in Chapter 7 offer the opportunity to teach or review vocabulary for the customers' reactions to the new shop and its higher prices and Soriya's futile attempts to upsell the former clientele.

Mention that *three days after Heng and Nary arrive home, the shop reopens. For now, they accept the changes. Lucky Donuts is gone and Le Petit Café is their new business*. Elicit responses from students about whether or not Heng and Nary are making the right decision in this case. ("Yes, they're making the right decision. The new business might be very successful." "No, they're making the wrong decision. They need to reverse their daughter's changes right now.")

Point out that their customers *are surprised too*. Explain that *in general, they like the new décor. But they don't really like the new prices*. Ask students how they feel when there are price increases at businesses they use (e.g., angry, annoyed, irritated, upset, disappointed). Add that *there is no \$2.00 cup of coffee. There is no beverage—except water—for under \$3.00. Most coffee drinks cost between \$4.00 and \$5.00, plus a tip for the barista*. Ask students if they sometimes go to more expensive coffee shops like Le Petit Café and, if so, how often. ("I go to Starbucks every Saturday." "I go to the coffee bar near my work every morning." "I never go to these places. They're too expensive.")

Point out that *some people order, but others take a quick look and leave*. Ask students why they think some customers are leaving without ordering. ("The shop is too expensive now." "They don't like French pastries." "They can't afford the new items on the menu.") Mention Sam's comment that he *can't stop here every day* as in the past. Explain his observation that *it isn't a good deal anymore*. Elicit comments from students about places where there may be cheaper prices on coffee and other food or beverage items (e.g., convenience stores, fast-food places, food trucks).

Discuss the interaction between Soriya and Lilly, the office receptionist. Explain that, once again, *she*

orders a dozen donuts for her office. Say that Soriya tells her that they *don't have donuts now*. Instead, Soriya tries to sell Lilly the *amazing French pastries*. Compare the prices: \$12.00 for twelve donuts, \$48.00 for the same number of French pastries. Ask students what they think Lilly needs to do and why. (“She needs to buy the French pastries. Her business will pay her back.” “She needs to leave. A dozen French pastries costs too much.”)

Indicate that Lilly’s face turns *bright red*. Ask students to give reasons for this reaction. (“She’s embarrassed.” “She’s angry about the price increase.” “She is surprised.”) Elicit responses from students about how Soriya feels when Lilly asks her the last question: *Is there a donut shop near here?* (“She’s worried.” “She doesn’t care.”)

Introduce or review other key vocabulary as needed (e.g., arrive, reopens, accept, changes, gone, customers, in general, décor, prices, beverage, under, plus, tip, barista, order, quick, laughs, great, deal, anymore, dozen, amazing, smiling, pointing, lovely, treats, behind, glass, expensive, cost, never mind, turning, bright, good luck sadly, toward, turns around, near).

Exercises

Talking at Le Petit Café Have students imagine that Lilly, the office receptionist, and Sam, the city bus driver, are now standing outside. Sam has a coffee cup in his hands, but Lilly doesn’t have anything from the new shop. (“Hi, Sam. It’s nice to see you.” “It’s nice to see you, Lilly.” “I see you have some coffee.” “Yes, but this cup cost \$4.00, plus a tip for the barista.” “Wow. Their prices went up a lot . . .”)

Checklist After identifying items that a student might order, encourage your students to write the maximum price they will pay for each beverage and why. (“I will pay \$4.00 for a cappuccino because I really enjoy it.”)

Topics for Discussion or Writing In question 2, ask students to give reasons why some people regularly spend a lot of money at coffee shops, even when they don’t get a good deal. (“They like the atmosphere.” “They like to be out of their homes.” “They like to meet friends there.”)

Chapter 8 Customers Change (pp. 46–51)

Preview

Details in Chapter 8 offer the opportunity to teach or review vocabulary for white-collar and blue-collar customers, the various profiles of Le Petit Café’s new

clientele, and Soriya’s steadfast belief in the new business model.

If necessary, define what is meant by *white-collar* jobs. Encourage students to name various jobs for workers in this category (e.g., doctor, lawyer, teacher, engineer, secretary). Then contrast these workers with *blue-collar* ones—people in jobs that tend to be more physical. Elicit responses from students about jobs in this area (e.g., construction worker, custodian, farmworker, welder, plumber). Ask students whether or not their jobs fit into either of these categories.

Encourage students to estimate the salaries for some white-collar workers. Explain that *Le Petit Café serves more white-collar customers. They regularly spend \$10.00 for a large latte and a French pastry before work*. Elicit responses from students about why the shop’s customers have changed. (“These workers have more money.” “These workers aren’t on a budget.” “These workers have extra income.”) Ask students to estimate what spending \$10.00 a day at a coffee shop amounts to in a week, in a month, and in a year.

Discuss the customers that Le Petit Café loses, like its blue-collar customers and their *local senior citizens*. Elicit responses from students about why these customers have disappeared. (“They can’t spend a lot of money.” “They live on a budget.” “They can’t afford the new prices.”) Note that their former customers *don’t really care about the scenes from Paris on the walls. The items on the menu simply cost too much*. Ask students about their own spending habits. Ask them if they sometimes spend more money if a shop has a nicer environment.

Explain that Soriya *tries to stay positive about the new business*. Discuss the opposite, *negative*, view that her parents have. Using the second illustration, point out how Nary *stands outside, greeting her old customers on the street*. Mention what Nary says to her old customers: *Sorry about this . . . We miss you!* Ask students why Nary apologizes for the new shop. (“She is embarrassed about the high prices.” “She misses her old customers.” “She knows they liked the old donut shop a lot more.”) Say that Soriya *reminds her mother to be more optimistic*.

Use gestures to explain how Soriya says that *there are cycles in business—ups and downs. We have to be patient*. Emphasize that in Nary’s opinion, their *business is only going down*. Explain her observation that the *regular customers are gone—and we’re losing money*. Ask students whether or not they think Nary needs to worry. (“She needs to worry. Losing money is very serious.” “She doesn’t need to worry. The shop is getting new customers.”) Teach or review the

expression that Soriya uses: *Success doesn't happen overnight*, meaning that it can take time for a business to do well. Ask students whether or not they agree with Soriya in this case.

Introduce or review other key vocabulary as needed (e.g., serves, white-collar, spend, latte, students, hipsters, computers, loses, blue-collar, delivery drivers, maintenance workers, local, senior citizens, prices, care, scenes, Paris, walks, items, menus, cost, positive, negative, greeting, sorry, pointing, miss, reminds, optimistic, believe, cycles, ups and downs, patient, regular, gone, losing, a while, calmly, success, overnight, corporate, happen).

Exercises

Talking at Le Petit Café Encourage students to continue the conversation between Nary and Soriya. Ask them to have Soriya respond to Nary's concern that "sometimes success doesn't happen at all." ("Don't worry, Mom. I know what I'm doing. Everything will be fine.")

Matching Ask students to say or write some activities that the people in the exercise can do. ("A maintenance worker can fix a broken window." "A hipster can drink coffee and check his/her phone." "A senior citizen can get a discount in some places.")

Topics for Discussion or Writing In question 3, have students say how long they think Soriya and her parents should wait for Le Petit Café to become a success. Then have them give reasons for their answers. ("They should wait at least a year. It takes time for a business to grow." "They should wait only a few more weeks. They can't afford to lose any more money.")

Chapter 9: The Parents Panic (pp. 52–57)

Preview

Details in Chapter 9 offer the opportunity to teach or review vocabulary for Soriya's parents' increasing level of concern, symptoms of stress, the comparative stability of Heng and Nary's former business, and the need for making difficult decisions.

Explain that *Heng and Nary are upstairs in their apartment. They are sitting at the dinner table, but they aren't very hungry. Use gestures to show how Heng stirs his soup without eating it, and Nary pushes around the rice on her plate with a fork.* Elicit student responses about whether worry, stress, or sadness can affect a person's appetite. Ask students what other things people can or can't do when they're upset.

("They can cry a lot." "They can have stomachaches." "They can't sleep.") Add that *there are many evenings like this upstairs in their apartment.*

Use gestures to teach or review the idiomatic expression *go down the drain*. Explain that Nary uses the expression to mean that their business is being ruined or destroyed by Soriya's change of the business model. Once again, elicit responses from students about whether or not they agree with Nary's opinion. ("I agree with her. Soriya hurt their business." "I don't agree with her. She doesn't know a lot about business. It can be very successful in the future.")

Remind students about Heng and Nary's *life as refugees in the U.S. They started with almost nothing.* Discuss their earlier struggles to learn English and find a way to earn money. Tell students that *little by little, they built a good business.* Explain that they built their business slowly and carefully with no drastic changes, like the ones Soriya has made.

Discuss the reality that Heng and Nary *are not rich* but *they have a home* and a business that *supported them financially*. Elicit responses from students about how Heng and Nary felt before the big change in their business. ("They felt proud." "They felt fortunate." "They felt secure.") Contrast these feelings with the way they feel now. ("They feel angry." "They feel upset." "They feel worried.")

Demonstrate how Heng *leaves the table and walks nervously around the room.* Review the meaning of his expression: *Ugh! Sometimes I regret Soriya's MBA.* Explain that it means his daughter forced her ideas about business on them, and he doesn't like it. Discuss Heng's belief that *her great ideas are hurting* them and *not helping* them. Once again, have students offer their opinions about whether or not Heng is right. ("I think he's right. His daughter ruined everything." "I think he's wrong. His daughter knows about business, and he needs to be patient.")

Talk about Nary's question: *Are we going to do something now—or wait until we lose everything?* Remind students that they *want to trust their daughter*, and she *invested her money too*. Mention Nary's concern that they *can't afford these new employees* and ask students what they would do in the same situation. ("I would keep the new employees for a while longer. Business might improve." "I would lay off the new employees. They don't have enough money to pay them.") Ask students about any other ways that Heng and Nary can solve their problems. ("They can sell donuts again." "They can tell the new employees to look for other jobs." "They can tell their daughter to go back to corporate banking.")

Introduce or review other key vocabulary as needed (e.g., upstairs, hungry, stirs, soup, without, pushes around, rice, going down the drain, voice, shaking, remember, refugees, started, nothing, little by little, built, rich, supported, financially ruined, mutters, angrily, nervously, regret, hurting, lose, nightly conversations, end, solution, trust, invested, unfortunately, wait, forever, afford, continues, fire, know how).

Exercises

Talking in the Apartment Encourage students to continue the dinner conversation between Heng and Nary. (“We can’t fire her, but we need to tell her that we don’t want her help anymore.” “You’re right. Let’s tell her in the morning.”)

Check the good ideas. Encourage students to explain why each solution is or isn’t good to do. (“It’s a good idea to reverse the business model change because the donut shop was more successful.” “It isn’t a good idea to reverse the business model change because they would waste their investment.”)

Topics for Discussion or Writing In question 3, encourage students to give reasons why employees get fired and whether or not these reasons are fair. (“Some people get fired for being late. This is fair because these workers aren’t dependable.”)

Chapter 10: Crisis Time (pp. 58–63)

Preview

Details in Chapter 10 offer the opportunity to teach or review vocabulary for Soriya’s admission that business is bad, reasons for the strained relationship between Soriya and her parents, and their realization that their situation isn’t tragic.

Say that *after three and a half months, Soriya finally admits that business is terrible*. Remind students about the realities of their situation: *There aren’t enough customers. It’s also much more expensive to operate Le Petit Café*. Discuss the status of their good employees—Max and Lucie—and the fact that *soon there won’t be enough money for their salaries*. Ask students what they now think about Soriya’s idea to change the business model. (“It was a big mistake.” “It was a total failure.” “It was a good idea, but it didn’t work.”)

Explain that *there is a lot of tension between Soriya and her parents*. Add that *Heng and Nary are upset because Soriya changed their shop. And Soriya is upset because her idea isn’t working*. Ask students what some people do when there is a lot of stress or conflict in a relationship. (“They argue.” “They don’t speak to each other.” “They feel angry all the time.”)

Teach or review the expression *throw in the towel*. Explain that it means to stop trying or to quit completely. Indicate that *there are times when Soriya wants to throw in the towel*. Remind students that *Soriya had a very successful job before, and her parents didn’t really need her help*. Ask students what they would do in Soriya’s position. (“I would return to my job at the bank.” “I would apologize to my parents.” “I would help my parents turn Le Petit Café back into Lucky Donuts.”)

Use the story illustration to show Soriya *cleaning up the shop*. Note that *as she sweeps under the café tables, she can’t stop the tears from rolling down her cheeks*. Say that *her parents notice her sadness and quickly walk toward her*. Ask students to predict what her parents will say in this situation. (“Please don’t cry.” “It’s okay.” “I’m sorry you’re sad. We feel terrible too.”)

Discuss Nary’s thought at this time: *As she strokes her daughter’s hair, she begins to think that their situation isn’t so bad*. Remind students that *Heng and Nary have lived through much worse times*. Elicit responses from students about what Heng and Nary experienced in the past. (“They lived through a terrible war.” “They had to leave their native country.” “They came to the U.S. with no money and no jobs.”) Ask students to think about Nary’s perspective that *it’s only money—and they are all safe and healthy*. Ask students whether or not they agree with Nary’s thinking that *this problem isn’t the end of the world*. (“I agree. Her family is well. That’s more important than money.” “I don’t agree. They need money to survive, and they have a terrible problem.”)

Introduce or review other key vocabulary as needed (e.g., finally, admits, terrible, enough, expensive, operate, employees, salaries, disaster, tension, upset, idea, throw in the towel, mistake, return, hometown, successful, losing, closing, cleaning, sweeps, tears, rolling, cheeks, notice, sadness, meant, honestly, destroyed, cry, strokes, hair, situation, worse, safe, healthy, end of the world, smile, together, fix).

Exercises

Talking at Closing Time Encourage students to continue the conversation between Soriya and her parents by having each person offer a suggestion to improve their business situation. (“We can sell donuts again.” “We can lay off the employees.” “We can lower our prices.”)

Check the examples. Ask students to explain how each item shows or does not show a way Soriya could throw in the towel. (“Returning to her job at the bank is a way to throw in the towel. She is giving up trying to help

her parents.” “Changing the business model again is not throwing in the towel. That means she is still trying to help the shop recover.”)

Topics for Discussion or Writing In question 2, discuss possibilities like declaring bankruptcy, obtaining legal advice, hiring an attorney, working out a payment schedule, and others. Encourage students to explain why they think various options are good or bad ideas.

Chapter 11: A Solution (pp. 64–69)

Preview

Details in Chapter 11 offer the opportunity to teach or review vocabulary for the problem-solving that Soriya and her parents attempt, the pros and cons of running Le Petit Café, and arriving at a solution.

Explain that *Soriya dries her tears. Then she and her parents sit down and have an honest conversation. They discuss the good and bad things about Le Petit Café.* Ask students to discuss the good and bad things about the new business. (“They serve beautiful French pastries.” “Their prices are too high.”) Mention the positive things that Soriya’s parents observe about Le Petit Café, like *attracting new customers—people who can spend a lot of money.* Contrast that point with the sad fact that they *completely lost most of their old customers.*

Elicit responses from students about the pros and cons of having Max and Lucie as employees. (“Max is a good barista, and Lucie makes beautiful French pastries.” “Max and Lucie’s salaries are a big expense.”) Ask students to predict what Heng and Nary will decide about their employees’ futures. (“They will keep Max but fire Lucie.” “They will let both of them go.” “They will try to keep them for another few months.”)

Tell students that *for the next few hours Soriya and her parents talk about different options. Finally, they make the decision to try changing the business model once again.* Remind students that the first change in the business model was changing Lucky Donuts to Le Petit Café. Have students imagine what the next business will be. (“It will be Lucky Donuts again.” “It will be a Cambodian restaurant.” “It will be a fancier donut shop with slightly higher prices.”)

For instructors who wish to divulge more information, explain their final decision to have *Le Petit Café—and Lucky Donuts. They will keep the coffee bar—but they will also offer inexpensive \$2.00 cups of coffee. They will keep the French pastries—but they will also offer 99¢ donuts.* Ask students their opinions about the new business plan and whether or not they think the

idea is good. (“I think it’s a good idea.” “I think it’s an unrealistic idea.” “I think it’s a terrible idea.”) Then ask students to explain why they have these views. (“They will have many different customers.” “They won’t have enough space for both businesses.” “They’ll serve too many things and the customers will be confused.”)

Talk about the responsibility that Nary feels toward her *old customers.* Highlight her comment: *We need to serve people like Sam, Lilly, and Mrs. Ramos. After all, they supported us for many years.* Ask students whether or not Nary needs to lower prices for her old customers. Then ask students to explain their answers. (“Yes, she needs to lower prices for her old customers. They helped her family be successful.” “No, she doesn’t need to lower prices for her old customers. She needs to attract people who can spend more money.”)

Indicate that *for the first time in a long time, everyone is smiling.* Ask students why they think everyone feels happier. (“They are relieved.” “They feel more optimistic.” “They feel excited.”) Mention that *Soriya sleeps better that night.* Ask students about the kinds of problems that can affect people’s sleep (e.g., financial problems, health problems, family problems). Then ask students what people can do to sleep better (e.g., drink warm milk, count sheep, listen to music).

Introduce or review other key vocabulary as needed (e.g., dries, tears, honest, conversation, discuss, attracting, spend, agree, completely, lost, sadly, awful, fire, sell, paint, orange, hours, options, finally, decision, keep, offer, inexpensive, owe, serve, supported, smiling, sleeps, bring back, successful, luck, return).

Exercises

Talking About Options Encourage students to continue the conversation by proposing their own ideas for saving Heng and Nary’s business. (“We need to return to Lucky Donuts.” “We need to reduce Max and Lucie’s hours.” “We need to sell the commercial ovens.”)

Checklist Have students discuss what’s appropriate to say about each thing. (“We need to fire the employees.” “We need to keep the employees a little longer.” “We need to keep the paint color. The light gray is very tasteful.” “We need to paint the walls orange again. It was a lot more cheerful before.”)

Topics for Discussion or Writing In question 1, brainstorm ways businesses can attract more people (e.g., creating a website, appearing in print advertising, offering special deals). Encourage students to explain how these methods can help a business to be more successful. (“A website can create interest in your business and introduce customers to your products.”)

Chapter 12: Lucky Donuts Returns (pp. 70–75)

Preview

Details in Chapter 12 offer the opportunity to teach or review vocabulary for changes made in the shop before the reopening, adjustments made by the employees, and the new mood of optimism about the future.

Tell students that on *Monday morning, the shop reopens. There is a new banner over the sign outside: “Le Petit Café & Lucky Donuts. Everyone is welcome!”* Have student recall the shop’s past clients (e.g., bus driver, office receptionist, senior citizen, blue-collar workers). Ask students if they think the old customers will return. Then ask them for reasons why they will or won’t return. (“I think they will return because they miss the old shop.” “They won’t return because they found another shop.”)

In addition to the new banner outside, elicit responses from students about other changes in the shop (e.g., deep fryers for the donuts, area for regular and decaf coffee, longer menu, lower prices). Mention the *one orange wall in the eating area* that Nary added to the dining room *for luck*. Note that Nary may have been referring to the orange walls previously in Lucky Donuts. Still, encourage students to discuss the different colors associated with luck in their native countries. In addition, consider asking students the meanings of other colors in their cultures.

Indicate that both Max and Lilly are happy to adjust to the new shop. Point out Max’s comment: *Yes, I can make a basic \$2.00 cup of coffee . . . That’s the only kind of coffee I drink.* Add that *Lucie is very excited about the donuts on the menu.* Use the dialog illustration to show how *she is fascinated as Heng puts the rings of dough into the hot oil.* Ask students what Max and Lucie are showing as employees. (“They’re showing flexibility.” “They’re showing enthusiasm.” “They are showing interest in learning new things.”)

Talk about the *constant flow of old and new customers* throughout the day. Mention that *there are more people than either Lucky Donuts or Le Petit Café ever had before.* Indicate that *there are not enough café tables and chairs for everyone.* Have students describe the appearance of the shop. (“It’s crowded.” “It’s busy.” “There is nowhere to sit.”) Encourage students to talk about emotions that the business owners have (e.g. happy, relieved, grateful, surprised, excited).

Note, however, that *it will take time for the business to recover.* Elicit responses from students about the

money that Heng, Nary, and Soriya already spent (e.g., plumbing and electrical projects, painting, new furniture, coffee bar, commercial ovens, salaries for two employees). Ask students to estimate how much money they have spent—or lost—during the past few months. Then ask them to predict how long it will take to completely recover (e.g., six months, one year, two years, five years).

Introduce or review other key vocabulary as needed (e.g., reopens, banner, sign, outside, welcome, deep fryers, kitchen, orange, luck, cheerful, comfortable, surprisingly, excited, interested, learning, fascinated, rings, dough, oil, show, closing, constant, flow, fortunately, recover, nevertheless, enthusiastic).

Exercises

Talking About Options Consider using videos to show the actual process of making donuts. If possible, ask students to explain the basic steps in preparing a special food from their native countries.

Check the good ideas. Ask students to explain why each thing is or isn’t good to do. (“It’s a good to show interest and enthusiasm because the employer can see that you want to do your job well.” “It isn’t good to act bored or confused because the employer can think you aren’t interested in your job.”)

Topics for Discussion or Writing In question 2, have students describe a change that they have experienced in the workplace. (“I used to have a paper timecard. Now I record my hours online. The first time, I needed someone to show me how to do it.”)

Chapter 13: It’s Working (pp. 76–81)

Preview

Details in Chapter 13 offer the opportunity to teach or review vocabulary for the remarkable recovery of Heng and Nary’s business, the special privileges given to Mrs. Ramos, and the benefits of having a very diverse clientele.

Explain that *after three months, Heng and Nary’s shop is doing much better. Now, there are many types of customers. There are blue-collar workers and white-collar workers.* Clarify the meaning of the *elderly, middle-aged, and young people of different social classes* in the story. Ask students about the kinds of businesses that often have many types of customers (e.g., the supermarket, the gas station, the pharmacy). Ask students why this particular business is attracting

many different types of people. (“They have some high- and low-priced items.” “They have both upscale and inexpensive food items.”)

Discuss how *Heng and Nary are grateful for their incredible community*. Have students give other reasons why Heng and Nary are grateful. (“They are earning money again.” “Their business is successful.” “They don’t have to worry anymore.”) Elicit responses from students about things in their lives that they are grateful for. (“I am grateful for my family.” “I am grateful for my job.” “I am grateful for my health.”)

Using the story illustration, point out *Mrs. Ramos’s eightieth birthday* celebration. Discuss the way *Heng and Nary have a little surprise party for her at 8:00 a.m. They give her a birthday crown, and Max hands her a latte with a foam heart on the top. Then Nary passes around free donuts and French pastries to the many customers who know and love Mrs. Ramos*. Have students talk about birthdays they might celebrate with people outside of their own families (e.g., children’s friends, co-workers, neighbors).

Indicate that *Soriya loves to see people meet in the shop. Yuri met Susan there. Yuri is one of the plumbers who worked in their building. Susan is an immigration attorney. Susan is helping Yuri to bring his family to the U.S.* Ask students if they have ever used the services of an immigration attorney. If possible, ask students to share their personal experiences with classmates. Give students information about where people can get low-cost or no-cost legal services in your community. In addition to immigration, discuss other things that people sometimes need legal advice about (e.g., housing, marriage, workplace, personal injury).

Using the second illustration, show how *Heng and Nary are eating dinner again in their upstairs apartment*. Add that *their appetites are much better now*. Ask students to explain why it’s obvious that they are happier now. (“They are eating again.” “They are smiling again.” “They are enjoying their dinners.”)

Discuss Heng’s comment: *I’m a very cautious person. I don’t like taking risks*. Ask students whether or not they view themselves as cautious—especially about money or business ventures. Have students give examples of taking risks in life (e.g., moving to another country, changing jobs, investing money).

Introduce or review other key vocabulary as needed (e.g., better, types, blue-collar, white-collar, elderly, middle-aged, young, social, classes, grateful, incredible, community, eightieth, birthday, surprise, party, crown, latte, foam, heart, passes around, free, loves, meet, plumbers, immigration, attorney, together, upstairs, appetites, cautious, risks, right, laughing, brilliant).

Exercises

Talking About Immigration Encourage students to expand this dialog by having Yuri ask Susan additional questions regarding his immigration case. (“How long do these cases usually last?” “What other paperwork do you need?”)

Checklist Ask students to discuss duties performed by workers in some of the blue-collar jobs. (“A construction worker builds homes.” “A plumber fixes clogged drains.” “A mechanic repairs cars.”)

Topics for Discussion or Writing In question 3, ask about other tasks immigration attorneys help their clients with (e.g., getting a green card, fighting deportation, applying for citizenship, completing documents).

Chapter 14: A Reporter Comes (pp. 82–87)

Preview

Details in Chapter 14 offer the opportunity to teach or review vocabulary for the continued success of Le Petit Café and Lucky Donuts, an interview by a magazine reporter, and Soriya’s admission of her own strengths and weaknesses.

Mention that *many businesses have ups and downs. But business at Le Petit Café and Lucky Donuts is only up. The neighborhood and the whole town love the coffee drinks, French pastries, and donuts*. Add that *sometimes the line of people goes out the door*. Contrast this scene with Soriya’s first change of the business model. Ask students to describe the new change. (“The shop is much busier.” “The shop is earning a lot more money.” “The shop is more successful now.”) Indicate that *Mrs. Ramos, however, can always go to the front of the line. She also has a permanent Reserved sign on her table in the dining room*. Encourage students to explain why Mrs. Ramos is receiving special privileges now. (“They respect her because she is elderly.” “They don’t want her to wait in a long line.” “They appreciate her many years of support.”)

Discuss how *one day, a reporter from City Magazine visits the shop. She interviews Heng and Nary for an article*. Ask students why Heng and Nary are interesting subjects for the magazine’s readers. (“Their shop is popular in their community.” “They started with nothing and became successful.” “Their story is an example of the American Dream.”)

Talk about the information that Heng and Nary give the reporter: *They tell her about their early lives and the horrible war in Cambodia*. Ask people to discuss

the terrible consequences of war. (“Many people die.” “People sometimes separate from their families.” “People sometimes have to leave their countries forever.”)

They tell her about their arrival in the U.S. as refugees and their hard work in the donut business. Ask students to talk about the struggles that Heng and Nary most likely had. (“They had to learn English.” “They had to work long hours.” “They had to face discrimination.”)

Say that, *with pride, they also introduce Soriya to the reporter.* Encourage students to give reasons why Heng and Nary feel proud of their daughter. (“She has an excellent education.” “She has an MBA.” “She knows about corporate banking.”) Have students practice making introductions with each other.

Talk about the way the reporter reacts when she hears about Soriya’s education: *An MBA!* Ask students why the reporter appears to be surprised. (“She has a lot of work opportunities.” “She can earn a lot of money in the workplace.” “She has a much higher level of education than her parents.”) Ask students to respond to the question that the reporter asks: *So, what did you teach your parents about business?* (“I taught them about changing the business model.” “I taught them about taking risks.” “I taught them about having a new image.”) Discuss the meaning of Soriya’s reaction and *her face turning a little red.* Elicit responses from students about the meaning of her expression. (“She’s embarrassed.” “She’s uncomfortable.” “She’s shy.”)

Introduce or review other key vocabulary as needed (e.g., ups and downs, neighborhood, whole, line, front, permanent Reserved sign, reporter, interviews, early, horrible, Cambodia, arrival, refugees, pride, introduce, MBA, proudly teach, turning, red, learned, real, way, owning, truthfully, out of business, smile, affection, out loud, out of town).

Exercises

Talking to the Reporter Encourage students to expand this conversation. Have Nary tell the reporter about some things she learned from Soriya. (“I learned that taking risks can sometimes work.” “I learned that investing money can pay off.” “I learned that image can be important.”)

Checklist Encourage students to give reasons why some points are interesting to discuss and others are not. (“It’s interesting to discuss the shop renovation because it started the whole change in their business model.” “It

isn’t interesting to discuss the barista’s salary because it doesn’t relate to Heng and Nary’s fascinating story.”)

Topics for Discussion or Writing In question 1, have students supply reasons for ups and downs in business (e.g., the economy, high unemployment, consumer demand, taxes). Then have students offer ways for business people to handle ups and downs (e.g., continue marketing, remain innovative, downsize staff).

Chapter 15: A Success (pp. 88–93)

Preview

Details in Chapter 15 offer the opportunity to teach or review vocabulary for the increasing success of Le Petit Café and Lucky Donuts, Soriya’s desire to make the business even more successful, and steps she takes toward business expansion.

Explain that *one year later, business at Le Petit Café and Lucky Donuts is stronger than ever.* Use the illustration to point out the *tables and chairs outdoors* and Soriya’s observation that *it looks like a sidewalk café in Paris.* Ask students about outdoor eating establishments in your community and whether or not they sometimes like to eat outdoors. Elicit responses about why people sometimes like to eat or drink outside. (“They like the fresh air.” “They like to watch people.” “They like the more relaxed feeling.”)

Mention that Soriya *hires two more people* as a result of the increase in business. Ask students to guess the possible positions of these workers (e.g., cashier, dishwasher, server, second barista). Add that *the shop needs extra help, especially because Heng and Nary are visiting Heng’s sister again. After many years of very hard work, they can relax and spend more time with family.* Ask students if they enjoy relaxing and spending time with family. Have students discuss the kinds of activities families can enjoy together (e.g., talking, eating, watching movies, playing games).

Say that *Soriya is an excellent manager and their employees are wonderful workers.* However, she *often thinks about ways to make her family’s shop more successful.* Encourage students to give advice to Soriya. (“You should stay open 24 hours.” “You should hire several more workers.” “You shouldn’t do anything. The shop is fine the way it is.”) Ask students if they think she will change the shop again and, if so, why. (“She is always thinking about money.” “She is never satisfied.” “She likes to take risks.”)

Indicate that *during her MBA program*, Soriya *learned a lot about business expansion*. So, *Soriya has the exciting idea to open a second shop*. Have students share their opinions about this idea. (“It’s a great idea.” “It’s a terrible idea.”) Then ask them to give reasons why her idea is good or bad. (“They will earn even more money with a second location.” “It’s too risky. They can lose all their money.”)

Use the second illustration to show Soriya finding *a convenient location downtown*. Point out the FOR LEASE sign in the window. Encourage students to supply Soriya’s questions for a leasing agent. (“When is the space available?” “For how long can we lease the space?” “How much do we pay per month?”) In addition, point out that this space is in a *convenient location*. Elicit responses about what makes a location convenient. (“It is very central.” “There is a bus stop nearby.” “There is lots of foot traffic.” “It’s easy to find a parking place.” “It’s near other successful businesses.”)

Ask students whether or not they think Soriya will sign the lease and *surprise* her parents once again. Then ask students how they think Heng and Nary will react to their daughter’s latest plan. (“They will feel excited.” “They will feel upset.”) Encourage students to explain the reasons why Heng and Nary will feel a certain way. (“They will be excited because Soriya’s ideas are

sometimes good.” “They will feel upset because this big expense can put them out of business.”)

Introduce or review other key vocabulary as needed (e.g., year, later, stronger, outdoors, lovely, sidewalk café, Paris, especially, visiting, relax, spend, besides, excellent, manager, employees, wonderful, expansion, exciting, second, convenient, location, downtown, risks, signed, lease, yet, decision, surprise, support, decides, trust).

Exercises

Talking About the Future Encourage students to provide a response from Nary. (“I know I can trust you, but I want more information now.” “This isn’t about trust. We just don’t like surprises.” “Please don’t make any decisions without talking to us first.”)

Check the good ideas. Have students explain why something is or isn’t good to do. (“It’s good to feel excited about her great idea. She had some great ideas in the past.” “It isn’t good to give her all the money to expand. The second shop might not be successful.”)

Topics for Discussion or Writing In question 2, ask students to list the additional expenses for a second shop (e.g., staffing, monthly leasing fee, equipment, furniture, lighting, flooring, decorating, utility bills, advertising, website design). Then ask them to answer why they would or would not take the risk if they were business owners.

Answer Key

Chapter 1

Answer the questions. (p. 5)

1. Soriya is standing inside Lucky Donuts. The shop is busy this morning.
2. Her father is deep-frying dough in hot oil. Her mother, Nary, is pouring a cup of black coffee.
3. Sam is a city bus driver. Nary puts a dozen donuts into a pink box for Lilly.
4. There are eleven people sitting at tables. Mrs. Ramos is at Lucky Donuts every morning.
5. They came to the U.S. as young adult refugees in 1981. Life wasn't easy for them.
6. They had to learn English. They had to find a way to earn money.
7. They entered the donut business. They have worked hard for many years.
8. Now, they own the building. They live in a two-bedroom apartment upstairs.
9. The building has serious problems. The electrical and plumbing systems are bad.
10. Lucky Donuts will close for renovations tomorrow. Heng and Nary will fly across the country to help Heng's sister. Soriya is going to take care of everything.

Complete the sentences. (p. 6)

- | | |
|-------------|--------------|
| 1. parents | 5. business |
| 2. refugees | 6. apartment |
| 3. Life | 7. building |
| 4. English | 8. systems |

Matching: Definitions (p. 6)

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

Listening (p. 8)

- | | | | |
|------|------|------|------|
| 1. b | 3. b | 5. a | 7. a |
| 2. a | 4. a | 6. b | 8. a |

Pronunciation and Writing (p. 8)

- | | |
|---------------------------|-------------------|
| 1. popular 3 | 9. plumbing 2 |
| 2. electrical 4 | 10. renovations 4 |
| 3. furniture 3 | 11. donuts 2 |
| 4. eleven 3 | 12. apartment 3 |
| 5. responsible 4 | 13. systems 2 |
| 6. building 2 | 14. Cambodia 4 |
| 7. refugees or refugees 3 | 15. including 3 |
| 8. receptionist 4 | |

What about you? (p. 9)

2. Do you feel proud of your parents?
3. Do you know people who are refugees?
4. Do you need to fix some problems in your home?
5. Do you think new paint and furniture can really improve places?

Chapter 2

Answer the questions. (p. 11)

1. She was able to have an excellent education with some help from her parents and their income from Lucky Donuts.
2. She earned a Master of Business Administration (MBA) degree from a top university five years ago.
3. She worked for a large bank for four years.
4. Soriya knows a great deal about money and managing businesses.
5. Soriya returned to her hometown six months ago.
6. Soriya wants to make the family business even more successful in the future.
7. Soriya is driving Heng and Nary to the airport.
8. They are nervous about leaving their daughter.
9. He tells her to be careful about how she spends money.
10. Soriya promises to be careful.

Complete the sentences. (p. 12)

- | | |
|---------------|-------------------|
| 1. income | 5. opinion |
| 2. university | 6. hometown |
| 3. bank | 7. responsibility |
| 4. money | 8. future |

Matching: Opposites (p. 12)

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

Listening (p. 14)

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. a |
| 2. a | 4. b | 6. a | 8. a |

Pronunciation and Writing (p. 14)

- | | |
|-----------------|----------------------|
| 1. promise 2 | 9. income 2 |
| 2. excellent 3 | 10. anything 3 |
| 3. projects 2 | 11. managing 3 |
| 4. successful 3 | 12. education 4 |
| 5. businesses 3 | 13. responsibility 6 |
| 6. opinion 3 | 14. nervous 2 |
| 7. university 5 | 15. administration 5 |
| 8. questions 2 | |

What about you? (p. 15)

2. Do you know a great deal about money and managing businesses?
3. Do you sometimes return to your hometown?
4. Do you work in a successful family business?
5. Do you know how to manage electrical and plumbing projects?

Chapter 3

Answer the questions. (p. 17)

1. Plumbers and electricians work in the Lucky Donuts building for the next few weeks.
2. Plumbers take out the old pipes. Then they replace them with new ones. Later, they install new plumbing fixtures: faucets, sinks, toilets, a dishwasher, and an upstairs bathtub and shower.
3. Electricians come and rewire the entire building.
4. They put in new light switches and electrical outlets. They install updated light fixtures too.
5. The work is done well. The building is much cleaner and safer than before.
6. Now, the building is a very good home and workplace for her parents.
7. The new plumbing and electrical work satisfies the construction codes and the inspectors.
8. They stay within the budget.
9. Nary is very happy that the jobs are finished.
10. Soriya still wants to do one or two more things in the shop.

Complete the sentences. (p. 18)

- | | |
|-----------------|---------------|
| 1. plumbers | 5. outlets |
| 2. pipes | 6. workplace |
| 3. fixtures | 7. inspectors |
| 4. Electricians | 8. budget |

Matching: Definitions (p. 18)

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

Matching (p. 19)

1. electrical outlet
2. light fixture
3. light switch

Listening (p. 20)

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. b |
| 2. b | 4. a | 6. a | 8. b |

Pronunciation and Writing (p. 20)

- | | |
|--------------------------|---|
| 1. improvements 3 | 9. <u>workplace</u> or <u>workplace</u> 2 |
| 2. <u>outlets</u> 2 | 10. <u>fixtures</u> 2 |
| 3. <u>budget</u> 2 | 11. <u>faucets</u> 2 |
| 4. <u>expensive</u> 3 | 12. <u>investment</u> 3 |
| 5. <u>install</u> 2 | 13. <u>switches</u> 2 |
| 6. <u>dishwasher</u> 3 | 14. <u>plumbers</u> 2 |
| 7. <u>construction</u> 3 | 15. <u>updated</u> 3 |
| 8. <u>electricians</u> 4 | |

What about you? (p. 21)

2. Do you sometimes need an electrician?
3. Do you know how to install some plumbing fixtures?
4. Do you know how to put in light switches and electrical outlets?
5. Do you know how to stay within your budget?

Chapter 4

Answer the questions. (p. 23)

1. Soriya hangs up the phone and takes a long look around the shop.
2. She thinks it needs a complete makeover, more than just new paint and furniture.
3. She observes the small area for coffee: regular and decaf. She thinks there should be a real coffee bar there.
4. She thinks donuts are common and boring.
5. She thinks they should serve something more upscale, like French pastries.
6. She can change the business model for Lucky Donuts.
7. She wants to give the whole shop a new image. She wants to increase sales.
8. She opens her computer and begins to write a new plan for the shop.
9. Mrs. Ramos knocks on the glass front door at that moment.
10. Mrs. Ramos asks, "When are you going to reopen?"

Complete the sentences (p. 24)

- | | |
|-------------|-------------|
| 1. makeover | 5. model |
| 2. counter | 6. image |
| 3. donuts | 7. computer |
| 4. pastries | 8. customer |

Matching: Definitions (p. 24)

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

Listening (p. 26)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. b | 7. a |
| 2. a | 4. a | 6. b | 8. a |

Pronunciation and Writing (p. 26)

- | | |
|--|----------------------------|
| 1. <u>computer</u> 3 | 9. <u>un</u> fortunately 5 |
| 2. <u>recognizes</u> 4 | 10. <u>bor</u> ing 2 |
| 3. <u>makeover</u> 3 | 11. <u>re</u> open 3 |
| 4. <u>upscale</u> 2 | 12. <u>ter</u> rible 3 |
| 5. <u>char</u> ming 2 | 13. <u>pas</u> tries 2 |
| 6. <u>in</u> crease <i>or</i> <u>in</u> crease 2 | 14. <u>im</u> age 2 |
| 7. <u>regu</u> lar 3 | 15. <u>retu</u> ring 3 |
| 8. <u>de</u> caf 2 | |

What about you? (p. 27)

- Do you sometimes drink decaf coffee?
- Do you think donuts are common and boring?
- Do you like upscale foods, like French pastries?
- Do you think it's a good idea for a small shop to change its business model?

Chapter 5**Answer the questions. (p. 29)**

- There are many workers inside Lucky Donuts during the next few weeks.
- A beautiful hardwood floor replaces the old, dingy tiles.
- Painters cover the orange walls with a calmer light gray.
- Delivery people bring in pretty café tables and chairs. Soriya hangs up black and white photographs of Paris.
- Soriya also makes some big changes behind the counter.
- She installs a very large coffee bar. She hires Max, a qualified barista.
- He will make the new items on the beverage menu: cappuccinos, lattes, espressos, and a variety of other hot and cold drinks. Lucie will prepare the shop's new foods: éclairs, croissants, fruit tarts, and other delicious treats.
- This transformation is very expensive. Soriya invests her own money.
- She feels that it's the right time to make these changes and bring Lucky Donuts into the future.
- It's Le Petit Café.

Complete the sentences (p. 30)

- | | |
|-------------|-------------|
| 1. replaces | 5. makes |
| 2. cover | 6. installs |
| 3. bring in | 7. puts |
| 4. hangs up | 8. prepare |

Matching: Definitions (p. 30)

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

Matching (p. 31)

- barista
- painter
- delivery person

Listening (p. 32)

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. b |
| 2. b | 4. b | 6. a | 8. a |

Pronunciation and Writing (p. 32)

- | | |
|-----------------------------|--------------------------|
| 1. <u>com</u> mmercial 3 | 9. <u>pho</u> tographs 3 |
| 2. <u>sur</u> prise 2 | 10. <u>fu</u> ture 2 |
| 3. <u>del</u> ivery 4 | 11. <u>bar</u> ista 3 |
| 4. <u>be</u> verage 3 | 12. <u>ding</u> y 2 |
| 5. <u>qual</u> ified 3 | 13. <u>vari</u> ety 4 |
| 6. <u>trans</u> formation 4 | 14. <u>inst</u> ead 2 |
| 7. <u>re</u> places 3 | 15. <u>tom</u> orrow 3 |
| 8. <u>cappu</u> ccinos 4 | |

What about you? (p. 33)

- Do you sometimes have delivery people bring things into your home?
- Do you have black and white photographs in your home?
- Do you sometimes hire people in your workplace?
- Do you sometimes see signs change on businesses in your community?

Chapter 6**Answer the questions. (p. 35)**

- They look completely shocked.
- She proudly says, "This is called changing the business model."
- She says they have a whole new image and can be more successful than before.
- Heng and Nary examine their new workplace.
- They can't say anything for a long time.
- He says, "We didn't have the money for this."
- She says she invested her own money.
- She says she hired two new workers.
- They are a barista and a pastry chef.
- She sits down on one of the new chairs. She looks angry and upset.

Complete the sentences (p. 36)

- | | |
|-------------------|----------------|
| 1. surprise | 5. image |
| 2. disbelief | 6. workplace |
| 3. voice | 7. money |
| 4. business model | 8. pastry chef |

Matching: Definitions (p. 36)

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

Listening (p. 38)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. b | 7. a |
| 2. a | 4. a | 6. a | 8. a |

Pronunciation and Writing (p. 38)

- | | |
|------------------------|------------------------|
| 1. <u>different</u> 3 | 9. <u>menu</u> 2 |
| 2. <u>higher</u> 2 | 10. <u>disbelief</u> 3 |
| 3. <u>model</u> 2 | 11. <u>pastry</u> 2 |
| 4. <u>completely</u> 3 | 12. <u>invested</u> 3 |
| 5. <u>upset</u> 2 | 13. <u>surprised</u> 2 |
| 6. <u>fantastic</u> 3 | 14. <u>relax</u> 2 |
| 7. <u>prices</u> 2 | 15. <u>examine</u> 3 |
| 8. <u>proudly</u> 2 | |

What about you? (p. 39)

- Do you want to invest your own money in a family business?
- Do you want to work less and relax more?
- Do you feel upset when businesses raise their prices?
- Do you think changing a business model is always a good idea?

Chapter 7**Answer the questions. (p. 41)**

- The shop reopens three days after Heng and Nary arrive home. They accept the changes for now.
- In general, they like the new décor. They don't really like the new prices.
- They can only buy water.
- Most coffee drinks cost between \$4.00 and \$5.00, plus a tip for the barista.
- Some people order. Others take a quick look and leave.
- Sam says, "Your coffee is great, but it isn't a good deal anymore."
- Lilly tries to order a dozen donuts for her office.
- A dozen pastries will cost around \$48.00.
- She can get a dozen donuts for only \$12.00.
- She asks, "Is there a donut shop near here?"

Complete the sentences (p. 42)

- | | |
|-------------|-----------|
| 1. changes | 5. deal |
| 2. décor | 6. treats |
| 3. beverage | 7. dozen |
| 4. tip | 8. face |

Matching: Opposites (p. 42)

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

Listening (p. 44)

- | | | | |
|------|------|------|------|
| 1. b | 3. b | 5. b | 7. b |
| 2. a | 4. a | 6. b | 8. b |

Pronunciation and Writing (p. 44)

- | | |
|----------------------|-----------------------|
| 1. <u>replies</u> 2 | 9. <u>expensive</u> 3 |
| 2. <u>smiling</u> 2 | 10. <u>pointing</u> 2 |
| 3. <u>reopens</u> 3 | 11. <u>amazing</u> 3 |
| 4. <u>toward</u> 2 | 12. <u>general</u> 3 |
| 5. <u>anymore</u> 3 | 13. <u>lovely</u> 2 |
| 6. <u>décor</u> 2 | 14. <u>under</u> 2 |
| 7. <u>watching</u> 2 | 15. <u>turning</u> 2 |
| 8. <u>orders</u> 2 | |

What about you? (p. 45)

- Do you sometimes pay for water?
- Do you sometimes pay between \$3.00 and \$5.00 for a beverage?
- Do you sometimes buy donuts or French pastries?
- Do you sometimes stop going to a business because it's too expensive?

Chapter 8**Answer the questions. (p. 47)**

- Le Petit Café serves more white-collar customers.
- They regularly spend \$10.00 for a large latte and a French pastry before work.
- Other customers are younger, like students and hipsters. They order a \$5.00 coffee drink and then sit for a few hours, looking at their computers.
- Le Petit Café loses most of its blue-collar customers, such as the delivery drivers and maintenance workers. They also lose their local senior citizens, like Mrs. Ramos. These customers don't like the prices at Le Petit Café.
- They don't really care about the scenes from Paris on the walls.
- Soriya tries to stay positive about the new business. Her parents can be very negative.
- Nary sometimes stands outside, greeting her old customers on the street. She says, "Sorry about this."

8. Soriya reminds her mother to be more optimistic.
9. Soriya says there are cycles in business—ups and downs. They have to be patient.
10. According to Nary, their business is only going down. Their regular customers are gone and they're losing money.

Complete the sentences (p. 48)

- | | |
|-----------------|---------------|
| 1. white-collar | 5. negative |
| 2. blue-collar | 6. optimistic |
| 3. senior | 7. patient |
| 4. positive | 8. corporate |

Matching: Definitions (p. 48)

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

Matching (p. 49)

1. senior citizen
2. maintenance worker
3. hipster

Listening (p. 50)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. b | 7. b |
| 2. b | 4. a | 6. a | 8. a |

Pronunciation and Writing (p. 50)

- | | |
|------------------------|--------------------------|
| 1. <u>overnight</u> 3 | 9. <u>delivery</u> 4 |
| 2. <u>optimistic</u> 4 | 10. <u>patient</u> 2 |
| 3. <u>corporate</u> 3 | 11. <u>hipsters</u> 2 |
| 4. <u>negative</u> 3 | 12. <u>cycles</u> 2 |
| 5. <u>greeting</u> 2 | 13. <u>blue-collar</u> 3 |
| 6. <u>positive</u> 3 | 14. <u>citizens</u> 3 |
| 7. <u>seniors</u> 2 | 15. <u>maintenance</u> 3 |
| 8. <u>losing</u> 2 | |

What about you? (p. 51)

2. Do you go to businesses that serve more blue-collar customers?
3. Do you sometimes go to a coffee shop and sit for a few hours?
4. Do you care more about prices than the appearance of a business?
5. Do you try to stay positive about problems you have in your life?

Chapter 9

Answer the questions. (p. 53)

1. Heng and Nary are upstairs in their apartment. They are sitting at the dinner table.
2. Heng stirs his soup without eating it. Nary pushes around the rice on her plate with a fork.
3. Nary says their business is going down the drain.

4. Heng and Nary often remember their life as refugees in the U.S. They started with almost nothing.
5. Little by little, they built a good business.
6. Lucky Donuts had supported them financially before their daughter ruined everything.
7. He sometimes regrets Soriya's MBA. He thinks her great ideas are hurting them.
8. These nightly conversations never end with a solution.
9. They can't afford the new employees.
10. They don't want to fire Max and Lucie because they're nice people, and they're really good at their jobs. They also know how to make the things on the menu.

Complete the sentences (p. 54)

- | | |
|------------------|------------|
| 1. stirs | 5. ruined |
| 2. pushes around | 6. mutters |
| 3. remember | 7. regret |
| 4. built | 8. trust |

Matching: Definitions (p. 54)

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

Listening (p. 56)

- | | | | |
|------|------|------|------|
| 1. b | 3. a | 5. b | 7. b |
| 2. b | 4. a | 6. b | 8. a |

Pronunciation and Writing (p. 56)

- | | |
|-------------------------|----------------------------|
| 1. <u>solution</u> 3 | 9. <u>regret</u> 2 |
| 2. <u>supported</u> 3 | 10. <u>angrily</u> 3 |
| 3. <u>remember</u> 3 | 11. <u>conversations</u> 4 |
| 4. <u>financially</u> 4 | 12. <u>pushes</u> 2 |
| 5. <u>nervously</u> 3 | 13. <u>mutter</u> 2 |
| 6. <u>forever</u> 3 | 14. <u>hurting</u> 2 |
| 7. <u>ruined</u> 2 | 15. <u>unfortunately</u> 5 |
| 8. <u>shaking</u> 2 | |

What about you? (p. 57)

2. Do you remember your life when you first came to the U.S.?
3. Do you think it's possible for refugees to build good businesses?
4. Do you always find solutions to your problems?
5. Do you know a person in your workplace who needs to be fired?

Chapter 10

Answer the questions. (p. 59)

1. After three and a half months, Soriya finally admits that business is terrible.
2. It's much more expensive to operate Le Petit Café.

3. Max and Lucie are good employees. Soon there won't be enough money for their salaries.
4. Changing the business model of Lucky Donuts has been a disaster. There is a lot of tension between Soriya and her parents.
5. Heng and Nary are upset because Soriya changed their shop. Soriya is upset because her idea isn't working.
6. At times, Soriya wants to throw in the towel.
7. She thinks it was a mistake to return to her hometown.
8. At closing time on Saturday, Soriya is cleaning up the shop.
9. She can't stop the tears from rolling down her cheeks.
10. Her parents notice her sadness and quickly walk toward her. Heng and Nary have tears in their eyes too.

Complete the sentences (p. 60)

- | | |
|-------------|--------------|
| 1. disaster | 5. cheeks |
| 2. tension | 6. tears |
| 3. towel | 7. situation |
| 4. hometown | 8. world |

Matching: Definitions (p. 60)

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

Listening (p. 62)

- | | | | |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. a |
| 2. b | 4. a | 6. b | 8. b |

Pronunciation and Writing (p. 62)

- | | |
|-----------------------|-----------------------|
| 1. <u>together</u> 3 | 9. <u>situation</u> 4 |
| 2. <u>towel</u> 2 | 10. <u>mistake</u> 2 |
| 3. <u>healthy</u> 2 | 11. <u>salaries</u> 3 |
| 4. <u>Saturday</u> 3 | 12. <u>rolling</u> 2 |
| 5. <u>destroyed</u> 2 | 13. <u>operate</u> 3 |
| 6. <u>tension</u> 2 | 14. <u>hometown</u> 2 |
| 7. <u>honestly</u> 3 | 15. <u>enough</u> 2 |
| 8. disaster 3 | |

What about you? (p. 63)

2. Do you sometimes feel tension between people in your family?
3. Do you sometimes want to throw in the towel when you have a problem?
4. Do you notice when other people are sad and quickly walk toward them?
5. Do you think many money problems can be fixed?

Chapter 11

Answer the questions. (p. 65)

1. Soriya and her parents sit down and have an honest conversation.
2. They discuss the good and bad things about Le Petit Café.
3. Heng likes that they're attracting new customers—people who can spend a lot of money.
4. According to Nary, the coffee bar is great. The French pastries are beautiful.
5. For the next few hours Soriya and her parents talk about different options.
6. They make the decision to try changing the business model once again: Le Petit Café—and Lucky Donuts.
7. They will also offer inexpensive \$2.00 cups of coffee.
8. They will also offer 99¢ donuts.
9. They need to serve people like Sam, Lilly, and Mrs. Ramos.
10. It was a successful business. It paid for her parents' building, and it helped to pay for Soriya's MBA.

Complete the sentences (p. 66)

- | | |
|---------------|--------------|
| 1. dries | 5. make |
| 2. discuss | 6. owe |
| 3. attracting | 7. serve |
| 4. lost | 8. supported |

Matching: Opposites (p. 66)

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

Listening (p. 68)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. a | 7. a |
| 2. a | 4. a | 6. b | 8. b |

Pronunciation and Writing (p. 68)

- | | |
|-------------------------|--------------------------|
| 1. <u>attracting</u> 3 | 9. <u>conversation</u> 4 |
| 2. <u>beautiful</u> 3 | 10. <u>awful</u> 2 |
| 3. <u>decision</u> 3 | 11. <u>finally</u> 3 |
| 4. <u>sadly</u> 2 | 12. <u>agree</u> 2 |
| 5. <u>supported</u> 3 | 13. <u>honest</u> 2 |
| 6. <u>smiling</u> 2 | 14. <u>options</u> 2 |
| 7. <u>inexpensive</u> 4 | 15. <u>people</u> 2 |
| 8. <u>offer</u> 2 | |

What about you? (p. 69)

2. Do you think there are good and bad things about most businesses?
3. Do you think attracting new customers is important in business?

- Do you think it's difficult to make decisions about business?
- Do you think it's difficult to sleep when you are worried?

Chapter 12

Answer the questions. (p. 71)

- The shop reopens on Monday morning.
- The new banner says: "Le Petit Café & Lucky Donuts. Everyone is welcome!"
- The menu is different. The deep fryers are in the kitchen again, and there is now one orange wall in the eating area.
- Max and Lucie are very comfortable with the changes.
- Max only drinks a basic \$2.00 cup of coffee.
- Lucie is very excited about the donuts on the menu. She is very interested in learning to make them.
- There is a constant flow of old and new customers.
- Fortunately, most of the orders are to go, since there are not enough café tables and chairs for everyone.
- By the end of the day, the shop has earned a lot more money.
- It will take time for the business to recover. Nevertheless, everyone feels very enthusiastic.

Complete the sentences (p. 72)

- | | |
|----------------|-----------|
| 1. banner | 5. dough |
| 2. changes | 6. flow |
| 3. deep fryers | 7. orders |
| 4. wall | 8. money |

Matching: Definitions (p. 72)

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

Listening (p. 74)

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. b |
| 2. b | 4. a | 6. a | 8. a |

Pronunciation and Writing (p. 74)

- | | |
|--------------------------|---------------------------|
| 1. <u>constant</u> 2 | 9. <u>comfortable</u> 4 |
| 2. <u>surprisingly</u> 4 | 10. <u>nevertheless</u> 4 |
| 3. <u>banner</u> 2 | 11. <u>welcome</u> 2 |
| 4. <u>enthusiastic</u> 5 | 12. <u>interested</u> 4 |
| 5. <u>fascinated</u> 4 | 13. <u>reopens</u> 3 |
| 6. <u>cheerful</u> 2 | 14. <u>fortunately</u> 4 |
| 7. <u>recover</u> 3 | 15. <u>excited</u> 3 |
| 8. <u>closing</u> 2 | |

What about you? (p. 75)

- Do you think bright colors can make a room look more cheerful?
- Do you know how to make a basic cup of coffee?
- Do you know a business with a constant flow of customers?
- Do you often order food to go from a café or restaurant?

Chapter 13

Answer the questions. (p. 77)

- After three months, Heng and Nary's shop is doing much better.
- There are many types of customers. There are blue-collar workers and white-collar workers. There are elderly, middle-aged, and young people of different social classes.
- Heng and Nary are grateful for their incredible community.
- Heng and Nary have a little surprise party for her at 8:00 a.m.
- They give her a birthday crown. Max hands her a latte with a foam heart on the top.
- Nary passes around free donuts and French pastries to the many customers who know and love Mrs. Ramos.
- Soriya loves to see people meet in the shop. Yuri met Susan there.
- Yuri is one of the plumbers who worked in their building. Susan is an immigration attorney. Susan is helping Yuri to bring his family to the U.S.
- Their appetites are much better now.
- Heng thinks Soriya was right about a few things.

Complete the sentences (p. 78)

- | | |
|-------------|-------------|
| 1. birthday | 5. people |
| 2. heart | 6. plumbers |
| 3. donuts | 7. attorney |
| 4. place | 8. family |

Matching: Definitions (p. 78)

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

Listening (p. 80)

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. b |
| 2. a | 4. b | 6. a | 8. a |

Pronunciation and Writing (p. 80)

- | | |
|------------------------|---------------------------|
| 1. <u>app</u> etite 3 | 9. <u>so</u> cial 2 |
| 2. <u>ei</u> ghtieth 3 | 10. <u>bi</u> rthday 2 |
| 3. <u>ca</u> utious 2 | 11. <u>co</u> munity 4 |
| 4. <u>cl</u> asses 2 | 12. <u>to</u> gether 3 |
| 5. <u>la</u> ughing 2 | 13. <u>el</u> derly 3 |
| 6. <u>att</u> orney 3 | 14. <u>happ</u> en 2 |
| 7. <u>gr</u> ateful 2 | 15. <u>immigra</u> tion 4 |
| 8. <u>br</u> illiant 2 | |

What about you? (p. 81)

- Do you live in a community with elderly, middle-aged, and young people?
- Do you interact with people from different social classes?
- Do you sometimes get advice from an immigration attorney?
- Do you know a business in your community that brings people together?

Chapter 14

Answer the questions. (p. 83)

- Business at Le Petit Café and Lucky Donuts is only up.
- The neighborhood and the whole town love the coffee drinks, French pastries, and donuts.
- Sometimes the line of people goes out the door.
- Mrs. Ramos can always go to the front of the line.
- A permanent Reserved sign is on her table in the dining room.
- A reporter from *City Magazine* visits the shop one day. She interviews Heng and Nary for an article.
- They tell her about their early lives and the horrible war in Cambodia.
- They also introduce Soriya. Heng says, "Our daughter has an MBA."
- Soriya says, "I didn't teach my parents about business. They learned about it the real way—by owning one."
- Nary says, "Some of our daughter's ideas were great."

Complete the sentences (p. 84)

- | | |
|------------------|------------|
| 1. ups and downs | 5. article |
| 2. neighborhood | 6. war |
| 3. line | 7. arrival |
| 4. Reserved sign | 8. pride |

Matching: Definitions (p. 84)

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

Listening (p. 86)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. a | 7. a |
| 2. b | 4. a | 6. b | 8. a |

Pronunciation and Writing (p. 86)

- | | |
|---------------------------|------------------------|
| 1. <u>per</u> manent 3 | 9. <u>turn</u> ing 2 |
| 2. <u>aff</u> ection 3 | 10. <u>din</u> ing 2 |
| 3. <u>int</u> roduce 3 | 11. <u>arti</u> cle 3 |
| 4. <u>neigh</u> borhood 3 | 12. <u>res</u> erved 2 |
| 5. <u>int</u> erviews 3 | 13. <u>hor</u> rible 3 |
| 6. <u>rep</u> orter 3 | 14. <u>howe</u> ver 3 |
| 7. <u>prou</u> dly 2 | 15. <u>idea</u> s 3 |
| 8. <u>busi</u> nesses 3 | |

What about you? (p. 87)

- Do you sometimes see Reserved signs in restaurants and other places?
- Do you know about wars affecting people in many countries?
- Do you know some business owners who are refugees?
- Do you sometimes introduce people to each other?

Chapter 15

Answer the questions. (p. 89)

- One year later, business at Le Petit Café & Lucky Donuts is stronger than ever.
- There are now tables and chairs outdoors. It looks like a sidewalk café in Paris.
- Soriya hires two more people.
- The shop needs extra help because Heng and Nary are visiting Heng's sister again.
- After many years of very hard work, they can relax and spend more time with family.
- Soriya is an excellent manager. Their employees are wonderful workers.
- Soriya often thinks about ways to make her family's shop more successful. During her MBA program, she learned a lot about business expansion.
- Soriya has the exciting idea to open a second shop. She finds a convenient location downtown.
- Soriya knows that there are risks in business. She feels that it's the right time to make these changes—and bring Le Petit Café & Lucky Donuts into the future.
- She hasn't signed a lease yet. She doesn't want to surprise her parents again. She wants to have their full support.

Complete the sentences (p. 90)

- | | |
|--------------|-------------|
| 1. expansion | 5. future |
| 2. idea | 6. lease |
| 3. location | 7. decision |
| 4. risks | 8. Auntie |

Matching: Definitions (p. 90)

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

Listening (p. 92)

- | | | | |
|------|------|------|------|
| 1. a | 3. b | 5. a | 7. b |
| 2. b | 4. a | 6. b | 8. b |

Pronunciation and Writing (p. 92)

- | | |
|------------------------|------------------------|
| 1. <u>expansion</u> 3 | 9. <u>outdoors</u> 2 |
| 2. <u>support</u> 2 | 10. <u>wonderful</u> 3 |
| 3. <u>location</u> 3 | 11. <u>decision</u> 3 |
| 4. <u>sidewalk</u> 2 | 12. <u>stronger</u> 2 |
| 5. <u>visiting</u> 3 | 13. <u>downtown</u> 2 |
| 6. <u>convenient</u> 3 | 14. <u>changes</u> 2 |
| 7. <u>especially</u> 4 | 15. <u>addition</u> 3 |
| 8. <u>later</u> 2 | |

What about you? (p.93)

2. Do you know about sidewalk cafés in Paris?
3. Do you sometimes need extra help in your workplace?
4. Do you want to relax and spend more time with family?
5. Do you often think of ways to be more successful?