

## Dressing for success

Parts of speech

**A** Circle the correct forms of the words.

- Sandra learned a painful / **painfully** lesson about dressing for job interviews.
- Sandra attended a job information session **recent** / **recently**.
- Even formal clothing should still be **stylish** / **stylishly**.
- Because Sandra dressed **inappropriate** / **inappropriately**, she did not get a job offer.
- For technology jobs, wear clothing that is **conservative** / **conservatively**.
- A suit and tie give the impression that you take the job **serious** / **seriously**.

Details

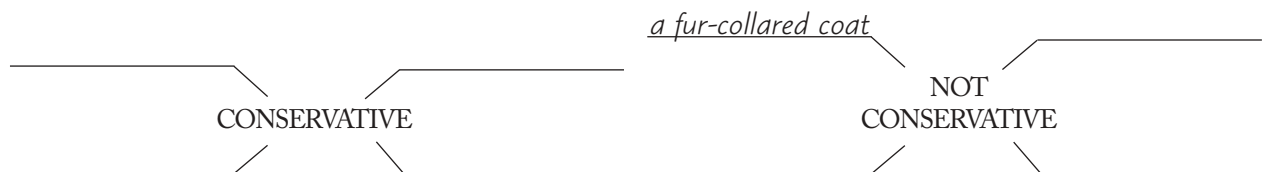
**B** Check (✓) the correct column.

		Sandra	Marilyn	Richard	David
1.	This person runs a company that teaches people how to present themselves.		✓		
2.	This person interviewed at IBM.				
3.	This person misunderstood what “stylishly casual” meant.				
4.	This person believes that society still has expectations of proper dress.				
5.	This person wore denim trousers to a job interview.				
6.	This person helps people interview for technology jobs.				
7.	This person wore a purple tie to a job interview.				
8.	This person believes that wearing a suit shows you work well with a team.				

Vocabulary

**C** Find these words in the reading. Complete the diagrams with these words.

a <del>fur</del> -collared coat	a suit	an indigo shirt	black shoes
a purple striped tie	a white shirt	bell-bottom trousers	denim



## Casual dress in the workplace

Details

**A** Check (✓) the people who approve of casual clothing in the workplace.

1. Ruth Russell  
 2. John T. Malloy  
 3. Elizabeth Csordas  
 4. Matthew Augustine

Vocabulary

**B** Find these words and phrases in the reading. Complete the chart.

- |  |   |                                   |
|--|---|-----------------------------------|
| <input type="checkbox"/> business suits    | <input type="checkbox"/> jackets          | <input type="checkbox"/> slacks   |
| <input type="checkbox"/> dresses           | <input checked="" type="checkbox"/> jeans | <input type="checkbox"/> sweaters |
| <input type="checkbox"/> high-heeled shoes | <input type="checkbox"/> polo shirts      | <input type="checkbox"/> ties     |

Casual clothing	Dressy clothing
<i>jeans</i>	

Reasons and effects

**C** Check (✓) the correct column.

		Reasons for casual dress	Effects of casual dress
1.	Workers want to be more comfortable.	✓	
2.	People have fewer face-to-face meetings.		
3.	Employees look less professional.		
4.	People are confused about what to wear to work.		
5.	Workers don't have as many meetings outside the office.		
6.	Workers feel their work is less important.		

CHALLENGE

**D** Answer these questions.

1. What does “dress-down Friday” mean?

*Workers can wear casual clothes to the office on Friday.* \_\_\_\_\_

2. What does Matthew Augustine think of dress-down Friday?

\_\_\_\_\_

3. Why does the casual-dress trend worry Elizabeth Csordas?

\_\_\_\_\_

## T-shirts out; uniforms in

Audience and purpose

**A** Circle the correct answers.

1. Who is this article written for?
  - a. children, parents, and school administrators
  - b. people who make school uniforms
  - c. people who are interested in fashion
2. What is the purpose of this article?
  - a. to sell uniforms to students and parents
  - b. to convince people that students should wear uniforms
  - c. to inform people about trends in school dress
3. How does the author try to achieve his purpose?
  - a. by giving personal examples
  - b. by including facts and quotes
  - c. by arguing his own opinion

Fact or opinion

**B** Check (✓) the correct column.

		Fact	Opinion
1.	School uniforms are becoming more and more popular.		✓
2.	Uniforms instantly end the powerful social sorting and labeling that come from clothing.		
3.	Many different professions wear uniforms of one kind or another.		
4.	Some parents complain that school uniforms will affect their children’s “creativity.”		
5.	The clothes students typically wear do not express their individuality.		
6.	Mastery of those academic skills will enrich the creativity the students apply in every aspect of their lives.		

Parts of speech

**C** Find the noun forms of these words in the reading.

1. *compete* (par. 1)     \_\_\_\_\_ *competition* \_\_\_\_\_
2. *symbolize* (par. 3)     \_\_\_\_\_
3. *professional* (par. 3)     \_\_\_\_\_
4. *educate* (par. 3)     \_\_\_\_\_
5. *master* (par. 4)     \_\_\_\_\_
6. *create* (par. 4)     \_\_\_\_\_
7. *individual* (par. 4)     \_\_\_\_\_