

NOVEL SCENES

Rooms with a View

**TEACHER'S GUIDE
LOW INTERMEDIATE**

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Novel Scenes: Rooms with a View
Teacher's Guide
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Overview

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

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

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

Rooms with a View, the low-intermediate level of *Novel Scenes*, features Amelia, a young Mexican woman who comes to the United States with the intention of earning more money, improving her English, and having an exciting life adventure. She doesn't anticipate what she actually faces upon her arrival—disappointing living conditions, undesirable employment, and, at times, overwhelming feelings of regret. Set against the backdrop of southern California, *Rooms with a View* is an engaging story with a sometimes suspenseful plot that unfolds chapter by chapter, motivating students to read and develop fluency.

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

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

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

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

Using *Rooms with a View*

Preview Activities

The illustrations that accompany each chapter are useful prompts for warm-up or preview activities. They can help create interest in the story, provide a starting point for discussion, and help introduce new vocabulary. They also help students reflect on personal experiences. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., “What do you see? Where is this person? What do you think is the problem? Why do you think that?”). If possible, have students use the illustration to guess what this part of the story is about and to make predictions about what will happen.

Students at the low-intermediate level may be capable of providing a lot of information about a particular illustration. Encourage students to supply as many details as possible regarding the physical descriptions of the characters, the setting, the 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 they clearly exist.

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

The Story

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

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

Comprehension Activities

At this level of the series, there are information questions following the story. Encourage students to

answer these questions in complete sentences. These activities can be done either orally or in writing.

Vocabulary Exercises

These word-based exercises help students reinforce their understanding of words from the story and expand their vocabulary with related words. Encourage students to discuss the vocabulary in their own words 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 generally organized in the grammatical areas of past-tense verbs, nouns, adjectives, and adverbs. Other exercises require students to select the meanings of specific words or to match key vocabulary with its definition.

Dialogs

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

Check the Good Ideas.

In the exercises entitled Check the Good Ideas, students do problem-solving activities that call for them to use critical thinking to determine things that are good or not good to say or do in a given situation—like what to do when you are offered a job that you don't really want, or ways to improve your English. These activities also spark discussion by asking students for additional ideas about dealing with various predicaments. The exercises can be done individually, in pairs, in small groups, or with the whole class.

Listening Exercises

In the word-based listening exercises, students listen to the sentences on the audio and then write the missing word or words in each sentence. The prompts for these exercises are on the audio CD. They are also printed at the end of the student book so that you can read them if the audio is not available; alternatively, you can have students prompt each other. The printed prompts also let students check their answers. With more proficient students, consider using the Listening section as a dictation, with students transcribing the entire sentences on their own paper.

Pronunciation and Writing

Pronunciation exercises at this level require students to mark *d*, *t*, or *id* to show the pronunciation of the final sound in lists of past-tense verbs. Another pronunciation activity asks students to select *s*, *z*, or *iz* to show the correct pronunciation of the final sound in a list of plural nouns. Ask students to find where each word appears in the story or dialog, and then to practice the pronunciation of the sentence or line 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 various events in each chapter of the story and reflect on their own experience with a specific subject. The exercise offers practice in four language areas: reading, writing, speaking, and listening. Students read the statement, write the corresponding question, ask a partner the question, and listen to the partner's response. After the interactive part of the exercise, encourage students to report back about their partner (e.g., "Guadalupe works in a place that employs a lot of people." "Faruq has to get up early for work." "Ludmila has many people who are depending on her.").

Topics for Discussion or Writing

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

Teaching Notes

Chapter 1 (pp. 4–9)

Preview

Details in Chapter 1 (*Three Reasons*) offer the opportunity to teach or review vocabulary for the reasons Amelia chose to go to the U.S., the support system she had in place there, and her serious considerations prior to the long journey.

Introduce Amelia, the main character in the story. Explain that she *dreamed of going to the United States*. List the *reasons* that she wanted to go as they appear in the story: *The first was to earn more money and help support her family in Mexico. The second reason was to improve her English, a language she wished to speak more fluently. And the third reason was simply for the adventure.* Ask students whether or not they had similar reasons for coming to this country. Elicit responses about other reasons people come to the United States (e.g., “They are political refugees.” “Their families live here.” “They come to work and earn money.”).

Explain that *Amelia’s family was supportive of her decision to go to the U.S.* Ask students whether or not their families were also supportive of their decisions to come. Mention that *Amelia’s brother Eduardo already lived in California with his wife, Marisol, and their four-year-old son, Francisco.* Say that *Eduardo and Marisol were happy to have Amelia live with them.* Ask students if they had any relatives that already lived in the U.S. and, if so, who they were (e.g., aunt, brother-in-law, cousin, uncle, sister). Ask students if they also lived with their relatives when they first arrived.

Discuss how *Eduardo promised to help Amelia find a job in the hotel where he worked.* Ask employed students if they also found jobs with the help of their relatives or friends. Mention that *in Mexico, Amelia worked as a teacher in an elementary school.* Ask students why it may not be possible for Amelia to work as a teacher in the U.S. (e.g., “She may not have a green card.” “She isn’t fluent in English.” “She doesn’t have the necessary certification.”). Ask students about the types of jobs they think are realistically available to someone in Amelia’s position (e.g., babysitter, housekeeper, dishwasher, painter, gardener).

Say how *Amelia’s long journey ends with her arrival at a trolley station.* Ask students about the lengths of their journeys to the U.S. and which methods of transportation they used to get to their final destinations (e.g., planes, trains, boats, buses, taxis).

Introduce or review other key vocabulary as needed (e.g., dreamed of, going, United States, wanted to go,

three, reasons, first, earn, more, money, help, support, family, Mexico, second, improve, English, language, wished, speak, fluently, third, simply, adventure, had always lived, same, small, city, age, felt, time, new, life experience, supportive, decision, after all, brother, already, California, wife, four-year-old, son, happy, promised, find, job, hotel, worked, of course, couldn’t be, high-level, position, employed, a lot of, people, definitely, some, kind, teacher, elementary school, enjoyed, almost, any, would pay, besides, thought, can do, anything, a while, packed, suitcase, said, good-bye, long, journey, arrived, waited, excitedly, trolley station, here).

Exercises

A Conversation with Her Brother Encourage students to replace the hotel with another workplace for Eduardo (e.g., bank, supermarket, factory, hospital, restaurant).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did the hotel employ a lot of people?” “Did you wish to speak English more fluently?”).

Topics for Discussion or Writing In number 2, ask students to give advice to a person who wishes to speak English more fluently (e.g., “Move to an English-speaking country.” “Read books in English.” “Enroll in an English class.” “Watch English TV programs.” “Listen to English on the radio.”).

Chapter 2 (pp. 10–15)

Preview

Details in Chapter 2 (*Fantasies*) offer the opportunity to teach or review vocabulary for fantasies Amelia had about life in California and the sharp contrast of the realities she observed once she arrived.

Read aloud the first paragraph of the story: *In Mexico, Amelia had many fantasies about life in California. Of course, she realized that some of her thoughts were ridiculous. There weren’t going to be movie stars in expensive cars everywhere she looked. But she believed that other things about California were real: beautiful beaches, big green palm trees, and scenic views that were very different from the surroundings she knew.* Ask students about thoughts they may have had about the place they live now before they actually lived there.

Mention that *it surprised Amelia to see where Eduardo and Marisol lived in real life.* Ask students about things that surprised them about the places where

they moved (e.g., “It surprised me how cold it was in the winter.” “It surprised me how noisy it was.” “It surprised me how expensive it was.”). Use the illustration to help describe the setting in front of Eduardo and Marisol’s apartment building: *There was a sign outside the entrance of their building: The Desert Palms. But there were no palm trees or any other trees—just a desert. And it was not a very pretty one.* If possible, encourage students to describe the setting of their homes.

Discuss how *Eduardo unlocked the door and led Amelia into an apartment that was small and dark. The carpet was brown, or at least it was now. The walls were thin and certainly didn’t keep out the sounds of music playing and babies crying around them. There was only one window.* Encourage students to describe the way Amelia probably felt (e.g., disappointed, upset, let down, disillusioned, angry). Ask students to brainstorm other undesirable qualities in a home (e.g., “There are cockroaches in the kitchen.” “There is a lot of traffic noise.” “The plumbing is old.” “The heater doesn’t work very well.” “The window is broken.”). Also, encourage students to talk about unwanted noise that they may hear in their homes (e.g., “I hear people arguing.” “I hear sirens blaring.” “I hear dogs barking.”).

Ask students to describe what they see from their windows. Distinguish between *scenic views* (e.g., “I see the river.” “I see the park.” “I see a beautiful old house.”) and not very scenic views (e.g., “I see a brick wall.” “I see a parking lot.” “I see a man watching television in his pajamas.”). Discuss the *ugly gray wall covered with graffiti* that Amelia discovered after opening the curtain over the one window in their apartment.

Introduce or review other key vocabulary as needed (e.g., Mexico, fantasies, life, California, of course, realized, some, thoughts, ridiculous, weren’t going to be, movie stars, expensive, cars, everywhere, looked, believed, other, things, about, were, real, beautiful, beaches, green, palm trees, scenic, views, different, surroundings, knew, surprised, see, where, lived, in real life, first, nowhere, near, sign, outside, desert, just, pretty, one, unlocked, door, led, apartment, small, dark, carpet, brown, at least, now, walls, thin, certainly, didn’t keep out, sounds, music, playing, babies, crying, around, them, one, window, sleep, here, pointed, sofa, living room, open, curtain, asked, get, light, go ahead, reveal, ugly, gray, wall, covered, graffiti, Oh, I see, laugh, know, why, keep, closed).

Exercises

A Conversation in Eduardo’s Living Room Encourage students to replace the ugly gray wall covered with graffiti with another unpleasant view (e.g., “Ah, the

recycling center.” “Ah, the junkyard.” “Ah, the vacant lot covered with trash.”).

Past-Tense Verbs In Part A, ask students to use these past-tense forms in creating their own sentences (e.g., “It surprised me to see my cousin’s apartment.” “The thick walls kept out the noise next door.”).

Topics for Discussion or Writing In number 3, ask students about other places they sometimes see graffiti (e.g., on subway cars, on buildings, on billboards). Remind students that graffiti is a criminal offense that is punishable by fines and imprisonment. Encourage students to name other acts of vandalism and to say how these crimes are punished in their native countries.

Chapter 3 (pp. 16–21)

Preview

Details in Chapter 3 (*Thinking*) offer the opportunity to teach or review vocabulary for rental rates, sacrifices people sometimes make to afford housing, leisure activities, and anticipating the events of the next day.

Discuss how *Eduardo took Amelia on a short tour of their small one-bedroom apartment.* Explain that *Amelia knew that her brother and his wife didn’t live in a mansion. But somehow she expected their home in the U.S. to be nicer than it was.* Ask students whether or not they are satisfied with their housing and, if not, why (e.g., “It’s too small.” “It’s too noisy.” “It’s too crowded.”). Explain that *Eduardo talked about the very high rents they had to pay in southern California.* Encourage students to guess approximately what Eduardo pays for a one-bedroom apartment at the *Desert Palms.* Ask students whether or not people also pay very high rents in your community.

Mention Eduardo’s comment that *many people in this building live with other families.* Ask students whether or not they live or have lived with other families in order to afford housing. Encourage students to discuss other ways of dealing with high rents (e.g., look for low-income housing, get a roommate, live outside of the city, live in a very small place, live in an undesirable area).

Discuss how *Amelia hugged and kissed Marisol and Francisco when they arrived home from the park.* Ask students how they greet family members that they haven’t seen in a long time. Explain that *Amelia was so happy to meet her nephew for the first time.* Ask students if they have relatives that they have never met and, if so, who they are (e.g., grandson, niece, cousin). Talk about how *they all spent a nice evening together—eating, laughing, and relaxing.* Ask students about activities they enjoy doing with their families or friends (e.g., cooking, playing games, watching a movie, dancing, eating ice cream).

Point out how *Amelia spent a restless night on the sofa. She couldn't stop thinking about tomorrow.* Ask students if they ever have a restless night because of anticipating the events of the next day. Elicit responses about things that can sometimes make people feel restless (e.g., a job interview, a doctor's appointment, an exam at school). Discuss Amelia's hope that *there was an office position for her* at the hotel. Remind students that she *spoke some English. She was well educated.* Encourage students to predict what kind of job she will be offered.

Introduce or review other key vocabulary as needed (e.g., put, suitcase, behind, sofa, took, short, tour, small, one-bedroom, apartment, knew, brother, wife, didn't live, mansion, somehow, expected, home, the U.S., nicer, sat down, poured, glass, lemonade, talked about, very high, rents, had to pay, southern California, lucky, though, said, just, family, many, people, building, live with, other, a few, minutes, later, arrived, park, hugged, kissed, so happy, meet, nephew, first time, spent, nice, evening, together, eating, laughing, relaxing, after, a while, looked at, watch, get up, need to come, hotel, morning, introduce, restless, night, couldn't stop, thinking about, tomorrow, summer, needed, workers, spoke, some English, well educated, hoped, office position, next, came into, living room, leave, soon, long trip).

Exercises

A Conversation After a Nice Evening Encourage students to vary the time that Eduardo usually gets up (e.g., "I usually get up at 4:45." "I usually get up at 5:00." "I usually get up at 6:15.").

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., "Did you look at your watch?" "Did he pour her a glass of lemonade?").

Topics for Discussion or Writing In number 2, encourage students to give reasons to support their opinions about whether or not Amelia can get an office position at the hotel (e.g., "I think she can get an office position because she speaks some English and is well educated." "I don't think she can get an office position because she doesn't speak English fluently.").

Chapter 4 (pp. 22–27)

Preview

Details in Chapter 4 (*To the Hotel*) offer the opportunity to teach or review vocabulary for transportation, employee areas at work, and ways to assist someone in finding a job.

Explain that *Amelia and Eduardo got on the first bus at 5:30 A.M. It was a long and boring ride, lasting a little over an hour.* Elicit responses from employed students about the forms of transportation they use for

getting to work (e.g., "I drive." "I take the subway." "I ride my bicycle." "I get a ride from a friend." "I walk.>"). Say as Amelia and Eduardo *approached the hotel, Amelia finally saw the ocean and some palm trees. But a big hotel soon blocked their view.* Ask students whether or not some buildings block views of particular places in your community.

Mention how Amelia and Eduardo *walked toward the hotel and entered it through a side door marked Employees Only.* Ask employed students whether or not they enter their workplaces through special doors. Talk about how they *walked down a flight of stairs into a basement room next to the laundry.* Use the illustration to indicate the *other people getting ready for work.* Teach or review the occupations referred to in the story: *housekeepers, laundry workers, and maintenance people.* Encourage students to discuss the kinds of activities these workers may do in their jobs (e.g., "A housekeeper makes beds." "A laundry worker folds towels." "A maintenance person fixes broken lights.").

Point out that Amelia observed *no one was wearing a bellhop's uniform like Eduardo, who carried bags for hotel guests and escorted them to their rooms.* Elicit responses from students about why they think she doesn't see any bellhops (e.g., "They work in a different area.>"). Encourage students to state what Amelia could be thinking or feeling right now.

Use the second illustration to introduce Veronica, *the housekeeping supervisor.* Encourage students to predict the type of job Amelia will be offered and her reaction to it (e.g., "I think she will be happy. She needs the money." "I think she will be unhappy. She wanted an office position.").

Introduce or review other key vocabulary as needed (e.g., got on, first, bus, long, boring, ride, lasting, a little over, hour, approached, hotel, finally, saw, ocean, palm trees, big, soon, blocked, view, got off, next, stop, walked, toward, entered, through, side door, marked, *Employees Only*, walked down, flight of stairs, basement, next to, laundry, noticed, several, other, people, getting ready, work, housekeepers, laundry workers, maintenance people, no one, wearing, bellhop's uniform, like, carried, bags, guests, escorted, rooms, sat down, table, vending machine, went, a few, minutes, returned, motioned, follow, introduced, housekeeping supervisor, talked, Spanish, left, answer, telephone call, looked at, brother, don't want to be, I know, opening, have to start, somewhere, sighed, can, else).

Exercises

A Conversation in the Hotel Basement Encourage the students who play the part of Amelia to ask about other jobs that may be more appealing to her (e.g.,

“How about a front desk position?” “How about a hotel restaurant position?” “How about a gift shop position?”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did the big hotel block their view?” “Did Eduardo introduce Amelia to Veronica?”).

Topics for Discussion or Writing In number 3, encourage students to give reasons why Amelia may not want to be a housekeeper (e.g., “She doesn’t like housekeeping.” “She wants to earn more money.” “She wants a higher position.”).

Chapter 5 (pp. 28–33)

Preview

Details in Chapter 5 (*Following Dolores*) offer the opportunity to teach or review vocabulary for getting hired, receiving training from an experienced worker, and paying attention to details about a particular job.

Explain that *Veronica hired Amelia and helped her to fill out some paperwork*. Ask employed students who hired them (e.g., manager, assistant manager, supervisor) and the kinds of paperwork they may have filled out (e.g., job application, emergency contact information, health information). Mention how *Veronica explained that they were very short-handed because a housekeeper on the third floor just quit*. Say that although it’s very unusual for an employee to begin working the moment they’re hired, Veronica asked Amelia to *start today*.

Discuss Veronica’s suggestion that Amelia *just follow Dolores*. Ask students whether or not they followed a particular individual at work when they were initially being trained. Ask whether or not they are now capable of showing a new employee *what to do*. Point out the *black and white uniform* that Amelia *put on*. Ask employed students if they wear uniforms at work and, if so, to describe them (e.g., “I wear a red shirt and black pants.” “I wear a white dress.” “I wear a blue jacket and brown pants.”).

Describe Dolores as *a very pleasant woman who knew a lot about this job. She had been a housekeeper at this hotel for twenty-two years*. Discuss the way she *spoke to Amelia above the noise of the vacuum, giving her specific instructions about where to put the shampoo, conditioner, body lotion, and soaps in the bathroom*. Explain how *Amelia tried to imagine the number of times Dolores had gone through this process* and Amelia’s opinion of being a housekeeper as *a miserable job*. Ask students to give their opinions about whether or not they agree with Amelia’s observation and why (e.g., “I agree with Amelia. It’s hard work to be a

housekeeper.” “I don’t agree with Amelia. The work is easy, and you can work independently.”).

Encourage students to imagine what kinds of activities a housekeeper does. Use gestures, if necessary, to explain what Dolores did in the story: *pushed and pulled her heavy cart, opened and closed doors, stripped off dirty sheets and put on clean ones, sprayed the mirrors with one bottle and the counter tops with another, and scrubbed out bathtubs awkwardly on her hands and knees*.

Ask students whether or not they ever had a job that they really didn’t like and what they thought. Mention the way Amelia reflected on her previous statement: “*I can do anything for a while*.” Elicit responses from students about what people sometimes think when they are unhappy in their jobs (e.g., “I’ll look for another job later.” “I’ll quit after a few months.” “Maybe I’ll learn something from this experience.”).

Introduce or review other key vocabulary as needed (e.g., hired, helped, fill out, paperwork, explained, short-handed, housekeeper, third, floor, just, quit, said, can, start, today, Uh, okay, reluctantly, follow, She can show you what to do, put on, black, white, uniform, gave, next, eight, hours, helped, pleasant, woman, knew, a lot, job, had been, hotel, twenty-two, years, spoke, above, noise, vacuum, giving, specific, instructions, where, put, shampoo, conditioner, body lotion, soaps, bathroom, tried, imagine, number of, times, had gone, process, miserable, thought, pushed, pulled, heavy, cart, opened, closed, doors, stripped off, dirty, sheets, clean, ones, sprayed, mirrors, one, bottle, counter tops, another, scrubbed out, bathtubs, awkwardly, hands, knees, felt like, crying, stopped, herself, Mexico, can do, anything, for a while, Spanish, listening, need to fold, end, toilet paper, into, triangle, like this, nodded, head, definitely, again).

Exercises

A Conversation with Her Supervisor Encourage students to vary the floor where the housekeeper just quit (e.g., “A housekeeper on the second floor just quit.” “A housekeeper on the fifth floor just quit.” “A housekeeper on the twelfth floor just quit.”).

Check the good ideas. Encourage students to explain why a particular suggestion is or isn’t a good thing to do (e.g., “I think it’s a good idea to accept the job reluctantly. Maybe you will like the job once you start.” “I don’t think it’s a good idea to accept the job reluctantly. You should never take a job you don’t want.”).

Topics for Discussion or Writing In number 1, ask students to give specific reasons why being short-handed at work is difficult (e.g., “Workers have a lot more work to do.” “Workers need to stay late.” “Workers can get very tired.”).

Chapter 6 (pp. 34–39)

Preview

Details in Chapter 6 (*Another Day*) offer the opportunity to teach or review vocabulary for body parts and work-related physical ailments, for reconsidering a major life decision, and for feeling a strong impulse to quit a job.

Discuss how *Amelia woke up on the sofa at 4:30 the next morning. Her whole body felt sore*. Teach or review the specific body parts that Dolores *complains* about having *pains in* (e.g., *hands, wrists, knees, hips, shoulders*). Encourage students to discuss physical symptoms or injuries they may receive at work and why they occur (e.g., “My back hurts from lifting heavy boxes.” “My skin burns from contact with strong chemicals.” “My eyes get irritated by dust.”).

Explain the way *Amelia looked over at her housekeeper’s uniform draped over the chair*. Say that *Veronica gave her a nametag to pin onto it*. Recount the way *Amelia didn’t want to look at that uniform with her name on it. She desperately wanted to go back to Mexico*. Discuss her sad conclusion that *it was a big mistake to come here*. Ask students whether or not they have ever regretted their decision to come to the U.S. and what events prompted them into thinking that way (e.g., “I couldn’t find a job.” “My children weren’t adjusting to school.” “I wasn’t learning English fast enough.”).

Use gestures to show the way *Dolores slipped her card through the door and unlocked it for her*. Teach or review the reaction *Amelia had when she saw Room 306: “What a pigsty!”* Have students cite other examples of places that could be described as a pigsty (e.g., “The teenager’s bedroom was a pigsty.” “The house was a pigsty after the big party.” “The former tenants left the apartment a pigsty.”).

Talk about the *mess* *Amelia encountered as she hesitantly entered Room 306 and opened the curtains*. Explain the preliminary duties she performed: *She picked up the wet towels the guest had carelessly thrown on the carpet. She wiped up the coffee spilled all over the table*. Explain how *she walked into the filthy bathroom and miserably covered her face with her hands*. Point to the second illustration and ask students to state some of the reasons that this bathroom is a mess (e.g., “There is water on the floor.” “There are dirty towels on the counter.” “There is garbage on the floor.”).

Discuss *Amelia’s thoughts at the end of this chapter: “I can’t do this another day. . . I’m quitting right now.”* Ask students if they would have similar feelings if this were their job (e.g., “I would feel the same way. I don’t like cleaning up after other people.” “I wouldn’t feel the same way. Those things are easy to

clean up.”). Encourage students to share their opinions about whether or not *Amelia should quit her job and why* (e.g., “I think she should quit her job. She can find something better.” “I don’t think she should quit her job. She needs a better attitude.”).

Introduce or review other key vocabulary as needed (e.g., *woke up, sofa, next, morning, whole, body, felt, sore, being, housekeeper, hard, work, thought, no wonder, complains, pains, hands, wrists, knees, hips, shoulders, looked over at, uniform, draped over, chair, before, left, yesterday, gave, nametag, pin onto, desperately, wanted to go back, Mexico, mistake, didn’t talk, much, during, long, bus ride, hotel, found, employee entrance, took, service elevator, third, floor, already, guest, just, checked out, said, clean, by yourself, Sure, slipped, card, through, door, unlocked, What a pigsty!, cried, laughed, mess, walked across, hall, another, hesitantly, entered, opened, curtains, picked up, wet, towels, carelessly, thrown, carpet, wiped up, coffee, spilled, all over, table, walked into, filthy, bathroom, miserably, covered, face, can’t do, quitting, right now*).

Exercises

A Conversation with Dolores Encourage students to vary *Amelia’s reaction* when she first sees the inside of Room 306 (e.g., “What a mess!” “This is unbelievable!” “This is disgusting!”).

Past-Tense Verbs In Part A, encourage students to write affirmative and negative sentences with the past-tense verbs in the exercise (e.g., “She woke up at 4:30.” “She didn’t wake up at 5:30.”).

Topics for Discussion or Writing In number 3, have students talk about the things people need to do in order to clean up a room that is a big mess (e.g., “They need to vacuum the carpet.” “They need to empty the trash.” “They need to pick up the dirty laundry.”).

Chapter 7 (pp. 40–45)

Preview

Details in Chapter 7 (*Working*) offer the opportunity to teach or review vocabulary for the reasons *Amelia decides not to walk out of her job and for the people who would be affected by an impulsive decision to quit*.

Explain the way *Amelia walked back into the hallway and took a deep breath. She wanted to run out of this hotel and never come back*. Ask employed students if they have ever felt the way *Amelia did at work*. Ask what they do when they’re feeling particularly frustrated (e.g., *take a break, think about my family, talk to a co-worker*).

Discuss the people that *Amelia considered: She thought about Dolores, who would have to clean the*

whole third floor without any help. She thought about Veronica, who would be shorthanded again. She thought about Eduardo, who would be embarrassed that his sister quit on her second day. Ask students if they believe that Amelia is right in considering the feelings of these people (e.g., “I think she’s right. A lot of people need her help.” “I think she’s wrong. It’s her life, and she should quit if she’s unhappy.”).

Mention how Amelia made the difficult decision to stay. Ask students whether or not they are surprised by Amelia’s decision. Explain that many people were depending on her, even if she had to make beds and scrub out bathtubs. She needed to work, and this was her job. Ask students about people that depend on them (e.g., husband, wife, children, siblings, parents, relatives in another country). Ask employed students whether or not these people influence their decisions to remain in their jobs.

Point to the second illustration to show the funny-looking man wearing a bathrobe and a shower cap who stopped by Amelia and Dolores’s cart. Ask students whether or not they would feel comfortable walking around a hotel dressed as he is. Discuss how he picked up several complimentary bottles of shampoo, conditioner, and body lotion. Then he walked away. Encourage employed students to talk about funny or strange things that sometimes happen at their workplaces. Ask students if they think living or working in the U.S. is an adventure and, if so, in what way (e.g., “I’m living in a very interesting neighborhood.” “I have friends from many different countries.” “I see new things every day.”).

Introduce or review other key vocabulary as needed (e.g., walked back, hallway, took, deep, breath, wanted to run out, hotel, never, come back, thought about, would have to, clean, whole, third, floor, without, help, would be, shorthanded, again, embarrassed, sister, quit, second, day, family, disappointed, extra, money, okay, across, hall, fine, just, getting, towels, cart, at that moment, made, difficult, decision, stay, many, people, were depending on, even if, had to, make, beds, scrub out, bathtubs, needed to work, job, finished, cleaning, helped, twenty, more, isn’t, adventure, do, last, funny-looking, man, wearing, bathrobe, shower cap, walked down, stopped by, without, saying, anything, picked up, several, complimentary, bottles, shampoo, conditioner, body lotion, walked away, put, hand, over, mouth, tried not to, laugh, kinds).

Exercises

A Conversation in the Hallway Ask students to vary the item that Amelia is getting from the cart (e.g., “No, I’m just getting some shampoo from the cart.” “No, I’m just getting some drinking glasses from the cart.” “No, I’m just getting some washcloths from the cart.”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did she quit on her second day?” “Did you think about your family?”).

Topics for Discussion or Writing In number 1, encourage students to brainstorm a list of good reasons for people to stay at their jobs (e.g., “They need a good reference for a future job.” “They might learn a lot—even from a very difficult job.” “They need to pay their bills.”).

Chapter 8 (pp. 46–51)

Preview

Details in Chapter 8 (*Not Improving*) offer the opportunity to teach or review vocabulary for Amelia’s realization that her English wasn’t improving and for an unusual request from a hotel guest.

Read aloud the first paragraph of the story: *The next eight months went by slowly. And sadly, Amelia realized that her English wasn’t improving at all. In fact, she rarely used it. She spoke only Spanish to Eduardo and his family. She spoke only Spanish to Dolores and most of the other housekeepers. While standing outside a guest’s door, there was just one English word that she practiced repeatedly: “Housekeeping!” And when guests spoke to her, they usually asked for very familiar items, like bath towels or drinking glasses.*

Ask students whether or not they can relate to Amelia’s problem. Elicit responses from students about people they speak to only in their native language (e.g., “I speak only Portuguese to my family.” “I speak only Arabic at work.” “I speak only Chinese to my friends.”). Elicit responses about English words or phrases that they may practice repeatedly (e.g., “Good morning!” “How are you?” “Excuse me.”). Also, ask about common words or phrases that people often practice in the workplace (e.g., “Can I help you?” “Thank you. Have a nice day.” “Enjoy your meal.”).

Discuss how a hotel guest opened her door and motioned for Amelia to come into her room. Encourage students to predict what the guest wants from Amelia (e.g., “She wants Amelia to bring her some ice.” “She wants Amelia to bring her more towels.” “She wants Amelia to open the curtains.”). Mention how Amelia liked to talk to the guests, and this was a good opportunity to practice her English. Elicit responses from students about their opportunities to practice English (e.g., “I practice English at school.” “I practice English with my friends.” “I practice English with customers at work.”).

Using the illustration, point out what the guest’s son was doing on the bed. Discuss the guest’s request: “Can you make this bed, please?” Explain how Amelia knew she had already made both of Mrs. Howard’s beds

earlier. But now, the one on the left was completely ruffled because Mrs. Howard's child, a boy about five years old, was jumping on it. Get opinions from students about whether or not they think this was a fair thing to ask Amelia (e.g., "This wasn't fair. If her child messed up the bed, then she should make it herself." "This was fair. The guest paid a lot of money to stay in the hotel, so Amelia should make the bed again."). Encourage employed students to share some strange things that they've been asked to do at work.

Introduce or review other key vocabulary as needed (e.g., next, eight, months, went by, slowly, sadly, realized, English, wasn't improving, at all, in fact, rarely, used, spoke, only, Spanish, family, most, other, housekeepers, while, standing, outside, guest's door, just, one, word, practiced, repeatedly, *Housekeeping!*, usually, asked for, familiar, items, like, bath towels, drinking glasses, afternoon, hotel, opened, motioned, come into, room, liked, good, opportunity, practice, can, make, bed, please, asked, of course, can do, know, already, made, both, earlier, now, one, left, completely, ruffled, because, child, boy, five years old, jumping, get down, said, dialing, cell phone, let, nice, lady, wildly, leaped over, right, continued, again, by the time, finished, Hmm, putting down, moment, maybe, chair).

Exercises

A Conversation with Mrs. Howard and Brandon

Encourage students to expand this dialog by having Mrs. Howard ask Amelia to do other things (e.g., "Can you straighten up the bathroom?" "Can you wipe up the juice Brandon spilled?" "Can you unpack my suitcase?").

Check the good ideas. Ask students to explain why some measures are very helpful (e.g., "I think making friends with English speakers is very helpful. I think you can learn a lot from talking to native speakers.").

Topics for Discussion or Writing In number 2, encourage students to talk about the opportunities they have to practice English (e.g., "I practice English at school." "I practice English with my child's teacher." "I practice English with my upstairs neighbor.").

Chapter 9 (pp. 52–57)

Preview

Details in Chapter 9 (*Brandon's Nanny*) offer the opportunity to teach or review vocabulary for tasks that Amelia is asked to perform and for the professional way that she handles those requests.

Explain that *after Amelia dutifully made both beds—again—Brandon promptly jumped back onto the bed on the left. Mrs. Howard put down the phone and sighed. "Would you be a dear," she said to Amelia, "and*

take him out into the hallway for a few minutes?" Once again, ask students whether or not they think this should be Amelia's responsibility and how she should respond (e.g., "I think she should help Mrs. Howard. If she doesn't, Mrs. Howard will complain to her supervisor." "I don't think she should help Mrs. Howard. She's not a babysitter.").

Teach or review the word *nanny*. Explain that it's a person who is hired to take care of one or more children. Ask students whether or not any of them are or have been employed as a nanny in the past. Elicit responses from students about the kinds of tasks nannies typically perform (e.g., feed children, bathe children, get children dressed, play with children, take children to the park). Ask students about things that they think Amelia could do with Brandon out in the hall (e.g., "She could play a game with him." "She could take him to look out a window." "She could talk to him."). Mention the way Brandon actually occupied himself as he *picked up and opened many bottles of shampoo*.

Use gestures to show the way Amelia was *looking seriously at her watch. She was already behind schedule*. Ask employed students if they are sometimes behind schedule at work and, if so, why (e.g., "Sometimes I'm behind schedule because something takes me longer to do than I expected."). Elicit responses from students about why Amelia might be concerned that she is behind schedule (e.g., "She will have to work late." "A guest needs to check into a room that she hasn't cleaned yet." "The housekeeping supervisor might get angry with her.").

Talk about how Mrs. Howard *nonchalantly came out of her room wearing her sunglasses and a large hat*. In a patronizing tone, read aloud what she said to Amelia: "*Would you be a dear . . . and bring me a diet soda? I'll be on a lounge chair.*" Highlight the way *Amelia stood next to her cart in disbelief*. Encourage students to share how they would feel in Amelia's position (e.g., angry, annoyed, irritated, exasperated, outraged). Ask students to predict how they think Amelia will respond (e.g., "She will tell Mrs. Howard that she's too busy." "She will get the diet soda and bring it to Mrs. Howard.").

Introduce or review other key vocabulary as needed (e.g., dutifully, made, both, beds, again, promptly, jumped back, onto, left, put down, phone, sighed, would you, be, dear, said, take him out, into, hallway, a few, minutes, Well, I . . . uh, great, call, very, important, walked out, door, looked at, curiously, new, nanny, I guess so, smiling, at least, What's all of this stuff?, asked, pointing to, things, cart, those, need, rooms, looking, seriously, watch, already, behind schedule, fifteen, later, after, had picked up, opened, many bottles,

shampoo, nonchalantly, came out, wearing, sunglasses, large, hat, going out, pool, now, bring, me, diet soda, I'll be, lounge chair, disappeared, down).

Exercises

A Conversation with Brandon Encourage students to expand the dialog and add other things that Brandon may have found on the cart (e.g., “What’s inside this little packet?” “That’s instant coffee.” “What’s inside this little box?” “That’s a shower cap.”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did she make both beds again?” “Did you come out of your room?”).

Topics for Discussion or Writing In number 2, encourage students to brainstorm additional reasons why people are sometimes behind schedule (e.g., “They wake up late.” “They miss the bus.” “They work slowly.” “They have to wait in a long line.” “They forget to wear a watch and don’t know what time it is.”).

Chapter 10 (pp. 58–63)

Preview

Details in Chapter 10 (*Getting a Diet Soda*) offer the opportunity to teach or review vocabulary for providing good service and for the horrifying consequences of allowing a young child to swim alone.

Discuss how *Amelia found Dolores and told her what she needed to do. Dolores laughed. “Guests at this hotel expect good service,” she said. “Bring her a diet soda and after that, style her hair and give her a manicure.”* Have students suggest real services that hotel employees often provide (e.g., valet parking, room service, airport transportation). Ask employed students if they are ever asked to perform tasks at work that aren’t technically their jobs and, if so, what (e.g., “I work as a salesclerk in a clothing store. Last night, my manager asked me to take out the trash.”).

Explain the way *Amelia hurriedly walked down the hall and took the elevator to the lobby. Then she walked out the north side of the hotel where the pool was.* Encourage students to estimate how many minutes this took Amelia away from her housekeeping job. Discuss the way *Amelia approached an employee at the snack bar and ordered a diet soda. Point out how the worker charged her \$3, but Amelia corrected him. Mention how Amelia definitely wasn’t going to pay for Mrs. Howard’s soda, too.* Ask students whether or not they think Amelia is right in handling it this way (e.g., “She’s right. Amelia shouldn’t buy Mrs. Howard a diet soda.” “She’s wrong. Amelia should buy Mrs. Howard a soda. Later, she might get a very big tip.”).

Use gestures to show the way *Amelia held the diet soda in one hand and shaded her eyes with the other.* Explain how *across the pool, she saw a woman in a yellow bathing suit, lying facedown on a lounge chair. “That’s probably Mrs. Howard,” thought Amelia, “because she’s not watching Brandon.”* Ask students what Mrs. Howard should be doing when a five-year-old child is in or near a pool (e.g., “She should be in the pool with him.” “She should be paying attention to her son.” “She should be beside him at all times.”). Mention the *very bad feeling Amelia suddenly had.* Ask students to predict where they think Brandon is.

In the second illustration, point out the visible sign: *WARNING: NO LIFEGUARD ON DUTY.* Elicit responses about the meaning of that sign (e.g., “Never swim alone.” “You need to be very careful.” “There is no lifeguard to help you.”). As a whole class, brainstorm additional water-safety tips (e.g., “Teach children to swim.” “Watch a child at all times.” “Learn CPR.” “Only swim in an area with a lifeguard.” “Keep gates locked around a pool.”).

Introduce or review other key vocabulary as needed (e.g., found, told, needed, laughed, guests, hotel, expect, good, service, said, bring, diet soda, after that, style, hair, give, manicure, housekeeper, why, asking, me, do, things, busy, woman, again, don’t worry, help, running late, hurriedly, walked down, hall, took, elevator, lobby, walked out, north, side, pool, approached, employee, snack bar, please, have, charged, corrected, Oh, no, definitely, wasn’t going to, pay for, lounge chairs, all, held, one, hand, shaded, eyes, other, across, saw, woman, yellow, bathing suit, lying facedown, probably, thought, because, not watching, suddenly, had, bad, feeling, quickly, turned, looked into, middle, saw, child, deep, under, water).

Exercises

A Conversation with Dolores Encourage students to vary the item the guest is asking for (e.g., “The guest in Room 319 wants me to bring her a tuna sandwich.” “The guest in Room 319 wants me to bring her a magazine.” “The guest in Room 319 wants me to bring her some sunscreen.”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did the worker charge her \$3?” “Did you see a woman in a yellow bathing suit?”).

Topics for Discussion or Writing In number 3, encourage students to give reasons why it’s very important to watch a child (e.g., “A child can’t swim very well.” “A child can drown.” “A child can bump his or her head and get hurt.”).

Chapter 11 (pp. 64–69)

Preview

Details in Chapter 11 (*Saving Brandon*) offer the opportunity to teach or review vocabulary for rescuing a drowning victim, for summoning emergency services, and for performing appropriate lifesaving procedures.

Explain how *Amelia dropped the diet soda and jumped straight into the water. She swam out to the middle of the pool, dove deep down, and grabbed the child under the arms. Then she swam up and pulled him to the surface.* Ask students if they would be able to react the same way if they were Amelia. Ask students if they have ever saved someone from drowning and, if so, what they did. Ask students about other places where people can drown (e.g., rivers, oceans, lakes, bathtubs, water parks).

Discuss how *two men helped pull Amelia and the child out of the water. As Amelia had feared, the child was Brandon. And now he wasn't moving.* Encourage students to predict the first thing Amelia says: “*Call 911!*” Demonstrate the way *Amelia quickly turned Brandon on his side.* Explain that *after a few seconds, she was very relieved to hear him cough. She didn't need to do CPR—cardiopulmonary resuscitation—the emergency medical procedure that she had learned a few years ago. Brandon continued to cough up a lot of water, but he was breathing independently.* Stress that it is unnecessary to perform CPR when a victim is breathing independently.

Find out what students may already know about performing CPR. Explain that CPR generally involves two elements: chest compressions along with mouth-to-mouth rescue breathing. Consider having a CPR instructor visit the classroom to give instructions in administering the emergency procedure. Remind students that CPR techniques vary depending on the age of the victim.

Use the second illustration and discuss the events that followed. Explain that *in a few minutes, the paramedics arrived and evaluated Brandon. Then several people from the hotel staff ran to the scene, including Mr. Medina, the general manager. They tried to comfort Mrs. Howard and keep her from interfering with Brandon's medical treatment.* Elicit responses from students about how Mrs. Howard probably felt (e.g., terrified, worried, panic-stricken, frightened, upset). Ask students who they think was responsible for Brandon's near-drowning experience.

Introduce or review other key vocabulary as needed (e.g., dropped, diet soda, jumped, straight, into, water, swam out, middle, pool, dove, deep down, grabbed, child, under, arms, then, swam up, pulled, him, surface, two, men, helped, out of, had feared, now, wasn't moving, Call 911!, yelled, quickly, turned, side, after, a few, seconds, very relieved, hear, cough, didn't need to do, CPR, cardiopulmonary resuscitation, emergency, medical

procedure, had learned, years, ago, continued, cough up, a lot of, breathing, independently, sat, next to, patted, head, reassuringly, at some point, woke up, ran over, began, scream, minutes, paramedics, arrived, evaluated, several, people, hotel, staff, ran, scene, including, general manager, tried, comfort, keep her from, interfering, medical, treatment, finally, stood up, still, shaking, dried herself off, What did you do to my baby?, shrieked, hysterically, woman, saved, son's life, irritably, should never allow, alone, please, calm down, be quiet).

Exercises

A Conversation Near the Pool Ask students to create a new dialog between the caller—a hotel guest—and the 911 operator. Ask them to report the emergency situation at the hotel pool.

Past-Tense Verbs In Part A, encourage students to write affirmative and negative sentences with the past-tense verbs in the exercise (e.g., “She swam out to the middle of the pool.” “She didn't swim out to the end of the pool.”).

Topics for Discussion or Writing In number 1, elicit responses from students about other instances when it may be necessary to perform CPR (e.g., heart attack, choking incident, severe allergic reaction).

Chapter 12 (pp. 70–75)

Preview

Details in Chapter 12 (*The Lifeguard*) offer the opportunity to teach or review vocabulary for the various jobs Amelia performed and the things she discussed in the general manager's office.

Explain that *Brandon didn't need to go to the hospital. He was resting in his hotel room, although he probably didn't have the energy to jump on the beds that night.* Discuss the way *Amelia went to the employees' locker room and put on a dry housekeeper's uniform. Then Dolores entered the room and gave Amelia a big hug.* Elicit responses from students about the way Amelia probably felt after the whole ordeal (e.g., exhausted, shaky, relieved, thankful, emotional).

Highlight Dolores's comment: “*You were a housekeeper, a nanny, and a waitress today. Then you had to be a lifeguard!*” Elicit responses from students about various jobs that workers in these positions perform (e.g., “A housekeeper makes beds.” “A nanny takes care of children.” “A waitress serves food and drinks.” “A lifeguard protects people from drowning.”). Ask students their opinions of how well Amelia performed each job. Also, ask students which jobs they could or couldn't perform and why (e.g., “I could be a waitress because I have some experience in that job.” “I couldn't be a lifeguard because I can't swim.”).

Mention how *Amelia went to Mr. Medina's office and helped him fill out an accident report*. Ask students if they ever filled out an accident report at work and, if so, for what type of accident (e.g., "I cut myself." "I fell down." "I burned myself."). Ask students who they think was *responsible for what happened to Brandon* and why (e.g., "I think Mrs. Howard was responsible. She should closely watch her child." "I think the hotel staff was responsible for what happened. They should employ a lifeguard." "I think the people on the lounge chairs were responsible. They should pay attention when a child is swimming alone.""). Talk about what Mr. Medina said: "*There were many signs posted around the pool: WARNING: NO LIFEGUARD ON DUTY. It was Mrs. Howard's fault that Brandon almost drowned—and no one else's.*"

Highlight the *other things* that Mr. Medina discussed with Amelia: *He asked about her education and work experience in Mexico. He asked about her career ambitions*. In small groups, encourage students to talk about their educations, work experiences, and career ambitions. Read Mr. Medina's advice to Amelia: "*Don't lose hope, Amelia. . . . I started in the hotel business as a bellhop, just like your brother. Work hard and you will have many opportunities.*" Ask students to share their opinions about whether or not they agree with Mr. Medina (e.g., "I agree. If you work hard, then you will get promoted." "I don't agree. I think you can work very hard and still stay in the same position for many years.").

Introduce or review other key vocabulary as needed (e.g., didn't need to, go, hospital, was resting, hotel room, although, probably, didn't have, energy, jump, beds, night, went, employees' locker room, put on, dry, housekeeper's, uniform, entered, gave, big, hug, nanny, waitress, today, lifeguard, said, laugh, red, bathing suit, whistle, should be, part, later, office, helped, fill out, accident report, wasn't responsible, what happened, were, many, signs, posted, around, pool, WARNING: NO LIFEGUARD ON DUTY, fault, almost, drowned, no one, else's, thank goodness, saw, him, almost, terrible, tragedy, spent, a few, more minutes, talking, English, other, things, asked about, education, work experience, Mexico, career, ambitions, Don't lose hope, started, business, bellhop, brother, work, hard, will have, opportunities, thank you, have to, catch, bus, now, catching, any, limousine, taking, home).

Exercises

A Conversation in Mr. Medina's Office Encourage students to replace Mexico with their native countries and to include personal information regarding their education and work experience.

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., "Did you give her a big hug?" "Did you go to the employees' locker room?").

Topics for Discussion or Writing In number 1, elicit responses from students about other signs that are sometimes posted around a pool (e.g., "No running in pool area." "Children under 12 years old must be accompanied by an adult." "No diving." "Shower before entering pool." "No glass containers.").

Chapter 13 (pp. 76–81)

Preview

Details in Chapter 13 (*A Special Meeting*) offer the opportunity to teach or review vocabulary for the praise Amelia receives from her co-workers, for the recognition she receives from her employer and the fire department, and for the appreciation she finally receives from Mrs. Howard.

Explain that *during the next three weeks, many hotel employees came looking for Amelia on the third floor*. Mention that *she received dozens of handshakes and pats on the back*. Identify the co-workers who *congratulated her for her heroism: housekeepers, managers, front desk clerks, bellhops, valets, laundry workers, concierges, and maintenance people*. If necessary, teach or review some of the tasks that people in these occupations may perform (e.g., "A manager writes work schedules." "A valet parks and retrieves cars." "A concierge arranges sightseeing tours.").

Mention that *Amelia was chosen as Employee of the Month at the next staff meeting*. *She received a plaque and some flowers*. Ask employed students if there are sometimes occasions in their workplaces when employees are recognized for outstanding work. Elicit responses from students about other perks that may be given to employees in addition to their salaries (e.g., cash, tickets to sporting events, gift cards, certificates, candy).

Point out the representative from the fire department who *presented her with a special award*. If possible, ask students to recount news stories documenting acts of heroism (e.g., "A man fell on the subway tracks, and another man jumped on top of him and protected him from an oncoming train."). Read what the representative said to Amelia: "*Your response to an emergency saved a child from drowning. . . . This community thanks you.*" Ask students how they would feel if they were in Amelia's position (e.g., proud, embarrassed, happy, self-conscious, humble).

Explain how *Mr. Medina led two very special guests into the room: Mrs. Howard and Brandon*. *They had returned to the hotel to thank Amelia in person*. Ask students whether or not they think it was really necessary to do that and why (e.g., "I think it was necessary to thank her in person. Mrs. Howard behaved very badly on the day Brandon almost drowned.").

“I don’t think it was necessary to thank her in person. It was probably very painful for her to remember what happened.”).

Highlight what Mrs. Brandon said to Amelia: “*I will feel forever grateful to you. . . . You saved my son’s life, and I thank you with all of my heart.*” Ask students if they believe that Mrs. Howard was very sincere. Also, ask students whether or not they believe Mrs. Howard owes Amelia something besides the expression of thanks and, if so, what (e.g., a cash reward, assistance in finding another job, a new car, an apology, a plane ticket to Mexico).

Introduce or review other key vocabulary as needed (e.g., during, next, three, weeks, many, hotel, employees, came looking for, third, floor, received, dozens of, handshakes, pats, back, co-workers, housekeepers, managers, front desk clerks, bellhops, valets, laundry workers, concierges, maintenance people, all, congratulated, heroism, thank you, said, did, had to, do, came, no surprise, was chosen, Employee of the Month, staff meeting, plaque, flowers, picture, was taken, display, lobby, even, representative, fire department, presented, special, award, response, emergency, saved, child, drowning, community, thanks, led, two, guests, into, room, had returned, in person, gave, had drawn, by himself, showed, swimming, happily, together, pool, beautiful, still, wearing, uniform, finally, spoke, directly, will feel, forever, grateful, tears, eyes, son’s, life, heart, smiled, broadly, winked, waiting for, diet soda).

Exercises

A Conversation with a Front Desk Clerk Encourage students to replace “That’s pretty amazing. Good for you!” with other expressions (e.g., “Wow! You’re incredible!” “You’re a very brave person.” “That’s remarkable. Excellent job!”).

Past-Tense Verbs In Part A, ask students to use these verb forms in creating their own affirmative and negative sentences (e.g., “It showed them swimming happily together in the hotel pool.” “It didn’t show them jumping on the beds in the hotel room.”).

Topics for Discussion or Writing In number 2, elicit responses from students about appropriate times to congratulate someone (e.g., the birth of a baby, retirement, admittance to a university, marriage, promotion at work).

Chapter 14 (pp. 82–87)

Preview

Details in Chapter 14 (*A Job Offer*) offer the opportunity to teach or review vocabulary for the serious consideration that Amelia gave to returning to

Mexico and for an interesting job offer from the general manager.

Explain that *it had been eleven months since Amelia left Mexico. And at this point, she seriously considered going back.* Talk about how *she thought about it a lot, especially while tossing and turning on Eduardo and Marisol’s lumpy sofa.* Ask students whether or not they seriously consider going back to their countries and, if so, when these thoughts occur (e.g., “During a difficult day at work.” “When my rent goes up.” “When I feel frustrated about learning English.”).

Mention how *Amelia decided to give her notice soon.* Ask students if they have ever given notice at a job. Elicit responses about appropriate statements for an employee to make when giving notice (e.g., “I’m giving my two-week notice.” “I found another job, so I’m resigning from this position.” “I can’t work here anymore after the end of this month.”).

Discuss the highlights of the meeting between Amelia and Mr. Medina. Read the ideas that Mr. Medina had about the hotel: “*I’d like to offer a new service for our guests’ children,*” said Mr. Medina. “*And not just babysitting. . . . I’d like to provide a variety of activities for kids: arts and crafts, exercise, and even water safety. We could develop some fun programs that would make this hotel the perfect place for people with young children to stay.*” Ask students whether or not they think Mr. Medina’s ideas are good. Have students predict how they think his programs will affect Amelia (e.g., “Amelia can teach water safety.” “Amelia can help start these programs.” “Amelia can help because she’s an experienced teacher.”).

Encourage students to give their opinions about whether or not Amelia will change her mind about returning to Mexico (e.g., “I think she will change her mind. Perhaps she will be offered a really good job.” “I don’t think she will change her mind. She’s very homesick and wants to return to her family.”). Ask students what they would do in Amelia’s position if they were also offered *more than twice* their current salary.

Introduce or review other key vocabulary as needed (e.g., had been, eleven, months, since, left, Mexico, at this point, seriously, considered, going back, thought about, a lot, especially, tossing, turning, lumpy, sofa, worked, hard, housekeeper, nearly, a year, now, think, almost, enough, adventure, decided, give her notice, soon, before, did, asked, meet, office, end, shift, went, sat down, like, offer, new, service, guests’, children, not just, babysitting, continued, provide, a variety of, activities, kids, arts, crafts, exercise, water safety, could develop, fun, programs, would make, hotel, perfect, place, people, young, sounds, great, idea, said, smiling, experience, teacher, might be, good, person, help, us,

organize, supervise, Wow, really, appreciate, thinking of, me, can pay, more, twice, salary, housekeeper, please, think about, thank you, definitely, will).

Exercises

A Conversation with Mr. Medina Encourage students to add more lines at the end of the dialog. Have them give the answer they think Amelia will give to Mr. Medina (e.g., “Thank you, Mr. Medina. I would love to take the job.” “No, thank you, Mr. Medina. I’ve decided that it’s time for me to go back to Mexico.”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did they offer a new service?” “Did she think about it a lot?”).

Topics for Discussion or Writing In number 1, ask students about reasons that people give their notice (e.g., “They don’t like their job.” “They found a better job.” “They’re going back to their native country.”).

Chapter 15 (pp. 88–93)

Preview

Details in Chapter 15 (*A New Apartment*) offer the opportunity to teach or review vocabulary for Amelia’s job satisfaction and for her move to a much better apartment.

Discuss the way *Amelia loved her new job. She thoroughly enjoyed the time she spent scheduling, preparing for, and managing the activities she did with some of the children who stayed at the hotel.* Ask employed students about aspects of their jobs that they thoroughly enjoy (e.g., “I enjoy helping customers.” “I enjoy training other workers.” “I enjoy learning how to operate new equipment.”). Mention how *Mr. Medina was extremely pleased with her work, and so were the guests.* Ask employed students whether or not their employers are extremely pleased with their work. Also, ask if they are advancing in their jobs and, if so, to what positions (e.g., “I was a prep cook. Now I’m the head cook.”).

Talk about Amelia’s wishes to *get a bigger apartment.* Ask students whether or not they also wish to move to a larger home. Highlight Amelia’s comment about her current home: “*I’m tired of living in one corner of your living room with a view of this ugly gray wall.*” Have students talk about aspects of their homes that they may be tired of contending with (e.g., “I’m tired of hearing my noisy neighbors.” “I’m tired of waiting for my superintendent to fix things.” “I’m tired of having my rent go up every six months.”).

Explain how *on Saturday, Amelia, Eduardo, and Marisol had an appointment to meet with the manager of a new apartment building.* Discuss the benefits of

the new apartment: *It was located closer to the hotel, only a forty-minute bus ride away. It was in a much nicer neighborhood. And there was a good elementary school for Francisco nearby.* Ask students about things that they want in a place to live (e.g., “I want a place that has a reasonable rent.” “I want a place that is near a shopping center.” “I want a place that is near the public transportation routes.”).

Talk about how *the apartment manager shook their hands warmly. Then she showed them a large three-bedroom apartment that was bright, clean, and quiet.* Compare this home with their current apartment that is small, dark, not very clean, and noisy, as described in Chapter 2. Explain how *they decided to sign a lease immediately.* Ask students whether or not they signed a lease when they first saw their homes. If possible, bring in a general lease agreement and discuss the issues that leases generally cover. Encourage students to talk about rules they must comply with regarding occupancy, pets, late charges, utilities, sub-leasing, etc.

Introduce or review other key vocabulary as needed (e.g., loved, new, job, thoroughly, enjoyed, time, spent, scheduling, preparing for, managing, activities, did, some, children, stayed, hotel, extremely, pleased with, guests, very happy, look at, her, after, one, night, advancing, faster, laughed, of course, had decided, insisted, find, larger, place, live, can get, bigger, apartment, now, asked, smiling, tired of, living, corner, living room, view, ugly, gray, wall, earning, more, money, too, agree, move, Saturday, had, appointment, meet with, manager, building, was located, closer, only, forty-minute, bus ride, away, much nicer, neighborhood, good, elementary school, nearby, shook, hands, warmly, showed, them, large, three-bedroom, bright, clean, quiet, sign, lease, immediately, walked into, opened, curtain, saw, two, big, palm trees, growing, pretty, hillside, at last, cheerfully, real, scenic).

Exercises

A Conversation with the Apartment Manager

Encourage students playing the part of Amelia to ask other questions that may be important to her (e.g., “How far is it to the post office?” “Is there an adult school in this community?” “Is there a shopping mall nearby?”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did she show them a large apartment?” “Was there a good school nearby?”).

Topics for Discussion or Writing In number 1, brainstorm additional ways for people to advance in their jobs (e.g., work hard, be available for overtime, be conscientious, get along with co-workers and supervisors, be polite).

Answer Key

Chapter 1

Answer the questions. (p. 5)

1. Amelia dreamed of going to the United States.
2. The first was to earn more money and help support her family in Mexico.
3. The second reason was to improve her English, a language she wished to speak more fluently.
4. The third reason was simply for the adventure.
5. Amelia felt it was time for a new life experience.
6. Amelia's family was supportive of her decision to go to the U.S.
7. Her brother Eduardo already lived in California with his wife, Marisol, and their four-year-old son, Francisco.
8. Eduardo promised to help Amelia find a job in the hotel where he worked.
9. Amelia worked as a teacher in an elementary school.
10. Almost any job in the U.S. would pay her more.
11. She arrived in the United States after a long journey.
12. She waited excitedly for her brother at the trolley station.

Complete the story. (p. 6)

- | | |
|------------------|---------------|
| 1. United States | 7. experience |
| 2. reasons | 8. decision |
| 3. money | 9. brother |
| 4. language | 10. hotel |
| 5. adventure | 11. position |
| 6. Mexico | 12. people |

Meanings (p. 6)

1. b 2. a 3. a

Past-Tense Verbs (p. 7)

A.

- | | |
|------------------|-------------------|
| 1. didn't employ | 5. didn't dream |
| 2. didn't wish | 6. didn't say |
| 3. didn't work | 7. didn't think |
| 4. didn't feel | 8. didn't promise |

B.

2. I didn't wish to speak English more fluently.
3. She didn't work as a teacher.
4. They didn't dream of going to the U.S.
5. He didn't promise to help her find a job.

Listening (p. 8)

- | | |
|---------------|----------------------|
| 1. decision | 6. Mexico, teacher |
| 2. California | 7. job, U.S. |
| 3. hotel | 8. suitcase, family |
| 4. position | 9. journey |
| 5. people | 10. brother, station |

Pronunciation (p. 8)

- | | | | |
|------|-------|------|--------|
| 1. d | 4. t | 7. d | 9. d |
| 2. t | 5. id | 8. t | 10. id |
| 3. t | 6. d | | |

What about you? (p. 9)

2. Do you want to earn more money and help support your family?
3. Do you want to improve your English?
4. Do you think it's time for a new life experience?
5. Do you live with a few members of your family?
6. Do you work in a place that employs a lot of people?
7. Do you think anyone can find some kind of job in the U.S.?

Chapter 2

Answer the questions. (p. 11)

1. Amelia had many fantasies about life in California.
2. She realized that some of her thoughts were ridiculous.
3. There weren't going to be movie stars in expensive cars everywhere she looked.
4. She believed that other things about California were real: beautiful beaches, big green palm trees, and scenic views that were very different from the surroundings she knew.
5. It surprised Amelia to see where Eduardo and Marisol lived in real life.
6. It was nowhere near a beach.
7. There was a sign outside the entrance of their building: *The Desert Palms*.
8. Eduardo unlocked the door and led Amelia into an apartment that was small and dark.
9. The carpet was brown, or at least it was now.
10. The walls were thin and certainly didn't keep out the sounds of music playing and babies crying around them.
11. There was only one window.
12. There was a not very scenic view of an ugly gray wall covered with graffiti.

Complete the story. (p. 12)

- | | |
|-----------------|---------------|
| 1. fantasies | 7. entrance |
| 2. thoughts | 8. palm trees |
| 3. movie stars | 9. desert |
| 4. California | 10. carpet |
| 5. beaches | 11. music |
| 6. surroundings | 12. babies |

Meanings (p. 12)

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

Past-Tense Verbs (p. 13)**A.**

- | | |
|--------------------|-------------------|
| 1. didn't surprise | 5. didn't know |
| 2. didn't keep out | 6. didn't open |
| 3. didn't say | 7. didn't lead |
| 4. didn't realize | 8. didn't believe |

B.

- | | |
|---------|-------------|
| 1. was | 4. was |
| 2. was | 5. was, was |
| 3. were | 6. were |

Listening (p. 14)

- | | |
|---------------|------------------|
| 1. real, life | 6. carpet, brown |
| 2. beach | 7. walls, sounds |
| 3. entrance | 8. window |
| 4. desert | 9. living, room |
| 5. apartment | 10. curtain |

Pronunciation (p. 14)

- | | | | |
|-------|------|------|-------|
| 1. t | 4. d | 7. d | 9. d |
| 2. d | 5. t | 8. t | 10. d |
| 3. id | 6. d | | |

What about you? (p. 15)

- Do you live in a place that has beautiful beaches?
- Do you live in a place that has big palm trees?
- Do you live in a place that has scenic views?
- Do you live in an apartment that is small and dark?
- Do you sometimes hear music playing and babies crying?
- Do you sometimes keep the curtains closed in your home?

Chapter 3**Answer the questions. (p. 17)**

- Amelia put her suitcase behind the sofa.
- Eduardo took Amelia on a short tour of their small one-bedroom apartment.
- Amelia expected their home in the U.S. to be nicer than it was.

- Eduardo poured her a glass of lemonade. He talked about the very high rents they had to pay in southern California.
- Marisol and Francisco arrived home from the park a few minutes later.
- She was so happy to meet her nephew for the first time.
- They spent a nice evening together—eating, laughing, and relaxing.
- Amelia spent a restless night on the sofa.
- She couldn't stop thinking about tomorrow.
- It was summer, and Eduardo said the hotel needed workers.
- Amelia spoke some English. She was well educated.
- She hoped there was an office position for her.

Complete the story. (p. 18)

- | | |
|-----------------|---------------|
| 1. put | 7. had to pay |
| 2. took | 8. live with |
| 3. knew | 9. arrived |
| 4. expected | 10. hugged |
| 5. poured | 11. spent |
| 6. talked about | 12. relaxing |

Meanings (p. 18)

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

Past-Tense Verbs (p. 19)**A.**

- | | |
|----------|-------------|
| 1. speak | 5. say |
| 2. put | 6. come |
| 3. take | 7. know |
| 4. spend | 8. sit down |

B.

- He didn't pour her a glass of lemonade.
- The hotel didn't need workers.
- We didn't come into the living room.
- You didn't speak English.
- They didn't talk about the high rents.

Listening (p. 20)

- | | |
|------------------|--------------------|
| 1. suitcase | 6. lucky, family |
| 2. tour | 7. park |
| 3. wife, mansion | 8. kissed |
| 4. home | 9. happy, nephew |
| 5. glass | 10. nice, together |

Pronunciation (p. 20)

- | | | | |
|-------|------|------|------|
| 1. id | 3. t | 5. d | 7. t |
| 2. t | 4. d | 6. d | 8. t |

What about you? (p. 21)

- Do you live with another family?

- Do you like to spend nice evenings eating, laughing, and relaxing?
- Do you have to get up early for work?
- Do you sometimes spend a restless night on the sofa?
- Do you speak some English?
- Do you think that you are well educated?

Chapter 4

Answer the questions. (p. 23)

- Amelia and Eduardo got on the first bus at 5:30 A.M.
- It was a long and boring ride, lasting a little over an hour.
- Amelia finally saw the ocean and some palm trees.
- A big hotel soon blocked their view. Amelia and Eduardo got off the bus at the next stop.
- They entered it through a side door marked *Employees Only*.
- Amelia and Eduardo walked down a flight of stairs to get to the basement room.
- Amelia noticed several other people getting ready for work—housekeepers, laundry workers, and maintenance people.
- Eduardo wore a bellhop's uniform. He carried bags for hotel guests and escorted them to their rooms.
- Amelia sat down at a table next to a vending machine. Eduardo went into another room for a few minutes.
- He motioned for Amelia to follow him.
- Eduardo introduced Amelia to Veronica. Veronica was the housekeeping supervisor.
- She talked to Amelia for a few minutes in Spanish.

Complete the story. (p. 24)

- | | |
|---------------------|---------------------|
| 1. ride | 7. stairs |
| 2. hotel | 8. laundry |
| 3. ocean | 9. housekeepers |
| 4. view | 10. uniform |
| 5. side door | 11. guests |
| 6. <i>Employees</i> | 12. vending machine |

Meanings (p. 24)

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

Past-Tense Verbs (p. 25)

A.

- | | |
|------------------|---------------------|
| 1. didn't leave | 5. didn't carry |
| 2. didn't escort | 6. didn't see |
| 3. didn't go | 7. didn't block |
| 4. didn't enter | 8. didn't introduce |

B.

- Eduardo didn't introduce Amelia to Veronica.

- He didn't escort the guests to their rooms.
- We didn't sit down at a table.
- She didn't go into another room.
- I didn't walk toward the hotel.

Listening (p. 26)

- | | |
|---------------------|---------------------|
| 1. ocean, trees | 6. several |
| 2. soon, view | 7. wearing, uniform |
| 3. got, off | 8. guests |
| 4. <i>Employees</i> | 9. table, machine |
| 5. basement | 10. room, minutes |

Pronunciation (p. 26)

- | | | | |
|-------|------|------|-------|
| 1. t | 4. d | 7. t | 9. t |
| 2. d | 5. t | 8. t | 10. d |
| 3. id | 6. d | | |

What about you? (p. 27)

- Do you sometimes see the ocean and some palm trees?
- Do you sometimes enter a building through a door marked *Employees Only*?
- Do you wear a uniform at work?
- Do you sometimes help your family or friends get jobs?
- Do you sometimes speak another language at work?
- Do you want to be a housekeeper?

Chapter 5

Answer the questions. (p. 29)

- Veronica hired Amelia and helped her to fill out some paperwork.
- Veronica explained that they were very shorthanded. A housekeeper on the third floor just quit.
- Amelia put on the black and white uniform that Veronica gave her.
- For the next eight hours, she helped Dolores.
- Dolores was a very pleasant woman who knew a lot about this job.
- She had been a housekeeper at this hotel for twenty-two years.
- She gave specific instructions about where to put the shampoo, conditioner, body lotion, and soaps in the bathroom.
- Amelia tried to imagine the number of times Dolores had gone through this process.
- Dolores pushed and pulled her heavy cart.
- She stripped off dirty sheets and put on clean ones.
- She scrubbed out bathtubs awkwardly on her hands and knees.
- Amelia felt like crying but stopped herself.

Complete the story. (p. 30)

- | | |
|-----------------|------------------|
| 1. housekeeper | 7. cart |
| 2. vacuum | 8. sheets |
| 3. instructions | 9. mirrors |
| 4. shampoo | 10. counter tops |
| 5. bathroom | 11. bathtubs |
| 6. process | 12. knees |

Meanings (p. 30)

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

Listening (p. 32)

- | | |
|----------------------|-------------------|
| 1. paperwork | 6. pleasant |
| 2. shorthanded | 7. years |
| 3. housekeeper, quit | 8. noise, vacuum |
| 4. black | 9. shampoo |
| 5. eight, hours | 10. felt, stopped |

Pronunciation (p. 32)

- | | | | |
|-------|-------|------|-------|
| 1. id | 4. d | 7. d | 9. d |
| 2. t | 5. d | 8. t | 10. t |
| 3. d | 6. id | | |

What about you? (p. 33)

- Do you sometimes work with people who know a lot about their jobs?
- Do you want to work in the same place for twenty-two years?
- Do you understand when someone gives you specific instructions?
- Do you go through the same process at work every day?
- Do you sometimes feel like crying at work?
- Do you think you can do anything for a while?

Chapter 6

Answer the questions. (p. 35)

- Amelia woke up at 4:30 the next morning.
- Her whole body felt sore.
- Dolores complains about the pains in her hands, wrists, knees, hips, and shoulders.
- Amelia looked over at her housekeeper's uniform draped over the chair.
- She desperately wanted to go back to Mexico.
- She thought, "It was a big mistake to come here."
- She took the service elevator to the third floor.
- She said, "The guest in Room 306 just checked out."
- Dolores slipped her card through the door and unlocked it for her.
- Amelia hesitantly entered Room 306 and opened the curtains.
- She picked up the wet towels the guest had carelessly thrown on the carpet. She wiped up the coffee spilled all over the table.

- She walked into the filthy bathroom and miserably covered her face with her hands.

Complete the story. (p. 36)

- | | |
|----------------|----------------|
| 1. found | 7. thrown |
| 2. checked out | 8. wiped up |
| 3. slipped | 9. walked into |
| 4. unlocked | 10. covered |
| 5. entered | 11. thought |
| 6. picked up | 12. quitting |

Meanings (p. 36)

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

Past-Tense Verbs (p. 37)

A.

- | | |
|---------------------|-------------------|
| 1. didn't wake up | 5. didn't wipe up |
| 2. didn't take | 6. didn't find |
| 3. didn't think | 7. didn't pick up |
| 4. didn't check out | 8. didn't give |

B.

- He didn't wake up on the sofa.
- She didn't check out of the hotel yesterday.
- They didn't pick up the wet towels.
- You didn't give me a nametag.

Listening (p. 38)

- | | |
|-------------------------|-------------------|
| 1. sofa | 6. nametag, pin |
| 2. body, sore | 7. closed, eyes |
| 3. housekeeper, thought | 8. uniform |
| 4. pains | 9. wanted, Mexico |
| 5. chair | 10. mistake |

Pronunciation (p. 38)

- | | | | |
|------|-------|------|-------|
| 1. d | 4. d | 7. d | 9. d |
| 2. t | 5. t | 8. t | 10. t |
| 3. t | 6. id | | |

What about you? (p. 39)

- Do you think your job is hard work?
- Do you sometimes complain about pains in your body?
- Do you sometimes wear a nametag?
- Do you sometimes desperately want to go back to your country?
- Do you sometimes take the service elevator?
- Do you sometimes want to quit your job?

Chapter 7

Answer the questions. (p. 41)

- Amelia walked back into the hallway and took a deep breath.
- She wanted to run out of this hotel and never come back.

3. She thought about Dolores, who would have to clean the whole third floor without any help.
4. Veronica would be shorthanded again.
5. Eduardo would be embarrassed that his sister quit on her second day. Her family would be so disappointed without any extra money.
6. She asked, "Are you okay?"
7. Amelia made the difficult decision to stay.
8. Many people were depending on her.
9. She helped Dolores clean twenty more rooms.
10. A funny-looking man was wearing a bathrobe and a shower cap.
11. He stopped by their cart. He picked up several complimentary bottles of shampoo, conditioner, and body lotion.
12. Amelia put her hand over her mouth and tried not to laugh.

Complete the story. (p. 42)

- | | |
|------------------|-----------------------|
| 1. walked back | 7. quit |
| 2. took | 8. would be |
| 3. run out | 9. getting |
| 4. come back | 10. made |
| 5. have to clean | 11. were depending on |
| 6. thought about | 12. scrub out |

Meanings (p. 42)

1. b 2. b 3. b

Past-Tense Verbs (p. 43)

A.

- | | |
|----------------|---------|
| 1. put | 5. run |
| 2. think about | 6. wear |
| 3. make | 7. quit |
| 4. come back | 8. get |

B.

2. I didn't think about my family.
3. He didn't wear a shower cap.
4. They didn't run out of the hotel.
5. We didn't make the difficult decision.

Listening (p. 44)

- | | |
|--------------------|-------------------|
| 1. decision | 6. adventure |
| 2. depending, beds | 7. funny, looking |
| 3. work, her | 8. shampoo |
| 4. finished | 9. mouth, laugh |
| 5. twenty, rooms | 10. life |

Pronunciation (p. 44)

- | | | | |
|-------|------|------|-------|
| 1. id | 4. d | 7. t | 9. d |
| 2. d | 5. t | 8. t | 10. t |
| 3. t | 6. d | | |

What about you? (p. 45)

2. Do you sometimes make difficult decisions?
3. Do you have many people who are depending on you?
4. Do you sometimes do things at work that you don't want to do?
5. Do you think your job is sometimes an adventure?
6. Do you sometimes see funny-looking people?
7. Do you sometimes try not to laugh?

Chapter 8

Answer the questions. (p. 47)

1. The next eight months went by slowly.
2. Amelia sadly realized that her English wasn't improving at all.
3. She rarely used it.
4. She spoke only Spanish to Eduardo and his family. She spoke only Spanish to Dolores and most of the other housekeepers.
5. There was just one English word that she practiced repeatedly: "*Housekeeping!*"
6. They usually asked for very familiar items, like bath towels or drinking glasses.
7. A hotel guest opened her door and motioned for Amelia to come into her room.
8. Amelia liked to talk to the guests, and this was a good opportunity to practice her English.
9. She asked, "Can you make this bed, please?"
10. The bed on the left was completely rumped.
11. Brandon wildly leaped over to the bed on the right and continued to jump.
12. The one on the right was completely rumped.

Complete the story. (p. 48)

- | | |
|------------------------|-----------------|
| 1. months | 7. guests |
| 2. English | 8. items |
| 3. Spanish | 9. towels |
| 4. housekeepers | 10. glasses |
| 5. word | 11. afternoon |
| 6. <i>Housekeeping</i> | 12. opportunity |

Matching: Meanings (p. 48)

1. a 2. b 3. b 4. a

Listening (p. 50)

- | | |
|--------------------|---------------------|
| 1. months, slowly | 6. word |
| 2. English | 7. towels |
| 3. fact, used | 8. afternoon, guest |
| 4. Spanish, family | 9. motioned, room |
| 5. housekeepers | 10. opportunity |

Pronunciation (p. 50)

- | | | | |
|-------|------|------|-------|
| 1. z | 4. z | 7. s | 9. z |
| 2. z | 5. s | 8. z | 10. z |
| 3. iz | 6. z | | |

What about you? (p. 51)

- Do you think your English is improving?
- Do you rarely use English?
- Do you speak your native language at home?
- Do you speak your native language at work?
- Do you practice the same words repeatedly?
- Do you like opportunities to practice your English?

Chapter 9**Answer the questions. (p. 53)**

- Amelia dutifully made both beds again.
- Brandon promptly jumped back onto the bed on the left.
- Mrs. Howard put down the phone and sighed.
- She said, "Would you be a dear, and take him out into the hallway for a few minutes?"
- Amelia and Brandon walked out the door. Brandon looked at Amelia curiously.
- Amelia looked seriously at her watch. She was already behind schedule.
- Mrs. Howard nonchalantly came out of her room wearing her sunglasses and a large hat.
- She said they were going out to the pool now.
- She asked Amelia to bring her a diet soda.
- Mrs. Howard and Brandon disappeared down the hallway.
- Amelia stood next to her cart in disbelief.
- She quietly said, "First, I'm her housekeeper. Then I'm her nanny. And now, I'm her waitress. And not a word of thanks." Amelia rolled her eyes.

Complete the story. (p. 54)

- | | |
|-----------------|-------------------|
| 1. bottles | 7. hallway |
| 2. sunglasses | 8. disbelief |
| 3. pool | 9. nanny |
| 4. dear | 10. waitress |
| 5. diet soda | 11. eyes |
| 6. lounge chair | 12. career change |

Meanings (p. 54)

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

Past-Tense Verbs (p. 55)**A.**

- | | |
|--------------------|---------------------|
| 1. didn't jump | 5. didn't make |
| 2. didn't put down | 6. didn't roll |
| 3. wasn't | 7. didn't come out |
| 4. didn't stand | 8. didn't disappear |

B.

- I didn't come out of my room.
- He didn't put down the phone.
- We didn't stand next to our cart.
- She wasn't behind schedule.
- The boy didn't jump back onto the bed.

Listening (p. 56)

- | | |
|-----------------|----------------------|
| 1. curiously | 6. schedule |
| 2. nanny, asked | 7. opened, shampoo |
| 3. guess | 8. sunglasses, large |
| 4. stuff | 9. going, pool |
| 5. things | 10. diet, soda |

Pronunciation (p. 56)

- | | | | |
|-------|------|------|-------|
| 1. d | 4. t | 7. t | 9. d |
| 2. d | 5. d | 8. d | 10. t |
| 3. id | 6. t | | |

What about you? (p. 57)

- Do you sometimes ask someone to help you with your child?
- Do you sometimes have a call that is very important?
- Do you sometimes work as a nanny?
- Do you sometimes wear sunglasses and a large hat?
- Do you sometimes go to a pool?
- Do you sometimes bring someone a diet soda?

Chapter 10**Answer the questions. (p. 59)**

- Amelia found Dolores and told her what she needed to do.
- She said to bring her a diet soda.
- She told her to style her hair and give her a manicure.
- She took the elevator to the lobby. She walked out the north side of the hotel where the pool was.
- Amelia approached an employee at the snack bar.
- The worker charged her \$3, but Amelia corrected him.
- There were many hotel guests on lounge chairs on all sides of the pool.
- Amelia held the diet soda in one hand.
- She shaded her eyes with the other.
- She saw a woman in a yellow bathing suit, lying facedown on a lounge chair.
- Amelia suddenly had a very bad feeling.
- She looked into the pool. And in the middle, Amelia saw a child deep under the water.

Complete the story. (p. 60)

- | | |
|---------------|------------------|
| 1. approached | 7. held |
| 2. asked | 8. shaded |
| 3. charged | 9. saw |
| 4. corrected | 10. lying |
| 5. pay for | 11. thought |
| 6. were | 12. not watching |

Meanings (p. 60)

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

Past-Tense Verbs (p. 61)**A.**

- | | |
|-------------------|------------------|
| 1. didn't correct | 5. didn't expect |
| 2. didn't find | 6. didn't tell |
| 3. didn't bring | 7. didn't hold |
| 4. didn't charge | 8. didn't see |

B.

- I didn't see a woman in a yellow bathing suit.
- She didn't bring her a diet soda.
- We didn't tell her what we needed to do.
- The housekeepers didn't find Dolores.

Listening (p. 62)

- | | |
|---------------|-----------------------|
| 1. service | 6. definitely |
| 2. manicure | 7. shaded |
| 3. elevator | 8. pool, yellow |
| 4. north | 9. facedown |
| 5. snack, bar | 10. suddenly, feeling |

Pronunciation (p. 62)

- | | | | |
|-------|-------|------|-------|
| 1. d | 3. id | 5. t | 7. id |
| 2. id | 4. id | 6. d | 8. d |

What about you? (p. 63)

- Do you sometimes get a manicure?
- Do you sometimes ask people to do things for you?
- Do you sometimes help your co-workers if they are running late?
- Do you sometimes buy things at a snack bar?
- Do you sometimes lie facedown on a lounge chair?
- Do you always watch children when they are in a pool?

Chapter 11**Answer the questions. (p. 65)**

- Amelia dropped the diet soda and jumped straight into the water.
- She dove deep down and grabbed the child under the arms.
- Two men helped pull Amelia and the child out of the water. The child was Brandon.

4. Amelia yelled, "Call 911!" She quickly turned Brandon on his side.

5. She was very relieved to hear him cough.

6. She didn't need to do CPR—cardiopulmonary resuscitation—the emergency medical procedure that she had learned a few years ago.

7. Brandon continued to cough up a lot of water, but he was breathing independently.

8. Amelia sat next to Brandon and patted his head reassuringly.

9. At some point, Mrs. Howard woke up, ran over, and began to scream.

10. The paramedics arrived and evaluated Brandon.

11. Several people from the hotel staff ran to the scene, including Mr. Medina, the general manager. They tried to comfort Mrs. Howard and keep her from interfering with Brandon's medical treatment.

12. Amelia finally stood up and, still shaking, dried herself off with a towel.

Complete the story. (p. 66)

- | | |
|--------------|----------------|
| 1. patted | 7. interfering |
| 2. woke up | 8. stood up |
| 3. scream | 9. shrieked |
| 4. arrived | 10. saved |
| 5. evaluated | 11. allow |
| 6. comfort | 12. calm down |

Meanings (p. 66)

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

Past-Tense Verbs (p. 67)**A.**

- | | |
|-------------------|--------------------|
| 1. didn't swim | 5. didn't shriek |
| 2. didn't dive | 6. didn't grab |
| 3. didn't wake up | 7. didn't stand up |
| 4. didn't drop | 8. didn't evaluate |

B.

- The paramedics evaluated him.
- The woman shrieked hysterically.
- He grabbed the child under the arms.
- I swam to the middle of the pool.
- We needed to do CPR.

Listening (p. 68)

- | | |
|----------------------|-------------------|
| 1. dropped, straight | 6. moving, yelled |
| 2. dove, arms | 7. turned, side |
| 3. pulled, surface | 8. seconds, cough |
| 4. water | 9. didn't, need |
| 5. feared, child | 10. breathing |

Pronunciation (p. 68)

- | | | | |
|-------|-------|------|-------|
| 1. id | 4. id | 7. d | 9. d |
| 2. t | 5. d | 8. t | 10. d |
| 3. d | 6. d | | |

What about you? (p. 69)

2. Do you sometimes jump straight into the water?
3. Do you know how to swim?
4. Do you know how to dive?
5. Do you know how to pull someone out of the water?
6. Do you sometimes call 911?
7. Do you know how to do CPR?

Chapter 12

Answer the questions. (p. 71)

1. Brandon didn't need to go to the hospital. He was resting in his hotel room.
2. Amelia went to the employees' locker room and put on a dry housekeeper's uniform.
3. She gave Amelia a big hug.
4. She said, "You were a housekeeper, a nanny, and a waitress today. Then you had to be a lifeguard!"
5. She said, "Maybe a red bathing suit and a whistle should be part of your uniform."
6. Later, Amelia went to Mr. Medina's office and helped him fill out an accident report.
7. The hotel wasn't responsible for what happened to Brandon because there were many signs posted around the pool.
8. It was Mrs. Howard's fault that Brandon almost drowned—and no one else's.
9. Mr. Medina spent a few more minutes talking to Amelia, in English, about other things.
10. He asked about her education and work experience in Mexico.
11. He started in the hotel business as a bellhop, just like Amelia's brother.
12. The hotel limousine was taking her home.

Complete the story. (p. 72)

- | | |
|-----------------|--------------------|
| 1. locker room | 7. uniform |
| 2. hug | 8. accident report |
| 3. waitress | 9. signs |
| 4. lifeguard | 10. fault |
| 5. bathing suit | 11. goodness |
| 6. whistle | 12. tragedy |

Matching: Definitions (p. 72)

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

Past-Tense Verbs (p. 73)

A.

- | | |
|-----------|---------|
| 1. catch | 5. lose |
| 2. are | 6. give |
| 3. spend | 7. see |
| 4. put on | 8. go |

B.

2. I didn't go to the employees' locker room.
3. We didn't catch the bus at 5:00.
4. She didn't put on a dry housekeeper's uniform.

Listening (p. 74)

- | | |
|---------------------|--------------------------|
| 1. went, office | 6. thank, saw |
| 2. accident, report | 7. almost, tragedy |
| 3. responsible | 8. English |
| 4. signs, pool | 9. education, experience |
| 5. fault, drowned | 10. career, ambitions |

Pronunciation (p. 74)

- | | | | |
|-------|-------|------|--------|
| 1. iz | 4. iz | 7. z | 9. z |
| 2. s | 5. s | 8. s | 10. iz |
| 3. z | 6. z | | |

What about you? (p. 75)

2. Do you sometimes help fill out an accident report?
3. Do you sometimes talk to the general manager at your work?
4. Do you sometimes see signs posted around a pool?
5. Do you sometimes talk about your education?
6. Do you sometimes talk about your work experience?
7. Do you believe that you will have many opportunities if you work hard?

Chapter 13

Answer the questions. (p. 77)

1. During the next three weeks, many hotel employees came looking for Amelia on the third floor.
2. She received dozens of handshakes and pats on the back from her co-workers.
3. They all congratulated her for her heroism.
4. Amelia was chosen as Employee of the Month at the next staff meeting.
5. She received a plaque and some flowers.
6. Her picture was taken to display in the hotel lobby.
7. A representative from the fire department presented her with a special award.
8. "Your response to an emergency saved a child from drowning," the representative said. "This community thanks you."
9. Mr. Medina led two very special guests into the room: Mrs. Howard and Brandon.

10. They had returned to the hotel to thank Amelia in person.
11. Brandon gave Amelia a picture he had drawn by himself. It showed Amelia and Brandon swimming happily together in the hotel pool.
12. She said, "I'm still waiting for my diet soda."

Complete the story. (p. 78)

- | | |
|------------------|-------------------|
| 1. employees | 7. plaque |
| 2. handshakes | 8. lobby |
| 3. valets | 9. representative |
| 4. heroism | 10. award |
| 5. surprise | 11. emergency |
| 6. staff meeting | 12. community |

Meanings (p. 78)

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

Past-Tense Verbs (p. 79)

A.

- | | |
|-----------------|-------------------|
| 1. didn't show | 5. didn't thank |
| 2. didn't speak | 6. didn't do |
| 3. didn't give | 7. didn't receive |
| 4. didn't lead | 8. didn't come |

B.

2. You received a plaque.
3. We thanked her.
4. They came looking for her.
5. He gave her a picture.
6. I led them into the room.

Listening (p. 80)

- | | |
|----------------------|------------------|
| 1. staff | 6. community |
| 2. received, flowers | 7. led, guests |
| 3. picture, lobby | 8. thank, person |
| 4. award | 9. gave, himself |
| 5. emergency | 10. swimming |

Pronunciation (p. 80)

- | | | | |
|------|-------|-------|-------|
| 1. t | 4. d | 7. d | 9. d |
| 2. d | 5. d | 8. id | 10. d |
| 3. t | 6. id | | |

What about you? (p. 81)

2. Do you sometimes receive pats on the back?
3. Do you sometimes receive flowers?
4. Do you sometimes receive special awards?
5. Do you sometimes congratulate people?
6. Do you sometimes thank people?
7. Do you feel very grateful to someone?

Chapter 14

Answer the questions. (p. 83)

1. It had been eleven months since Amelia left Mexico.
2. At this point, she seriously considered going back.
3. She thought about it a lot, especially while tossing and turning on Eduardo and Marisol's lumpy sofa.
4. Amelia decided to give her notice soon.
5. Mr. Medina asked Amelia to meet with him in his office.
6. He said, "I'd like to offer a new service for our guests' children."
7. He would like to provide a variety of activities for kids: arts and crafts, exercise, and even water safety.
8. They could develop some fun programs that would make this hotel the perfect place for people with young children to stay.
9. Amelia said it sounded like a great idea.
10. He said Amelia might be a good person to help them organize these activities and then help supervise them.
11. Amelia really appreciated his thinking of her.
12. He said, "I can pay you more than twice your salary as a housekeeper."

Complete the story. (p. 84)

- | | |
|--------------|------------------|
| 1. months | 7. service |
| 2. sofa | 8. babysitting |
| 3. adventure | 9. activities |
| 4. notice | 10. water safety |
| 5. office | 11. programs |
| 6. shift | 12. children |

Meanings (p. 84)

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

Past-Tense Verbs (p. 85)

A.

- | | |
|--------------------|-------------------|
| 1. didn't organize | 5. didn't think |
| 2. didn't go | 6. didn't provide |
| 3. didn't pay | 7. didn't offer |
| 4. didn't consider | 8. didn't sound |

B.

2. She didn't think about it a lot.
3. I didn't go to Mr. Medina's office.
4. We didn't organize the activities.
5. I didn't consider going back.

Listening (p. 86)

- | | |
|----------------------|----------------------|
| 1. eleven, Mexico | 6. give, notice |
| 2. considered | 7. asked, meet |
| 3. tossing, turning | 8. shift |
| 4. thought | 9. service, children |
| 5. enough, adventure | 10. safety |

Pronunciation (p. 86)

- | | | | |
|-------|------|-------|-------|
| 1. id | 3. d | 5. id | 7. d |
| 2. d | 4. t | 6. d | 8. id |

What about you? (p. 87)

- Do you work very hard at your job?
- Do you sometimes meet with people at the end of your shift?
- Do you think arts and crafts are very important for children?
- Do you think exercise is very important for children?
- Do you think water safety is very important for children?
- Do you know the perfect place for people with young children to stay?

Chapter 15**Answer the questions. (p. 89)**

- Amelia loved her new job.
- She thoroughly enjoyed the time she spent scheduling, preparing for, and managing the activities she did with some of the children who stayed at the hotel.
- Mr. Medina was extremely pleased with her work, and so were the guests.
- She insisted that they find a larger place to live.
- She said, "I'm tired of living in one corner of your living room with a view of this ugly gray wall."
- Both Eduardo and Marisol agreed that it was time to move.
- On Saturday, Amelia, Eduardo, and Marisol had an appointment to meet with the manager of a new apartment building.
- It was located closer to the hotel—only a forty-minute bus ride away.
- It was in a much nicer neighborhood. And there was a good elementary school for Francisco nearby.
- She showed them a large three-bedroom apartment that was bright, clean, and quiet.

- They decided to sign a lease immediately.
- She saw two big green palm trees growing on a pretty little hillside.

Complete the story. (p. 90)

- | | |
|-------------|----------------|
| 1. loved | 7. advancing |
| 2. enjoyed | 8. had decided |
| 3. managing | 9. insisted |
| 4. stayed | 10. living |
| 5. was | 11. earning |
| 6. were | 12. agreed |

Meanings (p. 90)

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

Past-Tense Verbs (p. 91)**A.**

- | | |
|------------------|----------------|
| 1. didn't manage | 5. didn't earn |
| 2. wasn't | 6. didn't love |
| 3. didn't agree | 7. weren't |
| 4. didn't shake | 8. didn't show |

B.

- There wasn't a good school nearby.
- They didn't shake our hands.
- They weren't very happy for her.
- He didn't love his new job.

Listening (p. 92)

- | | |
|-----------------------|---------------------|
| 1. appointment | 6. shook, hands |
| 2. manager, apartment | 7. bright, quiet |
| 3. closer | 8. sign, lease |
| 4. neighborhood | 9. bedroom, curtain |
| 5. school, nearby | 10. green |

Pronunciation (p. 92)

- | | | | |
|------|-------|-------|-------|
| 1. d | 4. id | 7. id | 9. d |
| 2. t | 5. d | 8. id | 10. d |
| 3. d | 6. d | | |

What about you? (p. 93)

- Do you think your supervisor is extremely pleased with your work?
- Do you want to find a larger place to live?
- Do you live close to where you work?
- Do you live in a nice neighborhood?
- Do you live near a good elementary school?
- Do you live in a place that is bright, clean, and quiet?