

MORE NOVEL SCENES

***Field of
Vision***

**TEACHER'S GUIDE
LOW INTERMEDIATE**

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New Readers Press

More Novel Scenes: Field of Vision
Teacher's Guide
Low-Intermediate Level
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Overview

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.

Field of Vision, the *More Novel Scenes* book at the low-intermediate level, features Rafael, a sixty-five-year-old migrant farmworker, still laboring in the Northern California agricultural fields of Salinas. As is frequently mentioned in the story, farmworkers have one of the most dangerous jobs in the U.S., and this occupation has clearly taken its toll on Rafael both physically and emotionally. He nonetheless takes great pride in his work and has no interest in retiring—and severing his strong ties to the land, to the people he helps to feed, and to a close community of friends and co-workers. While he convincingly argues that he has “a reason to be here,” an emergency in the bell pepper field forces Rafael to reexamine his effectiveness as a foreman and face a long-ignored health issue. *Field of Vision* is an engaging story with a sometimes-suspenseful plot that unfolds with each chapter, motivating students to read and develop fluency.

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

This Teacher’s Guide contains notes for using *Field of Vision* at the low-intermediate level. The notes for each chapter have two sections, Preview and Exercises. The Preview section lists the chapter’s main themes. It also points out ways to help students draw on prior experience and share ideas or knowledge about issues addressed in the story. In addition, it suggests warm-up activities, focusing on key concepts and vocabulary.

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

Using *Field of Vision*

Preview Activities

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

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

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

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

The Story

To present a new chapter, you can first read the story aloud to the students one or more times to get a sense of the storyline. You may prefer to have students initially follow the written text while listening to the story. Pose a general comprehension question to focus students’ listening and reading. On repetitions of the story, you may want to add other, more specific questions.

A primary goal at the 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 *More Novel Scenes* series, information questions follow each story. Encourage students to answer these questions in complete sentences. The activities can be done either orally or in writing.

Vocabulary Exercises

These exercises help students reinforce their understanding of words from the story and expand their vocabularies with related words. Encourage students to discuss the vocabulary in their own words or to use it in new sentences. After students fill in the missing words, ask them to expand the reading passage with additional details from the story. Word-based vocabulary exercises are generally focused on nouns. A second exercise requires students to select meanings of specific adjectives, adverbs, nouns, and verbs.

Dialogs

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

Past-Tense Verbs

Students can obtain additional grammar practice by focusing on the irregular past-tense verbs used in the story. Ask students to write the present-tense form of these irregular verbs as directed. Remind students that when they write past-tense Yes/No questions that begin with “Did,” the verb must be in the present form.

Check

In the exercises titled Check the _____, students can apply critical thinking to distinguish sensible ideas, necessary workplace

skills, appropriate things to say on specific occasions, reasons people go to human resources, foods that grow in their communities, ways to improve English, and even the right way to act in a given situation. These activities will also spark discussion by asking students for additional ideas related to the suggestions or vocabulary in the exercise. This activity can be done individually, in pairs, in small groups, or with a whole class.

Listening Exercises

In the listening exercises, students listen to sentences and then write the missing word or words. The prompts for these exercises are at the end of the student book so instructors can read them; alternatively, students may prompt each other. The printed prompts also let students check their answers. With more proficient students, consider using the Listening section for dictation. Ask students to transcribe whole sentences on their own papers.

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 a list of regular past-tense verbs. 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 events in story chapters and reflect on their own experience. The exercise offers practice in four language areas: reading, writing, speaking, and listening. Students read a statement, write the corresponding question, ask a partner the question, and listen to the partner’s response. After the interactive part of the exercise, encourage students to report back about their partners. (“Claudia knows someone who needs eye surgery.” “Marisol knows someone who is a migrant farmworker.” “Ravi sometimes travels for his work.”)

Topics for Discussion or Writing

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

Teaching Notes

Chapter 1: Still Working (pp. 4–9)

Preview

Details in Chapter 1 offer the opportunity to teach or review vocabulary pertaining to health problems that are prevalent in farmworkers, the route that some migrant workers follow, and the protagonist’s resistance to retirement.

Introduce Rafael, the main character in the story. Explain that he has cataracts, a clouding of his eyes’ natural lenses, and that he can’t see well. Emphasize that *faraway images were blurry* and *he really needed surgery*. Ask students about their familiarity with this operation or knowledge of someone having it. (“My grandmother had cataract surgery.” “My neighbor had cataract surgery.” “My best friend had cataract surgery.”) If students are interested, show simple images demonstrating the basic steps of the procedure.

Discuss Rafael’s 35-year career as a *migrant farmworker, traveling from Northern California to Arizona and back*. If possible, use a map to indicate the distance of his annual journey. Elicit responses from students about professions that require their workers to travel from place to place (e.g., archaeologists, *au pair* workers, construction managers, Peace Corps workers, military personnel, sales representatives, airline workers, traveling nurses, truck drivers, etc.).

Explain that Rafael works as a *foreman* in the story, meaning he holds a more supervisory or managerial position. In addition to damaging his vision, the *hard labor had also hurt his back and knees*. Ask students about other occupations where there is higher risk of job-related illness or injuries. (“Construction workers can often have serious back problems.” “Mechanics can have hearing loss.” “Police officers can be shot by criminals.”) Point out that farmworkers may have a *higher risk of disease*. Add that *without question, being a farmworker had shortened his wife’s life. She died of cancer eight years ago. Rafael believed that chemical pesticides and fertilizers may have caused her illness*. Ask students about other professions that can include exposure to harmful substances (e.g. miners, gardeners, welders, maintenance workers, etc.).

Talk about the lighthearted conversation that Rafael has with his friend and co-worker, Lorenzo. Mention that Lorenzo recommends that Rafael sit in his *rocking chair* and *enjoy life*. Ask students at what age people typically retire in their native countries. Discuss hobbies and interests that retired people may have. Ask working

students whether or not they would enjoy life more if they were retired.

Introduce or review other key vocabulary as needed (e.g. sun, field, strawberries, truck, distance, cataracts, lenses, cloudy, faraway, images, blurry, surgery, operation, retire, migrant, farmworker, foreman, vision, labor, back, knees, risk, disease, occupation, shortened, cancer, chemical, pesticides, fertilizers, illness, painful, tears, loss, tears, sunglasses, dirt, boots, passenger seat, Spanish, rocking chair).

Exercises

A Conversation After Work Encourage students to replace “Sit in your rocking chair” with another desirable activity. (“See your grandchildren more often.” “Visit interesting places in the world.” “Take an advanced ESL class.”)

Past-Tense Verbs In Part B, ask students to create new questions that can be answered *No*. (“Did Rafael stand next to a field of lettuce?” “No, Rafael didn’t stand near a field of lettuce. He stood near a field of strawberries.”)

Topics for Discussion or Writing For question 3, ask students to brainstorm the positive and negative aspects of retirement. (“A person can get more sleep.” “A person can feel less productive.”) Encourage each student to take a position on the topic of retirement, either orally or in writing, and give support for that opinion.

Chapter 2: Pride and Satisfaction (pp. 10–15)

Preview

Details in Chapter 2 offer the opportunity to teach or review vocabulary for reasons—other than financial—why people may choose to work, how workers contribute to society, and the expertise they develop after many years at a job.

Say that because of Rafael’s vision problems, his friend Lorenzo drives him to and from his home—a *small company-owned apartment*. In the third illustration, point out the housing that Rafael’s employer provides. Discuss how Lorenzo continues to tease his friend: *Live in your own home—not here . . . Relax and enjoy a delicious dinner*. Ask students if they live in temporary or permanent homes in the U.S. Elicit responses from students about the advantages of living in one’s own home.

Discuss Rafael’s personal decision to continue working and the responsibility he feels as a farmworker: *If I stop working, then there is no dinner. There is also no breakfast or lunch—for me and for other people in the world.* Explain that while this statement isn’t *completely true*, *Lorenzo didn’t laugh* because *their occupation really is important*. In addition to farmworkers feeding *the whole planet*, *this job gives Rafael pride and satisfaction*. Elicit responses from students about their current or previous jobs. Ask what they did and whether or not they felt pride and satisfaction in their work.

Highlight the fact that *Rafael knew more about farming than anyone*. Discuss the meaning of the skills referenced in Chapter 2: *cultivating*, *planting*, and *harvesting*. If possible, project pictures of *irrigation equipment* and *tractors*. Find other images of the hand tools mentioned in the story: *trowels*, *hoes*, *pruning hooks*, and *field knives*. Add that *Rafael built and repaired various structures on the farm*. Emphasize that *when Lorenzo was a very young man, he had learned everything from Rafael*. Ask students if they share any of the skills that Rafael has. Elicit responses from students about people who may have helped them learn about their jobs. (“I learned my job from my assistant manager.” “I learned my job from another co-worker.” “I learned my job from the business owner.”)

Ask students if there are older workers in their places of employment. Encourage them to share positive and negative things about older employees. (“They have a lot of experience.” “They don’t work as fast as some of the younger workers.”)

Introduce or review other key vocabulary as needed (e.g., company-owned apartment, truck, joke, dinner, smile, breakfast, lunch, world, true, occupation, planet, producing, pride, satisfaction, feelings, farming, cultivating, planting, harvesting, irrigation equipment, tractors, machinery, tools, trowels, hoes, pruning hooks, field knives, structures, building, passenger door, rocking chair, reason).

Exercises

A Conversation in the Truck Encourage students to create their own reasons for remaining employed. (“If I stop working, then I won’t have enough money to send my daughter to college.” “If I stop working, then I won’t have any money to give to relatives in my country.” “If I stop working, then my job site will be understaffed.”)

Past-Tense Verbs In Part B, ask students to create new questions that can be answered *No*. (“Did producing food give Rafael a reason to retire?” “No, producing

food didn’t give Rafael a reason to retire. Producing food gave Rafael pride and satisfaction.”)

Topics for Discussion or Writing For question 1, encourage students to consider different examples of good versus bad job advice. (“I think you should find a better job before you leave your current job.” “I think you should quit your current job and find a better job later.”) Encourage students to give advice regarding work, either orally or in writing, and give support for their opinions.

Chapter 3: Rafael’s Daughter Calls (pp. 16–21)

Preview

Details in Chapter 3 offer the opportunity to teach or review vocabulary for checking in with family members; discussing past work situations, living arrangements, and family responsibility; and reminding someone of a health issue.

Demonstrate Rafael’s arrival home and how he *sat down on the sofa*. *It had been a long day and he was very tired*. Elicit responses from students about what they do immediately after they arrive home. (“I take off my shoes.” “I drink a glass of water.” “I sit in my recliner and put my feet up.”) Mention how Rafael’s daughter calls *right on schedule*. Ask students if they make or receive phone calls at specific times of the day or evening.

Introduce Rafael’s daughter Isabel, as seen in the photo in the illustration. Explain how she actually lives *in Rafael’s house in Salinas with her husband and two children*. Mention how she worries about her father, a widower living alone. Elicit responses from students about family or friends they may think or worry about and how often they *check in* with them. (“I check in with my sister every Saturday.” “I check in with my wife every day.” “I check in with my father twice a week.” “I check in with my elderly neighbor every morning.”)

Describe the *worse places* where Rafael had endured living in the past. If possible find images that depict his past accommodations: *cars and old trailers*. Explain that *for many years, he had also camped in tents with other migrant farmworkers*. *When he first started working, he slept in a cardboard box*. Ask students if migrant farmworkers in their native countries ever have to live in these poor conditions.

In contrast, explain how *conditions* are *much better these days*. Indicate that Rafael’s current apartment is

a great improvement over the places where he lived in the past. Discuss that as a *respected foreman*, Rafael had become a supervisor, or manager of other people. Define the idiomatic expression referenced in the following line: *he had definitely climbed the ladder in his workplace*. Ask students whether or not it's possible to climb the ladder—or advance—in their current jobs. (“Yes, I can become a manager if I work hard.” “No, it isn't really possible to advance beyond my current position.”)

Discuss Rafael's daughter's offer to *feed and take care of* him. Ask students about their own family members or friends that they may need to provide for. Explain how Rafael isn't ready to accept this offer. Explain that Rafael's daughter reminds him about his need for eye surgery and points out that cataracts *don't go away*. Explain that Rafael realizes that his vision has gotten *worse*, as evidenced by the *foggy shapes* outside his window. If possible, project “blurry images” to indicate the quality of Rafael's eyesight.

Introduce or review other key vocabulary as needed (e.g., apartment, sofa, schedule, daughter, husband, children, checking in, refrigerator, past, places, cars, trailers, tents, cardboard box, reason, conditions, foreman, climbed the ladder, workplace, future, surgery, window, foggy, shapes, worse, cataracts, go away, busy).

Exercises

A Telephone Conversation in the Apartment

Encourage students to create new phone conversations modeling a typical interaction they might have with a family member or friend. Ask them to role-play these new dialogs with partners.

Check the good ideas. Ask students to give reasons why each suggestion is a good or a bad idea. (“It's a good idea to talk about a health problem with family members because they can offer a lot of support.” “It's a bad idea to think about it later because the health problem can get worse.”)

Topics for Discussion or Writing In question 3, encourage students to brainstorm habits and attitudes at work that can often lead to advancement in the workplace. Then encourage students, either orally or in writing, to give support for their opinions on how to advance at work.

Chapter 4: Many Skills (pp. 22–27)

Preview

Details in Chapter 4 offer the opportunity to teach or review vocabulary for reasons people may avoid

medical procedures, work demonstrations for other employees, the cauliflower harvesting process, as well as the inaccurate term *unskilled labor*.

Explain that Rafael was actually avoiding eye surgery as evidenced in the lines: *Deep down, Rafael didn't want to have surgery on his eyes. The idea really scared him*. Elicit responses from students about why people are sometimes afraid of medical procedures. (“They are afraid of pain.” “They are afraid of making a problem worse.” “They are afraid of doctors.”) Discuss Rafael's reasoning: *after his wife's horrible illness, Rafael felt wary of hospitals and medical procedures*. Ask students whether or not they think Rafael's fears are understandable and, if so, to explain why.

Say that, for Rafael, *it was easier to ignore his cataracts and focus on more pressing things, like the cauliflower harvest*. Define the word *procrastination* as the action of delaying or postponing something that needs to be done. Ask students whether or not Rafael is in fact just procrastinating. Discuss how, in his mind, the cauliflower harvest is more important. Ask students to weigh in on Rafael's opinion.

Demonstrate how, later, *Rafael was stooped over in an enormous cauliflower field*. Use the drawing to illustrate how he *showed the new farmworkers how to remove the white cauliflower heads from the leafy green plants*. Indicate how he also reminded his workers—in Spanish—to be careful: *These knives are very sharp. Don't cut yourselves*. Ask students whether or not they have ever cut themselves using a knife or another sharp object and, if so, what happened. (“I had to go to the hospital.” “I had to get stitches at a clinic.” “I had to wear a large bandage.”)

Use gestures and the illustration to explain more about the cauliflower harvest. *After they checked for size and defects, they put the heads of cauliflower on a conveyor. Then additional workers rinsed them with clean water. Next, packers wrapped them individually in plastic and put them in boxes. Finally, they stacked the heavy boxes on the big trailer and took the vegetables to the cooler, or cold storage facility*. If possible, show students some short online videos demonstrating farmworkers harvesting vegetables.

Note the term that Rafael didn't like: *unskilled labor*. Explain that these words are used to describe workers in agriculture because they supposedly need no special training or experience. Ask about other types of employment that fall into the category of unskilled labor (e.g., housekeeper, fast food worker, messenger, etc.). Elicit responses from students about the skills that these workers actually have. (“A housekeeper needs to know about cleaning properly.” “A fast food worker

needs to know about cooking and serving food quickly.” “A messenger needs to be able to travel quickly and safely on a bicycle.”)

Introduce or review other key vocabulary as needed (e.g., deep down, surgery, scared, results, operation, illness, wary, ignore, focus, pressing, cauliflower, harvest, field, plants, Spanish, knives, row, leaves, size, defects, conveyor, packers, plastic, boxes, trailer, cooler, cold storage facility, term, unskilled labor, knowledge, strength, agriculture, backbreaking, dangerous).

Exercises

A Conversation in the Field Encourage students to create new conversations between workers in their current or former workplaces. Have them focus on particular step-by-step activities that they perhaps taught or learned from other workers.

Check the Skills Have students brainstorm lists of personal skills that they possess or have gathered in their workplaces. Ask whether or not these skills are transferable to other job (“I can use tools. Using tools is important knowledge in both construction and carpentry work.”)

Topics for Discussion or Writing In question 2, ask students to brainstorm other jobs that fit into the category of *backbreaking and dangerous* (e.g., logging, fishing, fighting fires). Encourage students to support, either orally or in writing, their opinions on why these jobs can be strenuous and/or hazardous.

Chapter 5: A Frightening Event (pp. 28–33)

Preview

Details in Chapter 5 offer the opportunity to teach or review vocabulary for injuries sometimes sustained by farmworkers and why farmworkers, in particular, have a higher risk for dehydration and heatstroke.

Ask students whether or not they believe that *farming is a very dangerous job*. Encourage students who think that the job can be dangerous to give reasons why. Then highlight the occupational hazards cited in the story: *There were accidents with vehicles and machinery. Farmworkers sometimes fell from ladders and broke bones and suffered head injuries. Some migrants got acute infections from living in unsanitary conditions. People in the fields had to deal with spiders and insects. Every now and then, someone was bitten by a snake. As Rafael knew too well, exposure to chemicals could be deadly.*

If not already mentioned, add *dehydration and heatstroke* to the list of reasons why farming is a dangerous occupation. Point out that too much sun can *really hurt human beings*. Explain that farmworkers often *work very hard in the direct sunlight*. Elicit responses from students about how to avoid the debilitating condition of heatstroke. (“A worker can take a long break in the middle of the day.” “A worker can stop work if temperatures get very high.” “A worker can drink a lot of water.”)

Explain that *while the weather in Salinas was typically very mild, there was an unusual heat wave in July. In fact, one day the temperature rose to 93 degrees Fahrenheit, or 33.8 degrees Celsius*. Ask students whether or not they have had to work outside in similar temperatures and, if so, what kind of job they had to do (e.g., gardening, painting, roof repair). Say that not working was not an option for Rafael and the other farmworkers who still *needed to harvest the green peppers*. Please note—as shown in the illustrations—that farmworkers are also fully covered with clothing in the field to protect themselves from the sun, abrasions from plants, and any lingering pesticides on the crops. It’s also common for them to cover their faces from the dust in the fields.

Remind students that *at sixty-five years old, Rafael wasn’t able to tolerate the heat for very long*. Indicate in the illustration that Rafael was actually on the side of *the field in the shade, watching and giving orders*. Ask students whether or not he could really manage his employees from this position—especially because he didn’t see well. Mention that he shouted, “*Take a break! Drink water!*” Elicit responses from students about whether or not they think that Rafael is acting like a responsible foreman. (“I think he is being responsible. He is trying to help his employees.” “I don’t think he’s being responsible. He is standing in the shade and he can’t even see his workers.”)

Explain that Rafael *heard a loud scream coming from the far end of the field*. Elicit responses from students about what they think caused a distant worker to cry out. (“The worker sprained his/her ankle.” “The worker cut himself/herself.” “The worker was bitten by a snake.”)

Introduce or review other key vocabulary as needed (e.g. farming, dangerous, accidents, vehicles, machinery, farmworkers, ladders, bones, head injuries, migrants, acute, infections, unsanitary, spiders, insects, snake, exposure, chemicals, deadly, sun, crops, human beings, dehydration, heatstroke, direct, sunlight, shade, rehydrate, weather, mild, heat wave, temperature, green peppers, orders, scream, frantic, voice).

Exercises

A Conversation with a Worker Encourage students to create new dialogs, substituting new tasks performed by other outside workers. (“I’m almost finished welding this section.” “I’m almost finished sawing these boards.” “I’m almost finished removing these tree limbs.”)

Past-Tense Verbs In Part B, ask students to create new questions that can be answered *No*, varying the sentence structure if necessary. (“Did the farmworker fall from the roof?” “No, the farmworker didn’t fall from the roof. He/She fell from the ladder.”)

Topics for Discussion or Writing In question 1, ask students to consider other jobs that can cause injuries to the head or other parts of the body. Then ask them to offer safety tips, either orally or in writing, to workers in these professions.

Chapter 6: An Emergency in the Field (pp. 34–39)

Preview

Details in Chapter 6 offer the opportunity to teach or review vocabulary for Rafael’s serious limitations, the appropriate response for a suspected heatstroke victim, and an angry worker’s confrontation.

Explain that *because of his bad eyesight, it took time for Rafael to locate the woman, Marta Arroyo*. Use the illustration to indicate Rafael running toward the scene. Elicit responses from students as to why they think Rafael didn’t arrive sooner. (“He couldn’t see from where he was standing.” “His eyesight is bad, so he didn’t see what was happening.” “He ran more slowly because of his age.”)

Indicate the other people on the scene and point out what they were trying to do as described in the text: *Someone found an umbrella to shade Inez from the sun. Marta removed the scarf from her mother’s face and her heavy outer clothing. Two other people tried to fan Inez. Another person ran for ice packs to put on her neck, back, and under her arms*. Ask students if they have ever had to respond to an *unconscious* person and, if so, what they did in that situation.

Explain how *Rafael immediately called 911* because this was an emergency. Ask students about other reasons people typically call 911. (“Someone has chest pains.” “Someone can’t breathe well.” “Someone falls and breaks a bone.”) Mention that *Rafael told the operator about Inez’s symptoms*. Ask students if they’ve ever had to describe their symptoms—or someone

else’s—to a medical professional in an emergency or non-emergency situation.

Note the *ambulance* that arrives on the scene. Say that this *woman needed to be transported to a hospital right away*. Teach or review the word *heatstroke*, the sometimes-fatal condition that the character is suspected of having. Elicit responses from students about their own experiences with this problem.

Point out the emotional reaction of the victim’s daughter. Then turn to the illustration in the dialog to emphasize that the young woman is both upset and very angry. Ask students why they think she is particularly angry with Rafael. (“He didn’t run fast enough to the emergency.” “He didn’t notice the problem.” “He was standing in the shade while the woman was working in the hot sun.”)

Introduce or review other key vocabulary as needed (e.g., eyesight, locate, lying, dirt, fortunately, breathing, umbrella, shade, scarf, outer clothing, fan, ice packs, neck, back, arms, sponge, unconscious, emergency, operator, symptoms, ambulance, scene, heatstroke, fatal, technicians, tears, streaming, boss, protect, breaks, sobbing, uncontrollably, foreman, fault).

Exercises

A Conversation by the Ambulance Encourage students to add—if possible—additional lines to this dialog, starting with a response from Rafael after he’s accused of being at fault for the accident.

Check the good ideas. Have students explain why something is a good or bad idea for avoiding heatstroke. (Drinking a lot of fluids is a good idea because it helps the body to stay hydrated.” “Working hard in the direct sunlight is a bad idea because the body can quickly get dehydrated.”)

Topics for Discussion or Writing In question 3, have students give three reasons why they think Rafael’s weak vision is or isn’t a good excuse for not noticing Inez in the field. Then ask them to explain their positions either orally or in writing.

Chapter 7: In the Hospital (pp. 40–45)

Preview

Details in Chapter 7 offer the opportunity to discuss treating heatstroke, feeling personally responsible for an accident at work, and coming to the aid of a co-worker.

Remind students that normal human body temperature is between 97.7 and 99.5 degrees

Fahrenheit. Then explain that Inez—the worker who fell down in the fields—*had a body temperature of 106 degrees*. Ask students if they have ever experienced an elevated body temperature or had to care for someone with one. Elicit responses from students about ways they've lowered their own or another person's body temperature. ("I gave my sister ibuprofen." "I put a damp washcloth on my head." "I took acetaminophen." "I gave my son a sponge bath." "I drank a lot of fluids.")

Point out the *team of doctors and nurses* around Inez. Use the illustration to discuss some of the methods these medical professionals used to treat her: *First they sprayed her body with cold water. Then they covered her with cold, wet sheets. They also put fans near her to help with the cooling process. In addition, she was given medicines and fluids*. Add that this immediate action was *critical to her survival*.

Highlight the conversation between Rafael and Lorenzo in the dialog. Mention how upset Rafael looks and elicit responses about what each character might be saying. ("I feel terrible about what happened to Inez." "Don't feel bad. You didn't do anything wrong.") Identify some of the terrible consequences that can come from heatstroke, as Rafael says in the story: *This woman might die of organ failure . . . Or she might have brain damage—or other health problems—for the rest of her life*.

Ask students the names and locations of hospitals in your community. Elicit responses about whether or not they have had a reason to be in these hospitals, either as patient or visitor. ("I had a baby in the hospital on Fifth Avenue." "I visited my friend after her appendix surgery in the hospital downtown.") Point out that many hospitals and other types of medical centers have a *waiting area* as shown in the second illustration. Ask students what people may be doing in this part of the hospital. ("They're waiting for the doctor." "They're reading magazines." "They're looking at their phones.")

Introduce or review other key vocabulary as needed (e.g., body, temperature, degrees, team, doctors, nurses, surrounded, lower, sprayed, covered, sheets, fans, cooling, process, medicines, fluids, treatment, critical, survival, worry, foreman, ride, hospital, reassure, fault, guilty, notice, break, dizzy, disoriented, blur, sighed, organ, failure, brain, damage, floor, elevator, waiting area, wiping, blowing).

Exercises

A Conversation with Lorenzo Encourage students to add to this conversation by responding to Rafael's final comment. ("Please don't talk like that. Hopefully, she'll

be okay." "People often recover from heatstroke. Please stop worrying.")

Check the good things to say. Encourage students to give reasons why each comment might be appropriate or inappropriate to say under the circumstances. ("It isn't good to ask, 'Is it your fault?' It can make someone feel worse." "It's good to say 'I'm so sorry about this.' It can help to comfort someone who is very worried.")

Topics for Discussion or Writing In question 3, have students mention different ways that people can get hurt in their own or another type of workplace. ("They can slip on a wet floor.") Then have them explain either orally or in writing, how to prevent an accident like this from happening. ("Workers can post signs over a wet floor." "Workers can wear slip-resistant shoes." "Workers can walk more slowly on smooth floors.")

Chapter 8: Survival (pp. 46–51)

Preview

Details in Chapter 8 offer the opportunity to teach or review vocabulary for discussing a hospital patient's condition, reconciling with another person, solving an employment problem, and some reasons for resigning from a job.

Use gestures to show how *Inez's daughter stood up from her chair and took a deep breath. She put a handful of tissues into the trash and then approached Rafael*. Ask students to guess whether or not Inez is okay. Note that *Marta reached out to Rafael and hugged him tightly*. Elicit responses from students about what the young woman could be saying. ("My mother is okay." "My mother is in critical condition." "My mother is still unconscious.") Also, mention that *Marta is sorry* for what she said earlier that day. Elicit responses from students about other ways people express remorse for their actions. ("Please forgive me." "I sincerely apologize." "I really regret what I said/did to you.")

Demonstrate what it means to *sigh with relief*, as Rafael does in the story. Ask students to predict how long Inez will be in the hospital (e.g., a few days, a week, a month, etc.). Mention that healthcare workers need to *observe* patients in the hospital before they release them. Ask students what types of information doctors and nurses use to gauge a patient's health (e.g., blood tests, blood pressure results, urine tests, body temperature, pulse rate, respiration rate, etc.).

Ask students their opinions about whether or not Inez can continue to work in the fields. ("Yes, she can. The weather in Salinas is usually very mild." "No, she can't. The job is too hard on her body.") Teach or

review the term *cooler*, the indoor option where Rafael suggested Inez might work in the future. Explain that this is a cold-storage facility where vegetables are put immediately after they are harvested from the fields.

Teach or review the word *resign*. Explain that it means what people do when they want to leave their jobs. Elicit responses from students about reasons people typically resign from their jobs. (“They have found another position.” “They aren’t happy with the job anymore.” “They have a problem with the manager.”) Ask students their opinions about whether or not Rafael should resign from his position as a foreman. (“Yes, he can’t do the job anymore.” “No, he is still a valuable employee.”)

Introduce or review other key vocabulary as needed (e.g., deep, breath, handful, tissues, trash, lucky, reached out, hugged, sorry, tears, world, cheeks, relief, observe, organs, properly, release, fields, don’t worry, indoors, cooler, elevator, survive, guilty, main office, resign).

Exercises

A Conversation in the Hospital Encourage students to use other words for Marta’s apology to Rafael. (“I’m so sorry. I didn’t mean what I said before. I was just upset.”)

Check the good reasons. Have students explain why they think something is a good or bad reason for resigning from a job. (“A low salary is a good reason to resign. A worker needs to make as much money as he/she can.” “Not liking co-workers is a bad reason to resign. A worker needs to try to get along with everyone.”)

Topics for Discussion or Writing In question 1, mention the organs that are commonly affected by heatstroke: heart, lung, kidney, liver, and brain. Have students research what these vital organs do in the body. (“The heart provides the body with oxygen. It also supplies the body with necessary nutrients. In addition, it carries away the waste.”)

Chapter 9: Rafael’s Resignation (pp. 52–57)

Preview

Details in Chapter 9 offer the opportunity to teach or review vocabulary pertaining to the processes of resigning, conversing with a human resources director, examining a problem in the workplace, and taking a medical leave.

Explain that *Lorenzo tried to convince Rafael not to leave his job. However, Rafael didn’t change his*

mind. Ask students why they think Rafael maintains this position. (“He doesn’t think he’s a good boss anymore.” “He feels guilty that Inez is in the hospital.” “He doesn’t want another accident to happen because of him.”)

Teach or review the term *human resources*. If necessary, explain that it is the part of a company that focuses on things directly relating to employees. Elicit responses from students about issues that would likely involve human resources (e.g., hiring, firing, benefits packages, retaining workers, employee orientations and training, compliance with labor laws, complaints about working conditions, sexual harassment, solving problems between employees, etc.). Ask students whether or not they have visited a human resources department and for what reason.

Mention that *Rafael asked to speak to the director of human resources*. Ask students what they think Rafael will say. (“I’m resigning.” “I’m quitting.” “I can’t work here anymore.”) Elicit responses from students regarding what Rafael will most likely need to do. (“He’ll need to write a letter of resignation.” “He’ll need to sign papers.” “He’ll need to explain why he wants to resign.”)

Explain that *after Rafael had reported the emergency in the bell pepper field, the news had spread quickly*. Ask students whether or not stories can quickly spread among employees in their workplaces. Discuss the reaction that the director of human resources has to Rafael’s decision to resign: *Leaving your job is a major decision . . . I think you need more time to think about it*. Ask students what advice they would offer Rafael in the same situation. (“I think you need to reconsider.” “I think you should resign. You can’t do your job anymore.” “I think you should have eye surgery and then decide what to do.”)

Explain that Rafael has put his *heart and soul* into his job for many years—meaning that he has worked extremely hard and with great passion. Ask students to create new sentences using this idiomatic expression. (“She put her heart and soul into her family.” “He put his heart and soul into his job as a teacher.” “I put my heart and soul into my violin performance.”) Mention the *medical leave* that Susana suggested Rafael take. Ask students whether or not people take medical leave in their workplaces and, if so, for what reasons (e.g., illnesses, stress, injuries, surgery, etc.).

Introduce or review other key vocabulary as needed (e.g., convince, change (his) mind, heatstroke, subject, main office, director, human resources, assistant, resigning, sign, emergency, bell pepper field, spread, in contact, condition, improving, upset, event, major

decision, emotional, heart and soul, physical limitations, vision, surgery, procrastinating, medical leave).

Exercises

A Conversation with Human Resources Encourage students to create new conversations based on the dialog, giving the employee a different physical limitation that he/she needs to address. (“My back is really bad.” “My shoulder is really bad.” “My knees are really bad.”)

Check the good reasons. Encourage students to explain why each problem is a good or bad reason to go to human resources. (“It’s a good idea to go to human resources if a person is being harassed. The person has a right to feel safe in the workplace.” “It’s a bad idea to go to human resources if a person wants a longer lunchtime. This is not a serious complaint.”)

Topics for Discussion or Writing In question 1, encourage students—especially those who have had the experience of resigning from a particular job—to discuss the process of resigning either orally or in writing. Ask them to talk about the steps involved. (“First I made the decision to leave my job. Then I gave notice to my immediate supervisor. Finally, I went to human resources with a letter of resignation.”)

Chapter 10: At Home Again (pp. 58–63)

Preview

Details in Chapter 10 offer the opportunity to teach or review vocabulary pertaining to Inez’s post-hospital condition, being assigned a new job in the farm’s cooler, learning more about a co-worker, giving safety tips, adjusting to not working, and going to a medical consultation.

Explain the good news that *Inez had no permanent damage from the heatstroke*. Mention that *in a few weeks, she was rested and healthy enough to return to work*. Using the first illustration, have students note her *new job as a packer in the farm’s cooler*. Talk about her new working environment as described in the chapter, *cold inside but less stressful physically, and it kept her out of the sun*. Elicit responses from students about the positive and negative aspects of her new position. (“She doesn’t have to work in the hot sun.” “She probably has to lift heavy boxes.”)

Point out that Rafael was delighted with this news and *even spoke to Inez a few times on the phone*. Talk about some of the personal information that

they exchanged with each other: *Like Rafael, she was originally from Mexico. She was also a widow and a very nice person*. Ask students whether or not they sometimes share personal information with co-workers and, if so, the kinds of things they reveal about themselves. (“Some of my co-workers know that I have a new grandchild.” “My manager knows that I’m having back surgery in a few weeks.” “A few co-workers know that I’m leaving my job at the end of the year.”)

If possible, show the correct way to lift a heavy object, demonstrating the advice that Rafael gives to Inez on the telephone: *Bend your knees when you lift something heavy*. Ask students if they have ever sustained a *painful* back injury and, if so, how it happened. (“I hurt my back by putting my baby into her car seat.” “I hurt my back in a minor car accident.” “I hurt my back exercising at the gym.”) Then ask students how they treated these injuries. (“I went to a chiropractor.” “I went to physical therapy.” “I took medication.”)

Explain that *at his home in Salinas, Rafael tried to relax. But he was bored. He missed living and working in a large community. He missed feeling productive. Although he loved his daughter and her family very much, he felt lost*. Ask students to indicate whether or not they are surprised by his feelings. (“I am surprised. He should enjoy relaxing and living with his family.” “I am not surprised. He enjoyed his job and now he feels unproductive.”)

Teach or review the word *ophthalmologist*. Explain that this type of doctor specializes in problems and diseases of the eyes. Remind students that Rafael had *cataracts* that *seriously clouded his vision*. Discuss the recommendation that he get *new artificial lenses in both eyes*. Elicit responses why Rafael—and other people—could think that this surgery is *scary*. (“They are afraid of making their eyes even worse.” “They are afraid of complications.” “They are afraid the doctor could make a mistake.”)

Introduce or review other key vocabulary as needed (e.g., permanent damage, heatstroke, rested, packer, cooler, stressful, delighted, originally, widow, grateful, advice, back injury, painful, community, productive, lost, ophthalmologist, exam, clouded, vision, artificial lenses, surgery, operations, world).

Exercises

A Conversation with the Ophthalmologist Encourage students to think of questions Rafael might have about the surgery. (“How long does the surgery take?” “How

long does it take to recover?” “What is the success rate for this surgery?”)

Past-Tense Verbs In Part B, ask students to create new questions that can be answered *No*. (“Did the job in the field keep Inez out of the sun?” “No, the job in the field didn’t keep Inez out of the sun. It kept her in the sun.”)

Topics for Discussion or Writing In question 2, encourage students to describe advantages and disadvantages of living and/or working in a large community. (“An advantage of living and working in a large community is that there are many different types of people to associate with.” “A disadvantage of living and working in a large community is that it can be hard to maintain a sense of privacy.”)

Chapter 11: Cataract Surgeries (pp. 64–69)

Preview

Details in Chapter 11 offer the opportunity to teach or review vocabulary pertaining to the positive results of Rafael’s eye surgeries, his at-home recovery process, and his decision to return to work.

Teach or review the word *procrastinating*. Explain that this means being deliberately slow about doing something. Instead of acting immediately, a procrastinator might postpone, delay, or put things off until a time in the future. Elicit responses from students about examples of things people sometimes procrastinate about (e.g. going to the dentist, finishing homework assignments, having annual physical examinations, cleaning house, making major decisions). Explain that *after years of procrastinating, Rafael finally went to an outpatient center in Monterey for his first cataract surgery*.

Discuss how the *results* of both of Rafael’s surgeries were *amazing, like someone washed the dust off his eyes*. Point out Rafael’s very happy expression in the first illustration. Mention how Rafael *thought about driving again*. Elicit responses from student about reasons why he probably hadn’t driven before his surgery. (“He couldn’t pass the eye exam at the DMV.” “His daughter didn’t let him drive because it wasn’t safe.” “He was afraid to drive because he couldn’t see well.”) In the illustration, point out Rafael’s old truck that *had been parked in the garage for the past two years*.

Mention that he helped his grandchildren plant a vegetable garden as shown in the illustration for the dialog. Share an image of the *trowel* they use to *break up the earth*. Pantomime the way he tells them to *dig a hole for the seed*. Teach or review the names of the vegetables they planted in the garden: *carrots, beets, broccoli, and squash*. Mention that the Salinas Valley is also known as *the salad bowl of the world* because *it is the perfect place to grow vegetables*. Use a map to show the location of this large agricultural area in Northern California.

Ask students whether or not they think Rafael is enjoying sitting in his rocking chair and not working. Encourage them to provide their opinions. (“I think he’s bored.” “I think he’s happy to be taking it easy.”) Teach or review the word *restlessness*, the behavior that Rafael’s daughter observes in him. Elicit responses from students about why he may be feeling this way. (“He isn’t used to being unemployed.” “He isn’t feeling productive.” “He misses his co-workers in the fields.”) Remind students that many migrant workers follow a regular travel pattern, and Rafael’s co-workers in Salinas were *getting ready to migrate to Arizona*.

Introduce or review other key vocabulary as needed (e.g., procrastinating, outpatient center, Monterey, results, amazing, miracle, dust, garage, recovery, rocking chair, front porch, view, active, vegetable garden, backyard, trowel, earth, dig, hole, seed, grandchildren, carrots, beets, broccoli, squash, Salinas, Valley, grandson, salad bowl of the world, restlessness, company, co-workers, migrate).

Exercises

A Conversation in the Backyard Encourage students to provide additional tips for keeping a garden. (“You need to use fertilizer.” “You need to water frequently.” “You need to pull the weeds.”)

Check the foods. Encourage students to name or show images of other vegetables and fruits that grow in their native countries. Ask whether or not these food can be found in your local community. (“In my country, we eat a fruit called *bae*. Some people call them ‘Korean pears.’ I sometimes find them in the Asian market.”)

Topics for Discussion or Writing In question 1, encourage students to provide information about the types of procedures that can be done outside of a hospital— (e.g., cataract surgery, endoscopy, biopsy, laser surgery, etc.) and where these facilities exist in your community.

Chapter 12: Traveling to Yuma (pp. 70–75)

Preview

Details in Chapter 12 offer the opportunity to teach or review vocabulary pertaining to the preparation for Rafael’s migration to Arizona, his observations during the drive, and his memories of past journeys.

If possible, use a map to show the locations of Salinas, California and Yuma, Arizona. Explain that *Rafael and the other migrant farmworkers usually spent about eight months in the Salinas Valley, from April to November. Then they spent the months from December to March in Yuma, Arizona.* Elicit responses from students about possible reasons why the workers move to another part of the country. (“Salinas gets too cold in the winter.” “There is more work in Yuma.” “Yuma has a different growing season.”) Then say that both places have *rich soil and water*, but *Yuma has many more days of sun. Mention that in the winter, Yuma produces most of the lettuce in the U.S.*

Discuss how *Rafael began to collect his belongings for the long, 10-hour drive to Yuma.* Ask students whether or not they have ever traveled long distances by car and, if so, how many hours the trip took and where they went. (“My brother and I drove for about twenty hours from Miami, Florida to New York City.”) In addition, point out the bag that that Rafael is packing in the illustration. Elicit responses from students as to what he will be bringing with him on this four-month relocation.

Mention that Rafael *passed his eye test at the DMV*—the Department of Motor Vehicles. Ask students if they have been to the DMV and, if so, what they did there (e.g., license renewal, written test, behind-the-wheel test, eye test). Elicit responses about other places where eye tests may be given (e.g., ophthalmologist’s office, optometrist’s office, community clinic, school nurse’s office, etc.). Add that since Rafael passed his test, he’s *driving to Yuma.*

Say that *although his vision was greatly improved, Rafael was nonetheless sixty-five years old.* Teach or review the meaning of *aches and pains* as they appear in the story. Ask students whether or not they think that *the job might become too hard for him* and, if so, why. (Yes. It gets very hot in Yuma. He can get heatstroke.” “No. His eyesight is better and he can work for a few more years.”) Talk about his promise *to stop* if he doesn’t *feel strong enough.*

Mention that *on the car trip from Salinas to Yuma, the landscape changed dramatically.* Have students

describe various types of scenery that people might see on road trips (e.g., mountains, hills, valleys, coastal areas, plains, etc.). In referencing Rafael’s road trip, talk about *the dark green hills and valleys in Northern California* and the way they *changed into the dry, desert scenery of Arizona.* Tell students that *he had taken this journey for thirty-five years. For many of those years he had traveled with his wife and daughter.* Elicit responses from students about how Rafael probably felt while traveling this journey again (e.g., happy, lonely, nostalgic, excited, sentimental, tired, etc.).

Introduce or review other key vocabulary as needed (e.g., migrant farmworkers, months, Northern California, southwest, soil, winter, lettuce, belongings, whistling, eye test, DMV, take it easy, improved, nonetheless, aches and pains, strong, landscape, hills, valleys, desert, scenery, journey, wife, daughter, rocking chair).

Exercises

A Conversation at Home Ask students to imagine other pieces of advice that Isabel might give her father before he leaves. (“Be sure to wear your sunglasses.” “Eat well and take care of yourself.” “Get plenty of rest after work.”)

Past-Tense Verbs In Part B, ask students to create new questions that can be answered *No.* (“Did Rafael usually spend about four months in the Salinas Valley?” “No, Rafael didn’t usually spend about four months in the Salinas Valley. He usually spent about eight months in the Salinas Valley.”)

Topics for Discussion or Writing In question 2, have students give at least three reasons, either orally or in writing, for the aches and pains that Rafael developed in different parts of his body. (“His back hurts from falling off a ladder.” “His back hurts from bending over in the fields.” “His back hurts from lifting heavy boxes.”)

Chapter 13: Back to Work (pp. 76–81)

Preview

Details in Chapter 13 offer the opportunity to teach or review vocabulary pertaining to reuniting with co-workers, ensuring workplace safety, learning English, and initiating a social meeting.

Mention that *everyone was happy to see Rafael again* in Arizona. Teach or review the names for the positions held by some of Rafael’s co-workers: *people in the fields, packers, and cooler workers.* Explain that

they *all welcomed him warmly*. Talk about the benefits of Rafael's improved vision, including the fact that it *gave him a lot more confidence at work*. Elicit responses from students about the things Rafael can probably do better/more safely now. ("He can see workers in the field." "He can drive." "He can recognize people from a distance.")

Use the illustration to show the worker in danger from falling off the ladder. Indicate that *Rafael ran to hold the bottom of the ladder with his own hands*. Observe that *he would not have noticed this problem just a few months earlier*. Ask students if they have ever helped a co-worker to avoid an accident and, if so, what they did. ("I reminded a co-worker to wear safety glasses." "I told a co-worker to wear a full-face respirator before working with chemicals." "I told a co-worker how to lift heavy boxes properly.")

Reintroduce Inez Arroyo, the woman who got heatstroke in the bell pepper field. Remind students about her new job in the *cooler*. Note that Inez is dressed warmly because the temperatures are much lower inside the building. Teach or review the names for some cold weather articles of clothing (e.g., jacket, coat, sweatshirt, hat, gloves, etc.). In addition, brainstorm a list of the ways people sometimes greet each other (e.g., handshake, hug, kiss, bow, wave, etc.). In the second illustration, indicate that Rafael and Inez are shaking hands. If possible ask students to describe her overall appearance.

Mention that Inez says that her daughter is *studying English at night*. Talk about adult ESL programs that your community offers, specifying times and locations. Elicit responses from students about other ways students can improve their English. ("They can read books in English. "They can listen to the radio in English." "They can watch movies in English.") Ask students about the advantages people have when they speak English fluently. ("They can get better jobs." "They can help their family members." "They can communicate with their neighbors.")

Discuss Rafael's suggestion: *Would you like to have a cup of coffee with me sometime?* Have students predict Inez's response. Ask students about places where friends typically meet to socialize. ("They meet in coffee shops." "They meet at movie theaters." "They meet at sporting events.")

Introduce or review other key vocabulary as needed (e.g., packers, cooler workers, welcomed, vision, confidence, orange-tree picker, unsteady, ladder, bottom, break, gloves, inside, cordially, clothes, streaked, face, class, fluently, advance, farm, boots, dirt).

Exercises

A Conversation Outside the Cooler Encourage students to continue the conversation between Rafael and Inez. ("I took English classes many years ago. That's how I learned." "Really? I need to do that too.")

Check the ways to improve. Encourage students to explain why each option can be a good way to improve their English skills. ("Taking an English class can be a good way to develop fluency because you can get a lot of speaking and listening practice with other people." "Reading books in English is a good way to develop fluency because it can build your vocabulary." "Listening to the radio in English is a good way to develop fluency because it's good comprehension practice.")

Topics for Discussion or Writing In question 3, have students give three specific reasons, either orally or in writing, why speaking English fluently can help them advance in their jobs or improve their daily lives.

Chapter 14: A Shocking Sight (pp. 82–87)

Preview

Details in Chapter 14 offer the opportunity to teach or review vocabulary pertaining to greeting an old friend, exchanging jokes, appreciating the benefits of sharper eyesight, and warning a friend of serious danger.

Use the illustration to show Rafael and his old friend Lorenzo standing near field in Yuma, Arizona. Indicate that they *hugged warmly on a rocky dirt path*. Note that they are *joking* with each other or saying something funny. Repeat Lorenzo's lighthearted comments: *Where is your rocking chair?* and *Why are you here, Old Man?*

Remind students that Rafael's eyesight is much better since his surgery. Indicate that *he was able to see his surroundings much more distinctly*. *He could count every row of lettuce in the field*. *He could see the outline of every brown hill in the background*. Elicit responses from students about other possible things in Rafael's present environment that he can probably see more clearly. ("He can see Lorenzo's truck." "He can see the main road." "He can see other workers in the fields.")

Say that their conversation ended and Rafael *watched as Lorenzo walked about a dozen steps in the direction of his truck*. Teach or review the idiomatic expression *caught (his) eye*, meaning that Rafael noticed something *just three feet from Lorenzo*. If

possible, demonstrate the approximate distance of three feet. Mention that *a creature was moving on the rocks*. Elicit responses from students about what they think the *strange* thing is. (“I think it’s a lizard.” “I think it’s a rabbit.” “I think it’s a skunk.”)

If desired, use the illustration to show that the object is actually a *rattlesnake*. Then ask students what they already know about rattlesnakes. (“They’re reptiles.” “They’re very dangerous.” “Their venom is poisonous.”) Note that this particular snake *shook its tail threateningly and got into a striking pose*. Ask students what this snake is ready to do. (“It’s ready to attack.” “It’s ready to bite Lorenzo.” “It’s ready to strike.”)

Research the names of other types of *reptiles* that may be found either in Yuma or in areas where students reside. Talk about whether or not they are venomous. Encourage students to share any first- or second-hand stories about seeing reptiles or other creatures and where the events occurred. (“I saw a coyote in my front yard.” “I saw a lizard on my porch.” “My parents saw an opossum near their garbage cans.”) Ask students what Rafael or Lorenzo should do in this situation. (“Rafael should warn Lorenzo.” “Lorenzo should run away.”)

Introduce or review other key vocabulary as needed (e.g., rocky, path, lettuce, field, rocking chair, joking, distance, surgery, surroundings, distinctly, row, outline, hill, background, field, waved, goodbye, dozen, steps, direction, strange, caught Rafael’s eye, creature, rattlesnake, tail, threateningly, striking, pose, moved away, venomous, reptile, slithered away, opposite, heart, reason, triumphantly).

Exercises

A Conversation with Lorenzo Encourage students to continue this conversation by adding new lines of dialog for both Rafael and Lorenzo. (“You’re welcome. That was almost a disaster.” “I know! That rattlesnake almost bit me!”)

Check the right things to do. Ask students to explain why each suggestion is a good or bad idea. (It’s a bad idea to try to catch the venomous reptile because it can bite you.” “It’s a good idea to call animal control officers because they know how to handle dangerous animals.)

Topics for Discussion or Writing In question 3, encourage students to research the possible ways to treat a bite or sting from a venomous creature. Ask them to list, either orally or in writing, at least three appropriate things to do in this type of emergency.

Chapter 15: Another Year (pp. 88–93)

Preview

Details in Chapter 15 offer the opportunity to teach or review vocabulary pertaining to a birthday celebration, garden vegetables, a new relationship, and the decision to continue working.

Using the illustration, mention that *Rafael’s family and friends were at his home in Salinas. They were celebrating his sixty-sixth birthday*. Elicit responses from students about whether or not they celebrate birthdays with family and friends. Encourage students to talk about possible elements of a birthday party (e.g., food decorations, a birthday cake, a piñata, etc.).

Note the variety of Mexican foods on the table. Ask students about the types of Mexican food they may enjoy eating (e.g., tacos, enchiladas, tostadas, carne asada, rice, beans, salsas, etc.). Mention that Rafael’s grandson is saying that some of the food is from their own *garden*. Ask students if they have—or had in the past—their own gardens and, if so, what they grow or grew (e.g. tomatoes, carrots, cucumbers, onions, etc.).

Add that Rafael’s grandson admits that they *bought a few other things from the supermarket*. Ask students where they typically shop for food in their own communities. (“I shop for food in a supermarket.” “I shop for food at a farmer’s market.” “I shop for food in a local co-op” “I shop for food at a big warehouse store.” “I shop for food in a small grocery store.”) For students who grow some of their own food, ask what percentage of the food they must still buy in other places.

Reveal that *Rafael had decided not to retire just yet. His restored vision made him feel like a young man again*. Elicit responses from students about whether or not they think this is a good decision and why they have that opinion. (“I think it’s a good decision because he is very good at his job.” “I think it’s a bad decision because he’s too old for that type of work.”)

Talk about the *nice relationship* he has with Inez Arroyo. Remind students that *Rafael had been lonely for many years. It was nice to have some companionship*. Talk about the types of activities that can be more enjoyable when done with another person (e.g., eating dinner, going to movies, walking in a park, going to a coffee shop, visiting a museum). Add that *Isabel worried about her father less when he was with Inez*. Encourage students to share their points of view about Rafael’s new relationship and why they think that way. (“I think it’s great. Now he won’t be so lonely.” “I

think it's ridiculous. He should be spending time with his daughter and her family.") Finally, ask students whether or not Rafael has successfully demonstrated that he is still needed in the fields—as he said at the beginning of the story.

Introduce or review other key vocabulary as needed (e.g., celebrating, birthday, vegetables, garden, thoroughly, impressed, supermarket, fields, restored, relationship, together, lonely, companionship, looking after, shoulder, English, homework, reason, rattlesnake, confidently, rocking chair).

Exercises

A Conversation at Home Encourage students create new conversations that have Rafael interacting with other people at his birthday party (e.g., Isabel, Inez, Marta, Lorenzo, or additional guests). Have students

include typical pleasantries that people may say on occasions like this. ("Great party!" "Thanks for inviting me." "The food is just delicious.")

Past-Tense Verbs In Part B, ask students to create new questions that can be answered *No*. ("Did you buy a few other things from the supermarket?" "No, we didn't buy a few other things from the supermarket. We bought a few other things from the produce stand on the main road.")

Topics for Discussion or Writing In question 3, encourage students to explain how they were helped by another person. ("My sponsor helped me adapt to life in the U.S." "My sister-in-law took care of my son when I had to work." "My uncle lent me money to buy a car.") Then ask students to explain, either orally or in writing, how this assistance was helpful.

Answer Key

Chapter 1

Answer the questions. (p. 5)

1. Rafael stood next to a field of strawberries. He heard a truck in the distance.
2. Rafael had cataracts. That meant that the lenses in his eyes were cloudy.
3. Faraway images looked (were) blurry.
4. He really needed surgery.
5. Rafael had been a migrant farmworker for thirty-five years.
6. Working in the sun had damaged his vision. The hard labor had also hurt his back and knees.
7. There was a higher risk of disease in his occupation.
8. Rafael believed that chemical pesticides and fertilizers may have caused her illness.
9. Rafael finally saw the truck.
10. Rafael wiped away his tears.
11. He put on sunglasses. He kicked the dirt off his boots.
12. He got into the passenger seat of Lorenzo's truck. He shook Lorenzo's hand.

Complete the story. (p. 6)

- | | |
|-----------------|----------------|
| 1. strawberries | 7. vision |
| 2. cataracts | 8. labor |
| 3. lenses | 9. knees |
| 4. surgery | 10. disease |
| 5. farmworker | 11. occupation |
| 6. foreman | 12. pesticides |

Meanings (p. 6)

1. b 2. a 3. b

Past-Tense Verbs (p. 7)

A.

- | | |
|----------|----------|
| 1. mean | 5. shake |
| 2. see | 6. hurt |
| 3. know | 7. stand |
| 4. think | 8. hear |

B.

2. Did he hear a truck in the distance?
3. Did the hard labor hurt his back and knees?

Listening (p. 8)

- | | |
|------------------|-----------------------|
| 1. farmworker | 6. illness |
| 2. sun, vision | 7. Tears, eyes |
| 3. labor, back | 8. loss |
| 4. risk, disease | 9. truck |
| 5. wife's life | 10. sunglasses, boots |

Pronunciation (p. 8)

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

What about you? (p. 9)

1. Do you know someone who needs eye surgery?
2. Do you know someone who is a migrant farmworker?
3. Do you sometimes travel for your job?
4. Do you sometimes work in the sun?
5. Do you think there are health risks in your job?
6. Do you miss someone very much?
7. Do you think people enjoy their lives more after they retire?

Chapter 2

Answer the questions. (p. 11)

1. Rafael didn't drive anymore because he didn't see well.
2. Lorenzo drove him to and from his small, company-owned apartment.
3. Farmworkers help to feed the whole planet.
4. Producing food gave Rafael pride and satisfaction.
5. Lorenzo shared those feelings.
6. Rafael really understood farming.
7. He knew about cultivating land. He knew about planting and harvesting crops.
8. He knew about irrigation equipment.
9. He knew about tractors and other pieces of machinery.
10. He knew about trowels, hoes, pruning hooks, and field knives.
11. Rafael built and repaired various structures on the farm.
12. Rafael taught other farmworkers. Lorenzo had learned everything from Rafael.

Complete the story. (p. 12)

- | | |
|--------------|-------------------|
| 1. farming | 7. tools |
| 2. land | 8. field knives |
| 3. crops | 9. structures |
| 4. equipment | 10. building |
| 5. tractors | 11. rocking chair |
| 6. machinery | 12. reason |

Meanings (p. 12)

1. a 2. b 3. a

Past-Tense Verbs (p. 13)

A.

- | | |
|----------|---------------|
| 1. build | 5. say |
| 2. feed | 6. give |
| 3. teach | 7. sit |
| 4. drive | 8. understand |

B.

- Did Rafael know about tractors and other pieces of machinery?
- Did he build and repair various structures on the farm?
- Did he teach other farmworkers?

Listening (p. 14)

- | | |
|--------------------|------------------------|
| 1. company-owned | 6. dedicated, feelings |
| 2. delicious | 7. different |
| 3. completely true | 8. various |
| 4. important | 9. importantly, other |
| 5. whole | 10. older, ready |

Pronunciation (p. 14)

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

What about you? (p. 15)

- Do you drive to and from your home?
- Do you sometimes joke with other people?
- Do you like to relax and enjoy a delicious dinner?
- Do you think your occupation is very important?
- Do you think you are a dedicated worker?
- Do you know a lot about farming?
- Do you sometimes learn from other people at work?

Chapter 3

Answer the questions. (p. 17)

- Rafael walked into his apartment. He sat down on the sofa.
- The telephone rang right on schedule. It was Isabel, his daughter.
- Isabel was thirty-two years old. She lived in Rafael's house in Salinas.
- He had food in the refrigerator.
- His apartment was fine.
- In the past, he had lived in much worse places, like cars and old trailers.
- For many years, he had also camped in tents with other migrant farmworkers.
- When he first started working, he slept in a cardboard box.

9. Conditions had improved a lot.

10. He had definitely climbed the ladder in his workplace.

11. He saw the foggy shapes of people walking outside.

12. Cataracts don't go away.

Complete the story. (p. 18)

- | | |
|--------------|------------------|
| 1. apartment | 7. tents |
| 2. sofa | 8. cardboard box |
| 3. schedule | 9. conditions |
| 4. daughter | 10. foreman |
| 5. places | 11. ladder |
| 6. trailers | 12. workplace |

Meanings (p. 18)

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

Listening (p. 20)

- | | |
|------------------------|-------------------------|
| 1. apartment | 6. working |
| 2. schedule, daughter | 7. conditions, improved |
| 3. didn't understand | 8. ladder, workplace |
| 4. past, cars | 9. doctor, surgery |
| 5. migrant farmworkers | 10. eyes, Cataracts |

Pronunciation (p. 20)

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

What about you? (p. 21)

- Do you often receive phone calls right on schedule?
- Do you sometimes check in with your family and friends?
- Do you sometimes worry about people in your life?
- Do you sometimes camp in a tent?
- Do you think conditions for farmworkers are better these days?
- Do you think it's possible to climb the ladder in your workplace?
- Do you feed and take care of people in your family?

Chapter 4

Answer the questions. (p. 23)

- Deep down, Rafael didn't want to have surgery on his eyes.
- Most people had good results after the operation.
- Rafael felt wary of hospitals and medical procedures.
- For now, it was easier to ignore his cataracts and focus on more pressing things, like the cauliflower harvest.

- Rafael was stooped over in an enormous cauliflower field.
- He showed the new farmworkers how to remove the white cauliflower heads from the leafy green plants.
- Rafael and the other workers moved down row after row of plants.
- First, they cut off each cauliflower and removed most of the outer green leaves.
- They checked for size and defects. They put the heads of cauliflower on a conveyor.
- Additional workers rinsed them with clean water. Packers wrapped them individually in plastic and put them in boxes.
- They stacked the heavy boxes on the big trailer. They took the vegetables to the cooler, or cold storage facility.
- Rafael didn't like the term "unskilled labor." The job requires knowledge and strength.

Complete the story. (p. 24)

- | | |
|----------------|---------------------|
| 1. row | 7. plastic |
| 2. cauliflower | 8. trailer |
| 3. leaves | 9. facility |
| 4. defects | 10. unskilled labor |
| 5. conveyor | 11. skills |
| 6. packers | 12. strength |

Meanings (p. 24)

1. a 2. b 3. b

Listening (p. 26)

- | | |
|------------------------|-----------------------|
| 1. down, eyes | 6. stooped, field |
| 2. idea, scared | 7. farmworkers, white |
| 3. results | 8. careful, Spanish |
| 4. illness, procedures | 9. knives, sharp |
| 5. harvest | 10. other, row |

Pronunciation (p. 26)

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

What about you? (p. 27)

- Do you sometimes feel wary of hospitals and medical procedures?
- Do you sometimes ignore problems and focus on more pressing things?
- Do you show people how to do things at work?
- Do you remind people to be careful at work?
- Do you know about the term "unskilled labor"?
- Do you think your job requires knowledge?

- Do you think your job requires strength?

Chapter 5

Answer the questions. (p. 29)

- Rafael knew that farming was a very dangerous job.
- There were accidents with vehicles and machinery.
- Farmworkers sometimes fell from ladders and broke bones and suffered head injuries.
- Some migrants got acute infections from living in unsanitary conditions.
- People in the fields had to deal with spiders and insects.
- Exposure to chemicals can be deadly.
- Farmworkers, in particular, can experience dehydration and heatstroke.
- This happens because they work very hard in the direct sunlight. At times, they don't—or can't—rest in the shade and rehydrate themselves.
- The temperature rose to 93 degrees.
- Rafael and the other farmworkers needed to harvest the green peppers.
- Rafael wasn't able to tolerate the heat for very long.
- He heard a loud scream coming from the far end of the field.

Complete the story. (p. 30)

- | | |
|---------------|-----------------|
| 1. farming | 7. exposure |
| 2. vehicles | 8. danger |
| 3. ladders | 9. human beings |
| 4. injuries | 10. heatstroke |
| 5. infections | 11. sunlight |
| 6. spiders | 12. shade |

Meanings (p. 30)

1. a 2. b 3. a

Past-Tense Verbs (p. 31)

A.

- | | |
|----------|----------|
| 1. leave | 5. fall |
| 2. bite | 6. break |
| 3. grow | 7. deal |
| 4. rise | 8. get |

B.

- Did some migrants get acute infections from living in unsanitary conditions?
- Did people in the fields deal with spiders and insects?
- Did the temperature rise to 93 degrees?

Listening (p. 32)

- | | |
|-------------------------|----------------------|
| 1. weather, unusual | 6. couldn't, workers |
| 2. temperature, degrees | 7. shouted, water |
| 3. harvest | 8. hoped, listening |
| 4. sixty-five, tolerate | 9. scream |
| 5. shade | 10. voice, Spanish |

Pronunciation (p. 32)

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

What about you? (p. 33)

1. Do you know that farming is a dangerous job?
2. Do you know that some falls can cause broken bones and head injuries?
3. Do you sometimes have to deal with spiders and insects?
4. Do you know someone who was bitten by a snake?
5. Do you know that exposure to chemicals can be deadly?
6. Do you sometimes work very hard in direct sunlight?
7. Do you live in a place where the weather is typically very mild?

Chapter 6

Answer the questions. (p. 35)

1. It took time for Rafael to locate the woman, Marta Arroyo, because of his bad eyesight.
2. Meanwhile, other workers had run to help.
3. They found her fifty-four-year-old mother, Inez. She was lying in the dirt.
4. Fortunately, she was still breathing.
5. Someone found an umbrella to shade Inez from the sun.
6. Marta removed the scarf from her mother's face and her heavy outer clothing. Two other people tried to fan Inez.
7. They put ice packs on her neck, back, and under her arms. Someone else applied a wet sponge to her skin.
8. Inez remained unconscious. Rafael immediately called 911.
9. He told the operator about Inez's symptoms.
10. An ambulance was on the scene within minutes.
11. Inez needed to be transported to a hospital right away.
12. Emergency medical technicians moved Inez into the ambulance.

Complete the story. (p. 36)

- | | |
|--------------|-----------------|
| 1. umbrella | 7. situation |
| 2. scarf | 8. symptoms |
| 3. clothing | 9. ambulance |
| 4. ice packs | 10. scene |
| 5. neck | 11. heatstroke |
| 6. sponge | 12. technicians |

Meanings (p. 36)

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

Listening (p. 38)

- | | |
|---------------------|--------------------|
| 1. eyesight, locate | 6. scarf, outer |
| 2. Meanwhile, run | 7. people, fan |
| 3. mother, dirt | 8. ice, neck |
| 4. breathing | 9. applied, sponge |
| 5. umbrella | 10. unconscious |

Pronunciation (p. 38)

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

What about you? (p. 39)

1. Do you know how to help in an emergency situation?
2. Do you know how to report an emergency to a 911 operator?
3. Do you know how to describe the symptoms of a sick or injured person?
4. Do you know what to do when someone is unconscious from heatstroke?
5. Do you know how to prevent heatstroke?
6. Do you know that heatstroke can be fatal?
7. Do you have ice packs in your home for emergencies?

Chapter 7

Answer the questions. (p. 41)

1. Inez had a body temperature of 106 degrees.
2. When she arrived at the hospital, a team of doctors and nurses surrounded her.
3. They immediately tried to lower her temperature.
4. They sprayed her body with cold water. They covered her with cold, wet sheets.
5. They put fans near her to help with the cooling process.
6. In addition, she was given medicines and fluids. Receiving treatment quickly was critical to her survival.

7. Meanwhile, Rafael felt sick with worry.
8. He asked another foreman to relieve him in the field.
9. He called Lorenzo to ask for a ride to the hospital.
10. Lorenzo tried to reassure Rafael.
11. Lorenzo waited on the first floor. Rafael took the elevator to the third floor.
12. Rafael found Marta sitting on a chair in the waiting area. She was still upset.

Complete the story. (p. 42)

- | | |
|------------|--------------|
| 1. degrees | 7. treatment |
| 2. team | 8. survival |
| 3. nurses | 9. worry |
| 4. sheets | 10. foreman |
| 5. process | 11. ride |
| 6. fluids | 12. fault |

Meanings (p. 42)

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

Listening (p. 44)

- | | |
|---------------------|-------------------|
| 1. notice, break | 6. damage, life |
| 2. dizzy, truth | 7. hospital |
| 3. stood, blur | 8. first, third |
| 4. sighed, anything | 9. found, waiting |
| 5. failure, face | 10. upset, nose |

Pronunciation (p. 44)

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

What about you? (p. 45)

1. Do you sometimes have an above-normal body temperature?
2. Do you know how to lower a person's body temperature?
3. Do you know that receiving medical treatment quickly is sometimes critical for a person's survival?
4. Do you know how it feels to be sick with worry?
5. Do you sometimes ask another person to relieve you at work?
6. Do you sometimes try to reassure another person?
7. Do you sometimes feel guilty about things that happen at work?

Chapter 8

Answer the questions. (p. 47)

1. Marta stood up from her chair. She took a deep breath.

2. She put a handful of tissues into the trash.
3. She approached Rafael.
4. She said her mother was very lucky and was going to live.
5. Marta reached out to Rafael. She hugged him tightly.
6. She said she was sorry for what she said earlier.
7. Tears rolled down Rafael's cheeks. He sighed with relief.
8. Inez will need to be in the hospital for a couple of days.
9. Her organs have to be working properly before they will release her.
10. Inez couldn't work in the fields anymore.
11. He said she could work indoors—in the cooler.
12. He wanted to go to the main office to resign.

Complete the story. (p. 48)

- | | |
|------------|--------------|
| 1. chair | 7. world |
| 2. breath | 8. cheeks |
| 3. tissues | 9. relief |
| 4. trash | 10. hospital |
| 5. mother | 11. organs |
| 6. tears | 12. fields |

Meanings (p. 48)

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

Listening (p. 50)

- | | |
|---------------------|----------------------|
| 1. stood, breath | 6. observe, organs |
| 2. handful, trash | 7. talked, minutes |
| 3. hugged, tightly | 8. elevator, waiting |
| 4. Tears, cheeks | 9. relief, guilty |
| 5. hospital, couple | 10. office, resign |

Pronunciation (p. 50)

- | | | |
|------|------|------|
| 1. d | 3. t | 5. t |
| 2. d | 4. d | 6. d |

What about you? (p. 51)

1. Do you sometimes take a deep breath?
2. Do you sometimes sigh with relief?
3. Do you sometimes hug someone tightly?
4. Do you think working in the sun is too much for you?
5. Do you prefer to work indoors?
6. Do you sometimes take care of people?
7. Do you sometimes want to resign from your job?

Chapter 9

Answer the questions. (p. 53)

1. Lorenzo tried to convince Rafael not to leave his job.
2. Rafael refused to discuss the subject further.
3. As directed, Lorenzo stopped in front of the main office.
4. Rafael asked to speak to the director of human resources.
5. A moment later, an assistant led him into Susana Romero's office.
6. Rafael had reported the emergency in the bell pepper field.
7. The news had spread quickly.
8. Susana had already heard about Inez's heatstroke.
9. Marta had been in contact with the office throughout the day.
10. Naturally, everyone was happy that Inez's condition was improving.
11. He said that he put his heart and soul into his job for thirty-five years.
12. He said that his procrastinating nearly cost Inez Arroyo her life.

Complete the story. (p. 54)

- | | |
|----------------|----------------|
| 1. emergency | 7. decision |
| 2. bell pepper | 8. heart |
| 3. heatstroke | 9. limitations |
| 4. office | 10. vision |
| 5. condition | 11. surgery |
| 6. event | 12. life |

Meanings (p. 54)

1. a 2. b 3. a

Listening (p. 56)

- | | |
|---------------------|-------------------------|
| 1. convince, leave | 6. director, resources |
| 2. didn't, mind | 7. later, led |
| 3. woman, died | 8. resigning, difficult |
| 4. discuss, subject | 9. emergency, spread |
| 5. main, truck | 10. heard, heatstroke |

Pronunciation (p. 56)

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

What about you? (p. 57)

1. Do you sometimes want to leave your job?
2. Do you sometimes change your mind?

3. Do you sometimes speak to your director of human resources?
4. Do you sometimes report emergencies in your home or workplace?
5. Do you think leaving a job is a major decision?
6. Do you sometimes need more time to think about things?
7. Do you know about taking a medical leave?

Chapter 10

Answer the questions. (p. 59)

1. Inez was rested and healthy enough to return to work in a few weeks.
2. She was given a new job as a packer in the farm's cooler.
3. It was less stressful physically. It kept her out of the sun.
4. Rafael spoke to Inez a few times on the phone.
5. Inez was originally from Mexico.
6. Rafael expressed how grateful he was that she was okay.
7. He repeated the advice he'd given to many workers in the cooler: "Take care of your back. Bend your knees when you lift something heavy."
8. Rafael tried to relax at his home in Salinas.
9. He missed living and working in a large community. He missed feeling productive.
10. At long last, Rafael went to see an ophthalmologist in Monterey.
11. The doctor confirmed that cataracts had seriously clouded his vision.
12. He needed new artificial lenses in both eyes.

Complete the story. (p. 60)

- | | |
|---------------|--------------|
| 1. damage | 7. widow |
| 2. heatstroke | 8. advice |
| 3. packer | 9. cooler |
| 4. inside | 10. knees |
| 5. news | 11. hospital |
| 6. Mexico | 12. injury |

Meanings (p. 60)

1. a 2. b 3. b

Past-Tense Verbs (p. 61)

A.

- | | |
|---------|----------|
| 1. fall | 5. take |
| 2. go | 6. speak |
| 3. feel | 7. keep |
| 4. bend | 8. have |

B.

1. Did he speak to Inez a few times on the phone?
2. Did she bend her knees when she lifted the heavy box?
3. Did he go to see an ophthalmologist in Monterey?

Listening (p. 62)

- | | |
|----------------------|-----------------------|
| 1. relax, bored | 6. long, went |
| 2. missed, community | 7. confirmed, vision |
| 3. productive | 8. lenses, both |
| 4. daughter, lost | 9. surgery, scary |
| 5. eyes, better | 10. operations, world |

Pronunciation (p. 62)

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

What about you? (p. 63)

1. Do you think that your job is physically stressful?
2. Do you have a job that keeps you out of the sun?
3. Do you sometimes give advice to co-workers?
4. Do you bend your knees when you lift something heavy?
5. Do you know how to prevent back injuries?
6. Do you live and work in a large community?
7. Do you think it's important to feel productive?

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

1. After years of procrastinating, Rafael finally went to an outpatient center in Monterey for cataract surgery.
2. One month later, he returned and had his second surgery.
3. The results were amazing. Rafael could see better than he had seen in years.
4. Before long, he thought about driving again.
5. His old truck had been parked in the garage for the past two years.
6. Rafael sat in his rocking chair on the front porch during his recovery.
7. When he was more active, he helped his grandchildren plant a vegetable garden in the backyard.
8. Rafael and his grandchildren planted carrots, beets, broccoli, and squash.
9. People call the Salinas Valley "the salad bowl of the world" because it's the perfect place to grow vegetables.

10. Rafael enjoyed the garden that produced food for his own family. But he truly missed the fields that produced food for everyone.

11. Isabel noticed his restlessness.

12. Isabel wasn't upset when Lorenzo called her father, because she knew how much he missed his job—and the company of his many friends and co-workers.

Complete the story. (p. 66)

- | | |
|----------------------|-------------------|
| 1. outpatient center | 7. garage |
| 2. September | 8. recovery |
| 3. results | 9. porch |
| 4. miracle | 10. grandchildren |
| 5. dust | 11. garden |
| 6. truck | 12. backyard |

Meanings (p. 66)

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

Listening (p. 68)

- | | |
|----------------------|---------------------------|
| 1. recovery, porch | 6. grandchildren, carrots |
| 2. clearer | 7. perfect, grow |
| 3. active, vegetable | 8. grandson, salad |
| 4. trowel, earth | 9. garden |
| 5. dig, seed | 10. truly, fields |

Pronunciation (p. 68)

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

What about you? (p. 69)

1. Do you know about outpatient centers in your community?
2. Do you think some surgical results are amazing?
3. Do you sometimes plant a vegetable garden?
4. Do you live in an area that can grow many things?
5. Do you enjoy producing food for your family?
6. Do you sometimes feel restless?
7. Do you sometimes miss the company of your friends and co-workers?

Chapter 12**Answer the questions. (p. 71)**

1. Rafael and the other migrant farmworkers usually spent about eight months in the Salinas Valley, from April to November.
2. They spent the months from December to March in Yuma, Arizona.

- When it is too cold in Northern California, tender crops grow well in the Southwest.
- Both Salinas and Yuma have rich soil and water. Yuma has more sun.
- Yuma produces most of the lettuce in the U.S. in the winter months.
- Isabel heard him whistling as he packed his bags.
- He passed his eye test at the DMV.
- Rafael promised Isabel that he would take it easy at work.
- He was sixty-five years old and he had aches and pains. The job might become too hard for him.
- The landscape changed dramatically. The dark green hills and valleys of Northern California changed into the dry, desert scenery of Arizona.
- He had taken this journey for thirty-five years.
- The journey felt more comfortable than his rocking chair.

Complete the story. (p. 72)

- | | |
|----------------|----------------|
| 1. farmworkers | 7. Southwest |
| 2. November | 8. soil |
| 3. months | 9. winter |
| 4. Arizona | 10. lettuce |
| 5. California | 11. belongings |
| 6. crops | 12. DMV |

Meanings (p. 72)

1. b 2. b 3. a

Past-Tense Verbs (p. 73)

A.

- | | |
|-----------|---------|
| 1. spend | 5. do |
| 2. become | 6. hear |
| 3. begin | 7. have |
| 4. think | 8. grow |

B.

- Did Rafael usually spend about eight months in the Salinas Valley?
- Did Rafael begin to collect his belongings for the long drive to Yuma?
- Did Rafael feel strong enough to migrate to Yuma?

Listening (p. 74)

- | | |
|------------------------|--------------------|
| 1. take, easy | 6. landscape |
| 2. greatly, sixty-five | 7. hills, desert |
| 3. aches, pains | 8. window, truck |
| 4. retire, season | 9. journey, years |
| 5. stop, strong | 10. many, daughter |

Pronunciation (p. 74)

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

What about you? (p. 75)

- Do you live in an area that has many days of sun?
- Do you sometimes travel for 10 hours by car?
- Do you sometimes take an eye test at the DMV?
- Do you sometimes need to take it easy at work?
- Do you sometimes have aches and pains?
- Do you think the landscape changes dramatically where you live?
- Do you sometimes travel alone?

Chapter 13

Answer the questions. (p. 77)

- Everyone was happy to see Rafael again. People welcomed him warmly.
- His better vision gave him a lot more confidence at work.
- He saw an orange-tree picker on an unsteady ladder.
- Rafael ran to hold the bottom of the ladder with his own hands.
- He would not have noticed this problem just a few months earlier.
- Rafael noticed Inez Arroyo. She was outside, taking a break from the cooler.
- Inez said, "Welcome back!" She removed the gloves that she wore inside.
- Rafael saw that Inez was in fact a very pretty woman. She had long black hair, streaked with gray, and a kind face.
- Inez's daughter was studying English at night. She made a lot of friends at school.
- Inez was thinking about taking a class too.
- Speaking English fluently would help Inez advance in her job.
- He asked her if she would like to have a cup of coffee with him sometime.

Complete the story. (p. 78)

- | | |
|---------------|------------|
| 1. packers | 7. hands |
| 2. view | 8. months |
| 3. confidence | 9. break |
| 4. picker | 10. cooler |
| 5. ladder | 11. gloves |
| 6. bottom | 12. inside |

Meanings (p. 78)

1. b 2. a 3. b

Listening (p. 80)

- | | |
|--------------------|-------------------|
| 1. missed, shaking | 6. fine, English |
| 2. though, warmer | 7. friends, class |
| 3. saw, pretty | 8. idea, advance |
| 4. black, gray | 9. boots, dirt |
| 5. How, asked | 10. cup, coffee |

Pronunciation (p. 80)

1. d 2. t 3. t 4. id

What about you? (p. 81)

- Do you sometimes welcome people warmly?
- Do you want to have more confidence at your job?
- Do you sometimes notice problems at work?
- Do you sometimes have to wear warmer clothes in your job?
- Do you study English at night?
- Do you make friends at your school?
- Do you think speaking English fluently can help you advance in your job?

Chapter 14**Answer the questions. (p. 83)**

- Rafael was very happy to see his old friend, Lorenzo.
- They hugged warmly on a rocky dirt path near a lettuce field.
- He was able to see his surroundings much more distinctly.
- He could count every row of lettuce in the field. He could see the outline of every brown hill in the background.
- It was parked on the other side of the field.
- Lorenzo walked about a dozen steps in the direction of his truck.
- A creature was moving on the rocks, just three feet from Lorenzo.
- The rattlesnake shook its tail threateningly.
- It got into a striking pose.
- Lorenzo moved away from the venomous reptile quickly and quietly.
- The snake slithered away in the opposite direction.
- Rafael ran toward Lorenzo.

Complete the story. (p. 84)

- | | |
|-------------|-----------------|
| 1. friend | 7. surgery |
| 2. path | 8. surroundings |
| 3. lettuce | 9. row |
| 4. joking | 10. outline |
| 5. truck | 11. hill |
| 6. distance | 12. background |

Meanings (p. 84)

1. b 2. a 3. b

Listening (p. 86)

- | | |
|---------------------|----------------------|
| 1. return, parked | 6. tail, striking |
| 2. dozen, direction | 7. still, notice |
| 3. caught, eye | 8. out, left |
| 4. creature, rocks | 9. quietly, reptile |
| 5. rattlesnake | 10. opposite, toward |

Pronunciation (p. 86)

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

What about you? (p. 87)

- Do you sometimes hug old friends warmly?
- Do you enjoy joking with your friends?
- Do you see lettuce fields where you live?
- Do you think you are able to see your surroundings distinctly?
- Do you sometimes see creatures moving on rocks?
- Do you know that rattlesnakes are venomous reptiles?
- Do you sometimes see rattlesnakes?

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

- In early April, Rafael's family and friends were at his home in Salinas.
- They were celebrating his sixty-sixth birthday.
- Some of the vegetables were from their garden.
- They bought a few other things from the supermarket.
- Rafael had decided not to retire just yet.
- His restored vision made him feel like a young man again.
- Rafael and Inez Arroyo enjoyed eating dinner together a few times a week.

8. Rafael had been lonely for many years. It was nice to have some companionship.
9. Rafael helped Inez with her English homework.
10. Lorenzo shook Rafael's hand.
11. Lorenzo thanked Rafael for saving him from the rattlesnake.
12. He walked confidently past the rocking chair.

Complete the story. (p. 90)

- | | |
|---------------|------------------|
| 1. April | 7. supermarket |
| 2. friends | 8. work |
| 3. birthday | 9. fields |
| 4. Grandpa | 10. vision |
| 5. vegetables | 11. relationship |
| 6. garden | 12. dinner |

Meanings (p. 90)

1. a 2. b 3. b

Past-Tense Verbs (p. 91)

A.

- | | |
|-----------|----------|
| 1. forget | 5. make |
| 2. buy | 6. say |
| 3. come | 7. tell |
| 4. leave | 8. drive |

B.

1. Did you buy a few other things from the supermarket?

2. Did some of these vegetables come from your garden at work?
3. Did you forget that most of the food in the supermarket starts in the fields?

Listening (p. 92)

- | | |
|-------------------------|----------------------|
| 1. decided, retire | 6. worried, less |
| 2. restored, young | 7. father, shoulder |
| 3. relationship, dinner | 8. English, homework |
| 4. lonely, years | 9. late, party |
| 5. nice, companionship | 10. truck, shook |

Pronunciation (p. 92)

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

What about you? (p. 93)

1. Do you sometimes celebrate your birthday with family and friends?
2. Do you sometimes grow your own food?
3. Do you usually buy your vegetables at the supermarket?
4. Do you have a nice relationship with a special person?
5. Do you eat dinner with your family or friends a few nights a week?
6. Do you think it's important to have companionship?
7. Do you sometimes help other students with their English homework?