

The exercises in these Teachers' Notes provide learning activities for a wide range of learners. They focus on helping learners develop reading strategies; increase their vocabulary; and improve their grammar, spelling, and pronunciation. Resources are included for extension activities and a discussion is included to help improve speaking and listening.

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| Answers  | Discussion & Resources   |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
|--|--|----------------------|-------------------|------|-------|------|-------|--------|------|------|--------|-------|-----------|-------|
| <p><b>True or false? (TN2)</b></p> <p>1. T 2. F 3. F 4. T 5. F 6. T 7. T 8. F 9. T</p>   | <p><b>Students strike (WCR1)</b></p> <p>As a class, discuss the student strikes taking place around the world. Break the class into two groups – for and against the strikes. Have each group prepare and argue its case for the class. See photos and videos of youth striking for climate change on March 15 at: <a href="http://upworthy.com/look-at-the-photos-and-videos-of-thousands-of-youth-demanding-climate-change-action-now">upworthy.com/look-at-the-photos-and-videos-of-thousands-of-youth-demanding-climate-change-action-now</a></p> <p><b>Measles in BC (WCR1)</b></p> <p>Learn more about measles at: <a href="http://healthlinkbc.ca/health-feature/measles">healthlinkbc.ca/health-feature/measles</a></p> <p><b>Rethink the way you recycle (WCR2)</b></p> <p>Ask students to bring one to three items they want to get rid of from home (number depends on your class size). Provide a few more items to ensure variety. Arrange the items on a table. Have students work in small groups. Provide a grid for each student group to sort the items into categories: Recycle, Garbage, Compost, Recycle Depot. Have groups research where items should go if they aren't sure. If desired, award prizes for speed, accuracy and teamwork. <a href="http://recyclebc.ca/what-can-i-recycle/">recyclebc.ca/what-can-i-recycle/</a></p> |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| <p><b>What's the meaning? (TN2)</b></p> <p>1. d 2. e 3. a 4. b 5. c</p>  |  |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| <p><b>Sort it! (TN3)</b></p> <p>1. Can compost – food scraps, grass clippings, plants, leaves, garden waste</p> <p>2. Can recycle – cardboard, glass bottles, metal containers, plastic containers, newspapers</p> <p>2. Can't recycle – pots and pans, toys, hangers, electronics, clothing</p>   |  |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| <p><b>Verb Tense (TN4)</b></p> <table border="0"> <tr> <td>Present tense verbs:</td> <td>Past tense verbs:</td> </tr> <tr> <td>find</td> <td>broke</td> </tr> <tr> <td>take</td> <td>drove</td> </tr> <tr> <td>remove</td> <td>made</td> </tr> <tr> <td>give</td> <td>played</td> </tr> <tr> <td>issue</td> <td>protested</td> </tr> <tr> <td>think</td> <td>wrote</td> </tr> </table> |  | Present tense verbs: | Past tense verbs: | find | broke | take | drove | remove | made | give | played | issue | protested | think |
| Present tense verbs:   | Past tense verbs:  |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| find   | broke  |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| take   | drove  |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| remove   | made   |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| give   | played   |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| issue  | protested  |                      |                   |      |       |      |       |        |      |      |        |       |           |       |
| think  | wrote  |                      |                   |      |       |      |       |        |      |      |        |       |           |       |

## True or false?

Circle **T** if the sentence is true or **F** if the sentence is false.

|   |   |   |
|---|---|---|
| 1. Albert Jackson is on a new stamp.                          | T | F |
| 2. Chris Turner finds lost dogs.                              | T | F |
| 3. Compost is a bad use for garden waste.                     | T | F |
| 4. Greta Thunberg lives in Sweden.                            | T | F |
| 5. Jason Bay and Ryan Dempster are hockey players.            | T | F |
| 6. Marie Kondo is a “tidying expert.”                         | T | F |
| 7. Measles is a serious illness.                              | T | F |
| 8. Students wrote emails to Oxford Press.                     | T | F |
| 9. You can get tax help if your income is less than \$35,000. | T | F |

## What’s the meaning?

Match the words with their meanings.

|     |                |                                   |
|-----|----------------|-----------------------------------|
| ___ | 1. endangered  | a. usual weather conditions       |
| ___ | 2. environment | b. make dirty and not safe to use |
| ___ | 3. climate     | c. no longer existing             |
| ___ | 4. pollute     | d. at risk of becoming extinct    |
| ___ | 5. extinct     | e. the natural world              |

## Sort it!

Sort the items on the list under the correct heading. Find the answers in *The Westcoast Reader*.

| Can compost | Can recycle | Can't recycle |
|-------------|-------------|---------------|
| food scraps | cardboard   | pots and pans |
|             |             |               |
|             |             |               |
|             |             |               |
|             |             |               |

~~cardboard~~

~~food scraps~~

~~pots and pans~~

grass clippings

toys

glass bottles

plants

leaves

hangers

electronics

metal containers

plastic containers

newspapers

garden waste

clothing

## Earth Day

What can you do to protect the environment? Why is this important?

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## Verb Tense

Fill in the blanks with the correct tense of the verbs.

| Present tense verbs |         |
|---------------------|---------|
| _____               | found   |
| _____               | took    |
| _____               | removed |
| _____               | gave    |
| _____               | issued  |
| _____               | thought |

|         | Past tense verbs |
|---------|------------------|
| break   | _____            |
| drive   | _____            |
| make    | _____            |
| play    | _____            |
| protest | _____            |
| write   | _____            |

## Present or past?

Write six sentences. Use present and past tense verbs from the last exercise.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_