

“Reduce Reuse Recycle”

Teaching Guide

Introduction

This text was written with two complementary goals in mind. The first goal was to create a textbook which both teachers and tutors could use to teach immigrants how to speak, read and write English. With this in mind, the book was set up so that each chapter includes between 3 and 5 ESL exercises, which give students lots of opportunity to practice both written and spoken English with the information contained in that chapter.

The second goal was to communicate information about reducing, reusing and recycling to immigrants with limited English skills, so that they would be more willing and able to participate in local recycling programs. For reasons of clarity we have used over 100 different photographs to illustrate vocabulary words where appropriate, and translated key vocabulary words into 12 different languages. Edition A includes Hmong, Laotian, Korean, Cambodian, Vietnamese and Chinese. Spanish, Somali, Russian, Bosnian, Farsi and Arabic are included in Edition B.

We have written this Tutor Guide to explain how to use the ESL exercises effectively, and to help you get the most from “Reduce Reuse Recycle” as an ESL textbook. For your convenience, we have also included an answer key at the back of the guide. If it seems appropriate, we would encourage you to write additional exercises based on the level of competency of your students. We would rather you used the book and changed the exercises, than to pass on the use of the book because it is either above or below the level of your students. There is so much data contained in the text that is helpful and necessary for newcomers to learn.

Your opinions are important.

Why are we discussing this first? Because, it's that important. We need to know if learning the information contained in the book has a positive effect on behavior, and actually does change previous practices. In addition, we are seeking feedback on the effectiveness of the text in teaching ESL. Completing and returning the survey, found at the end of the “Reduce, Reuse, Recycle” textbook, is the way for you to communicate this. We need your help, as teachers and tutors, to find out if we are achieving both of our goals of effectively teaching the English Language and affecting positive changes in waste management behavior. We will be compiling the information received in the surveys, and recording the effectiveness of the text based on students' reported changes in behavior, resulting from their use of this text, and feedback from you.

Please fill out and mail back your survey.

You will find your instructor survey on page 20 of this teaching guide. At whatever point you have finished working with the textbook, and we use the word “finish” with the knowledge that not all will have time to complete the entire book, please fill out the survey completely. How much time did you spend teaching from this book, and how many students did you teach? Did teaching from this text change your waste management behavior? Do you have any comments and suggestions on how to improve the next edition of this textbook, or a similar textbook with a different topic? Your feedback is very important to us! Your voice will be heard, and you will truly be able to impact future learning materials.

Your help is needed to get us student feedback.

At whatever point you have finished working with the textbook, and we use the word “finish” with the knowledge that not all will have time to complete the entire book, we need each learner to fill out the survey. To insure that the student fully understands what is being asked, we have had the survey translated into the same twelve languages as the vocabulary words. The survey translations can be found in the three pages immediately following the actual survey. Once the student has read each question, both in their language and English, it is important that the student answer the survey questions in English.

When you have finished using the textbook, turn to page 104, and have students complete the survey.

1. Have your student(s) fill out the survey.
2. Be sure answers are written in English.
3. Turn to Exercise 4, page 108, and help your student address and mail the survey.

If your student is among the first 2000 to return the survey, he or she will receive a FREE English dictionary!

More books are available to you.

We can provide additional free copies of the “Reduce, Reuse, Recycle” textbook to you. The books are intended to stay with each student, for use as a workbook while learning, and as a reference book for use at home. Therefore, we are happy to provide you with all the textbooks you need, for the number of students you expect to be working with in the next year or so. Just send a letter to the MLC, requesting the number of books of each version you would like to receive. Both editions have identical English language exercises, so that you can use them simultaneously. You can have a Russian student using edition B working cooperatively with a Vietnamese student using edition A.

Don't get hung up in the tricky part....

The book is designed to increase the students' understanding of what the most typical local recycling rules are, why complying with them is an important part of their integration into a new community, and why it may be crucial to their family's health. Unfortunately, the waste management system is made up of many different groups and companies. Each city or county has slightly different rules. In some towns there are several different garbage haulers, all with different schedules and different rules. To get accurate information about what to do at a certain address, you must call City Hall in your area.

For your convenience, we have also included a by county listing of contacts for recycling information, at the end of this teaching guide. A great deal of free information is also available from your county and city waste management offices, and the Environmental Education Clearinghouse, through the Minnesota Office of Environmental Assistance. For more data, call 651-215-0232.

Teaching English as a Second Language Cooperative Exercises

The exercises in the students' edition of “Reduce Reuse Recycle” can all be used cooperatively. By using cooperative learning methods, the students will be integrating speaking, listening, reading and writing in all of the exercises. This will help them retain the information in each exercise, because they will be using the information more than once. Also, each student has a preferred learning style, as some retain more knowledge with verbal conversations, some with written exercises, etc.

These are the steps used to insure cooperative learning for your students:

- ä First, they go over the information in the chapter orally with the instructor.
- ä Then they go over the information in the exercise orally with a partner.
- ä Next you can quiz the students before they write their answers, to check their understanding of the material. Doing this also lets them know that they are accountable for their own learning. They cannot let their partner do all the written work and copy it later.
- ä After the students can answer correctly orally, they can individually write the answers in the book.
- ä Have students check their partner's work. This gives them another opportunity to reread the information and speak to each other in English, while discussing and explaining answers that may be different.
- ä Or, have them work together to write the correct answers in one of their books. Then have one student dictate the correct answers while the other student writes the answers in the selected workbook.

Additional exercise:

- ä When a pair is finished with an exercise or a chapter, have one partner close his/her book and the other partner ask the questions again to see if the first student can respond correctly without looking at the text.

If the pairs of students speak different languages, it is easier to get them to speak English to each other.

Because of this, you may want to choose the pairs that will be working together, so that students don't automatically pair up with someone with whom they can speak their own language. If you are working one-to-one with a student, consider yourself the student's partner as you go through the exercises.

Bring things into class.

Many of the exercises will be more meaningful if you can bring in some real things to demonstrate.

- ä In the first chapter, local newspaper listings of the garage sales and/or local phone books.
- ä In the second chapter, cans, bottles, other recyclables and a recycling brochure from your area.
- ä In the third chapter, calendars.
- ä In the fourth chapter, products with warning labels, etc.

Chapter introduction pages with photographs

Have the students work with a partner who speaks a different language if possible. This is intended to be an oral exercise, a warm-up for the chapter, not a writing exercise. Encourage students to ask questions about words they don't understand, rather than looking them up in their dictionary.

Ask the students to look at the picture and talk about what they see.

Ask questions:

“Who/What is in the picture?”

“Where are they?”

“What are they doing?”

Have the students look at the pre-reading questions.

Read the questions out loud.

Ask the students to follow the directions and answer the questions with their partner.

After they have orally answered the questions with their partner:

1. Have one pair of students compare their answers with another pair.
2. Ask students what their partners answered.
3. Ask students for their own answers.

Vocabulary pages

The vocabulary pages are intended as a glossary to which students can refer as they work their way through the chapter. Words used in the chapter that are not familiar to the students are pictured where possible, and also translated, to help with their understanding of the content. As you read through the vocabulary and demonstrate pronunciation, you can ask questions about the pictures.

“Do you buy this?”

“Who uses this in your family?”

“What do you use this for?”

“Where do you use it?”

“Did you use this product in your homeland?”

“What did you do with the product/container in your homeland?” Etc....

Reassure students that if they didn't or don't use many toxic household cleaners that's safer, as many of these are harmful. You may want to bring in props to demonstrate or to role play with.

For extra practice after the students complete the chapter, you can ask them to return to the vocabulary and have them demonstrate that they understand.

They could play Charades with action verbs, i.e. rinse, crush, sort.

They could play pictorial with things, i.e. a glass bottle, a magazine, etc.

Textbook Introduction

Objective: The student will be able to describe why reducing reusing and recycling are good ideas.

Exercise page 3

Many instructors using the first edition felt the need for a more formal introduction to book. The concepts that we are trying to describe are illustrated. When you throw trash away it is either burned or buried. Ask the students what problems can be created by burning or burying trash. This leads into a discussion of why reducing, reusing, and recycling are good ideas.

Chapter 1

How Can You Reuse Household Goods, Clothes, and Toys?

Objective: The student will be able to explain in English how to reuse or recycle old furniture, clothes. etc.

Exercises 1 and 2 - Matching and Comprehension questions - page 9

1. Have students work together in pairs, using one book.
2. Have pairs work through the exercise orally, discussing the answers and referring to the reading as needed.
3. As pairs finish the exercise orally, ask individual students for their answers. They can look back at the reading, but they should be able to answer without help from their partner.
4. If individual students cannot give correct answers, ask the pair to go over the page orally again.
5. When both students in a pair can give the correct answers, have them each write their answers individually in their own books.
6. Check students' work as they finish.

Exercise 3 - False to true - page 10

1. Go over the directions and do the first sentence with the class.
(Some students will think they should just decide if the sentence is true or false. Other students will attempt to make entirely new sentences. The goal is to get the students to edit the sentence

- changing only a few words to make them true.)
2. Have students work together in pairs with one book, to orally decide how to correct the sentences. Monitor to make sure both students are participating.
 3. As pairs finish, have them individually write their answers in their own books.
 4. Have them exchange books and read another student's answers. They should be asking "Is the sentence correct?" rather than "Is the sentence the same as mine?"

Exercise 4 - Dialog writing - page 11

1. Go over the directions and do #1 orally with the class. Identify who the two roles are. Ask who talks first and what they say.
2. Tell students to work on the dialog orally first, then write it out.
3. Ask for several pairs to present their first dialogs to the class.
4. Talk about what was good, and what they could add or change.
5. Have students continue with #2 and #3.
6. Ask pairs to role play their dialogs for the class.

Chapter 2

What can you recycle at home? How do you recycle it?

Objectives: The student will be able to explain in English what he/she can recycle, and how to prepare it for recycling.

Exercise 1 - Reading a table - page 20

1. Have the students work together in pairs, using one book.
2. Have the pairs work through the exercise orally, discussing the answers and referring to the table as needed.
3. As the pairs finish the exercise, ask individual students for their answers.
They can look at the table, but should be able to answer without help from other students.
4. If individual students cannot answer correctly, have the pair go over the answers orally again.
5. When you are satisfied that they know the correct answers, have each student write the answers in his/her own book.
6. Have the pair check each other's answers when they are finished.
7. Check their answers.

Exercise 2 - Fill in the blanks - pages 21, 22

1. Have the students work together in pairs, using one book.
2. Have the pairs work through the exercise orally, discussing the answers.
3. As the pairs finish the exercise, ask individual students for their answers. They can look at the table, but should be able to answer without help from other students.
4. If individual students cannot answer correctly, have the pair go over the answers orally again.
5. When you are satisfied that they know the correct answers, have each student write the answers in his/her own book.
6. Have the pair check each other's answers when they are finished.
7. Check their answers.

Exercise 3 - Filling in the Chart - page 23

To do this exercise the students will need a local recycling brochure.

1. Have the students work together in pairs, using one book and one brochure.
2. Have the pairs work through the exercise orally, discussing the answers.
3. As the pairs finish the exercise, ask individual students for their answers. They can look at the table, but should be able to answer without help from other students.

4. If students cannot answer correctly, have the pair go over the answers orally again.
5. When you are satisfied that they know the correct answers, have each student write the answers in his/her own book.
6. Have the pair check each other's answers, when they are finished.
7. Check their answers.

Exercise 4 - Dialog - page 24

1. Look at the picture at the top of the page. Ask the students: "What is in the picture?"
"How do you recycle it?"
2. Model the conversation. Have the students repeat.
3. Have the students do the model conversation in pairs.
4. For each substitution exercise ask the same questions.
5. Model the substitution exercises.
6. Have the students practice the conversation in pairs.
7. Have one pair role play each substitution for the group.

Chapter 3 **When and Where Do You Recycle?**

Objectives: The student will be able to explain in English where and when he/she recycles from home, and can read a schedule based on first and third Monday, etc.

Exercise 1 - False to true - page 28

1. Go over the directions, and do the first sentence with the class.
(Some students will think they should just decide if the sentence is true or false. Other students will attempt to make entirely new sentences. The goal is to get the students to edit the sentence changing only a few words to make them true.)
2. Have students work together in pairs with one book, to correct the sentences orally. Monitor to make sure both students are participating.
3. As pairs finish, have them individually write their answers in their own books.
4. Have them exchange books and read another student's answers. They should be asking "Is the sentence correct?" rather than "Is the sentence the same as mine?"

Exercise 2 and 3 - Calendar - page 29

1. Have partners work together with one book, to fill in the missing words orally.
2. As pairs finish, have them individually write their answers in their own books.
3. Have students check their partner's work, and compare answers when they finish.
4. Check students' work as they finish.
5. If there is a calendar in the room, ask students the questions for the current month.

Exercise 4 - Calendar questions - page 32

1. Have partners work together with one book.
2. Have students ask their partners the questions. Both partners should ask and answer the questions.
3. As pairs finish the exercise, ask individual students for their answers. They can look back at the calendar, but they should be able to answer without help from their partner.
4. As pairs finish asking the questions, have them individually write their answers in their own books.
5. Have students check their partner's work, and compare answers when they finish.
6. Check students' work as they finish.

Exercise 5 - Interview - page 32

1. Have partners work together with one book.
2. Have students ask their partners the questions. Both partners should ask and answer the questions.
3. Ask individual students: "What do you recycle?" Repeat with other students.
4. Ask the class: "Who recycles _____?" Repeat with other questions.
5. Have students individually write their answers in their own books.

Chapter 4

What Is Household Hazardous Waste? What Do Warning Labels Mean?

Objectives: The student will be able to determine why a product is dangerous by reading the label, and to describe where in their home they keep hazardous products.

Exercise 1 - Fill in the blanks - page 42

1. Have partners work together with one book, to fill in the missing words orally.
2. As pairs finish, have them individually write their answers in their own books.
3. After they finish writing, have students exchange books and read another student's answers. They should explain their answers, if they are different, to their partner.

Exercises 2 - Reading labels - pages 43, 44

1. Have partners work together with one book, to decide what words they will circle for "flammable", "toxic" and "corrosive".
2. As pairs finish, have them individually write their answers in their own books.
3. As they finish writing, have students exchange books and read another student's answers. They should explain their answers, if they are different, to their partner.

Exercise 3 - Dialog - page 45

1. Look at the picture at the top of the page. Ask the students: "What is in the picture?"
"Why is it hazardous?"
2. Model the conversation. Have the students repeat.
3. Have the students do the model conversation in pairs.
4. For each substitution exercise ask the same questions.
5. Model the substitution exercises.
6. Have the students practice the conversation in pairs.
7. Have one pair role play each substitution for the group.

Exercise 4 - Lists - page 46

1. Have students work individually, to list the household hazardous wastes used in their homes.
2. Have students work in pairs, and ask each other: "What is flammable, toxic, or corrosive in your home?"
"Where do you keep it?"

Chapter 5

How Can You Dispose Of Household Hazardous Waste?

Objective: The student will be able to describe which waste products should not be thrown in the trash, and how to safely dispose of common hazardous waste, including paint.

Exercise 1 - Identification and short answers - pages 56, 57

1. Go over the directions and do #1 with the class.
2. Have students ask their partners the questions. Both partners should ask and answer the questions.
3. As pairs finish asking each other the questions, ask individual students for their answers. They can look back in the chapter, but they should be able to answer without help from their partner.
4. Have them individually write their answers in their own books.
5. After they finish writing, have students exchange books and read another student's answers. They should explain their answers, if they are different, to their partner.

Exercise 2 - Dialog - page 58

1. Model the dialogs, and have the students repeat.
2. Ask the class what is different about the three dialogs. Remind them they need to look at the pictures, listen to "A," and then decide which "B" answer is correct for that picture.
3. Have students do the model conversation in groups.
4. For each substitution exercise, ask:
"What is in the picture?"
"How do you dispose of it?"
5. Model the substitution exercises, and have the students repeat.
6. Have students do the substitution exercises in groups.
7. Have students continue to practice in pairs.

Exercise 3 - False to true - page 61

1. Go over the directions and do the first sentence with the class.
(Some students will think they should just decide if the sentence is true or false. Other students will attempt to make entirely new sentences. The goal is to get the students to edit the sentence changing only a few words to make them true.)
2. Have students work together in pairs with one book to correct the sentences orally. Monitor to make sure both students are participating.
3. As pairs finish, have them individually write their answers in their own books.
4. Have them exchange books and read another student's answers. They should be asking "Is the sentence correct?" rather than "Is the sentence the same as mine?"

Chapter 6

What Should You Do With Automobile Wastes?

Objective: The student will be able to explain how and where to dispose of oil, anti-freeze and other automotive fluids.

Exercise 1 - False to true - page 66

1. Go over the directions and do the first sentence with the class.
(Some students will think they should just decide if the sentence is true or false. Other students will attempt to make entirely new sentences. The goal is to get the students to edit the sentence changing only a few words to make them true.)
2. Have students work together in pairs with one book, to correct the sentences orally. Monitor to make sure both students are participating.
3. As pairs finish, have them individually write their answers in their own books.
4. Have them exchange books and read another student's answers. They should be asking "Is the sentence correct?" rather than "Is the sentence the same as mine?"

Exercise 2 - Reading a table - page 68

1. Have students work together in pairs using one book.
2. Have pairs work through the exercise orally, discussing the answers and referring to the table as needed.
3. As pairs finish the oral exercise, ask individual students for their answers. They can look back at the table, but they should be able to answer without help from their partner.
4. If individual students cannot give correct answers, ask the pair to go over the page orally again.
5. When both students in a pair can give the correct answers, have them each write their answers individually in their own books.
6. Have students check their partner's work, and compare answers when they finish.
7. Check students' work as they finish.

Exercise 3 - Dialog - page 69

1. Model the dialogs and have the students repeat.
2. Ask the class what is different about the three dialogs. Remind them they need to look at the pictures, listen to "A," and then decide which "B" answer is correct for that picture.
3. Have students do the model conversation in groups.
4. For each substitution exercise ask: "What is in the picture?"
"How do you dispose of it?"
5. Model the substitution exercises, and have the students repeat.
6. Have students do the substitution exercises in groups.
7. Have students continue to practice in pairs.

Chapter 7

How Do You Recycle Vehicle Batteries, Tires and Scrap Metal?

Objective: The student will be able to explain how to properly dispose of batteries, tires and scrap metal.

Exercise 1 - Comprehension questions - page 73

1. Have students work together in pairs, using one book.
2. Have pairs work through the exercise orally, discussing the answers and referring to the paragraphs as needed.
3. Have the students individually write their answers in their own books.
4. Have students check their partner's work, and compare answers when they finish.
5. Ask individual students for their answers. If their answers are "no" or "maybe," ask them why. Ask the class if they agree with the student's answer. If they don't agree, ask them why.

Exercise 2 - Dialog writing - page 74

1. Go over the directions and do #1 orally with the class. Identify who the two roles are, customer and sales clerk. Ask who talks first and what they say.
2. Tell students to work on the dialog orally first, then write it out.
3. Ask several pairs to present their first dialogs to the class.
4. Talk about what was good, and what they could add or change.
5. Have students continue with #2 and #3.
6. Ask pairs to role play their dialogs for the class.

Exercise 3 - Conversation matrix - page 75

1. Tell students to write their names and their partners' names at the top of the box where indicated.
2. Ask them to read question #1 and write their answers.
3. Tell them to ask their partner the question, and write their partner's answer in the appropriate box. (Model this to make sure they get the pronouns correct.)
4. Repeat 2 and 3 above, for each of the next three questions.

5. Ask two pairs of students to sit in chairs in the front of the room.
6. Have a student ask another student from the opposite pair, these questions about his/her partner:
 - “What country is your partner from?”
 - “What do people do with old tires in his/her country?” Etc.
 The student answering the questions may refer to the answer he/she wrote down in his/her book.
7. Have the students continue asking questions of others, until all four have asked and answered questions about someone else, not about themselves.
8. Have another group of four ask and answer the same questions.

Chapter 8

What Can You Do With Yard Waste? What Is Composting?

Objective: The student will be able to explain what to do with yard waste.

Exercise 1 - Matching - page 80

1. Have students work together in pairs, using one book.
2. Have pairs work through the exercise orally, discussing the answers and referring to the reading as needed.
3. As pairs finish the exercise orally, ask individual students for their answers. They can look back at the reading, but they should be able to answer without help from their partner.
4. If individual students cannot give correct answers, ask the pair to go over the page orally again.
5. When both students in a pair can give the correct answers, have them each write their answers individually in their own books.
6. Check students' work as they finish.

Exercise 2 - Comprehension questions - page 80

1. Have students work together in pairs, using one book.
2. Have pairs read the questions and discuss the answers.
3. As pairs finish the exercise orally, ask individual students questions. They should be able to answer without help from their partner.
4. If individual students cannot give correct answers, ask the pair to go over the exercise orally again.
5. When both students in a pair can give the correct answers, have them each write their answers individually in their own books.
6. Have students check their partner's work, and compare answers when they finish.
7. Check students' work as they finish.

Chapter 9

How Can You Be A Smart Shopper And Reduce Waste?

Objective: The student will be able to explain several different ways to reduce waste by shopping economically.

Exercise 1 - Matching - page 88

1. Have students work together in pairs, using one book.
2. Have pairs work through the exercise orally discussing the answers and referring to the reading as needed.
3. As pairs finish the exercise orally, ask individual students for their answers. They can look back at the reading, but they should be able to answer without help from their partner.
4. If individual students cannot give correct answers, ask the pair to go over the page orally again.
5. When both students in a pair can give the correct answers, have them each write their answers individually in their own books.
6. Check students' work as they finish.

Exercise 2 - Comprehension questions - page 88

1. Have students work together in pairs, using one book.
2. Have pairs read the questions and discuss the answers.
3. As pairs finish the exercise orally, ask individual students the questions. They should be able to answer without help from their partner.
4. If individual students cannot give correct answers, ask the pair to go over the exercise orally again.
5. When both students in a pair can give the correct answers, have them each write their answers individually in their own books.
6. Have students check their partner's work, and compare answers when they finish.
7. Check students' work as they finish.

Exercise 3 - False to true - page 89

1. Go over the directions and do the first sentence with the class.
2. Have students work together in pairs with one book, to correct the sentences orally. Monitor to make sure both students are participating.
3. As pairs finish, have them individually write their answers in their own books.
4. Have them exchange books and read another student's answers. They should be asking "Is the sentence correct?" rather than "Is the sentence the same as mine?"

Exercise 4 - Dialog - page 90

1. Look at the picture at the top of the page. Ask the students "What is happening in the picture?"
2. Model the conversation. Have the students repeat.
3. Have the students do the model conversations in pairs.
4. For each substitution exercise ask the same questions.
5. Model the substitution exercises.
6. Have the students practice the conversations in pairs.
7. Have one pair role play each substitution for the group.

Chapter 10

Have a "Reduce, Reuse, Recycle" Question? Who Do You Call?

Objective: The student will be able to find recycling sites and stores that take and sell recycled items in their local phone book.

Exercise 1 - The Yellow Pages - page 94

1. Have the pairs work together with one phone book.
2. Show them the index and demonstrate how to find the correct heading.
3. Show them the information that they need to write down.
4. Have them continue, in pairs, to do #2 through #7.
5. Check their answers.

Exercise 2 - Dialog - page 95

1. Model the conversation. Have the students repeat.
2. Have the students do all the model conversations in pairs.
3. Have one pair role play each substitution for the group.

Exercise 3 and 4 - Telephone books - page 96

1. Have pairs work together with one telephone book.
2. Review the different sections of the telephone books, and ask which section they will be looking in for the answers needed.
3. Remind students they need to find numbers listed for their communities, so partners may have different answers if they live in different communities.
4. Monitor the pairs of students and help as needed.

Chapter 11

What Items Are Made From Recycled Materials?

Objective: The student will be able to describe what products are made from recycled materials.

Exercise 1 - Multiple choice - page 102

1. Have students work together in pairs, using one book.
2. Have pairs work through the exercise orally, discussing the answers and referring to the table as needed.
3. As pairs finish the exercise orally, ask individual students for their answers. They can look back at the table, but they should be able to answer without help from their partner.
4. If individual students cannot give correct answers, ask the pair to go over the page orally again.
5. When both students in a pair can give the correct answers, have them each write their answers individually in their own books.
6. Have students check their partner's work, and compare answers when they finish.
7. Check students' work as they finish.

Exercise 2 - Dialog - page 103

1. Look at the picture at the top of the page. Ask the students:
"What is in the picture"
"What do they make it into after they recycle it?"
2. Model the conversation. Have the students repeat.
3. Have the students do the model conversation in pairs.
4. For each substitution exercise ask the same questions.
5. Model the substitution exercises.
6. Have the students practice the conversations in pairs.
7. Have one pair role play each substitution for the group.

Exercise 3 - Workbook Survey - page 104

If your students' survey is one of the first 2000 received, he/she will be sent a FREE English Dictionary.

1. Go over the directions and read the first question orally.
2. Have the student refer to the translated question, found on pages 105-107, to be sure they understand.
3. Have the student write their answer IN ENGLISH.
3. Remind them to answer as completely and honestly as possible. This is not meant to be a quiz.
4. Do the same for the remaining questions.
5. Carefully tear out the survey page, and continue to Exercise 4.

Exercise 4 - Getting Ready To Mail Workbook Survey - page 108

An envelope and stamp are needed to complete this exercise.

1. Be sure the student has carefully torn out the completed workbook survey from page 103.
Fold and put the survey in an envelope.
2. Have the student address the envelope and add the stamp.
3. When all of the students have completed their envelopes, collect them and mail them all together..

ANSWER KEY

Chapter 1

Exercise 1 - page 9

1. **B**
2. **E**
3. **D**
4. **A**
5. **C**

Exercise 2 - page 9

1. Clean and usable
2. On consignment, in a want ad, at a garage sale
3. After it sells your things
4. Donate them
5. In the yellow pages

Exercise 3 - page 10

1. ~~Dirty, useless~~ *Clean, useable* household goods can be ~~devoted~~ *donated* to many organizations.
2. Some organizations will come to your ~~school~~ *home* to pick up donations.
3. Look in the Yellow Pages, under "~~Gift~~ *Thrift Shops*" or "~~Furniture Refinishing~~ *Used,*" to find a place that will take your donations.
4. Some stores will sell things for you on ~~conversation~~ *consignment*.
5. The consignment store will pay you ~~before~~ *after* they sell your things.
6. A consignment store will keep ~~50% to 75%~~ *20% to 50%* of the sale price.
7. You can also sell things yourself at a ~~basement~~ *garage* sale.
8. You could advertise your garage sale ~~on TV~~ *in your newspaper*.
9. You could also put ~~fences~~ *signs* on streets near your house.

Exercise 4 - page 11 Answers will vary.

Chapter 2

Exercise 1 - page 20

There can be more than one correct answer.

1. **glass bottles and plastic bottles** Take off caps and rings.
2. **cans, glass bottles and jars** Rinse out food.
3. **corrugated cardboard** Flatten or tear down.
4. **magazines, newspapers, junk mail** Put in a grocery bag (may need to separate).
5. **cans, glass bottles and jars** Take off labels.
6. **glass bottles and jars, plastic bottles** Remove lids or rings.
7. **glass bottles** Sort by color.
8. **corrugated cardboard** No pizza boxes.
9. **boxboard** Remove any bags inside.
10. **newspapers, corrugated cardboard** Must be clean and dry.
11. **aerosol cans, paint cans** Must be empty.

Exercise 2 - pages 21, 22

- A. **Remove** labels and **rinse** them clean.
- B. **Flatten** or tear down. Must be **clean**. **No** pizza boxes.
- C. Rinse **out** food. **Remove** caps, lids and rings. **Sort** by color.
- D. **Put** them in a paper grocery bag.
- E. Must be **clean** and dry. Put them in a **recycling** bin or **paper grocery bag**.
- F. **Rinse** them clean. **Remove** caps and rings. Separate by **type**.
- G. You **can** recycle cards, **envelopes, letters**, ads and brochures. Put them in a **paper grocery bag**.
- H. You must remove **any bags** inside. **Flatten them** and put them in a paper bag.

Exercise 3 - page 23 Answers will vary.

Exercise 4 - page 24

2. What are you doing with those **newspapers**?
I'm recycling them.
You need to **put them in a paper grocery bag or a recycling bin** first.
3. What are you doing with these **glass bottles and jars**?
I'm recycling them.
You need to **rinse them** and **remove the caps** first.
4. What are you doing with these **cardboard boxes**?
I'm recycling them.
You need to **flatten them** first.
5. What are you doing with these **magazines**?
I'm recycling them.
You need to **put them in a grocery bag** first.
6. What are you doing with this **boxboard**?
I'm recycling it.
You need to **remove any bags inside and flatten them** first.
7. What are you doing with those **plastic bottles**?
I'm recycling them.
You need to **rinse them** and **remove the caps and rings** first.

Chapter 3

Exercise 1 - page 28

1. If you live in ~~an apartment~~ *a house* you probably recycle at the curb.
2. You can put your recyclables in bins or ~~plastic~~ *paper* garbage bags, and put them at the curb.
3. You should put your bins and bags outside before ~~noon~~ *7am* on recycling day.
4. Apartment buildings usually have ~~one~~ *many* large recycling bins.
5. You ~~don't~~ *do* have to put things in the right bin.
6. You ~~can~~ *can't* put paper grocery bags in the same bin with the glass bottles.
7. If your garbage hauler does not pick up recyclables, you should just ~~throw everything in the trash~~ *bring them to a drop-off center*.
8. You should ~~n't~~ *recycle* because it is ~~bad~~ *good* for your community.
9. It ~~is~~ *isn't* against the law to put recyclable aluminum cans in the garbage.
10. Recycling will put ~~more~~ *less* garbage in the landfill or resource recovery facility.

Exercise 2 - page 29

September						
S	M	T	W	TH	F	S
	1 First Monday	2 First Tuesday	3 First Wednesday	4 First Thursday	5 First Friday	6 First Saturday
7 First Sunday	8 Second Monday	9 Second Tuesday	10 Second Wednesday	11 Second Thursday	12 Second Friday	13 Second Saturday
14 Second Sunday	15 Third Monday	16 Third Tuesday	17 Third Wednesday	18 Third Thursday	19 Third Friday	20 Third Saturday
21 Third Sunday	22 Fourth Monday	23 Fourth Tuesday	24 Fourth Wednesday	25 Fourth Thursday	26 Fourth Friday	27 Fourth Saturday
28 Fourth Sunday	29 Fifth Monday	30 Fifth Tuesday				

Exercise 3. - page 29

1. September 3rd
2. September 11th
3. September 30th
4. September 1st and 15th
5. September 12th and 26th

Exercise 4 - page 32

- | | |
|------------------------------|-----------------|
| 1. October 13th | 5. October 14th |
| 2. September 24th | 6. October 7th |
| 3. September 18th | 7. October 1st |
| 4. A. September 2nd and 16th | 8. October 17th |
| B. October 7th and 21st | |

Exercise 5 - page 32 Answers will vary.

Chapter 4

Exercise 1 - page 42

1. Flammable chemicals can start a **fire**.
2. Toxic chemicals are harmful if **inhaled** or **swallowed**.
3. Corrosive chemicals can **burn** your skin.
4. **Warning** means that product is dangerous.
5. **Caution** means that product is a little dangerous..
6. **Danger** means that product is extremely dangerous.
7. **Inhale** means you breathe something in.
8. **Absorb** means something goes into your body through your skin.
9. **Swallow** is what you do when you eat or drink something.
10. It's better to use a chemical that is not **hazardous**.
11. If you must use a hazardous chemical, buy **only what you need for the job**.
12. It's better to use all of a toxic product in a container, than it is to **throw it away**.
13. Always be **careful** with hazardous products.

Exercise 2 - pages 43,44

1. toxic **harmful, fatal, swallowed**
2. flammable **flammable**
toxic **harmful, fatal, swallowed**
3. corrosive **eye**
4. flammable **flammable**
toxic **harmful, fatal, swallowed, harmful**
5. toxic **poison, harmful, fatal, swallowed**
corrosive **burns, eyes**
6. flammable **flammable**
toxic **harmful, fatal, swallowed**
7. flammable **combustible**
toxic **harmful, fatal, swallowed**
corrosive **eye**
8. flammable **combustible**
toxic **harmful, fatal, swallowed**

Exercise 3 - page 45

1. Paint thinner - Flammable
2. Oil paint - Flammable
3. Cleaning solvents - Flammable
4. Pesticide - toxic
5. Paint stripper - Toxic
6. Toilet bowl cleaner - Corrosive
7. Rodent poison - Toxic

Exercise 4 - page 46 Answer will vary.

Chapter 5

Exercise 1 - pages 56, 57

1. Paint thinner. Save for household hazardous waste collection.
2. Rodent poisons. Save for household hazardous waste collection.
3. Latex paint. Dry it out. Put it in the trash.
4. Shoe polish. Save for household hazardous waste collection.
5. Paint stripper. Save for household hazardous waste collection.
6. Toilet bowl cleaner. Flush it down the toilet if you are on a sanitary sewer system.
7. Oil based paint. Dry out small amounts or save for household hazardous waste collection.
8. Fluorescent lights. Save for household hazardous waste collection.

Exercise 2 - page 58

1. Can I throw an **ammonia cleaner** in the trash?
No you can't, but **you can flush it down the toilet if you are on a sanitary sewer system.**
2. Can I throw **hair permanent lotion** in the trash?
No you can't, but **you can flush it down the toilet if you are on a sanitary sewer system.**
3. Can I throw **tile cleaner** in the trash?
No, you can't. **You have to save it for a household hazardous waste collection.**
4. Can I throw **medicine** in the trash?
No, you can't, but **you can flush it down the toilet if you are on a sanitary sewer system.**
5. Can I throw a **mercury thermometer** in the trash? No, you can't. **You can send it back to the Honeywell company.**
6. Can I throw **bug spray** in the trash? No, you can't. **You have to save it for a household hazardous waste collection.**

Exercise 3 - page 61

1. There are ~~three~~ *two* types of paint, ~~red, blue and green~~ *oil based and latex.*
2. You can dispose of ~~large~~ *small* amounts of oil based paint at home.
3. You should dry out paint ~~inside~~ *outside* the house.
4. Take large amounts of oil based paint to ~~a paint store~~ *a hazardous waste collection site.*
5. You can dry out large amounts of ~~oil-based~~ *water-based* paint at home and throw it away.
6. A large amount is more than a ~~gallon~~ *cup* or more than ~~6 inches~~ *1 inch* in the bottom of a can.
7. You should keep paint away from animals, children and ~~trees~~ *rain.*
8. Paint will take from several ~~months~~ *days* to several ~~years~~ *weeks* to dry.
9. ~~Put~~ *Take* the lids back ~~on~~ *off* dried paint cans so the garbage collectors ~~can't~~ *can* see if the paint is wet or dry.
10. If paint is ~~wet~~ *dry* the garbage collectors will take it.

Chapter 6

Exercise 1 - page 66

1. Motor oil ~~doesn't have~~ *has* pollutants in it.
2. If you put oil in the trash it ~~won't~~ *may* get into ~~trouble~~ *the ground water, lakes and rivers*.
3. If oil gets in the water it can make ~~boats~~ *people* sick.
4. Used motor oil can be recycled into ~~cooking~~ *new motor oil*.
5. Places that sell motor oil must collect it or ~~throw in the trash~~ *put up a sign that says where you can take used motor oil*.
6. Used oil filters ~~don't have any~~ *have some* oil left in them.
7. It is ~~legal~~ *illegal* to put motor oil or filters in the trash, on ground or in the ~~garage~~ *water*.

Exercise 2 - page 68

1. How do you properly dispose of **antifreeze** ?
Store it in a **sealed** container and **label** it.
2. How do you properly dispose of **brake fluid**?
Do not **mix** it with other fluids. There may be a **small fee**.
3. How do you properly dispose of **gasoline**?
Put it in an **air-tight** approved gasoline storage container.
Take it to a household **hazardous waste** collection site.
4. How do you properly dispose of **motor oil**?
Do not mix it with **other fluids**.
Store it in a **sealed** container and **label** it.

Exercise 3 - page 69

1. A: You can't put that **oil filter** in the trash.
B: Why not?
A: **It's illegal.**
B: What can I do with it?
A: **You can take it to a service station or oil change center.**
2. A: You can't put that **antifreeze** in the trash.
B: Why not?
A: **It has pollutants in it.**
B: What can I do with it?
A: **Take it to a place that accepts it for recycling.**
3. A: You can't put that **gasoline** in the trash.
B: Why not?
A: **It has pollutants in it.**
B: What can I do with it?
A: **Take it to a household hazardous waste collection site.**
4. A: You can't put that **motor oil** in the trash.
B: Why not?
A: **It's illegal**
B: What can I do with it?
A: **You can take it to a service station or oil change center.**
5. A: You can't put that **brake fluid** in the trash.
B: Why not?
A: **It has pollutants in it.**
B: What can I do with it?
A: **Take it to a place that accepts it for recycling.**

Chapter 7

Exercise 1 - page 73

1. **No**
2. **Yes**
3. **No**
4. **Yes**
5. **Yes**
6. **No**
7. **Maybe**
8. **Maybe**
9. **Maybe**

Exercises 2 and 3 - pages 74, 75 Answers will vary.

Chapter 8

Exercise 1 - page 80

1. **C**
2. **D**
3. **B**
4. **F**
5. **A**
6. **E**

Exercise 2 - page 80

1. No
2. No, because it's too difficult to compost it.
3. No, because you will have animals digging in your compost pile.
4. To a tree waste site.
5. Next to the curb by your garbage can.
6. Take them home to use again.

Chapter 9

Exercise 1 - page 88

1. **D**
2. **A**
3. **E**
4. **B**
5. **C**

Exercise 2 - page 88

1. use recycling bins, bring your own washable cup, use the air dryer in the bathroom, bring snacks in reusable containers
2. bags, cloth towels, cups, boxes
3. It will say so on the label.
4. You can save packaging.
5. They don't have mercury.

Exercise 3 - page 89

Change these sentences about reducing, reusing and recycling from false to true.

1. Buy the ~~smallest~~ *largest* size package your family can use.
2. Buy things to drink in ~~reversible~~ *returnable* containers.
3. ~~Don't~~ Buy products wrapped with extra plastic.
4. Keep your house ~~cooler~~ *warmer* in the summer.
5. ~~Don't~~ buy energy efficient appliances.
6. Use ~~more~~ *less* toxic chemicals when you can.
7. Bring your own reusable ~~chair~~ *cup* to school.
8. When you receive a gift ~~throw~~ *reuse* the wrapping ~~away~~.
9. ~~Buy~~ *Rent* things you don't use often instead of ~~renting~~ *buying* them.
10. Buy ~~everything new~~ *some things used* and ~~don't~~ shop at garage sales or consignment stores.
11. It's better to buy things that are ~~not~~ made from recycled material.
12. Bring your own ~~chickens~~ *bags* to the supermarket.

Exercise 4 - page 90

1. Bringing lunch in a reusable container. / bring your lunch in a reusable container, too.
2. Using the air dryer. / use the air dryer, too.
3. Bringing his own cup to school. / bring your own cup to school, too.
4. Making orange juice from concentrate. / make orange juice from concentrate, too.
5. Using fluorescent lights. / use fluorescent lights, too.
6. Bringing coffee to work in a thermos. / bring coffee to work in thermos, too.
7. Using concentrated dish soap. / use concentrated dish soap, too.

Chapter 10

Exercises 1 and 2 - pages 94, 95 Answers will vary.

Exercise 3 - page 96

1. **A** 2. **A** 3. **D** 4. **B** 5. **C** 6. **A** 7. **D** 8. **C**

Exercise 4 - page 96 Answers will vary.

Chapter 11

Exercise 1 - page 102

- (**A**) 1. (**B**) 2. (**C**) 3. (**J**) 4. (**G**) 5. (**I**) 6.
(**D**) 7. (**E**) 8. (**K**) 9. (**L**) 10. (**L**) 11. (**H**) 12.
(**F**) 13. (**F, C**) 14. (**K**) 15

Exercise 2 - page 103

1. this cardboard / boxboard for cereal
2. this plastic bottle / jacket stuffing, carpeting, etc.
3. these newspapers / newsprint, boxboard
4. this plastic jug / trays for food, car parts, etc.
5. these drink cans / new aluminum cans
6. this junk mail / paper towels, toilet paper, etc.
7. these cans / new cans, steel

Exercise 3 - page 104 Survey answers will vary.

Exercise 4 - page 108 Mail in the survey.

Instructor Survey

After teaching with "Reduce, Reuse, Recycle," please answer these questions as completely as possible. Your answers will help us improve how we teach this subject to other students in the future.

1. How many hours did you spend teaching with this book? _____
2. How many students did you teach? _____
3. Are there things that you recycle now, that you did not recycle before teaching from this book? _____ If yes, what? _____
4. Are there things that you have stopped buying or using because they are wasteful or toxic? _____ If yes, what are they? _____

5. Do you know where to go, in your community, to dispose of household hazardous and toxic waste? _____ If yes, have you gone there? _____
If yes, what did you dispose of? _____
6. Now that you have used this text to teach about waste reduction and proper waste management, how has your behavior changed most? _____

7. What is the most important thing that you have learned from this book?

8. Which types of exercises in the book do think are the most valuable?

9. Which types of exercises in the book do think are the least valuable?

10. If we print a new edition, what changes would make this a better textbook?

Please send your answers to
The Minnesota Literacy Council
756 Transfer Road
St. Paul, MN 55114-1404
or fax to (651) 645-2272