

ANSWER KEY

Student Workbook

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THE UNIVERSITY OF BRITISH COLUMBIA

English as an Additional Language Programs Okanagan School of Education

A Tour of UBCO Pond: Listening and Speaking Level IV

Post Secondary Education Skills: Upper Intermediate English (cc) Jordy Decker, Elnaz Zamanzade and the University of British Columbia's Okanagan School of Education 2025



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Activity A: Discussion (page 4 in student workbook)

- What is your favorite plant or flower? Why do you like it? Answers will vary
- Do you know of any plants that are used for medicine or cooking in your culture? Answers will vary
- Are there any special plants or flowers from where you grew up? Answers will vary
- If you could be a plant, which one would you be and why? Answers will vary
- Can you describe an interesting plant you've seen in Canada or would like to see? Answers will vary
- How do you think plants affect our daily lives or communities? Can you give an example? Answers will vary
- Have you ever grown a plant or had a garden? What did you grow? Answers will vary

Activity B: Concept Map (Part One) (page 5 in student workbook)

- Biodiversity (Answers will vary)
 - Bugs
 - Species
 - Rainforest

Ecology (Answers will vary)

- Water cycle
- Ecosystem
- Habitat
- Biological Interactions (Answers will vary)
 - Decomposition
 - Pollination
 - Predation



* Activity C: Vocabulary (page 6 of the student workbook)

Answers were taken from https://www.merriam-webster.com/

TERM	SHORT DEFINITION
BIODIVERSITY	biological diversity in an environment as indicated by numbers of different species of plants and animals
DROUGHT	a period of dryness especially when prolonged
ECOSYSTEM	the complex of a community of organisms and its environment functioning as an ecological unit
ENDANGERED	(used especially about groups of animals, plants, etc.) at risk of no longer existing
INDIGENOUS	produced, growing, living, or occurring natively or naturally in a particular region or environment
INVASIVE	tending to spread especially in a quick or aggressive manner
NATIVE	belonging to a particular place by birth
POLLINATION	the process of pollen entering or being put into a flower or plant so that it produces seeds
PRESERVATION	the act of keeping something in its original state or in good condition;
RESTORATION	the act or process of returning something to its earlier good condition or position.



Activity C2: Vocabulary - Fill in the Blanks- (page 7 of student workbook)

Use the word bank below to fill in the blanks with the correct word.

- Many animals become endangered when their natural habitats are destroyed by human activity.
- The forest restoration project aimed to bring back the trees and wildlife that had disappeared over the years.
- A long drought can harm crops and cause water shortages in many regions.
- Bees play a key role in pollination, helping plants grow fruits and seeds.
- Some scientists work to protect ecosystem areas where different species live and interact.
- The rabbit is not native to Australia; it was brought there by settlers.
- The government is investing in preservation efforts to protect historic buildings and natural landscapes.
- When a new species enters an environment and causes harm, it is considered invasive.
- European powers tried to preserve many parts of the world during the 17th and 18th centuries.
- The rainforest has high biodiversity, with thousands of different plants, animals, and insects living together.

Activity D: Video Comprehension Activity (page 8 of student workbook)

Please watch this video before answering the following questions: https://youtu.be/R7Nv_G0HcQo

1. What did Elder Pamela Barnes mean when she framed the land as being "borrowed from the future"?

Elder Pamela means that the land does not truly belong to us — it's something we are taking care of temporarily for the sake of future generations. Just as we borrow something valuable with the promise to return it in good condition, we must treat the land with respect, knowing others will depend on it after we're gone. This framing encourages deep accountability and careful, sustainable choices.

2. How does Elder Pamela Barnes connect the concept of land stewardship to future generations?

She emphasizes that stewardship isn't just about the present — it's about making decisions with long-term impacts in mind. Caring for the land today ensures that our children, grandchildren, and all those yet to come will also be able to live well. By linking stewardship with responsibility and continuity, she highlights that what we do now creates a ripple effect for future life.



3. What role does storytelling play in how Elder Pamela Barnes conveys Indigenous perspectives on land and the environment?

Storytelling is central to how Elder Pamela shares knowledge. Through traditional stories, she passes on values, beliefs, and lessons that have guided Indigenous communities for generations. These stories aren't just entertainment — they teach respect for the land, the importance of relationships with all living beings, and how to live in balance. Storytelling also keeps language and culture alive, making learning personal and memorable.

Activity E: Explore the Pond (Video or Podcast) (page 9 of the student workbook)

As you watch the video, write down the names of the species mentioned and note their key features or characteristics. Your notes will help you complete the check-mark activity that follows.

Answers will vary

Activity F: Nature Walk Species Checklist (Page 10- 19 of the student workbook)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
T Is this species native or introduced?	☑Native □ Introduced
Notes or Description	Blooms in early summer; attracts pollinators/ Pink flowers, prickly stems, produces "hips" (fruit)

Species 1: Nootka Rose (nsyilxcən term: not provided)

Species 2: Blue Spruce (nsyilxcən term: not provided)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
Let this species native or introduced?	□ Native ☑ Introduced
Notes or Description	Tree with blue-green needles



Species 3: Japanese Spires (nsyilxcon term: not provided)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
T Is this species native or introduced?	□ Native
	Shrub with green leaves, red-brown stems, and pink flower clusters / Often found near water edges

Species 4: Common Yarrow (nsyilxcon term: kwotskwotswixwups)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
T Is this species native or introduced?	☑ Native □ Introduced
Notoc or Docorintion	Tall stems, fern-like leaves, white flowers/ Drought-tolerant, attracts pollinating insects

Species 5: Broadleaf cattail (nsyilxcən term: Not Provided)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
Let this species native or introduced?	☑Native □ Introduced
Notes or Description	Grows in wetland ecosystems/ Found around pond edges



Species 6: Saskatoon(nsyilxcən term: siya?)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
Let this species native or introduced?	☑ Native □ Introduced
Notoc or Llocorintion	One of the four Syilx food chiefs/ Key to Syilx 13-moon calendar (June 25–July 23 in 2025)

Species 7: Western Ponderosa pine (nsyilxcən term: <u>s?atqwłp</u>)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
Let this species native or introduced?	☑Native □ Introduced
	Drought- and fire-resistant/ Coniferous with bright green needles and visible cones

Species 8: Arrowleaf Balsamroot (nsyilxcən term: smúkwa?xn)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
Let this species native or introduced?	☑ Native □ Introduced
Notes or Description	Drought-tolerant, grows in diverse habitats/ Linked to the Time of the Sunflower Seeds (May 27–June 24 in 2025)



Species 9: Choke Cherry (nsyilxcən term: łuxwłxwiłp)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
T Is this species native or introduced?	☑Native □ Introduced
Notoo or Dooorintion	Shrub/tree with white flowers and red-to-black fruit/ Tied to the Time of the Choke Cherry (Aug 23–Sept 20 in 2025)

Species 10: Oregon grape (nsyilxcən term: sc'isłml'x)

Observation Questions	Your Answers
Did you find this species?	Answers will vary.
Let this species native or introduced?	☑Native □ Introduced
Notes or Description	Yellow flowers attract pollinators/ Has dark blue berries

Activity G: Grounding with your Senses- (Page 20 of student workbook)

Once you have found and taken notes about the key species from Activity F, and before you head back inside, we want to invite you to participate in a sensing activity.

Sensing Activity Questions:

- 1. What is one sound you hear right now that you hadn't noticed before? Answers will vary
- 2. What do you smell in the air? Answers will vary
- 3. What can you feel around you? Answers will vary
- 4. Look around slowly. What is one small detail you notice in nature that you hadn't seen until now? Answers will vary
- 5. How does being outside and observing nature make you feel at this moment? Answers will vary



Activity H: Concept Map (part Two)

Write down some more words related to ecology, biological interactions, and Biodiversity. This time use the new vocab you've learned throughout this workbook. Look for connections between the words. You can draw lines to show relationships or write short sentences explaining the links. Be ready to share your ideas with the class.



- bugs, such as bees, help with plant reproduction through the process of pollination.
- Drought can severely disrupt the water cycle, leading to long-term changes in the ecosystem's balance.
- Decomposition is a kind of biological interaction where native animals or bugs break down dead plants and animals. This helps the soil and supports biodiversity.

Note: Answers will Vary.



Activity I: Extension Activity- (Page 22 of the student workbook)

Option 1: Nature Storytelling

Write or share a short story about a time you felt especially connected to nature. Use the 5 W's (who, what, where, when, why) to help you. For example, what were you doing? What did you see, hear, or feel?

Answers will Vary

Option 2: Design a Conservation Poster

choose a species or habitat that is important to you and create a poster that shows why protecting it, is essential. You can use pictures, slogans, facts, and even companies to convince others to care about nature.

Answers will Vary

Option 3: Create a Land Acknowledgment

Think about the different parts of a land acknowledgment that you heard in the Activity D and E. Try to write you own land acknowledgment, either for being on the Syilx Okanagan land or the land where you have grown up. You might find it interesting to look up the ancestors of the land where you grew up. You can make it as personal as you want.

Answers will Vary

