



The Environment and Your Health



Chapter Preview

Lesson 1 How Pollution Affects Your Health508

Lesson 2 Protecting the Environment513

Building Health Skills518

Hands-on Health520

Chapter Reading Review521

Chapter Assessment522

▲ Working with the Photo

Picking up trash is one way to keep the environment clean. **How do you keep the environment clean in your neighborhood?**

Start-Up Activities

Before You Read

What do you already know about the environment? Take the short quiz below. Keep a record of your answers.

HEALTH QUIZ Choose the best answer for each of the following:

- Fossil fuels include
 - wind power and solar power.
 - nuclear power and hydroelectric power.
 - coal and natural gas.
- What gas high in the atmosphere protects you from the sun's harmful rays?
 - nitrogen
 - carbon dioxide
 - ozone
- The three Rs of conservation are reduce, reuse, and
 - repair.
 - recycle.
 - remember.

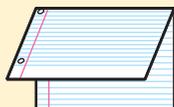
ANSWERS: 1. c; 2. c; 3. b.

FOLDABLES® Study Organizer

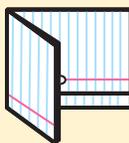
As You Read

Make this Foldable® to record what you learn in Lesson 1 about the causes and effects of air pollution. Begin with a plain sheet of 8½" × 11" paper or a sheet of notebook paper.

- 1 Fold the sheet of paper from top to bottom, leaving a 2" tab at the bottom.



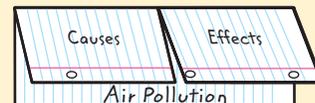
- 2 Fold in half from side to side.



- 3 Unfold the paper once. Cut along the center fold line of the top layer only. This makes two tabs.



- 4 Label the tabs as shown.



Under the appropriate tab, take notes on the causes and effects of air pollution.

Go Online

Visit glencoe.com and complete the Chapter 16 crossword puzzle.

Lesson 1

How Pollution Affects Your Health

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition.

- pollution (p. 508)
- fossil fuels (p. 508)
- acid rain (p. 509)
- ozone (p. 509)
- smog (p. 509)
- groundwater (p. 510)
- sewage (p. 510)
- landfills (p. 510)
- biodegradable (p. 511)
- hazardous wastes (p. 511)

Focusing on the Main Ideas

In this lesson, you will be able to

- **describe** the causes and effects of pollution.
- **identify** which hazardous products may be in your home.

Reading Strategy

Organizing Information Write down all the main headings and subheadings in this lesson. Use these headings to create an outline as you read the lesson.

FOLDABLES Study Organizer Use the Foldable® on p. 507 as you read this lesson.

Quick Write

Which household products do you think could harm the environment if they were disposed of improperly? List these on a sheet of paper.

Pollution and the Environment

The global environment includes forests, mountains, rivers, oceans, and all living things on earth. Your environment includes all the living and nonliving things around you. Sometimes people act in ways that harm the environment. The result is **pollution**, *dirty or harmful substances in the environment*. Pollution harms the environment, can harm your health, and is often ugly. So it's important for each person to do his or her part to keep the environment clean.

Reading Check

Identify What is pollution?

Air Pollution

Most air pollution comes from the burning of fossil fuels. **Fossil fuels** are *the oil, coal, and natural gas that are used to provide energy*. The energy from fossil fuels provides heat for homes and electricity to power factories, towns, and cities. Fossil fuels also power most motor vehicles.

Acid Rain

When fossil fuels burn, they **release** gases into the atmosphere. Chemicals in these gases mix with moisture in the air to form **acid rain**, which is *rain that is more acidic than normal rain*. Over time, acid rain can harm plants and even whole forests. It can contaminate freshwater supplies and harm aquatic life, too. Acid rain can even eat away at rock and stone.

Smog

Fossil fuels create other gases when they burn. Some of these gases are changed by heat and sunlight into ozone. **Ozone** is a gas made of three oxygen atoms. High up in the atmosphere, ozone occurs naturally and helps protect you from the sun's harmful rays.

Closer to ground level, ozone mixes with other gases to form smog. **Smog** is a yellow-brown haze that forms when sunlight reacts with air pollution. Ozone and smog can cause health problems or aggravate existing health problems. For example, people who have bronchitis, asthma, or emphysema have a very hard time breathing when smog is in the air. Many cities issue warnings on days when there is too much smog or ozone in the air. On such days, people sensitive to smog or ozone should limit the time they spend outside.

The Ozone Layer

The naturally occurring layer of ozone in the upper atmosphere shields the earth from the sun's harmful UV rays. In the 1970s, scientists discovered that the ozone layer was breaking down. Chemicals such as the propellants used in aerosol cans, emissions from automobiles, and the chemical that keeps refrigerators and air conditioners cool were damaging the ozone layer. Without the protection of this layer of gas, people are more likely to develop skin cancer and eye damage. That's why it's especially important to protect yourself from the sun's rays with sunscreen and sunglasses. Today, many countries are working to help restore the ozone layer by banning the use of the chemicals that damage it. You can do your part by using products that won't cause more damage to the ozone layer.



Reading Check

List What are two types of air pollution?

Academic Vocabulary

release (ree LEES) (verb) to free or to let go. *Mario was released from the hospital only after the doctor made sure that his leg was not broken.*

▼ Acid rain can eat away at stone. **How are acid rain and smog related?**





What **Teens** THINK



What can teens do to help protect the environment?

I think teens can help protect the environment by picking up any garbage or trash lying around, and when they are dealing with something that can hurt the environment, they should be very careful. If we all pitch in, the environment will be a safe and fun place for years to come.

Roman B.
Boise, Idaho



Water Pollution

Water pollution is a widespread problem. Forty percent of all the nation's rivers, lakes, streams, and oceans are too polluted to use for swimming, fishing, or drinking. Drinking water comes from sources both above and below the earth's surface. Lakes, rivers, and streams are sources of water above the earth. **Groundwater** is *water that collects under the earth's surface*. Water is dangerous to drink if it becomes polluted.

There are many sources of water pollution. **Sewage** is *human waste, garbage, detergents, and other household wastes washed down drains and toilets*. Sewage can spread diseases such as hepatitis A, typhoid fever, dysentery, and cholera. Factories are another source of water pollution. They can produce industrial waste or cause oil spills. Some factories dump chemical waste

into water sources even though it is against the law.

Most of the pollution found in water comes from chemicals like fertilizers and pesticides used on farms or even on your front lawn. The oil that drips from your family car can also pollute water. When the oil mixes with water, it can sink into the earth or run into a stream. Eventually, the polluted water will end up in the ocean where it will hurt all kinds of sea life.



Reading Check

Explain What is the biggest source of water pollution?

Solid Waste

Land may also become polluted. Many of the items we use in daily life are made of plastic and metal. When they are thrown away, these materials take a long time to break down, if they ever do. Much of this solid waste goes into **landfills**—*huge, specially designed pits where waste materials are dumped and buried*. Landfills may have walls or linings of clay or plastic so that water flowing through the landfill does not carry chemicals or other material into water supplies. In time, all landfills get filled up. When this happens, they are capped and sealed. A new landfill is made somewhere else.



Environmental Engineer



Environmental engineers are engineers who apply science and engineering principles to solve environmental problems. Finding ways to solve environmental problems is an ongoing challenge. In order to prepare for a career as an environmental engineer, you should take biology and chemistry classes.

What skills does an environmental engineer need? Go to Career Corner at glencoe.com to find out.





◀ Oil spills drop 37 million gallons of oil into the oceans yearly. Yet 363 million gallons of oil go in the oceans from oil changes done at home. **How much more oil comes from oil changes than from oil spills?**

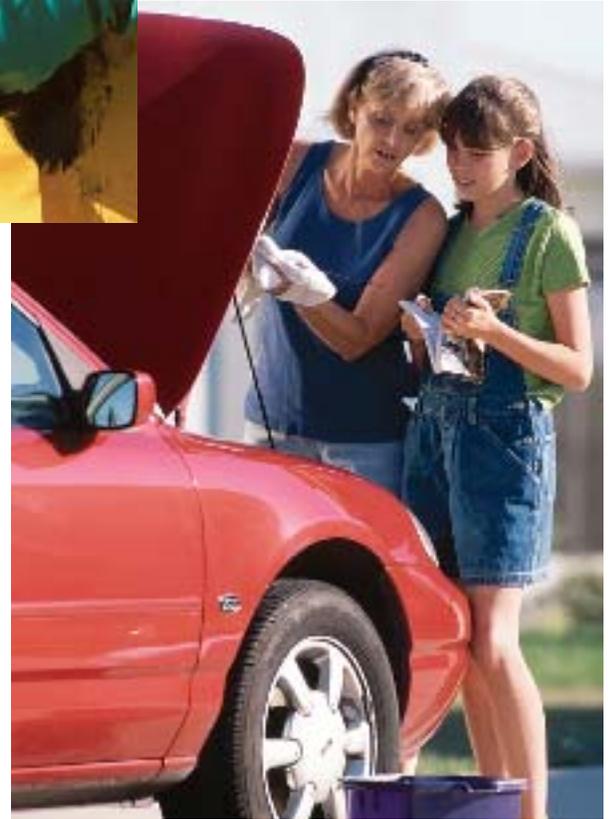
Biodegradable Wastes

Not all solid waste ends up in landfills. Many discarded items are **biodegradable**, or *easily broken down in the environment*. For example, food waste, paper, and wood all break down naturally. Some people set up a compost pile, a place where biodegradable wastes can break down naturally and turn into fertilizer. Leaves, grass, shredded newspaper, and some food wastes are items that can be composted.



Reading Check

Define What does *biodegradable* mean?



Hazardous Wastes

Some wastes are hazardous to the health of all living things. These wastes should never go into a landfill. **Hazardous wastes** are *human-made liquid, solid, sludge, or radioactive wastes that may endanger human health or the environment*. Some examples of hazardous wastes are dangerous industrial chemicals, asbestos, radioactive materials, and some medical wastes. Hazardous substances from our homes include: motor oil, paint, insecticides, nail polish remover, antifreeze, bleach, and drain cleaner. Batteries, computers, and air conditioners also contain hazardous wastes.

Because hazardous wastes are dangerous to all living things and the environment, they need to be disposed of properly. Most are stored in facilities where they will not be released into the environment. If you need to dispose of household hazardous waste, contact your local health department or environmental agency.



- ▶ Even computers need to be disposed of properly or they can harm the environment. **What other household products need to be disposed of as hazardous waste?**



Don Mason/CORBIS

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.

They will explain how to get rid of it safely. Many communities have drop-off centers to collect household hazardous waste. Never put household hazardous wastes in the regular trash.



Lesson 1 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *hazardous wastes*.
2. **Explain** Describe how groundwater can become polluted.
3. **List** What are three items that can go into a compost pile? What do these items have in common?
4. **Identify** How is smog formed?

Thinking Critically

5. **Analyze** What is the difference between ozone in the upper atmosphere and ozone nearer to ground level?

6. **Synthesize** Your older brother wants to pour a bottle of antifreeze down the drain. What would you say to encourage him to protect the environment and his health?

Applying Health Skills

7. **Advocacy** Create text and a logo for a sticker that people could put on cabinets that contain household products. The sticker should list common items that are household hazardous waste materials. It should also have space for a local hazardous waste information phone number.

Lesson 2

Protecting the Environment

Guide to Reading

Building Vocabulary

Write a sentence using each of these terms: *recycle*, *nonrenewable resources*, and *conservation*. Trade papers with a classmate. Write the possible meanings of the terms based on the sentences.

- Environmental Protection Agency (p. 513)
- Occupational Safety and Health Administration (p. 513)
- recycle (p. 515)
- nonrenewable resources (p. 516)
- conservation (p. 516)

Focusing on the Main Ideas

In this lesson, you will be able to

- **identify** what you can do to keep air and water clean.
- **describe** how you can reduce solid wastes.
- **describe** ways in which you can conserve energy and water.
- **demonstrate** decision-making skills to choose environment-friendly products.

Reading Strategy

Predicting Quickly skim this lesson, writing down all the major headings. Next to each heading, write down what you think the most important point of that section would be.

You Can Help Reduce Pollution

We can all do our part to help reduce pollution, and in turn, protect our health. When we work together as a community, we can do even more. All around the world, many local and national governments are working together to help stop pollution.

The **Environmental Protection Agency** (EPA) is *an agency of the U.S. government that is dedicated to protecting the environment*. The **Occupational Safety and Health Administration** (OSHA) is *a branch of the U.S. Department of Labor that protects American workers*. OSHA makes sure that work environments are safe and are free of hazardous materials.

Quick Write

Write down three ways you can use less water.



- ◀ Whenever you can, ride a bike rather than in a motor vehicle. It's better for the environment. **What health benefits do you gain from riding a bike?**



Health Skills Activity

Decision Making

Choosing Environment-Friendly Products

Gus, a seventh grader, has a snack when he gets home from school every day. His favorite snack is prepackaged, single-serving crackers and cheese. This snack comes in a plastic tray. It has a plastic knife, crackers, and cheese; all of the items are wrapped in plastic. Gus's sister sees the snack and asks Gus if he can think of another way to have crackers and cheese that doesn't produce so much trash every day.

What Would You Do?

Use the six steps of the decision-making process to help Gus figure out some options that would produce less trash.

1. State the situation.
2. List the options.
3. Weigh the possible outcomes.
4. Consider your values.
5. Make a decision and act on it.
6. Evaluate the decision.



Go Online

Topic: Being Proactive about the Environment

Visit glencoe.com for Student Web Activities where you can learn about different ways to help the environment.

Activity: Using the information provided at the link above, create a "You Can Make a Difference" e-mail urging teens to help protect the environment and listing Web sites where they can find out how.

Helping to Reduce Air Pollution

Reducing air pollution can help keep you and your community safe. Here are some strategies to help reduce air pollution in your community.

- **Carpool or take public transportation.** When you share rides, you burn less fuel. That helps cut down on pollution.
- **Ride your bike or walk to nearby activities.** When you ride a bike or walk rather than ride in a vehicle, you save fuel and reduce pollution.
- **Stay tobacco free.** Tobacco smoke is not only unhealthy for people who smoke, it pollutes the air.
- **Plant trees and other plants.** Plants convert carbon dioxide to oxygen, making the air clean.

Helping to Reduce Solid Waste

The key to reducing solid waste is simple: create as little of it as you can. You can do this by following the three Rs: reduce, reuse, and recycle. **Figure 16.1** shows how using the three Rs can help reduce solid waste.



Reading Check

List What are some ways to reduce solid waste?

▼ FIGURE 16.1

REDUCE, REUSE, RECYCLE

When you follow the three Rs, you reduce the amount of material that goes into landfills. **How does this help the environment?**



Reuse objects.

Think of other ways to use items you would otherwise throw away. You can buy reusable food containers. Reuse plastic grocery bags as trash bags or to clean up after pets. Donate unwanted clothes to charity rather than throwing them out.



Reduce waste. Cut down on the amount of trash you throw away. Use baskets or cloth bags to carry groceries home. Avoid using paper plates and plastic cups, knives, forks, or spoons. Buy products in bulk to reduce the amount of packaging you throw away and buy items that have less packaging.



Recycle. To **recycle** means to change items in some way so that they can be used again. Find out how recycling works in your community. Learn which items can be recycled and how these items are collected. When you buy products made from recycled materials, you are continuing to help the environment.

Helping to Reduce Water Pollution

Everyone needs clean drinking water that is free from disease-causing organisms and harmful **chemicals**. Clean water is important for aquatic plants and animals. The industries and farms that use water to produce the foods and beverages we eat and drink need clean water. We also need clean water for water recreation activities. To help keep water clean, follow these tips.

- Pick up pet waste from public areas to reduce toxic runoff.
- Use environment-friendly soaps, detergents, and cleaners.
- Pick up any litter that is not hazardous.
- Dispose of chemicals properly. Never pour them into a drain.

Academic Vocabulary

chemicals (KEM i kuhlz)
(noun) substances that can be transformed or broken down using chemistry. *Bleach and other household chemicals should always be kept out of a child's reach.*



▼ **FIGURE 16.2**

CONSERVING HEAT AND ELECTRICITY

Conserving resources is everybody's job. **How does turning off lights help the environment?**



Heating and cooling. Keep doors and windows closed when the furnace or air conditioner is running. Seal cracks around doors and windows. When possible, use fans instead of air conditioners. Dress to keep yourself at a comfortable temperature. For example, in cold weather, wear a sweater. In warmer weather, wear lightweight clothing.

Lighting and appliances. Turn off lights when you leave a room. Turn off appliances, TVs, radios, and computers when they are not in use. Use fluorescent bulbs when possible. If possible, choose energy-efficient appliances. Insulate your hot-water heater. Wash clothes in cold water when you can. Dry clothes on a clothesline instead of in an electric dryer. When you cook a small amount of food, use a microwave oven. Don't preheat an oven more than necessary. Keep the oven door closed while cooking.

Conserving Energy and Water

Some natural resources, like oil from oil wells, can only be used once. Oil is a nonrenewable resource. **Nonrenewable resources** are *substances that cannot be replaced once they are used*. Other examples are the natural gas used to heat many homes and the coal used by many power plants to produce electricity.

Other resources are always being renewed. For example, the supply of freshwater is constantly being renewed through the water cycle. The water cycle is the movement of water through, around, and over the earth. Even renewable resources, however, need to be protected. There is a limited amount of freshwater. Pollution makes freshwater more expensive because polluted water has to be cleaned before it is used. Conservation is a good way to protect resources such as water. **Conservation** is *the saving of resources*. **Figure 16.2** and **Figure 16.3** can help you conserve resources at home.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.



Reading Check

Explain What is conservation?

▼ FIGURE 16.3

CONSERVING WATER

This teen is conserving water by doing a full load of laundry. **If water is a renewable resource, why do we have to conserve it?**



- **Inside** Avoid running the washing machine or dishwasher until you have a full load. Run the washer at the lowest water level that will clean that load. Fix leaky faucets. Never let water run unnecessarily. Install water-saving showerheads. Take shorter showers.
- **Outside** Turn the hose off when you are washing the car. Use the hose only for rinsing the car. Water lawns only when needed. Use soaker hoses for watering gardens. Garden with plants that conserve water.

Lesson 2 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is the *Environmental Protection Agency*?
2. **Give Examples** What can you do to reduce air pollution?
3. **List** Name three ways you can help keep water clean.
4. **Explain** What is a nonrenewable resource? Give one example of a nonrenewable resource.
5. **Identify** Why is it a good idea to turn off lights when you leave a room?

Thinking Critically

6. **Analyze** If conservation is a good idea, why do you think people might still need to be reminded to conserve resources?
7. **Synthesize** Explain how purchasing an item that has less packaging than another similar item can help conserve resources and reduce waste.

Applying Health Skills

8. **Advocacy** Write and illustrate a comic book that encourages teens to conserve electricity and water. In your comic book, be sure to explain why conservation of these resources is important.



Building Health Skills

Accessing Information

Practicing Healthful Behaviors
 Stress Management
 Analyzing Influences
 Communication Skills
 Refusal Skills
 Conflict Resolution
 Decision Making
 Goal Setting
 Advocacy

What Does Accessing Information Involve?

Accessing information involves finding reliable information to make healthy choices. When looking at a source of information, ask yourself these questions:

- Is it scientific?
- Does it give more than one point of view?
- Does it agree with other sources?
- Is it trying to sell something?

Finding Facts About the Environment

Follow the **Model, Practice, and Apply** steps to help you master this important health skill.

1 Model

Read how Cory uses Internet research to access valuable health information.

Cory has asthma and wanted to find out if there is a link between indoor air pollution and asthma. He started by looking on the Internet. Three sites stated that indoor air pollution has contributed to the increase in asthma cases. Two sites were for pharmaceutical companies. These sites featured ads for asthma drugs. The addresses of those Web sites ended in “.com.”

A third site was sponsored by a well-known government agency and ended in “.gov.” Cory decided the information was probably accurate since all three sites agreed. However, he questioned whether other information at the first two sites was reliable because they were trying to sell medicines. He had more confidence in what he found at the government’s site.

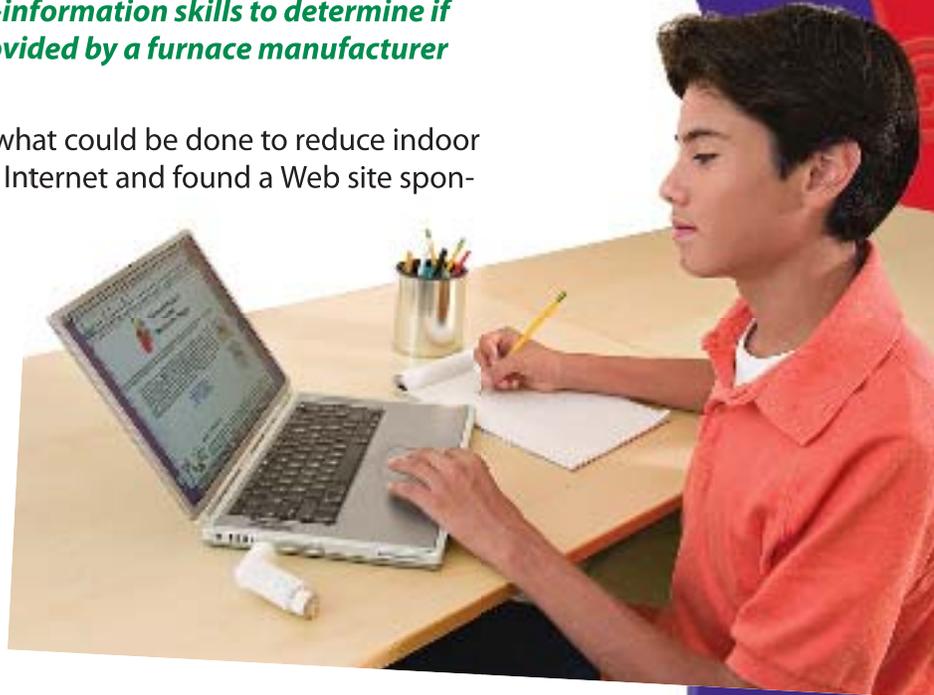


2 Practice

Help Brandon use accessing-information skills to determine if the Web site information provided by a furnace manufacturer is valid.

Brandon wants to find out what could be done to reduce indoor air pollution. He searched the Internet and found a Web site sponsored by a furnace manufacturer. The site suggested that replacing an old, inefficient furnace with one that was properly vented would help reduce indoor air pollution.

1. Should Brandon accept this information as valid? Why or why not?
2. Explain the steps that he could take to determine if this information is valid.



3 Apply

Apply what you have learned about accessing information to complete the activity below.

Choose an area of the environment that interests you. For example, you may choose pollution or a way to conserve resources such as energy or water. Use three reliable sources of information to find four environmental health facts that teens should know. For example, you might access the Environmental Protection Agency's (EPA) Web site or go to the library to find a book by an expert on the environment. Report your facts to the class. Explain why you think each source that you used is a reliable one.

Self-Check

- Did I find four facts about the environment? Did I use three valid sources?
- Can I tell why each source is reliable?



Managing the Packaging

Packaging can be useful when it protects a product. Packaging can also be wasteful. Unnecessary packaging uses up the earth's resources and can harm the environment when discarded.

What You Will Need

- Small bag of potato chips
- Wrapped slices of cheese
- Video game (in original packaging)
- Batteries (in original packaging)
- Graph paper and pencil



What You Will Do

- 1 Work in small groups to create a graph.
- 2 Determine the unnecessary packaging of each of the four products. Rate them on a scale from 1 to 5, with 5 being the most unnecessary. Mark the product's rating on the graph's vertical (y) axis.

- 3 On a scale from 1 to 5, with 5 being the highest, rate the likelihood that a product could be recycled or reused. Mark the product's rating on the horizontal (x) axis.
- 4 Draw a horizontal line out from the product's packaging rating. Draw a vertical line up from the product's recycling rating. Where the lines meet, write the name of the product.

Wrapping It Up

Which items are easy to rate and which are hard? What did you consider before deciding where to place the product on the graph? Where on the graph do you find the objects that are the most environment-friendly? Where are the least environment-friendly objects?



Visit glencoe.com to download quizzes and eFlashcards for Chapter 16.

FOLDABLES™ Study Organizer

Foldables™ and Other Study Aids Take out the Foldable™ that you created for Lesson 1. Find a partner and quiz each other using this study aid.

Lesson 1 How Pollution Affects Your Health

Main Idea Pollution harms the environment and your health, and is often ugly.

- Pollution is made up of dirty or harmful substances in the environment.
- Burning fossil fuels such as coal, oil, and natural gas pollutes the air.
- Gases given off during the burning of fossil fuels mix with moisture in the atmosphere to form acid rain.
- Ozone mixes with other air pollutants to form smog.
- Smog worsens respiratory conditions like asthma, bronchitis, and emphysema.
- Chemicals used on land are the primary source of water pollution.
- Water polluted with sewage contains pathogens that can cause disease.
- Landfills are huge, specially constructed pits where solid waste is buried.
- Hazardous waste includes human-made, liquid, solid, sludge, or radioactive wastes.
- Hazardous waste should never be thrown out with the regular trash.
- Biodegradable waste, like food, wood, and paper, is solid waste that can be easily broken down in the environment.

Lesson 2 Protecting the Environment

Main Idea There are many things that you can do to protect the environment.

- Walking, riding a bike, carpooling, taking public transportation, staying tobacco free, and planting trees can all help reduce air pollution.
- Reduce waste by not using plastic cups, plates, forks, knives, and spoons.
- Think of other ways to reuse objects, like grocery bags instead of throwing them away.
- Buy goods made from recycled materials.
- Picking up after pets, picking up litter, using environment-friendly products, and disposing of chemicals properly can all reduce water pollution.
- Some resources, such as fossil fuels, are nonrenewable, meaning that they can be used only once.
- Conserving energy and heat helps reduce pollution and saves natural resources.
- It is important to conserve water because it is a limited resource.

After You Read

HEALTH QUIZ

Now that you have read the chapter, look back at your answers to the Health Quiz on the chapter opener. Would you change any of them? What would your answers be now?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–9. After each number, write the term from the list that best completes each statement.

- pollution
- acid rain
- ozone
- smog
- sewage
- groundwater
- landfills
- biodegradable
- hazardous wastes

Lesson 1 How Pollution Affects Your Health

1. _____ are huge, specially designed pits where waste materials are dumped and buried.
2. _____ can carry pathogens that cause disease.
3. Up in the atmosphere, _____ protects people from UV rays; closer to earth, it is part of smog.
4. Waste that is _____ can easily break down in the environment.
5. _____ include antifreeze and nail polish remover.
6. Water that is stored under the earth's surface is called _____.
7. Dirty or harmful substances in the environment are _____.

8. _____ can ruin forests and even eat away at stone.
9. The yellow-brown haze that hangs over cities is called _____.

Lesson 2 Protecting the Environment

On a sheet of paper, write the numbers 10–15. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

10. Riding a bike instead of getting a ride in a car can reduce air pollution.
11. The EPA is a government agency that helps reduce pollution.
12. Buying a food container that can be used many times to store food is an example of recycling.
13. Oil, natural gas, and coal are renewable resources.
14. Using fluorescent light bulbs can save electricity.
15. Conservation is the wasting of resources.

On a sheet of paper, write the numbers 16 and 17. After each number, write the letter of the answer that best completes each statement.

16. Planting trees
 - a. can help clean the air.
 - b. pollutes the air.
 - c. reduces solid waste in the environment.
17. Burning fossil fuels
 - a. creates renewable resources.
 - b. eliminates hazardous waste.
 - c. contributes to air pollution.



Applying Technology

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

- 18. Infer** What do you think is meant by the saying “We all live downstream”?
- 19. Interpret** A volcanic eruption can send tons of smoke and ash into the air. Do volcanoes pollute? Explain your answer.

Write About It

- 20. Persuasive Writing** Write a short essay explaining why you think some products have more packaging than necessary. Include ideas as to how reducing excess packaging could help the environment.

A Clean Community

Use iMovie® to make a public service announcement about what people can do to improve life in their communities.

- With a group, choose one of these four topics: recycling, conserving water, conserving electricity, and reducing air pollution.
- Use a video camera to film members of your group showing how your topic helps the environment.
- Export the video to iMovie®.
- Using the editing tab, add titles over a colored screen. In a few sentences, state what your topic is and how it helps the environment.
- Make sure that you say something that will make people want to help the environment.
- Edit for proper punctuation and spelling.
- Save your project.

Standardized Test Practice

Reading

Read the passage and then answer the questions.

Landfills fill up quickly, often because people use and throw away so much plastic. Years ago, before plastics were popular, many items that people threw away would biodegrade fairly easily. Objects made of wood, paper, cotton, or wool would break down naturally over time. Plastic does not break down, so plastic wastes must be stored in a landfill. Recently, scientists have discovered a way to make a sturdy, durable plastic that biodegrades when buried in dirt. Scientists are optimistic that using biodegradable plastic will help reduce the amount of waste buried in landfills.

1. What is the main point of the passage?
 - A. Life was better years ago.
 - B. Wood and paper are biodegradable.
 - C. Biodegradable plastic will reduce the waste in landfills.
 - D. Throwing away more plastic will actually reduce the waste in landfills.
2. What does *optimistic* mean in this sentence?

Scientists are optimistic that using biodegradable plastic will help reduce the amount of waste buried in landfills.

 - A. certain
 - B. doubtful
 - C. hopeful
 - D. worried