

BIG

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TEENS

Student Book

 Pearson

Mario Herrera

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Scope and sequence

	Unit	Get Set	Read On	Tune In	Practice It			Sort It Out	Text It	Show It	Own It	Sing Up	Big Teen Magazine
1	Save the Earth pp. 2–17	Actions that help the environment	Flying to save the environment Ongoing actions in the past	Global warming Simple present and present progressive	Recycling habits Simple present and present progressive Past progressive			Review Simple present, present progressive Simple past, past progressive	Write a paragraph about habits	Plan an environmentally friendly project	Discuss recycling measures	Save the trees	The Big Smoke Environmental quiz
2	Wonders of the world pp. 18–33	Famous sculptures	The Seven Wonders of the World Active and passive voice in the past	The Seven Wonders Passive voice in present and past tenses	Christ the Redeemer statue Passive voice in present and past tenses			Passive voice in simple present Passive voice in past simple	Write a script for an audio guide	Make a brochure	Discuss information about famous landmarks	Amazing world	Love makes wonderful buildings Famous landmarks crossword
3	Fact or fiction? pp. 34–49	Written forms of communication Genres	A mysterious disappearance Past simple and past perfect	News report Speculations about present and past events	A mysterious letter Past simple and past perfect			Past perfect Modals of possibility, impossibility, and certainty	Write a short mystery story	Write an article about an unsolved mystery	Make up funny stories	Believe it or not!	The Titan and the Titanic The Bermuda Triangle quiz and word search
4	Start the game! pp. 50–65	Sports Quotes from famous athletes	An epic match Direct and indirect speech	Stories about famous athletes Direct and indirect speech	Derek Redmond Direct and indirect speech			Direct and indirect speech	Write a report about soccer	Report the results of a survey	Report famous quotes	You said	To shake or not to shake Famous quotes game
5	Real talent? pp. 66–81	Multiple intelligences Ways of learning	The stars of the future Relative clauses	Talent show Relative pronouns	After-school programs Relative clauses			Defining and non-defining relative clauses	Write an advertisement for a talent show	Write a review of a talent show	Talk about famous people's lives	Who's that?	A whole new you! Multiple intelligences quiz
6	What are you like? pp. 82–97	Types of personalities Personality adjectives	Is this the truth about horoscopes? Participles as adjectives	Horoscopes Participles as adjectives	Chores and hobbies Participles as adjectives			Present participles as adjectives Past participles as adjectives	Write about someone's personality traits	Write a personality quiz	Give opinions about different topics	Opposites attract?	The Chinese zodiac Matching game
7	I like your style pp. 98–113	Style categories Dress codes and routines	Fashion flashback Two-word verbs	First date Two-word verbs	Story about a date Two-word verbs			Inseparable two-word verbs Separable two-word verbs	Write an article about trends	Design a web series	Play two-word verbs Bingo	What to wear!	Become famous overnight Internet fame word search
8	My hopes and dreams pp. 114–129	Life goals Motivations related to jobs	Cristiano's Goal! First conditional	Future dreams First conditional	After-school dreams First conditional questions			First conditional	Write an invitation	Write an action plan to achieve goals	Talk about goals in different contexts	Dream big!	Teens who live their dreams! Follow your dreams! Quiz
9	Leaders of tomorrow pp. 130–145	Adjectives to describe leaders	Malala Yousafzai: A Teen Leader Second conditional	Malala Week Second conditional	Class president campaign Second conditional			Second conditional	Write a description about a good leader	Write a campaign candidate leaflet	Make proposals for imaginary situations	If I were president	A teenage government? Leadership skills Quiz
Learning objectives progress charts p. 146				List of irregular verbs p. 150				Grammar tables p. 151				Cutouts p. 157	

Unit 1

Save the Earth

I can identify actions that help the environment.



1 Look at the pictures on the left. Match sentences 1–6 with pictures a–f.

- We are planting a vegetable garden. _____
- My sister always takes five-minute showers. _____
- Dad uses a shut-off nozzle when he waters the lawn. _____
- We use energy-efficient light bulbs at home. _____
- I unplug video games when I'm not using them. _____
- I turn off the water when I brush my teeth. _____

2 Complete the sentences with the phrases below. Then, listen and check.

grow turn off unplug energy-efficient

- I _____ my computer when I'm not using it.
- I _____ the lights when I leave the room.
- My sister and I _____ our own vegetables.
- We use _____ light bulbs.

3 Work in groups of three and ask and answer the questions. Write Yes or No. Are you ecological?

	Me	Classmate 1	Classmate 2
1 Unplug your video games after using them.			
2 Turn off the lights when I leave the room			
3 Grow your own vegetables.			
4 Use energy-efficient light bulbs.			

4 Study your group's chart in exercise 3. Who is the most ecological person in the class?

I can talk about ways to protect the environment.

5 Listen to an explanation of the carbon footprint. Mark the sentences T (True) or F (False).

- Only some people affect the environment. _____
- Your carbon footprint is how much you pollute. _____
- The chemical symbol for carbon dioxide is CO₂. _____

6 Complete the text below. Then, listen again and check.

Everything you do is having an impact on the environment, and, every day, your carbon footprint (1) _____ (grow). You may not be aware of it, but you (2) _____ (pollute) Earth's environment! Your carbon footprint is the total amount of carbon dioxide (CO₂) released into the air because of your personal energy needs. For example, when you take a shower, you (3) _____ (use) water, and you (4) _____ (generate) CO₂ because the water is heated with gas. Both take energy, and both make your carbon footprint grow!

Changing little things may help reduce your carbon footprint.



7 Listen to the interviews and complete the sentences with the words in the boxes.

turn off ride water take unplug
grow walk turn off use plant

- I _____ my computer and video games when I'm not using them.
- I _____ five-minute showers.
- I _____ the lights when I leave the room.
- I always _____ to school or _____ my bike.
- At home, we _____ the water while scrubbing dishes.
- My family and I _____ a tree once a year.
- We _____ the lawn at night.
- My sister and I _____ our own vegetables.
- We _____ energy-efficient light bulbs.

8 In pairs, look at the pictures a–f on page 2 and talk about the advantages of those actions.

I am using energy-efficient light bulbs to reduce my carbon footprint.

When you grow your own vegetables, you can save energy and money.

9 In groups, think of other ways you can reduce your carbon footprint.



I can identify main ideas and details in an article.



1 In pairs, discuss the following questions.

- 1 How do you usually get to school? 2 How long does it take you to get to school?



2 In pairs, look at the pictures and read the heading of the article. What is the article about?

3 Read the article and write in the subtitles.

Filling a need

From fantasy to reality

The first enthusiasts

Flying to save the environment

A

For a long time, people have wished for flying cars. In the 1920s, Ford Motor Company was announcing an experimental **single-seat** airplane called the "Sky Flivver." Unfortunately, soon the Sky Flivver crashed, and Ford decided to end its **development**.

Another believer of flying cars was Ian Fleming. An author, journalist, and naval intelligence officer, Ian Fleming wrote the James Bond series of spy novels and included the idea of flying cars in his 007 novel *The Man with the Golden Gun*. In addition to spy novels, Fleming was also writing children's books, including the novel *Chitty-Chitty-Bang-Bang: The Magical Car*. It's possible that Ian Fleming didn't think about the environment while he was writing his novels, but his books became a great inspiration.



B

Today, flying cars are not a fantasy anymore; seven companies are working to make flying cars an everyday item. The main differences between an airplane and a flying car will be that a flying car will probably be **driverless**, take one or two passengers, use batteries or solar energy instead of gasoline, and have vertical take-off and landing (VTOL). The VTOL means they do not need a **runway**.

The seven **prototypes** are very different, but they are competing to reduce pollution. Some companies are making flying cars similar to drones, others are developing light aircraft, and others are creating small flying planes that float over water.

C

Flying cars are an excellent development because there is an urgent need to reduce everyone's carbon footprint. First, they will help avoid **traffic jams** and crowded public transportation because they do not use roads or runways. Second, they will help reduce pollution because they will operate with solar panels or rechargeable batteries. Finally, a driverless vehicle means fewer accidents, because there will be fewer human misjudgments like speeding or not following air traffic rules.



I can talk about ongoing actions in the past.

4 Look back at the article. Match the words in blue in the text with their corresponding meanings.

- | | |
|---------------------------------------|---|
| 1 production: _____ | 5 a straight path where planes land and take off: _____ |
| 2 without a driver: _____ | 6 too many vehicles on a road: _____ |
| 3 experimental models: _____ | |
| 4 space for only one passenger: _____ | |



5 Work in pairs. Use the information in the article to complete the chart.

Benefits of flying cars	
Don't use roads or runways	

6 Choose the best option. Read the sentences for reference.

Ian Fleming wrote the James Bond series of spy novels.

1 We use the simple past to talk about *finished actions/actions in progress* in the past.

The movie was motivating people to develop flying cars.

2 We use the past progressive to talk about *finished actions/actions in progress* in the past.

Ian Fleming didn't think about the environment while he was writing his novels.

3 The past progressive must use the auxiliary *have/be* followed by the *-ed/-ing* form of the main verb.

7 Underline the correct option.

Flying cars

Today, countries (1) considered/are considering new ways to have more green areas. With flying cars, many of today's parking spaces could become green areas. Every day, we (2) are covering/covered the Earth with concrete. We have made big mistakes, but now we can change that. Even before the year 2000, many big cities (3) began/are beginning to encourage people to use bicycles,

roller skates, motorcycles, and public transportation, and even to walk. In the 1990s, governments made new laws. They (4) implemented/were implementing a new vision to start saving the world. In the past, writers and scientists only (5) wrote/were writing about flying cars. They (6) are trying/were trying to convince society of a wonderful possibility. Soon it will be a reality.



8 Work in groups of four. Answer these questions and write the number. Compare your answers with another group.

How many of you...

walked or rode a bicycle to school today? _____

took a five-minute shower this morning or last night? _____

turned off the water while you were brushing your teeth this morning? _____

opened the refrigerator door while thinking what you wanted to eat this morning or last night? _____

I can understand the main ideas in a conversation.



1 Work in pairs. Share what you know about global warming.

- 1 What do you know about global warming?
- 2 Why do you think Earth is getting warmer?
- 3 Why is global warming a problem?



2 Listen to the first part of a conversation between Sammy and Miguel. Mark the sentences T (True) or F (False).

- 1 Miguel is worried about global warming. _____
- 2 Miguel will give a presentation on a topic he does not understand. _____
- 3 Sammy doesn't understand what changes will occur. _____
- 4 Sammy doesn't want to help Miguel. _____
- 5 According to Miguel, seasons have recently changed. _____



3 Listen to the second part of the conversation. Complete the paragraph.



Earth is getting warmer because of a chain reaction. It (1) _____ (be) our lifestyle that is responsible for it. Our homes, cars, businesses, schools, and even hospitals (2) _____ (release) greenhouse gases, like carbon dioxide, into the air. That means it (3) _____ (trap) heat from Earth's surface and holds the heat in the atmosphere, making temperatures rise. Scientists have learned that temperatures and CO2 levels in the air (4) _____ (be) interconnected.



4 Listen to the third part of the conversation. Match the sentence halves about the conversation.

- 1 Earth is _____
- 2 Compared to last ice age, _____
- 3 The last ice age _____
- 4 Global sea levels are rising; _____
- 5 Some animals _____

- a the average temperature on Earth is only five degrees Celsius higher.
- b this means coastal areas may disappear.
- c cannot live in warm weather.
- d more or less one or two degrees warmer than 100 years ago.
- e was 12,000 years ago.



5 Work in pairs. Talk to a classmate about two things that you have noticed about global warming.

I can talk about environmental problems.

6 Read the sentences and choose the best option.

- 1 Our homes, cars, and even hospitals release greenhouse gases.
- 2 At night, carbon dioxide traps heat from Earth's surface and holds the heat in the atmosphere.
- 3 Temperatures are rising.
- 4 Global sea levels are rising.

- a Sentences 1 and 2 refer to *habitual/temporary* actions.
- b Sentences 3 and 4 refer to *ongoing/permanent* situations.
- c We use the *simple present/present progressive* to talk about situations that are happening at the moment of speaking.
- d We use the *simple present/present progressive* to talk about situations that are permanent.

7 Choose the correct option.

- 1 Why is carbon dioxide a greenhouse gas? Because it *traps/is trapping* heat from Earth's surface and holds the heat in the atmosphere.
- 2 Why is it called global warming? Because the world *gets/is getting* warmer very fast.
- 3 Why are one to two degrees of higher temperature so problematic? Because the ice around the Arctic *melts/is melting* and global sea levels *rise/are rising*.
- 4 What are the effects of global warming? It is causing many climate problems, and, because this is happening very fast, people and animals don't *have/are having* time to adapt.



8 Complete the dialogue with the simple present or present progressive.

- Miguel: What can we do to help?
- Sammy: Nowadays, many countries (1) _____ (make) an effort to stop global warming.
- Miguel: What (2) _____ (do)?
- Sammy: They (3) _____ (encourage) people to reduce their carbon footprint.
- Miguel: I see. We (4) _____ (make) choices every day that help to reduce our carbon footprint.
- Sammy: People, all of us, (5) _____ (need) to protect this planet.



9 In pairs, make a list of actions that people in your community are doing to reduce their carbon footprint.

I can talk about people's recycling habits.

1 Look at the pictures and write what the people are doing now. Check in pairs.

separate garbage

reuse water bottles

collect garbage

reduce the use of plastic bags

recycle glass

recycle paper



1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

2 Read and complete the conversation below.

Sammy: Hey, you look worried.
 Grandfather: I am worried. I (1) _____ (not/understand) how to separate the garbage.
 Sammy: Don't worry. I'll give you a hand.
 Grandfather: Thank you! If we don't separate it, the garbage truck won't pick it up.
 Sammy: First, we (2) _____ (have) to divide the garbage into four groups.
 Grandfather: I (3) _____ (need) to write this down.
 Sammy: Good idea!
 Sammy: Second, we (4) _____ (have) to understand the four types of garbage. They are: organic, recyclable inorganic, unrecyclable inorganic, and voluminous waste.
 Grandfather: Organic is food waste.
 Sammy: Yes. Recyclable inorganic (5) _____ (refer) to glass, cans, paper, and plastic that (6) _____ (have) the recycling triangle.
 Grandfather: All right! What about unrecyclable inorganic?
 Sammy: Unrecyclable inorganic (7) _____ (consist) of waste that cannot be recycled. Mainly plastic that doesn't have the recycling triangle.
 Grandfather: I (8) _____ (suppose) voluminous waste is things like old mattresses, old sofas.
 Sammy: That's right!

3 Work in pairs. Ask and answer questions about other types of garbage. Use the present tense.

Where do we put newspapers and magazines?

Newspapers and magazines go in the recyclable inorganic bin.

What are your recycling habits?

I'm recycling inorganic waste, but I don't recycle organic waste.

I can talk about ongoing past actions.

4 Read the text about what Michelle and Lalo did in 2015 and answer the questions in pairs.

Michelle	Lalo
In 2015, Michelle...	while Lalo...
was finishing college, bought a bicycle, was using her car less, learned how to separate garbage, was living in a small town, was planting trees in her town's park,	was studying graphic design. was saving money for a new car. was driving everywhere. wasn't thinking about it at all. was living in a big city. was starting to recycle waste paper.

- | | |
|------------------------------------|---|
| 1 Who was finishing college? _____ | 3 Who was spending more money? _____ |
| 2 Who was more ecological? _____ | 4 Who was living in a small town? _____ |

5 In pairs, talk about what Michelle and Lalo were doing in 2015.

What was Lalo doing when Michelle was finishing college?

He was studying graphic design.

What was Lalo doing while Michelle was using her car less?

He was driving everywhere.

6 Complete the first chart with information about yourself. Then, complete the second chart in pairs.

Me	_____
In 2015, I...	while _____
was studying at _____ bought _____ was using _____ learned how _____ was living _____	_____ _____ _____ _____ _____

In 2014, I was living in Leon. What about you?

While you were living in Leon, I was living in Mexico City.

7 Work with a different partner. Share the information about you and your previous partner.

In 2015, I was studying at Simón Bolívar School.

Where was Mike studying?

He was studying at Oxford School.

I can identify and use simple present and present progressive.

1 Complete the conversation. Use the table below as a guide.

Natasha: (1) _____ (you/separate) garbage at home?
 Pablo: Yes, we do.
 Natasha: (2) _____ (your town/require) you to separate garbage?
 Pablo: No, (3) _____ (it/not/require) us to do it.
 Natasha: Why (4) _____ (you/do) do it, then?
 Pablo: Because (5) _____ (it/not/smell) as bad.

Simple present

We use the simple present to talk about facts, habits, permanent situations, and events in the present.

	I – you – we – they	he – she – it
Negative	Subject + do not + verb. <i>I don't speak English.</i>	Subject + does not + verb. <i>She doesn't speak English.</i>
Yes/No questions	Do + subject + verb? <i>Do you take English classes?</i>	Does + subject + verb? <i>Does she take English classes?</i>
Wh- questions	Question word + do + subject + verb? <i>Where do you take English classes?</i>	Question word + does + subject + verb? <i>Where does she take English classes?</i>

What do you do with the garbage? We separate it.

2 Complete the conversation. Use the table below as a guide.

Monica: (1) _____ (you/use) recycled paper?
 Gerry: No, (2) _____ (I/not/use) recycled paper.
 Monica: But (3) _____ (I/reuse) my uniform. It belonged to my sister.
 Gerry: (4) _____ (I/not/reuse) my uniform, but my backpack is last year's.

Present progressive

We use the present progressive to talk about actions or events that are in progress now.

	I – you – we – they	he – she – it
Negative	Subject + am/are + not + verb + ing . <i>I am not studying English.</i>	Subject + is + not + verb + ing . <i>She isn't studying English.</i>
Yes/No questions	Are/am + subject + verb + ing ? <i>Are you studying English?</i>	Is + subject + verb + ing ? <i>Is she studying English?</i>
Wh- questions	Question word + are/am + subject + verb + ing ? <i>Where are you studying?</i>	Question word + is + subject + verb + ing ? <i>Where is she studying?</i>

What are you doing to protect the environment? I am using recycled paper.

3 Complete the conversation with the verbs in simple present or present progressive.

Luis: (1) _____ (you/know) who Mario Molina is?
 Silvia: Yes, (2) _____ (I/know) him. He's a Mexican scientist. Why?
 Luis: (3) _____ (I/read) about his life. It's very interesting.
 Silvia: (4) _____ (he/teach) at the University of California in San Diego.



I can identify and use simple past and past progressive.

4 Complete the conversation with the verbs in the correct tense. Use the table below as a guide.

Pam: How long (1) _____ (it/take) you to get to school this morning?
 John: (2) _____ (it/take) me 25 minutes.
 Pam: (3) _____ (you/ride) your bicycle?
 John: No, (4) _____ (I/not/ride) my bicycle. (5) _____ (I/walk).

Simple past

I – you – he – she – it – we – they

Negative	Subject + did not + verb. <i>I didn't collect the garbage.</i>
Yes/No questions	Did + subject + verb? <i>Did you collect the garbage?</i>
Wh- questions	Question word + did + subject + verb? <i>When did you ride your bicycle?</i>

How did you get to school this morning? I rode my bicycle.

5 Complete the conversation with the verbs in the correct tense. Use the table below as a guide.

Bety: Hi, Pete. What (1) _____ (you/do) in the principal's office?
 Pete: (2) _____ (I/explain) my new project to the principal.
 Bety: Really?
 Pete: (3) _____ (I/listen) to a radio program, and we have to separate our garbage.

Past progressive

We use the past progressive to talk about past actions or events that were in progress in the past.

	you – we – they	I – he – she – it
Negative	Subject + were + not verb + ing . <i>You were not studying English.</i>	Subject + was + not + verb + ing . <i>She wasn't studying English.</i>
Yes/No questions	Were + subject + verb + ing ? <i>Were you studying English?</i>	Was + subject + verb + ing ? <i>Was she studying English?</i>
Wh- questions	Question word + were + subject + verb + ing ? <i>Where were you studying?</i>	Question word + was + subject + verb + ing ? <i>Where was she studying?</i>

What were you doing? I was explaining my new project to the principal.



6 Complete the conversation with the verbs in the correct tense. Check in pairs.

Mario Molina (1) _____ (study) at UNAM in 1965. Later, in 1967, he (2) _____ (continue) his studies at the University of Freiburg, Germany. In 1974, while he (3) _____ (do) postdoctoral research, he (4) _____ (write) an important paper in the journal *Nature*. Many (5) _____ (not/believe) what he wrote.

Between 1974 and 2004, he (6) _____ (research) and (7) _____ (teach) at the University of California, Irvine. He (8) _____ (win) the 1995 Nobel Prize in Chemistry together with Paul J. Crutzen and F. Sherwood Rowland. They (9) _____ (explain) the threat to Earth's ozone layer.



I can write a post about other people's customs.



1 Discuss in small groups.

- 1 Do you take your shoes off when you get home?
- 2 Which countries, that you know, have the habit of taking off their shoes when entering their homes?

2 Read the responses the website thinking.com got after asking users the following question:

Why do you take your shoes off when entering your home?

Canada has extreme weather. We take off our shoes because it keeps the floors clean. People in other countries like Thailand take off their shoes, too. It's just so natural to us.

Ethan, Canada

When I visited India, they explained to me that they take off their shoes so they don't bring all the dirt from the streets into the apartment. Now that I am married and have a baby son, we all take our shoes off.

Paco, Mexico

In Sweden it's also common to take your shoes off when you get home (or to someone else's home). And I can't see why not to.

Paula, Sweden

I have two sisters, and we are in charge of cleaning the house. We take turns mopping, vacuuming, and cleaning in general. We decided we would keep the house cleaner if we took our shoes off when entering the house.

Stacey, U.S.A.

It's not rude to take off your shoes when you are entering a house. It's respect! Imagine how filthy your shoes are!

Yuko, Japan



3 Write a response to the website thinking.com. Explain your habits and if you are thinking of changing them. Use the space provided above.



4 Work in pairs. Check each other's paragraphs.

- 1 Check you understand the information.
- 2 Check the verb tenses.
- 3 Check general punctuation: capital letters, commas, and periods.



5 Work in pairs. Discuss the following questions.

- How can the habit of taking your shoes off help the environment?
- Should visitors be asked to take their shoes off? Why or why not?

I can plan an environmentally friendly project.



1 Work in small groups. Read the the poster and the ad, and discuss the benefits of a World Car-Free Day.



World Car-Free Day is celebrated on September 22 in many countries. Its objective is to promote not using cars for one day. For years, around the world, people have organized events to motivate citizens not to use their cars.

Here are some examples:

- ✓ **Jakarta, Indonesia** – Every Sunday of the year is Car-Free Day.
- ✓ **Bogotá, Colombia** – In February every year, Bogotá has its Day Without Cars, and this includes motorcycles, from 5:00 a.m. to 7:30 p.m.
- ✓ **México City, México** – Every Sunday morning, Paseo de la Reforma closes to cars to welcome bicycles, scooters, and skates.



2 Work in small groups. Choose one of the projects from the list below.

Unplug electronic devices day

Grow your own vegetables weekend

Electricity-free day

Walk to school day



3 Design your poster. Don't forget to include important information.

Project name	
Location	
Dates	
Objective	
Promotional activities	



4 Join another group. Take turns to ask questions and give information from your poster.



5 Present your poster to the class.

I can talk about the environment.



1 Work in groups of four. Look at the pictures and read the following instructions.



STEP 1

Put the game together

Cut out the environmental question cards, the counters, and the dice on page 157. Put the dice together and place four counters inside each player's *Home Recycling Circle*, according to their color. Turn the questions upside down so players cannot see them.

Each player rolls the dice to determine who starts the game. The highest dice score is the player who starts. The order of players' turns moves to the left, counterclockwise.

STEP 2

Play the game

Take turns throwing the dice.

You must empty your *Home Recycling Circle* and make an entire trip around the board.

STEP 3

Recycling question cards

When you land on a purple space, someone reads out a question card, and you must answer the question.

If you answer correctly, you can move six spaces forward.

If you answer incorrectly, you have to move six spaces backward.

The first player to move all four counters back to his/her *Home Recycling Circle* wins.

I can understand specific information in a song.

1 Read the lyrics of the song and fill in the blanks according to the pictures.



2 Listen to the song and check your answers.



3 In pairs, add a four-line verse that includes words or ideas that you learned in this unit. For example, *carbon footprint, unplug, flying cars, and traffic jams*.

SAVE THE TREES

Save the _____.

Don't use paper towels.

Save the _____.

Don't throw away your _____.

Recycle _____.

Recycle _____.

Recycle plastic pots and pans.

Have you ever tried to use the _____?

Solar power now!

We're trying to save the _____.

We don't use paper towels.

We're trying to save the _____.

We never throw away our _____.

We recycle everything:

Paper, plastic, glass, and string.

We're going to love solar power.

Let's save the _____ now!

Excellent



Good



Needs improvement



At the end of the unit...

I can use the present tense. (Exercise 1)

I can use the present progressive. (Exercise 2)

I can use the simple past. (Exercise 3)

I can use the past progressive. (Exercise 4)

4 Read the list and check (✓) what you can do.

☐ I can identify things that are not good for the environment.

☐ I can talk about actions that happen in the present and in the past.

☐ I can understand an interview about a common problem.

☐ I can write my opinion about other people's customs.

5 You are on the road to mastery. Ask your teacher for the Unit 1 Writing Worksheet and do the activities.



Pollution is poisoning our environment in every form: noise, heat, and light. It is harmful to every living organism on Earth.

The Big Smoke

In the winter of 1952, a thick, yellow fog descended on London, England. This particular fog became historical.

London is famous for having heavy fogs. But the fog that covered London in December 1952 was the worst incident of air pollution in the United Kingdom. The Big Smoke was a significantly polluted period in London from December 5 to 9, 1952.

It was a chain reaction. It all began in November 1952, when the weather was unusually cold in London. Because of this, Londoners burned more coal to keep their houses warm. This caused pollution—plus the pollution from factories, power stations, cars, and diesel buses.

Later, on December 4, a weather phenomenon called an anticyclone caused a temperature inversion. This happens when the air near the surface of the Earth is colder, so it is trapped; it does not circulate. The trapped pollution made it difficult to breathe or see.



Dirty, ugly, and smelly is the way Londoners described the city. It was not only dark, but it smelled like rotten eggs, too. When people went out, they could not breathe. Some people even fell to their knees coughing. And when they returned home, their faces and clothes were covered in black.

The phenomenon lasted only five days, but it killed many people. Many died, suffocated by the contaminated air. Others died because they were hit by cars or buses that did not see them. Animals suffered, too. Many animals suffocated with the pollutants.

This terrible tragedy made the government take action. It created the Clean Air Act of 1956. It regulated what could be burned in houses, and it established smoke-free zones. All Londoners cooperated and followed the rules. Unfortunately, it was a slow process and suffocating fogs continued. Today, London's air is much cleaner.

1 Take this environmental quiz to show how much of an expert you are.

- 1 Plastics appear in which of the following?
 - a your clothes
 - b your carpets
 - c food
 - d all of the above
- 2 Can all plastic be recycled?
 - a Only plastic that has a recycling triangle with a number.
 - b No. It is impossible to recycle plastic.
 - c Only plastic that has been washed.
 - d Yes. This is true.
- 3 Since 1972, people around the world have recycled _____ cans.
 - a 6 million
 - b 600 million
 - c 6 billion
 - d 600 billion
- 4 The beautiful monarch butterfly is endangered because of
 - a the use of pesticides that kill milkweed plants, the only plant monarch caterpillars eat in the U.S.A.
 - b illegal logging (cutting down trees) in many parts of Mexico.
 - c diseases and bacterial infections.
 - d all of the above.
- 5 The world uses _____ of pesticides every year.
 - a 4 million kilograms
 - b 4 billion kilograms
 - c 4 trillion kilograms
 - d 4 quadrillion kilograms
- 6 Only about _____ of Earth's water is drinkable; the rest is salt water.
 - a 1%
 - b 3%
 - c 10%
 - d 50%
- 7 Disposable plastic cups and plates can pollute the environment. Which country was the first to prohibit them?
 - a France
 - b Australia
 - c Argentina
 - d South Korea
- 8 Recycling one glass bottle saves the same amount of energy as a light bulb uses in
 - a 1 hour.
 - b 2 hours.
 - c 4 hours.
 - d 8 hours.
- 9 The average person creates _____ of trash every day.
 - a 1 kilogram
 - b 2 kilograms
 - c 3 kilograms
 - d 4 kilograms
- 10 Which electronic device consumes the most power when it is in standby mode (turned off but still plugged in)?
 - a TV
 - b laptop
 - c multifunctional printer
 - d DVR with a digital cable box

2 Check your answers and read your score results.

Scoring

7–10 correct answers: Congratulations! You are an expert on the environment.
 4–6 correct answers: Good work! You know a lot about the environment.
 1–3 correct answers: Nice try, but you need to learn more about the environment.

Answers:
 1d
 2a
 3b
 4c
 5c
 6a
 7d
 8b
 9c
 10b