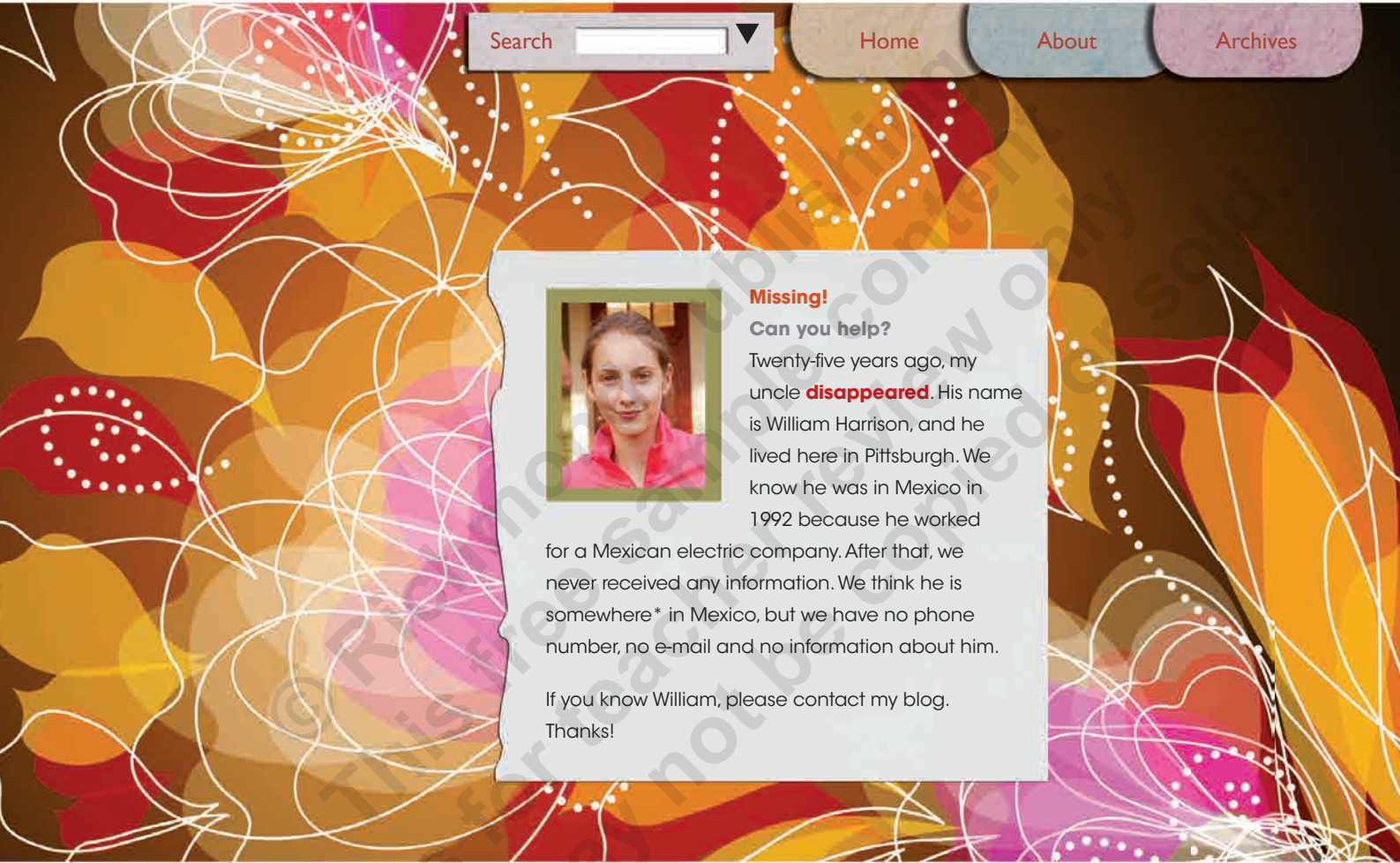


# It's Electric!

**1 Read the blog post and discuss the questions.**

What is the purpose of Anna's blog post? Does Anna know her uncle? What does she ask her readers to do? Do you think she will have any success? Why? Why not? What do you think happened to Anna's uncle?


Maybe he moved to another country after Mexico...



**2 Go to page 133, read the documents quickly and answer the questions.**

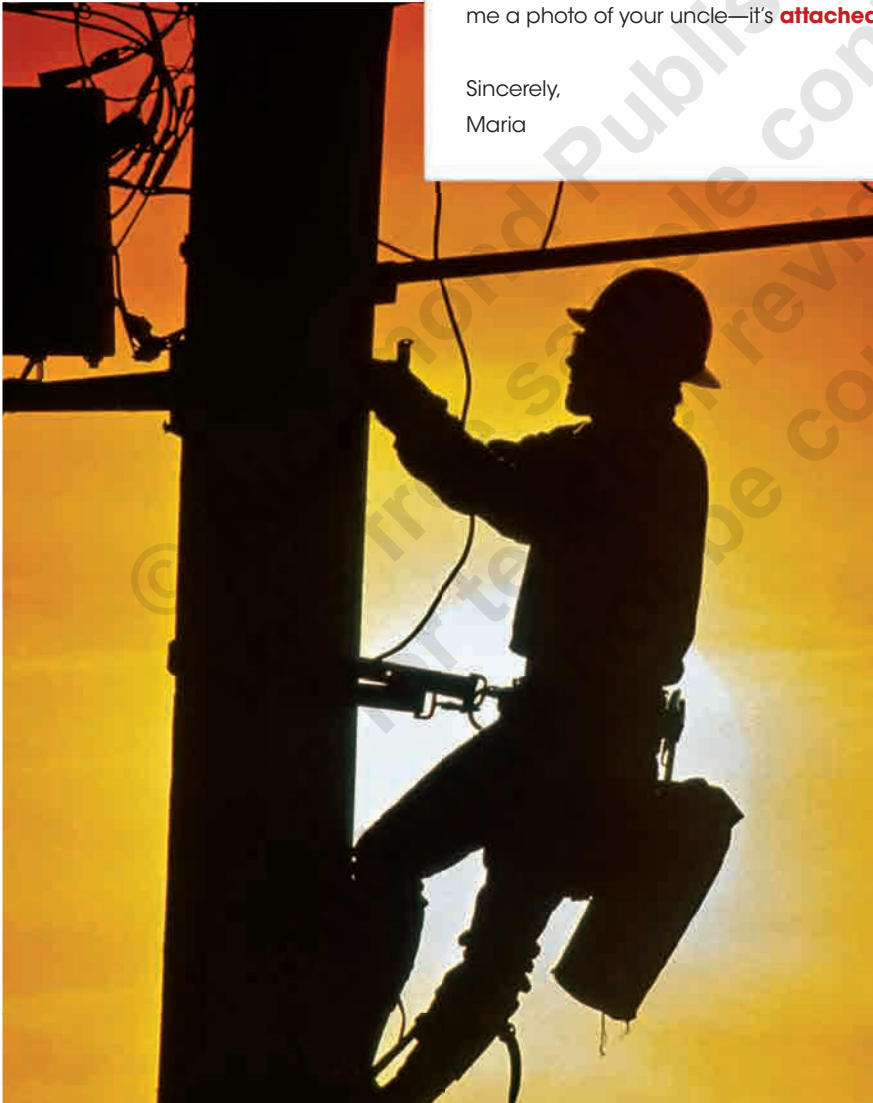
1. What kinds of documents are they?
2. Which are official documents?
3. Which ones are by professionals (e.g., journalists)?
4. Which ones come from members of the public?
5. Which ones are more likely to be accurate?

**3 Look at the documents again and complete the fact file on William Harrison.**

	<b>Name:</b> William Harrison	<b>Date of marriage:</b>	
		<b>Wife's name:</b>	
<b>Occupation:</b>		<b>Places lived:</b>	
<b>Date of birth:</b>		<b>Places worked:</b>	
<b>Arrival in Mexico:</b>		<b>Children (Y/N):</b>	

**4 Complete the reading activity.**

1. Read the e-mail quickly and then close your book.
2. Write down everything you remember. Try answering the *who, what, when, where* and *why* of the e-mail.
3. In groups, compare and complete your information.
4. Compare your answers with another group. Find out if you have the same information.



https://mail.routeelectrical/mail/?shve=1#inbox

**From:** mrodriguez@routeelectrical.com.mx  
**To:** annabarnes@mymail.com  
**Subject:** RE My lost uncle

Hello Anna,  
 I'm writing to you about our e-mail exchange\* last month. You asked me about your uncle, William Harrison. Yesterday, one of our **managers** called me. He thinks your uncle did work here in the past. The manager's name is Cisco García.

If you want some news about your uncle, just give Cisco a call. He speaks very good English, so don't worry about that. His number is 56 82 55 77. He also showed me a photo of your uncle—it's **attached** to this e-mail too. I hope this helps!

Sincerely,  
 Maria

**Language Tip**

Use *I guess* to introduce an idea when you are not certain something is true.

Why isn't Sarah home?

I don't know. *I guess* she's at Valerie's house.

Use *I guess (so)* to respond that you think something is probably true.

Can we buy tickets for the concert online?

Yeah, *I guess so*.

**5** Listen to the conversation between Anna and Cisco García. Find one false piece of information in the documents on page 133.

**6** Listen again. Explain how the words in the box are related to the story.

Bill 1992 power cables an accident at work Ciudad Delicias the Internet cell phones Sherlock Holmes


**Your Glossary**

disappeared \_\_\_\_\_  
 \_\_\_\_\_  
 managers \_\_\_\_\_  
 \_\_\_\_\_  
 attached \_\_\_\_\_  
 \_\_\_\_\_

## Earth Hour

### Fact

Earth Hour is a voluntary global movement that promotes **awareness** of climate change. Established by the WWF in 2007, the movement **encourages** individuals and businesses to turn off their nonessential lights for one hour to show their **commitment** to the protection of the planet. The event takes place in March around the time of the spring and fall equinoxes\* in the northern and southern hemispheres. This is when the sun sets\* at approximately the same time (within each time zone) in both hemispheres, so it creates a stronger visual impact when all the lights go out\*.

1  **Look at the photos and answer the question. Then listen to the radio broadcast and check your answer.**

1. What do you think is happening?

2  **Listen again and fill in the blanks about Earth Hour.**



During Earth Hour, people and businesses \_\_\_\_\_  
to save energy.

Earth Hour happens in March from \_\_\_\_\_<sub>2</sub> to \_\_\_\_\_<sub>3</sub> p.m.  
Last year, it was on the \_\_\_\_\_<sub>4</sub> of March.

The World Wide Fund for Nature (WWF) started Earth Hour and the  
first one was in Sydney in \_\_\_\_\_<sub>5</sub>.

3 **Read the language box and write the forms of the ordinal numbers.**

### Talking about Dates and Years

When we talk about dates, we write *March 23, 2013*, but we say *March twenty-third, twenty-thirteen*. When we use a month and day only, we usually use ordinal numbers. We write *March 23rd* and we say *March the twenty-third*.

We use ordinal numbers to talk about the position or order of things, like the days in a month. The order of the ordinal numbers is *1st* or *first*, *2nd* or *second* and *3rd* or *third*. Make other ordinal numbers by adding *-th* to the number: *four = fourth*, *sixteen = sixteenth*. Note these exceptions: *five = fifth*, *eight = eighth*, *nine = ninth*, *twelve = twelfth*.

If a number ends in *-y*, add *-ieth* to make it ordinal: *fifty = fiftieth*.

When was Earth Hour in 2014?

It was on March 29 (March *the twenty-ninth*).

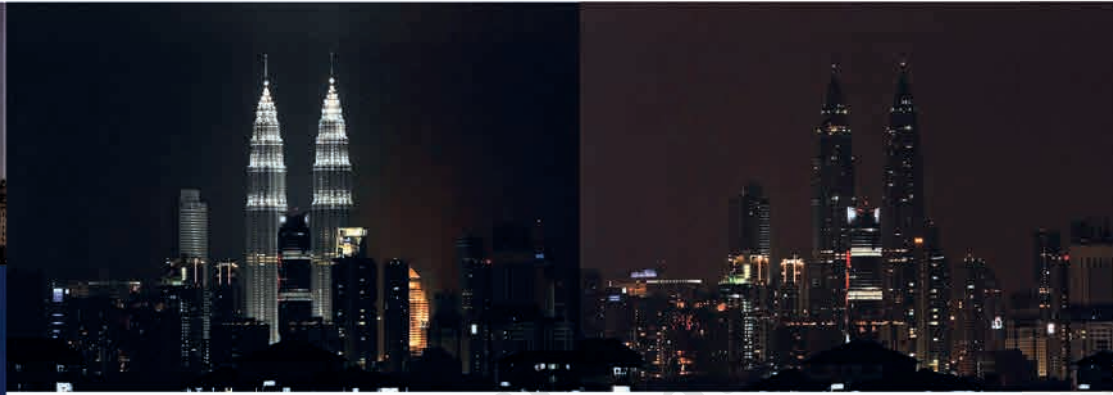
### Your Glossary

awareness \_\_\_\_\_

encourages \_\_\_\_\_

commitment \_\_\_\_\_

1st _____	5th <i>fifth</i> _____	9th _____	17th _____
2nd _____	6th _____	10th _____	20th _____
3rd <i>third</i> _____	7th _____	11th _____	21st _____
4th _____	8th <i>eighth</i> _____	12th <i>twelfth</i> _____	30th <i>thirtieth</i> _____



**4 Find out the birthdays of six friends. Answer the questions.**

1. Whose birthday is next?
2. Does anyone have the same birthday as you?

**5 Find the items in the picture.**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> a computer     | <input type="checkbox"/> a refrigerator      | <input type="checkbox"/> a TV               |
| <input type="checkbox"/> a game console | <input type="checkbox"/> a smartphone        | <input type="checkbox"/> a water heater     |
| <input type="checkbox"/> a microwave    | <input type="checkbox"/> a tropical aquarium | <input type="checkbox"/> living room lights |

**6**  Listen to a conversation between Jimmy and his cousin Selena. Check (✓) the appliances in Activity 5 that they will turn off.

**7** Look at the appliances Jimmy and Selena don't turn off in Activity 5. Listen again and discuss the reasons they give.

They didn't turn off... because...



**1 Read the e-mail and discuss the questions.**

Where was Anna? Whom was she with? Who wasn't with her? What was the food like?

**2 Read and follow the instructions.**

- Circle in red all the examples of *was* and *were* in the e-mail.
- Circle in green the examples of *wasn't* and *weren't*.
- Underline the questions you find in the e-mail.
- Complete the language box.

**Simple Past of *be***

The verb *be* has two forms in the simple past: \_\_\_\_\_ and \_\_\_\_\_. In the affirmative, we use \_\_\_\_\_ with the singular pronouns (*I, he, she, it*), except *you*. We use \_\_\_\_\_ with the plural pronouns (*we, you, they*).

To make a negative statement, we add \_\_\_\_\_ to the simple past of the verb *be*.

In questions, the simple past of the verb *be* goes *after / before* the subject.

**3 Choose the correct options to complete the questions. Then work in pairs to answer them.**

- Which word *wasn't* / *weren't* originally from Náhuatl, the language of the Aztecs?
  - avocado
  - chili
  - hurricane
- Who *was* / *were* the director of the 2006 movie *El laberinto del fauno* (*Pan's Labyrinth*)?
  - Alejandro González Iñárritu
  - Roberto Rodríguez
  - Guillermo del Toro
- In which years *was* / *were* the FIFA World Cup in Mexico?
  - 1970 and 1986
  - 1970 and 1990
  - 1978 and 1986
- In the ancient Aztec religion, who *was* / *were* the god of water?
  - Huitzilopochtli
  - Quetzalcoatl
  - Tláloc
- Which country *wasn't* / *weren't* an original member of NAFTA in 1994?
  - Canada
  - Jamaica
  - Mexico
- Which countries *was* / *were* in the Battle of Puebla in 1862?
  - Mexico and France
  - Mexico and Britain
  - Mexico and the U.S.
- Where *was* / *were* artist Diego Rivera born?
  - Coyoacán
  - Guanajuato
  - Parral
- Which of these U.S. states *wasn't* / *weren't* once part of Mexico?
  - Arizona and Texas
  - California and Utah
  - Florida and Louisiana



**Pronunciation of *was* / *were***

In regular speech, the vowel sound pronounced in the simple past forms of the verb *be* is the schwa /ə/.

I *was* /wəs/ at school yesterday.

We *were* /wɛr/ very happy.

To pronounce the /ə/, relax your tongue. Relax your lips and open your mouth slightly. Say *uh* like you are tired and don't want to move.

Answers:  
 1.c 2.c 3.a 4.c 5.b 6.a 7.b 8.c

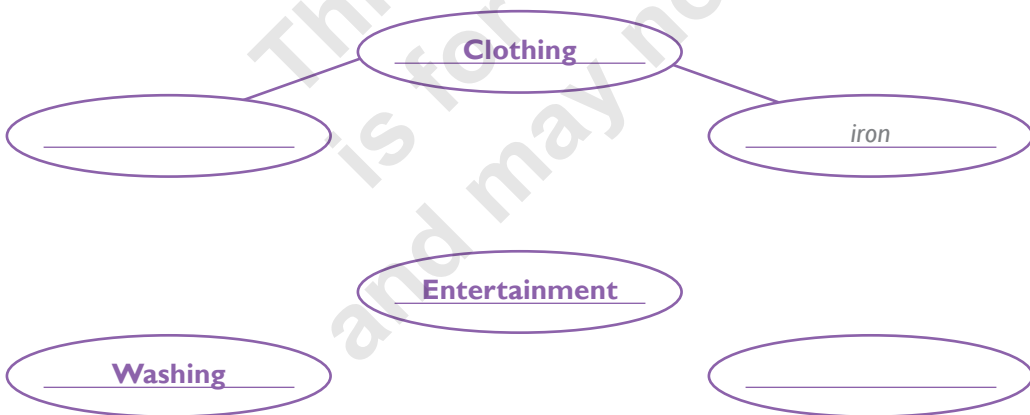
**1 Match the words to the pictures.**

- |                    |               |                 |            |                    |
|--------------------|---------------|-----------------|------------|--------------------|
| a. dishwasher      | d. hair dryer | g. microwave    | j. stove   | m. vacuum cleaner  |
| b. Blu-ray® player | e. iron       | h. refrigerator | k. toaster | n. washing machine |
| c. blender         | f. kettle     | i. stereo       | l. TV      |                    |



**2** Listen and check your answers.

**3 Put the appliances into groups, as in the example. Think of a title for the fourth group. Then explain your decisions with other students.**



**4 Read the sentences and decide what *it* stands for.**

- It's full. I can't get any more clothes in it.
- You can make a smoothie in it. Just use yogurt, fruit juice and ice.
- It has a flat screen, and the picture quality is amazing.
- It's on too high! It's burning the bread.
- I don't use it very much. I just use a towel.
- It's on too loud. The neighbors don't want to hear it at 10 o'clock at night!
- We used it a lot when we had a carpet, but we don't need it with the wood\* floors.
- You can't put those plates in it, because they'll break. Wash them by hand.

**5 Work in pairs. Student one, do Pairwork 5; student two, do Pairwork 9.**

**Fact**

Did you know that around 10% of the electricity you use every month is consumed by your refrigerator at home? When you leave the refrigerator door open, a third of the cold air escapes and more energy is consumed. That adds quite a lot to your power bill\*! However, an Energy Star refrigerator is very economical. It uses less electricity than a 75-watt light bulb!

## Pedal Power



## Reading Tip

Before reading a text, use the title and pictures to guess the content. What will the text discuss? What kinds of words will it use?

After thinking about these ideas, read the entire text quickly. Try to get the general idea of the text (the gist).

In my opinion, it was / wasn't a success because...

**1 Look at the picture of the apartment and discuss the questions.**

In which rooms does the family use the most electricity in the morning? In the afternoon? In the evening? At night? Which appliances use the most electricity? What is the connection between the people on bicycles and the family in the picture?

**2 Now read the text on the following page and check your answers.**

**3 Choose the best conclusion for the magazine article.**

- They immediately decided to stop using so much electricity in the evenings and at night.
- They agreed they used a lot of electricity but argued it was completely normal for a family of five.
- They decided they would be more careful about all the electricity they use in the future.
- They decided to throw away their microwave and other gadgets\* that used so much electricity.

**4 Discuss the questions in groups.**

Who was the author of this article? Support your answer. What was the purpose of the TV show? Do you think it was a success? Why? Why not?

**5 Prepare a presentation about ways to reduce electricity use at home. Follow the instructions.**

- Draw a simple plan of your apartment. Show where the appliances and other electronics are.
- Imagine your family is participating on the TV show. When would the cyclists work the hardest? Which appliances do you use in the morning, afternoon, evening and at night?
- In the future, which appliances could you use less? How can you save electricity?

## How Much Energy Do We Really Use?

**H**ow much electricity do we really use? Most people have no idea, so we developed a special TV experiment to show how much energy people need every day. It was simple. A typical urban family moved into a special apartment. We asked them to live their lives normally and filmed them for 24 hours, but there was a surprise!

Below the apartment there were eight people on bikes. They produced all the electricity for the family! These people were volunteers for the experiment—they weren't professional cyclists. Every time someone used an appliance, the cyclists pedaled\* hard to produce power. They worked in teams, so there was always someone ready to produce electricity. Unfortunately, there were no **breaks**.

Why? Because we didn't inform the family about the cyclists. It was a secret! So, the family used the same amount of electricity as usual.

At 3 a.m. everyone was in bed—everyone except the cyclists. Next to every bed, there was a smartphone with a charger.

The smartphones were completely charged after four hours. But since they were plugged in\* all night, they still used electricity. And the cyclists were not happy.

In the morning, it was worse. Everyone needed hot water for showers, so the electric **water heater** worked nonstop\*. Five people and five showers used lots of power. Pepe was in the shower for 20 minutes! At the same time, they used the blender and toaster for breakfast—meaning even more work for the cyclists!

The afternoon was better because most of the family was at school or work, but at 2 p.m. Grandma started the washing machine. So, there was no rest for our unhappy cyclists.

In the evening, the family arrived home. The kids played computer games online while Mom and Dad watched TV. Grandma cooked dinner, and the microwave used an enormous amount of power. When dinner was finally on the table, our cyclists were hungrier than the family! But they cheered\* because they didn't have to work so hard.

For about 40 minutes, they were so happy... until Dad washed the dishes. Although he didn't use a lot of hot water, the cyclists were tired and in pain\* after their long day.

In the morning, the family learned the **truth**. They were shocked\* to discover that the cyclists produced all the electricity for their place\*.



### Fact

Morning ends at 12:00 p.m. *Midday* in English is called *noon*, so after 12:00 p.m. is *afternoon*.

Evening begins when people finish school/work and it starts to get dark, about 5:00 or 6:00 p.m.

Night is later, about 9:00 p.m. But when you greet people, you say *good evening*. We say *good night* only when we mean *good-bye* or when we go to bed.

Note the prepositions: *in the morning*, *in the afternoon*, *in the evening*, *at night*.

### Your Glossary

breaks \_\_\_\_\_

water heater \_\_\_\_\_

truth \_\_\_\_\_



### 1 Follow the instructions.

- Read the introduction for each of the following stories and look at the pictures. What is happening in each one?
- Work in groups of three. Each student reads a different story.
- Tell the rest of your group about your text. Do not read it again.
- Now read the other texts. Did your partners remember everything?

## Happy Accidents

**T**Vs, fridges, cell phones and cars: Inventions rule our lives. Did you know that many of the world's greatest inventions were accidents? It's true! Penicillin is one famous example. Here are three more:

1

Back in 1879, scientist Constantin Fahlberg performed lots of experiments with coal. One day, he didn't wash his hands after work. At dinner, he noticed something different about his **bread rolls**. Why did they taste so sweet? It was because there was a new chemical on his hands. It was saccharin. Fahlberg's experiment accidentally created the first artificial sweetener\*!



2

One day in the 1940s, Percy Spencer was at work. He decided to take a break and looked for his candy bar, but something was wrong. His **pocket** was wet. It didn't happen because of the hot weather—there was another reason. Percy's experiments used microwaves—and they cooked his candy! Soon afterward, Percy used these ideas to invent the microwave oven.

3

In the nineteenth century, aspirin and paracetamol didn't exist. Pharmacist John Pemberton decided to find his own cure for **headaches**. It was a simpler world back then. He simply mixed lots of different ingredients together. Unfortunately, he didn't discover that headache cure—he discovered something else. By accident, Pemberton created Coca-Cola!



### Your Glossary

bread rolls \_\_\_\_\_

\_\_\_\_\_

pocket \_\_\_\_\_

\_\_\_\_\_

headaches \_\_\_\_\_

\_\_\_\_\_

## Simple Past (Regular Verbs)

### 2 Look back at the stories and underline:

- one example of a question in the simple past
- two affirmative sentences in the simple past
- two negative sentences in the simple past

### 3 Now complete the language box. Use the stories in Activity 1 to help you.

#### Simple Past: Regular Verbs

Use the simple past to describe *unfinished* / *finished* past actions.

To make the simple past tense of regular verbs, add the letters - \_\_\_\_\_ to the end of the verb.

If the verb ends in -e, add the letter - \_\_\_\_\_.

Make the negative with \_\_\_\_\_ (= *did not*) + verb in the base form.

Make questions with \_\_\_\_\_ + subject + verb in the base form.

Make short answers with *Yes, I* \_\_\_\_\_ . / *No, I* \_\_\_\_\_ .

Did Constantin Fahlberg discover saccharin?

Did Constantin Fahlberg invent the microwave oven?



Yes, he did.

No, he didn't.

### 4 Work in pairs to answer the questions using short answers. Then read the stories again to check.

1. Did Constantin Fahlberg wash his hands after work?
2. Did Constantin's bread rolls taste sweet?
3. Did Percy Spencer accidentally cook his candy bar?
4. Did Percy Spencer invent microwaves in the nineteenth century?
5. Did John Pemberton discover a treatment for headaches?
6. Did John Pemberton work in a restaurant?

### 5 Write questions using the prompts. Then work in pairs to answer them giving as much information as you can.

Did you watch anything on TV yesterday?



Yes, I did. I watched the game.

1. you / watch anything on TV?
2. you / cook dinner for your family?
3. you / post anything on the Internet (a blog, photos, etc.)?
4. you / talk to anyone by video chat (Skype, Google, etc.)?
5. you / ask anyone to help you with your homework?
6. you / clean up your room?
7. you / play any computer games?
8. you / learn any new English words?

#### Pronunciation of -ed

When a verb in simple past ends with a voiced sound like /v/ in *live*, we pronounce the ending as /d/.

If a verb in simple past ends with an unvoiced sound like /k/ in *walk*, we pronounce the ending as /t/.

But when a verb in simple past ends with the sound /t/ or /d/ like in *invent*, we pronounce the ending /ed/.

Try it! Pronounce the simple past forms of the verbs *turn*, *stop*, *decide*.

### 6 Work in pairs. Student one, do Pairwork 7; student two, do Pairwork 19.

1 Look at the photo and write down everything you know about the lighting at concerts. Then write something you would like to know about concert lighting.



What I know:  
What I want to know:

2 Read Diana's company profile and fill out the information card.

https://www.concertprofessionals.com/proprofiles/users/3575

**Concert Professionals**

The Company | Events | Gallery | Contact

Concert Professionals profile

**Lighting Engineer**

My name is Diana Fernández. I'm 30 years old, and I started at *Concert Professionals* three years ago. I was born in Abilene, Texas, where I went to elementary school. My dad is Mexican (from León), and my mom is American. When I was 12, we moved to Mexico, where I graduated from high school in 2009. I studied electrical engineering, at the Instituto Tecnológico del Bajío. Now I'm a lighting engineer and I work a lot at rock concerts, which is great because I love rock music.

e-mail: [dfernandez@concertpros+.com](mailto:dfernandez@concertpros+.com)

Age:  
Job:  
College major:  
Interests:

3 Read the list of words and check (✓) the ones you think will be mentioned in the video. Then watch and check your answers.



- |                                    |                                       |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> amplifier | <input type="checkbox"/> microphone   |
| <input type="checkbox"/> audience  | <input type="checkbox"/> newspaper    |
| <input type="checkbox"/> computer  | <input type="checkbox"/> lights       |
| <input type="checkbox"/> concert   | <input type="checkbox"/> performer    |
| <input type="checkbox"/> console   | <input type="checkbox"/> restaurant   |
| <input type="checkbox"/> generator | <input type="checkbox"/> truck        |
| <input type="checkbox"/> guitar    | <input type="checkbox"/> video screen |

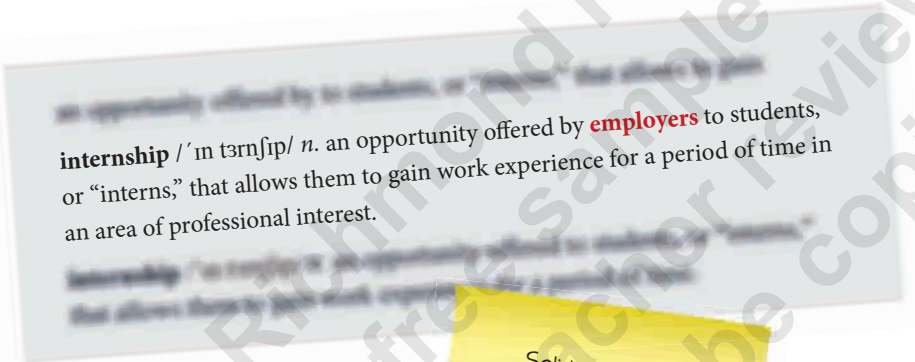
**4**  Watch the video and circle True (T) or False (F) for each statement.

- |  |   |   |
|--|---|---|
| 1. Lucía hates rock music.   | T | F |
| 2. A concert for 20,000 people can use up to 6,000 kilowatts.        | T | F |
| 3. Carlos gets paid for his internship.                              | T | F |
| 4. A lighting engineer designs and implements lighting arrangements. | T | F |
| 5. Conventional lights move in different directions.                 | T | F |
| 6. One disadvantage of this job is the constant headaches.           | T | F |

**5**  Watch the video again and answer the questions.

- Where does the electricity for a concert come from?
- How much energy does a big concert use?
- What types of lighting are used in a concert?
- How does a lighting engineer control the effects and sequences of lights?
- Why is lighting important in a concert?
- What are the positive and negative parts of Lucía's job?

**6 Value: Solidarity.** Read the definitions and follow the instructions.



**Fact**  
The technicians and support personnel who travel with bands on tours are called *roadies*. This is because they spend a lot of time on the road, traveling from one concert to another.

- Discuss the questions. Carlos is doing an internship with Lucía. What are the benefits for him and Lucía? Do you have any opportunities for internships where you study? Do you think internships are useful? Why? Why not?
- Look at these tips for interns. Number them from 1 (most important) to 8 (least important) according to what you think.

- Be flexible. You may have to do things you don't like, such as making copies or getting coffee.
- Anyone can make a mistake. If you make one, learn from it.
- Always be on time. Arriving late is disrespectful.
- Dress professionally and don't wear casual clothes like T-shirts or old jeans.
- Learn from others in the organization and ask lots of questions.
- Before your internship, **find out** as much as you can about the organization by checking its website and talking to people.
- Try to gain experience in more than one area of the company to make the most of\* your internship.
- After the internship, ask for a **reference** and include it on your résumé\*.

- Prepare a poster to display your list of tips. Share with the class.

**Your Glossary**

employers \_\_\_\_\_

\_\_\_\_\_

find out \_\_\_\_\_

\_\_\_\_\_

reference \_\_\_\_\_

\_\_\_\_\_

1 Label the electrical items using the words in the box.

charger electrical cords hair dryer lamp light bulb  
light switch outlet plug toaster water heater



2 Work in pairs and make a list of all the safety problems you can think of involving these items.

3 Compare your ideas with another pair.

4 Read the texts and choose an appropriate title for each one.

Safety with Appliances near Water

Using Electrical Appliances Responsibly

Child Safety and Electrical Appliances

Fires at Home Caused by Electricity

a

It's important to take safety precautions with children to protect them from accidents with electricity. Each day, nearly 7 children are treated in hospital emergency rooms for electrical shock or burn injuries caused by tampering with a wall outlet. A simple way to avoid this is to put covers on all electrical outlets. Children should never play with electrical cords, wires or switches. Appliances like toasters and heaters get very hot, so make sure children can't touch them when they are being used.

b

Fire is the third leading cause of fatal accidents in homes. Of all domestic fires in the UK last year, 46% were caused by electrical shorts\* or by people not using electrical equipment and appliances properly\*. Every year in the U.S., there are around 50,000 house fires caused by electrical failure or malfunction. Extension cords cause about 3,300 residential fires a year.

c

What are some ways to promote electrical safety at home? Many accidents are caused by overloading\* electrical outlets, so limit the number of appliances connected to them. Unplug appliances before trying to repair them and turn off the electricity before changing light bulbs.

d

Nowadays\*, most people have basic electrical appliances at home, which are very useful. However, they can cause accidents, so we need to take some safety measures. When you are not using an appliance, unplug it and keep it in a place

where children or pets cannot reach it. Keep all electrical appliances away from water in sinks or bathtubs, and never operate an electrical appliance with wet hands or while standing in water. Always follow operating instructions.

**5 Match the statements to the corresponding article.**

1.  A lot of house fires are caused by electrical shorts.
2.  Some accidents happen when people touch appliances that are hot.
3.  Sometimes people try to repair appliances that are still connected.
4.  Before changing a light bulb, turn off its electrical source.
5.  Outlet covers can reduce accidents in some cases.
6.  Heaters should never be used near furniture or clothes.
7.  Never use electrical appliances when your hands are wet.
8.  Many fires are caused by extension cords.

**6 Read high school teacher Sandra Jiménez's post. Underline the problem and circle the solution.**

**friendsbook**



**Sandra Jiménez: Helping Promote Safety with Electrical Appliances**

[Sandra Jiménez's Notes](#)

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**Helping Promote Safety with Electrical Appliances**

Yesterday at 7:00 a.m.

I just talked to Alex. There was a fire in his home last night! Apparently, it was caused by a damaged extension cord. Luckily, a neighbor called the fire department and they were able to put out the fire. Alex and his parents are OK, but the fire destroyed a lot of furniture and appliances, including Alex's laptop.

I am part of the safety committee at school, and we think all of our students must be aware of the potential accidents involving electrical appliances. For this purpose, we will have a semester-long campaign to promote safety at home, and we want you to participate in a contest to produce a digital project to support the campaign.

We hope you can show solidarity with the campaign and help others avoid\* such unfortunate accidents.

Share

**7 Work in groups. Prepare a digital project. Follow the instructions.**

- Brainstorm ideas with your team about the content of your project.
- Search for information online to support that content.
- Select a digital format (for example a Prezi presentation, a podcast, a video, etc.) for the contest.

**8 Present your project in class. Then vote for the one that will be sent to the contest.**

**9 Write an e-mail to the safety committee. Describe the project you chose and explain why it's a good option for the contest.**

**Fact**

When we talk about percentages, for example 46%, we say *forty-six percent*. In the case of smaller fractions, for example 37.4%, we say *thirty-seven point four percent*. If a percentage includes several digits after the decimal point, we read them one by one. For example, for 82.58%, we say *eighty-two point five eight percent*.

**Writing Tip**

Make sure everything you write is relevant to explaining your point. Then check your writing for spelling and grammar errors.



**1 Fill in the blanks using the correct form of the verbs in parentheses.**

PARO is not only a toy baby seal but also an innovative therapeutic robot. Takanori Shibata \_\_\_\_\_<sup>1</sup> (*design*) the prototype in Japan in 1993, and his company \_\_\_\_\_<sup>2</sup> (*introduce*) it to the public in 2004. Robots \_\_\_\_\_<sup>3</sup> (*not be*) originally intended for domestic use. The first robots \_\_\_\_\_<sup>4</sup> (*be*) for industrial purposes, and many are still used in mass production. The Paro \_\_\_\_\_<sup>5</sup> (*include*) five kinds of sensors to respond to people as well as its environment. PARO \_\_\_\_\_<sup>6</sup> (*be*) successful because it \_\_\_\_\_<sup>7</sup> (*help*) elderly people who \_\_\_\_\_<sup>8</sup> (*not have*) a lot of company. Many hospitals and nursing homes \_\_\_\_\_<sup>9</sup> (*purchase*) PARO robots because they \_\_\_\_\_<sup>10</sup> (*produce*) a calming effect on patients.

**2 Use the clues and complete the crossword puzzle.**

**Home Appliances**

**Across**



**Down**



**3 Unscramble the questions in your notebook. Then interview a partner.**

1. your / when / mother / born / was / ?
2. did / your / where / live / great-grandfather / ?
3. last night / you / did / go to bed / what time / ?
4. today / you / anyone / did / text / ?
5. English class / yesterday / you / did / have / ?
6. your / was / best friend / born / when / ?

#### 4 Read the text and circle the correct word for each blank.

##### Electrical Safety at Home

A lot of accidents happen because people don't take basic precautions with electrical \_\_\_\_<sup>1</sup> and installations at home. Some things are common sense. For example, you should never leave a \_\_\_\_<sup>2</sup> near water in the bathroom. Do not overload \_\_\_\_<sup>3</sup> with too many items plugged in at once. Remember that a turned-off \_\_\_\_<sup>4</sup> is still connected to electricity until it is unplugged. Check \_\_\_\_<sup>5</sup> for any damage. If they are worn, they can cause shocks, short circuits or even fires. Never force a \_\_\_\_<sup>6</sup> into an outlet if it doesn't fit. Always \_\_\_\_<sup>7</sup> an appliance before you unplug it.

- |                  |                |               |               |
|------------------|----------------|---------------|---------------|
| 1. a. machinery  | b. appliances  | c. systems    | d. tools      |
| 2. a. blender    | b. plug        | c. hair dryer | d. dishwasher |
| 3. a. cords      | b. light bulbs | c. appliances | d. outlets    |
| 4. a. plug       | b. appliance   | c. outlet     | d. kettle     |
| 5. a. heaters    | b. plugs       | c. cords      | d. batteries  |
| 6. a. light bulb | b. radio       | c. cord       | d. plug       |
| 7. a. turn on    | b. turn off    | c. clean      | d. use        |

#### 5 Look at the texts. What do they say? Circle the correct answer for each one.

1



- Don't dry your hair when you use the toaster.
- Don't leave electrical appliances plugged in.
- Keep appliances clean after using them.

2



- You need a clear sign for the electric panel.
- This electric panel can kill you.
- Nobody should be near the panel.

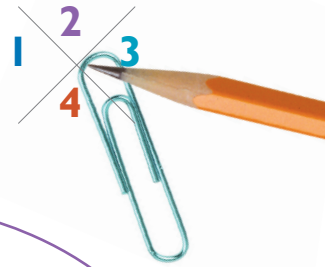
3



- Electricians need licenses.
- Only qualified personnel can do repairs.
- You need to supervise your electrician.



**Instructions:** Use the tip of a pencil to spin a paper clip. Spin and advance the number of spaces indicated. If you respond correctly, stay on that space. If not, go back where you started. The first player to reach the finish wins!



**START**

Answer the question:  
When were you born?

You arrived late for class this morning.  
Go back two spaces.

Unscramble the sentence:  
1965 / weren't / there /  
any cell phones / in

Say these ordinal numbers: 2, 12, 5.

Ask a question using  
Did you...yesterday?

What device magnifies your voice when you talk into it?

You finished your homework. Advance one space.

What did you watch on TV last night?

Make the negative of *We played soccer after school.*

Say the two simple past forms of the verb *be*.

Say this percentage:  
15.72%.

Name three home appliances.

Say the simple past of *marry*.

Use *were* in a sentence.

**FINISH**

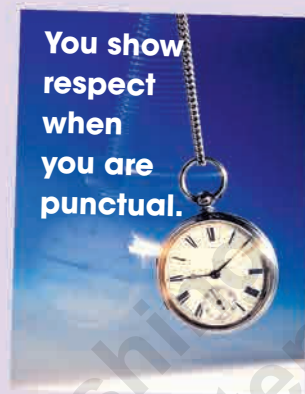
You were late to class today. Lose a turn.

What electrical appliance can you use to dry your hair?

Ask a question with *Where was...?*

What time did you start class today?

1 Work in pairs. Explain what the phrases and pictures have in common.



2 Discuss the questions.

What is punctuality? Why is it difficult to be punctual? What adjectives describe someone who is punctual?

3 Read the text and write four tips to improve punctuality.

Punctuality at work is fundamental. It creates a reliable, professional personality and demonstrates a sense of responsibility. Many people have trouble arriving to work on time. But not everything's lost. Here are four tips on how to improve punctuality:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Self-evaluation

	YES	NO	HELP
I can identify times and dates in a radio broadcast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain why people did something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use titles and pictures to guess text content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can prepare a presentation to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the simple past to express completed actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the most common electrical appliances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about lighting engineering using related vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express solidarity through a campaign to raise awareness of home safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Three things I need to do to improve:

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