

# ✿ Last One Out Turn Off the Lights ✿



Hong Kong at night

Do you know how much your electric bill is?

What are some ways you can save money?

Have you heard of CFLs, compact fluorescent lights?

## Vocabulary

The underlined words in these sentences are in the reading. Look them up or ask a classmate or a teacher, and then write their definitions.

## Nouns

1. Our electric bill was \$54.00 last month.
2. Ordinary light bulbs use a lot of energy.
3. It's not true, but people believe it. It's a myth.
4. A millisecond is not a thousand seconds.
5. Ordinary light bulbs are not very expensive.
6. How many appliances are there in your house?
7. The cost of owning a car should include wear and tear.

## Verbs

8. Turn the lights off; don't leave them on.
9. These new lights will last a long time.

## Adjectives

10. Compact cars are not very big.
11. Fluorescent bulbs and lights contain mercury.
12. An efficient appliance does not use a lot of energy.

# Last One Out Turn Off the Lights (CD track 1)

Turn off the lights when you leave a room, and you can save money on your **electric bill**. Sounds simple and easy, doesn't it? Yet lots of people just **leave lights on**. Why? They believe that turning lights on and off uses more **energy** than leaving them on. That's a common **myth** and simply not true. However, it is true that lights use more energy when they are turned on, but this increase lasts only a few **milliseconds**. So, turn off the light, each and every time.



And use CFLs – **compact fluorescent light bulbs** – instead of ordinary light bulbs. They are more **efficient** than ordinary light bulbs, which create heat as well as light. With ordinary bulbs only 10% of the bulb goes for light; the rest is for heat. CFLs use less energy, and they **last** much longer. However, they are a little more expensive.

What about other electrical **appliances** – your computer, radio, etc.? It's important to turn them off when you aren't using them. There is no significant **wear and tear** when you turn appliances and lights on and off.

Being **energy-efficient** makes a lot of sense. You can save energy and save money. Turn it off. (200 words)

What is the **Main Idea** of the reading?

1. There are many myths about using electricity.
2. Be energy efficient with electricity.
3. CFLs are better light bulbs.

## Comprehension Check (answers on page 61)

Answer: *You've got that right* or *That's not true*.

1. Turning lights on and off uses a lot of energy. \_\_\_\_\_
2. A myth is something which is not true. \_\_\_\_\_
3. CFLs are ordinary light bulbs. \_\_\_\_\_
4. CFLs give off a lot of heat and light. \_\_\_\_\_
5. Ordinary light bulbs cost more money than CFLs. \_\_\_\_\_
6. It's OK to leave appliances on when they are not in use. \_\_\_\_\_
7. You can save on your electric bill. \_\_\_\_\_
8. It's OK to keep your computer on when it's not in use. \_\_\_\_\_

## Quick Grammar Check (answers on page 61)

Respond to the following requests with the present perfect tense.

**Example:** Please turn off the light. *I have turned off the light.*

1. Please turn on the light. \_\_\_\_\_
2. Please save your money. \_\_\_\_\_
3. Please use less electricity. \_\_\_\_\_
4. Please stop wasting electricity. \_\_\_\_\_
5. Please use CFLs. \_\_\_\_\_
6. Please turn off the TV. \_\_\_\_\_
7. Please leave the light on for me. \_\_\_\_\_

## Dictation (page 63) (CD track 11)

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

***The U.S. has five percent of the world's population,  
but consumes 30% of the world's resources.***

## Listening and Performing (CD track 21)

**Jill:** Did you leave the lights on in the bathroom?

**Jack:** Hmm, I don't know.

**Jill:** You've got to be more careful about that.

**Jack:** What's the big deal? It was just one light bulb.

**Jill:** I know, but our electric bill is going up. It's costing us big bucks.

**Jack:** Maybe we should start using CFLs.

**Jill:** Compact fluorescent lights are expensive, but they do last longer.

**Jack:** And don't forget to turn off your computer when you're not using it.

**Jill:** OK, OK, Mr. Energy-efficient. And you should walk your talk!

**Match** the words and expressions in column 1 with the meanings in column 2. (page 61)

1	2
1. big deal	___ a. lots of money
2. you've got to	___ b. something important
3. going up	___ c. you must/you have to
4. big bucks	___ d. increasing
5. walk your talk	___ e. do what you say you will do

**Write** a sentence for each word or expression in column 1.

## Class Activities, Projects, and a Whole Lot More!

### Class discussion

How can we be energy efficient with electricity at school? At home?  
Why is it important? Make a list. Put the school list on your bulletin board.

### Class activity – Have fun with skits

Bring a regular light bulb and a CFL to class. Prepare a short skit showing why CFLs are better than the ordinary light bulbs.

Example:

*An ordinary light bulb is being replaced by a CFL. He doesn't like it. What does he say? What does he do? The CFL knows he is superior to the ordinary light bulb. What does he say? What's the outcome?*

### Class writing

Start a "going green" column at your school paper. Search for environmental websites for ideas on going green and saving energy. Publish ideas that are relevant to your home and school.

### Write to a community official

Ask how your community saves energy.  
What kind of program does it have?  
Read the response to the class.

## Check out these websites

[www.energystar.gov](http://www.energystar.gov) Identifies consumer appliances that use less energy

[www.energy.gov](http://www.energy.gov) U.S. Dept. of Energy

[www.epa.gov](http://www.epa.gov) Environmental Protection Agency

[www.emagazine.com](http://www.emagazine.com) A bi-monthly clearinghouse of information, news, and resources for people concerned about the environment.

# ✿ Buried in Paper ✿



Where does paper come from?

Do you know why trees are important to the environment?

Do you think we use too much paper?

How can we save and reuse paper?

## Vocabulary

The underlined words in these sentences are in the reading. Look them up or ask a classmate or a teacher, and then write their definitions.

## Nouns

1. One ton is 2,000 pounds.
2. Pollutants make our planet dirty.
3. The ecosystem includes all living things.
4. At Christmas we use a lot of wrapping paper.
5. We throw things into a bin when we don't want them.
6. To do well in anything we have to make an effort.

## Verbs

7. Don't throw it away! Recycle it!
8. This thing filters the air and keeps it clean. It's an air filter.
9. Breathing air out is expelling air.
10. Don't throw it out. It's still good, and we can reuse it.

## Adjectives

11. We have to take care of our environment by being eco-friendly.
12. A critical thing is a very important thing.



# Buried in Paper

(CD track 2)

We are being buried in paper. We use too much paper. So, what's the answer? **Recycle** it. It's the smart, efficient, and **eco-friendly** way to go. Recycling paper uses 64% less energy and 58% less water than cutting down trees for new paper. In addition, recycling one **ton** of paper saves 17 trees. If we recycled all of our newspapers, we would save about 250 million trees a year.

Trees are a **critical** part of our planet's **ecosystem**. They take in carbon dioxide and **expel** oxygen. All living things need to **breathe** oxygen. And more important, one tree can **filter** up to 60 pounds of **pollutants** from the air each year.



So, what can we do? We can use both sides of a piece of paper by writing on both sides. We can reuse **wrapping paper**. We can buy paper products made from recycled paper. And, this is a must: every single newspaper and sheet of paper must go into the recycling **bin**: no excuses, no ifs, ands, or buts!

With a little **effort**, we could save lots of paper and trees. And we would also save the rainforests of the world. (192 words)

What is the **Main Idea** of the reading?

1. Paper comes from trees.
2. We use a lot of paper.
3. We need to reuse and recycle paper so that fewer trees are cut down.

## Comprehension Check (answers on page 61)

Answer: *I agree* or *I don't agree*.

1. We are cutting down too many trees. \_\_\_\_\_
2. We should throw paper away into the garbage. \_\_\_\_\_
3. It's a good idea to buy products made from recycled paper. \_\_\_\_\_
4. Recycled paper uses more energy than making new paper. \_\_\_\_\_
5. To reuse and recycle is being eco-friendly. \_\_\_\_\_
6. Trees are like air filters. \_\_\_\_\_

## Quick Grammar Check (answers on page 61)

Write short answers. Then practice with a partner.

**Example:** Does Mary recycle? *Yes, she does.* \_\_\_\_\_

1. Should we use both sides of the paper? \_\_\_\_\_
2. Can we print on both sides? \_\_\_\_\_
3. Is recycling a must? \_\_\_\_\_
4. Do we save many trees by recycling paper? \_\_\_\_\_
5. Does the school buy recycled paper? \_\_\_\_\_
6. Will we buy fewer paper products? \_\_\_\_\_
7. Could we save the environment? \_\_\_\_\_

## Dictation (page 63) (CD track 12)

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

**A 12-foot high wall could be built from New York City to Los Angeles with all of the office and writing paper thrown out each year.**

## Listening and Performing (CD track 22)

**Jill:** You're not going to throw away that paper and cardboard, are you?

**Jack:** Why not? Is that a problem?

**Jill:** Well, you know we're recycling all paper.

**Jack:** Really? I thought it was just newspapers and magazines.

**Jill:** No, actually, we're recycling every scrap of it. Just think how many trees we'll be saving.

**Jack:** Hmm. OK, let me get a piece of paper, and I'll make a note of it.

**Jill:** Jack! You don't need a piece of paper. Just do it. And that cardboard goes in a different bin.

**Match** the words and expressions in column 1 with the meanings in column 2. (page 61)

<b>1</b>	<b>2</b>
1. cardboard	___ a. write it down
2. throw away	___ b. a small piece
3. Why not?	___ c. paper used for boxes
4. scrap	___ d. throw out
5. make a note	___ e. What's wrong with that?

**Write** a sentence for each word or expression in column 1.

## Class Activities, Projects, and a Whole Lot More!

### Class discussion

Do we use too much paper in our school/home/office? Survey what is already being done. Do we have a recycling center? Where is it? Who uses it?

### Class action

Put a picture of a beautiful tree next to a copy machine and other places to remind people not to waste paper. Place a box next to it for used paper for recycling.

### School contest

Write short “bumper sticker” messages for using less paper.

*Example: “Save our trees!”* Put them in various places.

### Gathering information

Create a questionnaire asking people what they can do to use less paper.

Gather the answers and discuss them. Then send the results to the local newspaper.

### Class writing

Write a letter to your local school board. Ask if it is using recycled paper.

Read the response to the class.

## Check out these websites

[www.epa.gov](http://www.epa.gov) Environmental Protection Agency

[www.kidsrecycle.org](http://www.kidsrecycle.org) Kids’ educational recycling program

[www.audubon.org](http://www.audubon.org) A conservation organization