

# UNIT

# 2

# MY

# COMMUNITY



**MINED**  
Un Ministerio en la Comunidad



Gobierno de Reconciliación  
y Unidad Nacional

*El Pueblo, Presidente!*

**2021**  
ESPERANZAS  
VICTORIOSAS!  
TODO CON AMOR!

## Unit two: My Community

### Lesson A: Places

En esta lección usted:

- Describirá lugares y actividades que se pueden realizar en su comunidad.
- Comparará su comunidad con otros lugares.
- Realizará recomendaciones sobre lugares que se pueden visitar en su comunidad y las actividades que se pueden realizar.
- Reforzará el uso de there is/there are, las formas comparativas, los modales CAN y SHOULD y preposiciones de lugar.

### SPEAKING

In pairs, look at the pictures and make comments on them (Vea las imagenes y comentelas con un compañero).

Guided activities

(1) Answer the questions (Conteste las preguntas):

- Have you visited places like these?
- Which places do you think they are?

(2) Describe the places you see (Desciba los lugares que ve).

Listen to your teacher modeling the dialogue (Escuche a su profesor modelar el diálogo).

**Jefferson:** Hi, Elieth. How are you?

**Elieth:** Fine, thanks.

**Jefferson:** Did you say you're going to **take** a vacation next month?

**Elieth:** Yes, me and my auntie are going to Ometepe for a week. We want to visit Santo Domingo beach and see some nice views from Maderas volcano.

**Jefferson:** Lucky you. I haven't had a vacation for a long time. I wish I could get away for a while.

**Elieth:** You can take a vacation sometime soon, can't you?

**Jefferson:** Not now, there's no free time from work. Maybe in Easter, though.

Tips: Utiliza la forma del verbo **be + going to + verbo base** para hablar sobre planes futuros.

Example

I'm going to visit my mother next Saturday.

The plane **is leaving** at 7:00 am.

**he, she, it → is**

**you, we they → are**

**I → am**

Practice the dialogue with your teacher (pratique el diálogo con su profesor).

Choose a partner and practice the dialogue (Pratique el diálogo con un compañero).

Unscramble the dialogue by numbering the lines from 1 to 5 (Ordene el dialogo numerando las líneas del 1-5).

Doris: I'm planning on sleeping all day, every day!

Pedro: Oh, come on Doris, you must be kidding.

Pedro: Hi Doris. The school year is almost over. Do you have any plans for the vacations?

Pedro: Really? Why would you go to Guacalito? It's not a very popular tourist site.

Doris: Yeah, I'm just pulling your leg. Actually, I'm going to go down to Guacalito.

Now is your turn to write a similar conversation. (Es turno ahora de escribir una conversación similar). Act it out. (dramatice la conversación).

## GRAMMAR

Change the sentences in order to express future events. Use the following time expressions: (tomorrow, next week/month/year, in a couple of days, the day after tomorrow) (Cambie las oraciones de manera que expresen future. Use las expresiones de tiempo como: tomorrow,next week/month/year,in a couple of days, the day after tomorrow)

Example: The class starts at 10:00 am.

The class is starting at 10:00am tomorrow./ The class is going to start at 10:00 am tomorrow.

1- I usually go to Pochomil on vacation.

2- \_\_\_\_\_  
My brother works at the airport.

3- \_\_\_\_\_  
The movie begins at 3:00 pm.

4- \_\_\_\_\_  
The quiz is at room 1501.

5- \_\_\_\_\_  
Arjona's concert is at 6:00 pm.

## PRONUNCIATION

First listen to the teacher pronouncing the words.  
(Escuche a su profesor pronunciar las palabras).

Circle the two words that make a minimal pair.  
(Encierre en un círculo las dos palabras que se asemejan más en la pronunciación).

- a. pull/ /push/pool/put
- b. fast/vast/last/cast
- c. seat/meat/weak/sit
- d. saw/grow/so/go

### TIPS:

*Minimal pairs: son dos palabras casi idénticas, pero que difieren en un sonido. Examples:*

#### Vowel sounds

sit/seat

low/law

full/fool

#### Consonant sounds

pack/ back

fast/vast

sue/zoo

## READING

### BEFORE READING:

Match the words with the pictures. (Una las palabras con las imágenes).

turtles nesting

kayaking

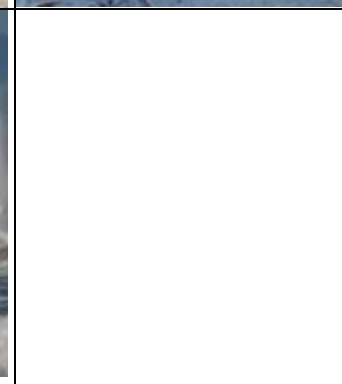
horse riding

Paddle boarding

surfing

sunset

mountain biking

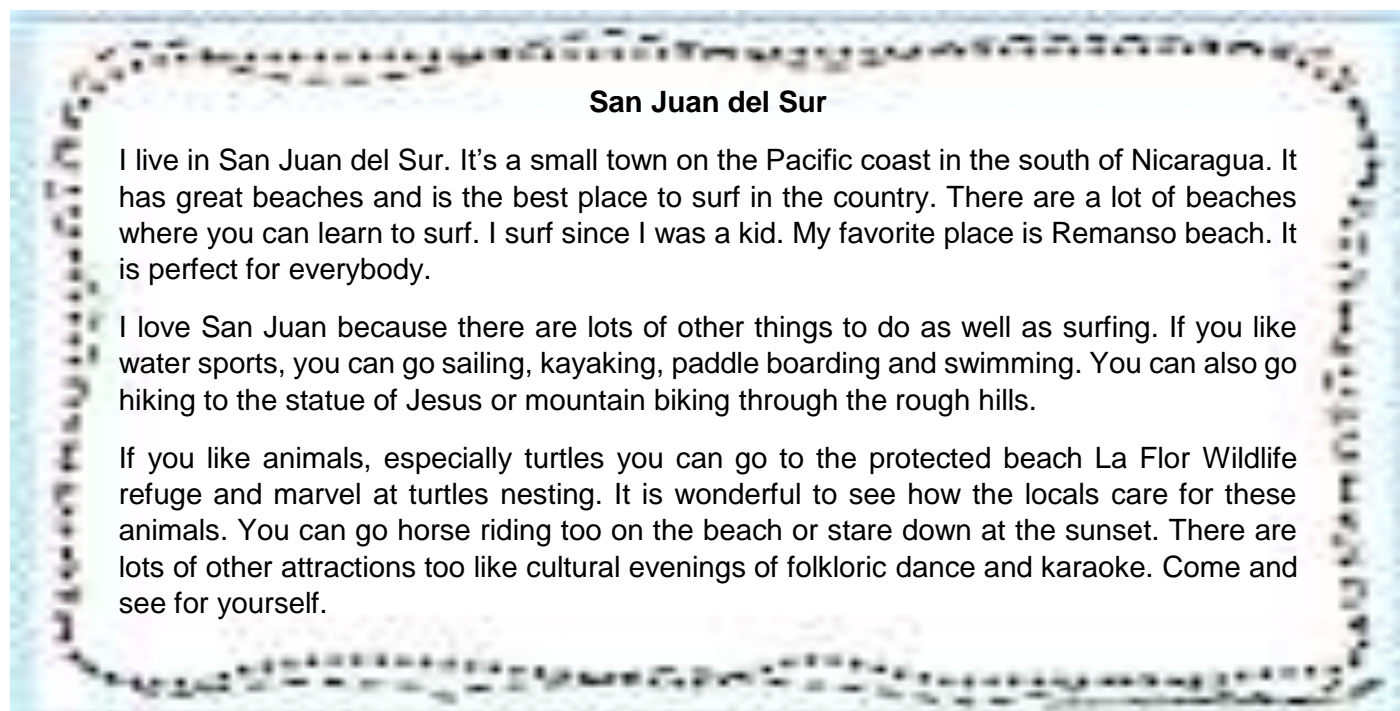




Discuss and share with the teacher what do you know about San Juan del Sur.  
(Discuta y comparta con su profesor lo que sabe de San Juan del Sur).

### WHILE READING

Read the short article. (Lea el artículo).



Match the sentence halves 1-4 with a-d to make true statements about San Juan.  
(Asocie las frases de la izquierda con las de la derecha para formar oraciones completas).

1. There's only one beach in San Juan	a. things to do in San Juan and its location.
2. Staring at the sunset	b. suitable for surfing.
3. The writer writes about	c. locals have a job and the turtles are safe.
4. With the refugee	d. is just one of the greatest thing to enjoy in San Juan.

### AFTER READING

In pairs, discuss the following questions. (Discuta las preguntas en pareja).

- ☐ Would you like to live in San Juan? Why/why not?
- ☐ Take notes of the activities you can do in your community.

- Now take the chance to talk about it.

## LISTENING

A tour director is talking to a group about their activities when in Nicaragua. Listen to the recording and make five corrections. (Un guía informa a los turistas sobre las actividades a realizar una vez que estén en Nicaragua. Escuche la grabación y corrija 5 errores).

<b>Day one: Managua</b> Arrive at hotel. Welcome reception and lunch. <b>Day two: Masaya</b> <b>Accommodations:</b> small hotel Spend the day at Parque Nacional Volcan Masaya on the Pacific coast. <b>Things to do:</b> wildlife spotting, hiking, climbing, canopy. <b>Remember:</b> wear a bathing suit- we'll provide towels <b>Important note:</b> make sure you go with a guide	<b>Day three:</b> Katarina Options: 1. trek with a nature guide to Mombacho Volcano 2. kayak along the coastline of the apoyo lagoon (can swim there)  <b>Day four:</b> Apoyo Lagoon <b>Tour of handicraft :</b> San Juan de Oriente <b>Options:</b> 1: walk in the forest 2: nature trail with suspension bridges between the treetops- wildlife spotting, learn about the rainforest from a local guide
---	--

## VOCABULARY

Adjectives to describe places. Adjetivos para describir lugares.

Use the words in the box to complete the sentences. ( Use las palabras del recuadro y complete las oraciones).

small      good      favorite      perfect      rough      wild      wonderful
--

1. Tourists go to El Remanso beach because it is **perfect** for surfing.
2. There are \_\_\_\_\_ places to eat in Managua.
3. You can have a \_\_\_\_\_ view of San Juan from the top of the statue.
4. Jaguars are \_\_\_\_\_ animals.
5. It's not a good idea to swim when the sea is \_\_\_\_\_.
6. I love home-made bread. It's my \_\_\_\_\_.
7. Pancasán is a \_\_\_\_\_ community in Matagalpa.

Match each adjective with its opposite. ( Asocie cada adjetivo con su opuesto).

small  
good  
rough  
wonderful  
wild  
favorite  
interesting  
perfect

plain  
domesticated  
bad  
boring  
imperfect  
disliked  
common  
big



In pairs. Describe the photos. Use the adjectives in the vocabulary section. (Describe las fotos, usando el vocabulario de la sección anterior).

**Example:** There is a nice view at the back of the cathedral.

**Read the sentences about Granada. Are the sentences true or false? Write T or F next to each one. (Lea las oraciones sobre Granada. Diga si son falsas F o verdaderas T).**

1. There is a big cathedral in Granada. \_\_\_\_\_
2. There is an interesting fair two days a month. \_\_\_\_\_
3. There's an impressive volcano called Volcan Mombacho. \_\_\_\_\_
4. There is live music in the park every day. \_\_\_\_\_
5. There isn't any market. \_\_\_\_\_

**TIPS:** There is/ There are

Use **there is / there's** (forma contractada) con un nombre en singular.

Examples: There is a flower shop. **oracion afirmativa**

There isn't a museum. **Oracion negativa**

Is there an Italian restaurant? **pregunta**

Yes, there is/ No, there isn't. **respuesta corta**

Use **there are** con un nombre en plural.

Examples: There are some little islands.

There aren't any libraries.

Are there any hospitals?

Yes, there are./ No, there aren't.

Describe this image. Write six sentences. Use there is/ isn't and there are/ aren't. (Describe esta imagen. Escriba 6 oraciones usando there is/isn't y there are/aren't).



---

---

---

---

---

---

## GRAMMAR

### COMPARATIVE AND SUPERLATIVE

Read about the changes in Bluefields. Complete the text with the adjectives in bold. (Some words can be used twice) (Lea sobre los cambios en Bluefields. Complete el texto con los adjetivos en negrilla).

**Distinctive**   **impressive**   **important**   **colorful**   **delicious**   **unique**   **best**  
**newer**   **old**



The city of Bluefields stretches over the bay of Bluefields and it was once full of \_\_\_\_\_ wood. Today it has \_\_\_\_\_ roads than before. You can see \_\_\_\_\_ floating restaurants in Bluefields. The people think that the most \_\_\_\_\_ things in life are happiness, the environment, and health and community spirit. Bluefields' culture is \_\_\_\_\_, framed for its \_\_\_\_\_ music, \_\_\_\_\_ dances and \_\_\_\_\_ cuisine, considered by many the \_\_\_\_\_ in the country. One way of preserving the Caribbean's traditions is actually by holding fast to the language, the music and the dances from the area.

Complete the sentences with the words in brackets in the correct form. You will need one or two words for each sentence. (Complete las oraciones con la forma correcta de las palabras en paréntesis).

1. Esteli is \_\_\_\_\_ (modern) than it was ten years ago.
2. Apoyo lagoon has some of the \_\_\_\_\_ (spectacular) views in the world.
3. Matagalpa's population is \_\_\_\_\_ (big) than Jinotegas'.
4. Nueva Segovia is one of the \_\_\_\_\_ (tiny) cities in the country.
5. The discos in Granada are \_\_\_\_\_ (noisy) the karaoke.
6. The nightlife in Managua is \_\_\_\_\_ (good) the nightlife in Masaya.

## SPEAKING

Compare your town with another you know very well. . (Compare su comunidad con otra que usted conozca.

**Example:** The hills in San Rafael del Sur are lower than in my town.

---



---



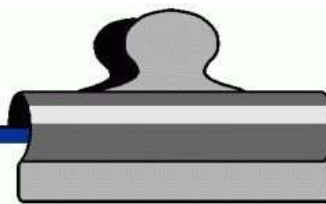
---



---



---



### TIPS:

Comparative forms

Agregar **er** a los adjetivos de una sílaba. Examples: young- younger, richer than.

Para los adjetivos terminados en **y** se cambia ésta por **i** y se agrega **er**: happy – happier, easy – easier,

Poner doble consonante para los adjetivos terminados en **g** y en **n**: big – bigger, thin – thinner

Agregar **more** a los adjetivos con dos o más sílabas. Ejemplos: modern- more modern, isolated – more isolated than.

### Superlative forms

1. Use **the** y agregue **est** a los adjetivos. ejemplos:

The youngest, richest, biggest.

Nota: la escritura cambia para los adjetivos que terminan en **y**. ejemplos: the happiest, the friendliest

2. Agregar **the most** a los adjetivos con dos o más sílabas. Ejemplos:

**The most** modern, the most spectacular.

### Formas irregulares

good – better- best

bad- worse- worst

## COMPARING PLACES

Find information on two cities you don't know very well. Compare them and present your findings. (Investigue sobre dos ciudades que no conozca muy bien. Compárelas y reporte la información).

Work in pairs. Make a list of the best and worst aspects of your town. Use the words in the boxes. Then compare your ideas with another pair. (En pareja haga una lista de los aspectos buenos y malos de su comunidad basados en los siguientes temas).

The worksheet is a vertical form with five categories, each represented by a central icon, a label box, and two sets of horizontal lines for notes. The categories are:

- LOCATION**: Represented by a red location pin icon. To its left is a red label box with the word "LOCATION". To its right are two sets of horizontal lines for notes.
- CLIMATE**: Represented by a blue cloud icon. To its left is a blue label box with the word "CLIMATE". To its right are two sets of horizontal lines for notes.
- TRANSPORT**: Represented by a yellow car icon. To its left is a green label box with the word "TRANSPORT". To its right are two sets of horizontal lines for notes.
- LANDSCAPE**: Represented by a landscape with mountains and a lake icon. To its left is a yellow label box with the word "LANDSCAPE". To its right are two sets of horizontal lines for notes.
- NIGHTLIFE**: Represented by a red night scene with lights icon. To its left is an orange label box with the word "NIGHTLIFE". To its right are two sets of horizontal lines for notes.

Dashed lines connect the central icons of the categories in a zig-zag pattern: LOCATION to CLIMATE, CLIMATE to TRANSPORT, TRANSPORT to LANDSCAPE, and LANDSCAPE to NIGHTLIFE.

Take turns asking your partner about his/ her ideal holiday destination. What are the main attractions in your local area? (Alterne preguntando y respondiendo a su compañero sobre su destino ideal para vacacionar. Cuáles son los mayores atractivos turísticos de su lugar?)

Choose one place from the boxes (town descriptions) and describe it to your partner until he/she guesses the place you are talking about. Don't provide the name of the place (Elija uno de los lugares del recuadro y descríballo a su compañero).

You can use the phrases below (Puede usar las siguientes frases).

I guess....  
This place is..... than.....  
The people in this place are .....than .....  
It's near ..... , but .....  
It's similar to.....

### Town descriptions

This is an island. It is a picturesque place with small harbors and two volcanoes. One can get there by various means of transport, taking a bus/car/motorcycle, then an hour by small ferries, or a flight from the National airport. This is good for sightseeing, and learning about fascinating history. One can spend a lot of time reading books and swimming in the lake. You can also enjoy eating the delicious local food, and walking around the different communities.

Ometepe Island



I live in a city, but can walk from my house to the edges of a beautiful national park. To get to the national park I have to walk from my house down some local roads, and up a hill.

The Peak can be a wild place, with its vast expanses of open areas. It is quite exposed so it can be very windy. The area attracts lots of people who like walking and climbing and because of its unique and beautiful landscape.

Parque Nacional  
Volcan Masaya



It's a small country area full of beauty and wonder. Green trees, fresh air and serene environment make it an ideal place to live in. Just beside a natural reserve lagoon and has less population than the capital city. The houses are not crammed (full of things or people) and have their own town charms. Roads are clean and only a few dusted.

Valle de la  
Laguna (Laguna  
de apoyo)



## READING

# MY LITTLE GHOST



*A story from Papua New Guinea, by David A. Kulu*

Very young children like to feel safe. They like the same things to happen every day; they like the same people around them. They like what they know, and are often afraid of what they don't know. Avusi is worried. Why does his mama work in a house full of ghosts-white ghosts?

I live in a small village on the coast in Papua New Guinea. My name is Avusi. My mama, she works in town, looking after somebody's children.

Every morning I wake up to the sound of my mama getting ready for work, and I am filled with a feeling of sadness.

- 'Mama, can I come with you?'
- 'No, my brave little man, you cannot come.'
- 'But I don't want to stay here by myself,' I cry.
- 'Your bubu will be here to look after you, and you have all the other children in the village to play with.'

I watch unhappily as my mother goes down the wooden steps of our hut and disappears into the morning fog.

That night, while my mother was putting me to bed, I asked her about her job.

- 'Mama, is it true there are lots of ghosts where you work?'
- 'Why? Who told you a story like that?' she asked.
- 'Bubu man said you work in a house full of white ghosts.'
- 'Don't listen to that old man. One day he'll frighten you to death. I don't work in a house of white ghosts, is that clear?'
- 'Yes, Mama.'
- 'So I guess that means you're not coming with me to work tomorrow... because you think I work in a house full of ghosts.'
- 'No, I want to come, I want to come, please!' I said.
- OK, OK, You can come,' she laughed.

Next day I got up at the same time as the sun.

- 'Mama, Mama, wake up!' I called, running into my mother's room. 'You're going to be late for work.'



– ‘If you’re not ready soon, I’ll have to leave you.’ said my mama.  
I turned round to find her all dressed and ready. I run out of the room realizing that I had woken up late.

We climbed into a PMV (public motor vehicle) and drove away into town. This was only the second time I had been in a PMV. We got off in front of a big white house. Inside the gate there was green grass and beautiful flowers of so many colors- it was like walking through a rainbow. I asked my mother the question that had been in my head all the way there.

- ‘You said that there are no ghosts?’
- ‘No ghosts,’ she said. ‘Sure as the day you were born.’

As the door opened, my mouth fell open too. In front of me was the biggest room I had ever seen. It was a place.  
‘Maria, Maria!’ It was the voices of children. Running towards us were two little white ghosts. I held onto my mother’s dress, shaking with fright. But my mother picked up the little white ghosts and held them in her arms. Then around the corner came a larger white ghost. The same size as my mother, but with long golden hair and carrying a little white baby ghost.



- ‘Good morning, Maria,’ the big ghost said. ‘and you must be Avusi.’

She put out her hand to touch me, but I moved away.

- ‘Don’t be afraid, honey, it’s Ok,’ said my mother. ‘They’re not ghosts.’
  - ‘Ghosts?’ laughed the big ghost. ‘Here,’ she said, putting the baby down on the floor.
- The baby made a baby kind of noise and smiled, then came towards me and grabbed me round the waist. I shut my eyes, hoping and hoping that the ghosts would go away. But after a while, I realized that this baby ghost felt like me. I opened my eyes just a little bit and looked down.

- ‘He’s smiling at me .... He likes me.’
- ‘Yes, he does,’ smiled the big white ghost.

So I put my arms round the little white ghost, who was called Brandon. There and then I learned that not everyone had the same skin color as me I knew I had made a friend, and it didn’t matter what crazy story my grandfather had told me- this ghost was my friend. He was my little ghost.

Complete the story map to show the story structure (Complete la historia siguiendo la estructura de abajo).

Characters	Setting
Plot	
Problem ( conflict)	
Events	
Solution ( resolution)	

Answer questions about characters in the story (Responda las preguntas sobre los personajes de la historia).

1. How does Avusi feel about staying home?

---

---

---

2. What problems does Bubu have with White people? What story events support your answer?

---

---

---

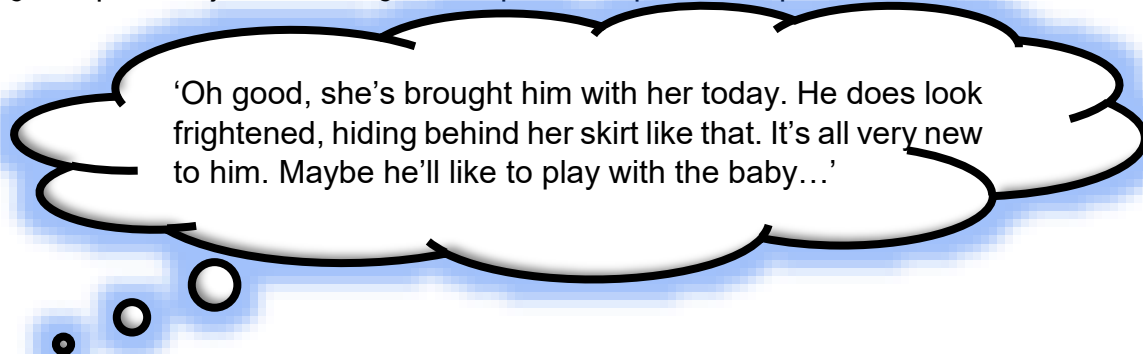
3. How do you know Avusi is sure ghosts do not exist?

---

---

---

Read the description below and answer the questions. Which character is this? Who or what is he/she thinking about? (Lea la descripción y responda las preguntas: ¿Qué personaje es este? ¿Sobre qué o en quién está pensando?)



## Lesson B: Natural Resources.

Objectives:

En esta lección usted:

- ❖ Describirá los recursos naturales de su país y como se utilizan.
- ❖ Identificará información general y específica de un texto.
- ❖ Reforzará el uso del modal CAN.
- ❖ Repasará las estructuras para referirse a acciones del presente.
- ❖ Usará vocabulario relacionado a los recursos naturales de su país.



## Vocabulary

Match the following vocabulary with the definitions. Use a dictionary if necessary (asocia el siguiente vocabulario con su significado. Use un diccionario de ser necesario.)



1. Natural resources

2. Renewable resources

3. Non-renewable resources

4. Conservation

5. Recycling

☐ a) The careful use of resources.

☐ b) Things which are found in nature and are necessary or useful to humans.

☐ c) The collecting and processing of used items so they can be made into new products.

☐ d) Sources of energy that won't run out.

☐ e) Sources that cannot be replaced once they are used up.

**Let's Match!**



Practice the pronunciation of the words and expressions with the help of your teacher (practique la pronunciacion de las palabras y expresiones con la ayuda de su profesor).



Listen and repeat the following words. Then ask your teacher what they mean following the examples.

Coal	wind	oil	water	natural gas
nuclear materials	forests	minerals	rocks	
sunlight	wood	petroleum	soil	



**Example:**

Student: *What does coal mean? / What is coal?*

Teacher: *Coal is ...*

Now classify the words from the box above into renewable and non-renewable resources. (Ahora clasifica las palabras de la caja anterior en recursos renovables o no renovables.)



Renewable resources		Non-renewable resources	

Now share your answers with your classmates following the model (Ahora comparte sus respuestas con sus compañeros siguiendo el ejemplo).

-I think that coal is a non-renewable resource.  
-Yes, and I think that wood is a ...  
-No, I think that wood is...

## Reading

### **Pre-reading:**

Discuss the following questions with a partner (discuta las siguientes preguntas con un compañero de clases)

1. Mention some natural resources that you use every day.

2. Apart from renewable and non-renewable, do you know another way to classify natural resources?
3. Quickly read the text and answer the question. (Lea rápidamente el texto y responda la pregunta.)

What type of text is this?

- a) Descriptive.
- b) Narrative.
- c) Expository.
- d) Argumentative.

### Natural Resources

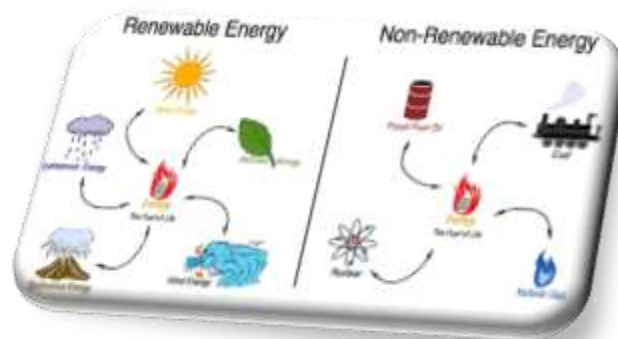
Natural resources are the things that exist freely in nature human beings use for survival. These things include the water, land, forests, animals, rocks, fossil fuels, and minerals inside the earth. Human beings did not create natural resources, they have always been a part of the Earth before Humans appeared.

Most of the Natural Resources are connected to each other in some way. For example, water is a natural resource, and if there was a limited supply, then other resources such as animals and plants would be affected. Natural resources are consumed direct or indirectly.

1) ☐ However, the many trees of rain forests act as a climate control, flood control, and storm protection. The trees of a forest can also be used as raw materials for making houses, furniture, paper, or other items.

Natural resources can be a solid, liquid, or gas. They can also be organic, coming from living things, or inorganic, coming from a non-living source. They can also be made out of metal or be non-metallic. All natural resources are also either renewable or non-renewable.

2) ☐ The examples of renewable resources include water, plants, animals, the sun, wind, and a few others. Most renewable resources can be replaced in a short period of time. For example, animals are renewable because they can reproduce young offspring replacing adult animals in a



short period of time. If it takes too many years to replace a resource, it is not considered to be renewable.

Organic renewable resources come from living things such as animals and trees. Inorganic renewable resources come from non-living things such as the water, sun, and wind.

Non-renewable resources cannot be easily replaced once they are destroyed. Examples of these resources include fossil fuels such as coal, petroleum, oil, and natural gas. 3) ☐ Minerals, though form naturally, are also non-renewable because the rock cycle used in replacing the minerals will take thousands of years. There are also some animals that can be non-renewable if they are in danger of becoming extinct.

Non-renewable resources can also come from organic or inorganic sources.

Finally, there are metallic and non-metallic resources which are inorganic. Metallic minerals are those containing metal, are hard, shiny, and can be melted to form other products. Examples include copper, tin, and iron. 4) ☐

Natural resources in the world are used for food and drink such as water, farm products, medicines, packaging, and much more. They are used for transportation including cars, trains, boats, airplanes, and others; as well as the fuel used to power them. 5) ☐ This use also includes the energy for the heating and cooling of homes and businesses.

***During reading:***

1. Read the text again and complete the gaps in the text with the correct letter of the sentences below. (Lea el texto nuevamente y complete los espacios en el texto con la letra de las oraciones siguientes.)
  - a. Non-metallic minerals are softer and do not shine, which can include clay and coal.
  - b. Renewable resources are always available and can be easily replaced or recovered.
  - c. For example, when animals eat plants they are consuming a natural resource directly.
  - d. Another large use of the Earth's natural resources is for housing, buildings, roads, and other construction.

- e. Non-renewable resources may take thousands or millions of years to be replaced.

Read the text one more time and answer the following questions. (Lea el texto una vez más y responda las siguientes preguntas.)

- a. What are natural resources?

---

- b. When a resource is not considered renewable?

---

- c. What examples of non-renewable resources are mentioned in the text?

---

- d. What are the characteristics of metallic minerals?

---

- e. Mention at least 3 uses of natural resources mentioned in the text.

---

Draw a diagram for the classification of natural resources presented in the text. Add specific examples of natural resources in your diagram. (Dibuje un diagrama de la clasificación de los recursos naturales presentados en el texto. Agregue ejemplos específicos de recursos naturales en su diagrama).

***After reading:***

in pairs, think of additional examples of renewable, non-renewable, metallic, and non-metallic natural resources different from the ones mentioned in the text (en parejas, piensa en ejemplos de recursos naturales renovables, no renovables, metalicos y no metalicos).



Share your list with the class (Comparta su lista con la clase)



## Grammar

Read the information provided in the following box.

Complete the sentences using **can** or **can't**. (Completa las oraciones utilizando **can** o **can't**.)

- a. Renewable resources \_\_\_\_\_ be regenerated.
- b. Non-renewable resources \_\_\_\_\_ be available only in finite quantities.
- c. Renewable resources \_\_\_\_\_ be renewed along with exploitation.
- d. Renewable resources \_\_\_\_\_ be always available for use.
- e. Non-renewable resources \_\_\_\_\_ be regenerated along with their exploitation.
- f. Renewable resources \_\_\_\_\_ become nonrenewable if used at a greater rate than the environment's capacity to replenish them.

### Grammar tip

#### Can / Cannot

- Usualmente se utiliza el modal Can para expresar habilidad, o para expresar que algo es posible en el presente.

For Example. Most renewable resources can be replaced in a short period of time.

- La forma negativa Cannot o Can't se utiliza para expresar inhabilidad o para expresar que algo no es posible en el presente.

For Example. Non-renewable resources "cannot" be easily replaced once they are destroyed.

## Writing

Write sentences expressing your abilities or inabilities about natural resources using **can** or **can't**. Make three for each auxiliary. (Escriba oraciones expresando sus habilidades o inhabilidades utilizando **can** o **can't**. Haga tres para cada auxiliar.)

I can save water.

---

---

---

I can't renew coal.

---

---

---

## Listening

### Pre-listening:

Match each word with its meaning by putting the letter on the correct space (Asocie cada palabra con su significado trasladando el numero al espacio correcto).

- |               |                 |
|---------------|-----------------|
| a. Waste      | _____ classify  |
| b. Sort       | _____ trash     |
| c. Reuse      | _____ effective |
| d. Successful | _____ use again |

Now practice the pronunciation of the words and definitions with the help of you teacher (Ahora pactique la pronunciacion de las palabras y las definiciones con la ayuda de su profesor)

Discuss the following questions with a partner. (discuta con un compañero las siguientes preguntas).



- What comes to your mind when you hear the word recycling?
- What do you think it can be recycled?

### During Listening:

Listen to this person talking about recycling. Complete the missing information. (Escucha a esta persona hablando sobre reciclaje. Completa la información que falta.)

Recycling is taking used materials and waste and then turning it into new, \_\_\_\_\_. Recycling waste into new products reduces the amount of materials that would have been needed if the product had to be made all over again.

For example, most paper is made from trees, but if old paper is recycled, less trees would be needed. Recycling uses \_\_\_\_\_ less energy, \_\_\_\_\_ and \_\_\_\_\_ helps with \_\_\_\_\_.



There are three important steps for recycling to be successful:

First, the items to be recycled must be \_\_\_\_\_. Many communities require residents to recycle and collect the materials using large bins or cans. The recyclables are picked up regularly, just like the other trash and waste products.

Second, the recyclables must be sorted into the different materials. The most common materials include \_\_\_\_\_, glass, and aluminium, which must be separated from each other.

Third, the recycled items must be \_\_\_\_\_ at a recycling plant. Since there are different materials that need to be recycled, each has its own method of turning the old into the renewed.

Two more things must take place for recycling to be successful. First, people must choose to recycle the things they use, and second, when buying things, it is helpful that people purchase items made of \_\_\_\_\_ like paper, plastic, glass, or aluminum.

In summary, three steps for \_\_\_\_\_ include collecting, sorting, and processing. Each material also has several more steps that must occur in order for it to be \_\_\_\_\_ as a useful product.

Read the information you completed. What did you learn about the recycling process? Share your ideas with the class (Lea la información completada. ¿Qué aprendió sobre el proceso de reciclaje? Comparta sus ideas con la clase)

### ***After listening:***

In groups, discuss the following questions, then share your answers with the class. (En grupos, discuta las siguientes preguntas, luego comparta sus respuestas con la clase.)

- What are some reasons why people do not recycle or are careless when they dispose of garbage?
- Are there any unique programs in your city or country that promote recycling and protecting the environment?
- What do you think you can do to recycle our natural resources?

## **Speaking and Reading**

Discuss as a whole class (Discuta con la clase).

Have you ever thought about why your parents chose to live where they are now?

Read the following text. (Lea el siguiente texto.)

People have often decided where they wanted to live based on the natural resources that were available in the area. Natural resources are things that are useful to people and come from the earth. Materials for building shelter are natural resources. So are food sources such as fruits and vegetables, animals that could be caught or hunted and water.







A region's climate and landforms let certain things grow in certain areas. They also determine which organisms will be able to survive there. Regions with very rich soil make good farming communities; however, areas with poor soil may attract those who have other purposes for the land, poor soil does not matter if you want to build a factory or if the land is good for ranching.

Each area attracts people based on their interests and purposes. Areas that support many different interests will naturally have larger populations. While you may not think of the mountains, lakes or oceans as natural resources, they are. Villages and cities built near water sources have been the most successful. People who want to catch fish for a living can do that by the ocean, but cannot in the desert.



Places that are difficult to reach will naturally have fewer people living in them, places that are high on mountain tops are not very desirable to some people. Neither are places that are in the middle of hot, dry deserts.

Write T for true or F for false according to the text. (Escriba T para verdadero o F para falso de acuerdo al texto).

- a) Materials for building shelter are natural resources. \_\_\_\_
- b) A region's climate and landforms doesn't determine which organisms will be able to survive there. \_\_\_\_
- c) Regions with poor soil make good farming communities. \_\_\_\_
- d) Poor soil isn't good for ranching. \_\_\_\_
- e) Areas that support many different interests have larger populations. \_\_\_\_
- f) Villages and cities built near water sources are successful. \_\_\_\_
- g) Places that are high on mountain tops have large populations. \_\_\_\_

Think about your community and answer the questions. Then share your answers with a partner. (Piensa sobre tu comunidad y responde las preguntas. Luego comparte tus respuestas con un compañero de clases.)

- a) What kind of resources do you have in your community? What are they useful for?
- b) When you grow up, will you choose to live the same place your parents did? Why or why not?

## Grammar

Read the information in the box. Pay attention to the form of the verbs in the examples.

### Grammar tip:

Recuerda que entre los usos del tiempo presente simple tenemos:

- Expresar rutinas y actividades cotidianas.

*Example:* We **use** the wind to produce energy.  
My sister **waters** the plants every day.

- Expresar información general que se considera una realidad.

*Example:* Solar energy **comes** from the sun.  
They **save** energy to protect the environment.

Complete the sentences using the correct form of the verbs (Complete las oraciones usando la forma correcta de los verbos).

- a) Water \_\_\_\_\_ (freeze) at zero degrees.
- b) The Earth \_\_\_\_\_ (revolve) around the Sun.

c) It \_\_\_\_\_ (rain) every afternoon in the hot season.

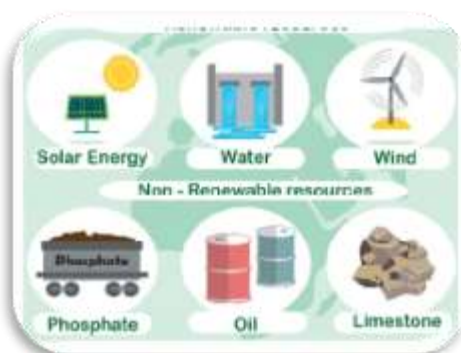
d) The children \_\_\_\_\_ (plant) trees near the river.

e) He \_\_\_\_\_ (use) coal to cook.

Circle the correct choice to complete the sentences  
(Encierre en círculo la alternativa correcta para completar las oraciones).

1. Does Carmen *save* / *saves* energy?

2. Do you *use* / *uses* water to produce energy?



Compare and talk to a partner about your answers in exercise C (Compare y discuta con un compañero sobre sus respuestas en el ejercicio C).

## Reading and Writing

Read about the use of some natural resources (Lea sobre el uso de algunos recursos naturales).

The natural environment provides many natural resources for people. Natural resources are always found in or on Earth. The basic natural resources are water, air, soil, minerals, animals, and plants.

### **Water:**

- ✓ People drink water to keep their bodies healthy.
- ✓ Water is used to clean our clothes and bodies.
- ✓ People water plants.
- ✓ Water is used to cook some foods.



### ***Air:***

- ✓ People breathe air so they can live.
- ✓ People use moving air (wind) to make wind turbines spin. The turbines make electricity for people.



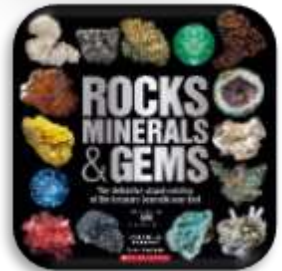
### ***Soil***

- ✓ People use soil to grow plants.



### ***Minerals***

- ✓ Copper Copper is a mineral. Pennies are made from copper.
- ✓ Plants take copper from the soil to help them make food.
- ✓ Calcium is a mineral found in soil. Calcium helps make plants strong. People need calcium for strong bones and teeth .



### ***Animals***

- ✓ People use animals for food (milk, cheese, steak, bacon) and clothing (wool sweaters, silk shirts, leather belts).



### ***Plants***

- ✓ Many plants are used to produce food, clothing or fuel.



Listen to the questions your teacher will ask and answer based on the reading  
(Escuche las preguntas que tu profesor hará. Luego responda.)



Think about other uses for these natural resources. Write at least one or two more ideas for each. (Piensa en otros usos para estos recursos naturales. Escribe por lo menos una o dos ideas más para cada uno.)

a) Water:

---

---

b) Air:

---

---

c) Soil:

---

---

d) Minerals:

---

---

e) Animals:

---

---

f) Plants:

---

---

Read your ideas for the whole class. Ask your teacher for help in pronunciation if necessary (Lea sus ideas para la clase. Pregunte a su profesor por la pronunciación correcta de las palabras de ser necesario).



## Speaking

What benefits do you get from the following natural resources in your community? Ask your teacher for any words you have difficulty with (¿Que beneficios reciben de los siguientes recursos naturales en su comunidad? Pregunte a su profesor por palabras con las que tenga dificultad).



a) Coal



b) Oil



c) Natural gas



d) Sunlight

### Example:

*We use coal to make fire.*

Make groups and share your ideas. Try to use the simple present tense. (Has grupos y comparte tus ideas)