

Lesson 1

SHE LEARNED ENGLISH BY HERSELF.

Learning Objective: Can use reflexive pronouns as objects or complements.

1. What things do you need help with? What things can you do by your own? Talk about this with a partner, use the ideas below.

- to cook *I can't cook, my mom cooks for everybody at home.*
- to make beds _____
- to do my homework _____
- to drive _____
- to repair a computer _____



2. Read the next paragraph. Try to identify the pattern in the text and underline it.

How were your vacations? Did you all have fun by yourselves? I really enjoyed my days off. My parents and I went to the highlands! They bought a new van this year, so they decided to go and make a trip by themselves. My mom liked the trip a lot, she was so excited with the fact that she was able to buy some souvenirs to herself. I helped my father with the driving, I couldn't let him drive too many hours by himself. We spent three days in the highlands, on the first day we visited Pelileo and Ambato, on the second day we

visited Quito and on the last day we went Cayambe, Otavalo and Ibarra. It was a busy trip but I really enjoyed myself.

3. What is a reflexive pronoun and how is it different from other pronouns?

Reflexive pronouns are used in the language in various ways. For every subjective pronoun, there is a reflexive pronoun equivalent. Before we go over the usage of reflexive pronouns, we need the list:

I	myself
You	yourself
He	himself
She	herself
It	itself
We	ourselves
You (plural)	yourselves
They	themselves
"self" ----- singular noun	"selves" -----plural noun
Preposition sometimes used with refl. pron.: "by"	

4. The reflexive pronoun is used when the subject does something to itself. For example.

- I really enjoyed **myself**.
- I helped my father with the driving, I couldn't let him drive too many hours by **himself**.
- She was able to buy some souvenirs to **herself**.
- Did you all have fun by **yourselves**?
- They decided to go and make a trip by **themselves**.

5. Directions: Read the following sentences and fill in the appropriate reflexive pronoun in the blank provided.

- a. The Canadian students bought all their books and paid for their classes _____.
- b. The rock singers decided to sing at the night concert and not during the day. They decided this _____.
- c. Although it takes longer to make his own pasta, John loves to cook Italian food by _____.
- d. My sister and her two friends want to make the dresses for the party by _____.
- e. We made the hike up the mountain by _____ in the middle of the night.
- f. We enjoyed _____ at the movies on Saturday night.
- g. I fixed my car's problem by _____ I didn't need to call a mechanic.
- h. The children cut _____ with the knives in the kitchen.
- i. James works in the store all by _____ on the weekends.
- j. The soccer team got the money for their trip by washing cars all by _____ in the gerund.

HOW ABOUT GOING TO THE MOVIES.

Learning Objective: Can make suggestions using what about /how about with verb

- j. The soccer team got the money for their trip by washing cars all by _____ in the gerund.
1. Put a tick into the idea that sounds good to you for a perfect activity to do today.

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- | | | |
|--|---|---|
| ☐ going to the cinema | ☐ driving | ☐ around Manabí |
| ☐ going to the beach | ☐ reading | ☐ a book having an ice |
| ☐ cream | ☐ eating Mexican | ☐ food riding a bike |
| ☐ cooking "Viche" | ☐ | ☐ |

2. Read the conversation about a group of friends at the university planning an unexpected day off.

Student 1: Hello everyone! Professor Torres is not coming today, I saw him leaving a few minutes ago.

Student 2: really? Great news, that means we have the rest of the day off.

Student 1: yeah, any plan? How about going to the cinema?

Student 3: Mmmm, no way! It is too early to go to the movies, besides I went yesterday.

Student 1: how about going to Crucita? We could have lunch there.

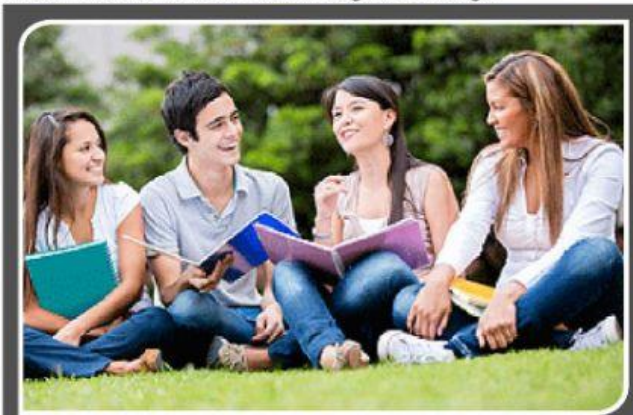
Student 2: I don't think it is a good idea. What about having an ice cream here in Portoviejo?

Student 3: no, how about going to my house? We could cook some Viche.

Student 1: are you nuts? That's a terrible idea. What about going to a Karaoke bar?

Student 3: I like that, that's a fantastic idea!

Student 2: ok, what are we waiting for? Let's go!



3. Underlines the sentences which express suggestions in the dialogue and write them down.

- _____
- _____
- _____
- _____
- _____

What about...? /How about...? We use what about...? /how about...? to make suggestions to people around.

These structures are commonly used in spoken English. They have the same meaning.

Making suggestions with **what about**.

What about + gerund

What about having an ice cream here in Portoviejo?

What about + gerund

What

about going to a Karaoke bar?

Making suggestions with **how about**.

How about + gerund

How about going to the cinema?

How about + gerund

How about going to Crucita?

4. Unscramble the sentences to put them in the correct order.

a. for lunch / How about / avocado / an / having / salad /

? _____

b. swimming / in my / What about / later / house / ?

c. by / traveling / What about / bus / ?

d. before / workout / how about / some / sleeping / doing / ?

5. Write a suggestion for the situation given in the following sentences.

a. I feel sick. My whole body hurts.

What about going home. You need to rest.

b. I need to get in shape as soon as possible.

c. I look very tired.

d. I don't know what to do tonight. I have no plans.

e. I have a crush on my best friend.

I STILL HAVEN'T BEEN PAID.

3. Put the

Learning Objective: Can use the present perfect with 'yet' and 'still'.

1. Find the mistake in the following sentences and correct them.

- She hasn't finish her homework. _____
 Have you wrote the letter? _____
 Have he seen this movie? _____
 We have'tn gone to Quito _____
 It hasn't stoped raining. _____

2. Read the following dialogue, complete it with the words from the box.

cash	been	vegetables
gone	had	beef

Husband: I am in the mood of some fried _____ with smashed potatoes. What would you like to have for lunch?

Wife: I still haven't thought about it. But we lack of milk and butter. We haven't _____ to the grocery store this month yet.

Husband: that's true. I haven't _____ paid yet. So, what do we have for lunch?

Wife: we only have some _____ and some chicken wings.

Husband: chicken wings, that's a great idea! By the way, have you _____ the fried chicken wings around the corner yet? They're delicious!

Wife: not yet, what about going in this moment?

Husband: ok, but if you pay this time, I'm out of _____!

The present perfect with still and yet

Still is used to talk about something that hasn't finished, especially when we expected it to finish sooner. For example.

I **still** haven't thought about it.

She **still** hasn't finished having breakfast.

Yet is used to talk about something which is expected to happen. It means "at any time up to now". It is used in questions and negatives. For example.

I haven't been paid **yet**.

Have you had the fried chicken wings around the corner **yet**?

a. the door / Juan Carlos / painted / still / hasn't

sentences into the correct order. Start the sentence with a capital letter and end it with a period.

b. haven't / yet / the soccer players / today / trained

c. your / cleaned / ? / bike / have / you / yet

d. called / Martha / me / yet / hasn't

5. hasn't / still / solved / the misunderstanding / been

6. yet / been / hasn't / kissed / Carolina

4. Read the sentences carefully and rewrite them using yet or still.

a. I haven't been to Canada! **haven't been to Canada yet.**

b. Have you thought about my Christmas present?

c. I told Ximena to clean her room but she hasn't obeyed.

d. They haven't painted the house as we agreed.

e. Has she heard the truth?



ENGLISH IS NOT DIFFICULT AS SPANISH.

Learning Objective: Can make comparisons using 'as ... as' with adjectives and adverbs.

1. Compare yourself with three people you know well, make notes of what you are alike and what you are different.

My brother and I like the adventure. We are fearless. He likes to eat a lot whereas I like to less. He is kind of heavy and I am very thin.

Alike: we're both fearless. Different: he's heavy and I am very thin.

1. _____

Alike: _____ Different: _____

2. _____

Alike: _____ Different: _____

2. Answer the questions about the interview. Once you have finished, check them in pairs.

Interviewer: how would you compare yourself with your brother/sister?

Marcos: Well, basically we look alike but at the same time we're very different. She likes science and I'm more interested in journalism.

Karina: well, I have to admit that I am not as good with money as my sister. She likes to save money and I like to spend as much as possible.

Angelica: we are very different. He is not as shy as I am. He talks a lot. But we have some things in common. I am as honest as he is.

Valeria: we almost have the same things in common. She is as tall as I am, and we like the same kind of music and food. We share almost everything.

3. Answer the questions about the interview. Once you have finished, check them in pairs.

1. How is Marcos alike with his sister?

2. Why doesn't Karina save money?

3. How is Angelica different from his brother?

4. What things do Valeria and her sister have in common?

Comparison of Equality

- When things being compared have equal characteristics, the comparison of equality is used. For example.

She is **as** tall **as** I am

- To form the comparisons of equality we have to use adjectives or adverbs. For example.

She is **as tall** as I am
Adjective

- When things being compared do not have the same characteristics, a negative comparison of equality is used. For example.

He is **not** as shy as I am

4. Write examples of comparison of equality using the clues given in the parentheses.

a. The black car / fast / the green car **The black car is as fast as the green car.**

b. Pablo / not studious / Michelle

c. An airplane / not cheap / a bicycle

d. Gerard Butler / good actor / Will Smith

e. English / important / Spanish

5. Take a look at your class. Compare your classmates using the comparison of equality. Use it affirmative or negative.

a. _____

_____ b.

_____ c.

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_____ d.

 _____ e.

that kept me up for several hours at night. Oh I forgot to mention. I used to live in Guayaquil when I was a child with my grandparents. In the end I think my childhood was not that bad.

3. Answer the questions about the text. Use complete answers.

I USED TO BELIEVE GHOSTS EXISTED.

Learning Objective: Can use 'used to' to refer to past habits and routines.

1. What events do you remember of the past? Make a list of those events. For example.

When I was in the high school. When I was a child.

2. Read the following text about Ricardo's childhood. Underline the events described in the text.



Hello, my name is Ricardo and I can say I had a great childhood. I remember I used to go out a lot with my friends, but once I hurt my leg so badly while I was cycling. I also remember other things; I had an older brother who used to tell me stories about ghosts. They were really frightening. I used to believe ghosts were real and I was very afraid of the dark as a result.

Now, everything is different, I don't believe in ghosts anymore, but I still remember those stories told by brothers

- a. Is the text referring to present or past?
- _____
- _____
- b. If we use "used to", do we refer to an action happening once? Or several repeated times?
- _____
- _____

- c. What form of the verb follows "used to"?
- _____
- _____

- d. What type of verb follows "used to"?
- _____
- _____

4. Put in order the sentences. Start the sentences with a capital letter and finish it with a period.

a. smoke / my dad / 10 cigarettes a day / used to

b. on time for classes / didn't / arrive / use to / I

c. get up early / 5 years ago / my sister / used to

d. as much as now / read / used to / never / my friends

5. Compare life in the past (10 years ago) with the present. Compare it in four aspects, Transport, Education, Food, and Technology. Use "used to" to create the sentences.

Transport

Education

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Food

Technology

FIRST, SHE FOUND A CAT. THEN, SHE KEPT IT

Learning Objective: Can use a range of common linking words to sequence events or activities.

1. What activities did you do yesterday? What did you do first? Then, what else did you do? Write at least 5 activities to form a sequence.

Yesterday was a really busy day, I woke up at 6:00 am.

- _____
- _____
- _____
- _____
- _____

2. Number the sentences in a logical order to create a story.

- _____ I asked my neighbors if it was theirs, but it wasn't.
- _____ I put an ad in the newspaper.
- _____ I decided to keep the cat. Its name is fluffy and I love it.
- 1 Five months ago, I found a cat in the street.
- _____ A man called me but it wasn't his cat.
- _____ I made posters and put them around the neighborhood, but nobody called me.

3. Write the story in a chronological order. Place the words in the box.

A week later Then Finally First After

- Five months ago, I found a cat in the street.
- _____ , _____
- _____ , _____
- _____ , _____
- _____ , _____
- _____ , _____



Linking words and phrases They are used to develop coherence and sequence in a paragraph that is linking one idea to another. For example

Introducing ideas	First I asked my neighbors if it was theirs, but it wasn't.
Sequencing	Then - I made posters and put them around the neighborhood, but nobody called me. After that - I put an ad in the newspaper. A week later - A man called me but it wasn't his cat.
Conclusion	Finally I decided to keep the cat. Its name is fluffy and I love it.

4. Write the correct linking words and phrases in the space to develop coherence in the paragraph about Sandra.

Sandra is one of my best friends. This is what she normally does before going to the university. _____, she gets out of bed. _____, she gets dressed. _____, she has breakfast with all

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her family. Later, she brushes her teeth and leaves the house. _____, she gets on the bus and go to the university.

5. Write a story that had happened to you lately. Use linking words or phrases: first, then, after that, later, finally.

Danna: I see, perhaps, I may talk to my auntie Monica, she lives alone these days because my cousins are studying abroad. We will be next-door friends, if my auntie accepts the idea.

Marissa: I love it! Talk to your auntie and let me know. Now I am going to see somebody who offered me a part-time job. If I get the job, I will be able to have my own economy. **Danna:** Great. I can't wait to go and talk to my auntie! I will immediately give a call, if she says yes.

3. Underline the sentences in the conversation above which are about possible situations in the future.

- If you share the rent of an apartment, you will save some money.

- _____
- _____
- _____

IF WE GET TO LIVE TOGETHER, THAT WILL BE FANTASTIC!

First conditional Learning Objective: Can use the first conditional in a correct way.

1. Ask the following questions to a classmate. Take notes of the answers.

a. If you frequently skip classes, what will happen with your grades?

b. If somebody offers you a well-paid job, will you quit going to the university?

c. If you win the lottery, what will be the first thing you do?

d. If a beloved person fails you, how will you feel?

2. Read the conversation between Danna and her friend Marissa. What are they talking about? Talk about this with a partner.

Danna: Are you going to live here in Portoviejo this year?

Marissa: I'm not sure yet. I'm planning to rent an apartment by my own, but that will be expensive.

Danna: Yeah, I think so. If you share the rent of an apartment, you will save some money.

Marissa: It is a great idea, but if I do that, I won't get the privacy I'm used to have. You know the way I am

- _____
This structure is commonly used when talking about possible situations in the future. We are predicting a probable result in the future if a condition is carried out.

For example.

If you share the rent of an apartment, you will save some money.

What is the possible situation in the future if somebody shares the rent of an apartment? Somebody will save some money.

Example	If you share the rent of an apartment, you will save some money.	
If Clause	If you share the rent of an apartment	Condition
Main Clause	You will save some money.	Possible situations in the future

The grammar structure follows this pattern:

If Clause	Main Clause
If + present tense	Will
If you share the rent of an apartment	You will save some money.

The grammar structure follows this pattern:

Main Clause	If Clause
Will	If + present tense

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You will save some money.

If you share the rent of an apartment

4. Complete the sentences with the correct words or phrases from the word bank.

will visit will run won't have
you live is will drive get paid

- You will spend a lot of money on gas, if you _____ to the university every day.
- If I have enough money, I _____ my own business.
- If _____ in the countryside, it will be nice and quiet.

- I'll go on vacation, if I _____ tomorrow.
- If you move to Guayaquil, you _____ get a better chance to become an actor.
- I _____ you, if I have enough time tomorrow.
- If I live near the university, I _____ to drive.
- He won't go to the gym, if he _____ sick.

5. Answer these questions using the first conditional.

- What will happen, if you don't study hard enough?

- What will happen if you eat too much junk food?

- What will happen if you drink too much coffee?

- What will happen if you drive too fast?

I CANNOT CUT OUT SWEET FOOD

Learning Objective: Can use phrasal verbs with separated object.

1. Match the verbs with the words in the box to create new verbs.

Out /6 down /2 back off up

fall _____
cut _____
come _____
pull _____
check _____
wash _____

keep _____
cut _____ lie
_____ wear
spit _____

Phrasal verbs and their meaning

A phrasal verb is a combination of a verb with another word (preposition, adverb) or both, which changes the meaning of the original verb. Unfortunately phrasal verbs must be memorized. Here is the list of eleven phrasal verbs used in this lesson with their meaning.

Fall out - to separate.

Keep up - continue.

Cut out - stop.

Cut down - reduce / consume less.

Lie down - to put your body in a horizontal position.

Come back - return.

Pull out - remove using force.

Wear off - the effects of something like a

drug/medicine end gradually.

2. Read through the following short story. The eleven new verbs you matched in the exercise above are inside the

Check out - inspect, examine or investigate.

story, underline them. Then, answer the questions.

Jimmy is 7 years old, he hates going to the dentist. The friendly man but Jimmy seems to be in love with sweets and can't help eating them.

3. Select the correct phrasal verb to complete.

Last time Jimmy was at the dentist, he warned him that his _____ would fall out if he kept up eating candies. He also

least cut down on

the amount he ate. As he laid down all the past memories

the dentist had to _____ anesthesia but the

Wash out later wore off that it was difficult for him to eat or chew

Wash out - use water or a liquid to clean the inside of something.

Spit out - to force something out of your mouth, dentist is a especially saliva or liquid.

1. You must not chew gum in this class! Please _____ teeth

- Wear it off

- Pull it outwarned him to cut out sweet food or at

- Spit it out

- Fall it outfrom his last visit came back. That time

- Keep up later

- Cut down later

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something.

_____ Luckily this time the checkup was much better. The dentist _____ a. Pull it out just
checked out his teeth, and made him wash out his _____ b. Cut it out mouth with water, then he told Jimmy to spit
the water out _____ c. Check it out

_____ d. Spit it out into the
sink.
4. He has _____ from eating 5 hamburgers a week to only one. Jimmy left the dentist room this time with a big
smile in _____ a. Pull out his mouth knowing that is perfectly clean and without any b. Wear off
cavities! _____ c. Fall out
_____ d. Cut down

5. My hair started _____ when I studied in
a. Why does Jimmy hate going to the dentist? _____ France.

b. What happened last time Jimmy went to the dentist?

c. What happened when Jimmy lay down?

d. Keep up

d. How was the checkup this time?

d. Come back later
3. Marvin has a new car! Let's

a. Pull it out just
b. Cut it out mouth with water, then he told Jimmy to spit

d. Spit it out into the

_____ a. Pull out his mouth knowing that is perfectly clean and without any b. Wear off

c. Fall out
d. Cut down

a. Washing out

b. Wearing off

c. Falling out

d. Pulling out

6. I am so glad with the results. Let's _____
going to the gym.

a. Cut out

b. Lie down

c. Spit out

7. The effects of the caffeine started to _____
one hour ago.

a. Wear off

b. Check out

c. Spit out

d. Wash out

HE HAS PLAYED IN A LOT OF MOVIES.

Learning Objective: Can distinguish between present perfect simple and continuous.

1. Look at the picture. Who are the actors? And what movie
this picture belongs to? Talk about this with a partner.

Present perfect simple vs perfect present continuous

There are some differences between the present perfect simple

Present Perfect Simple	Present Perfect Continuous
- Used to talk about events connected between the past and the present. - I haven't cried in a movie for years.	- Used to talk about events connected with the present. - Chris Gardner has been having a difficult time.
- Used to focus on an activity that is finished. - She has learned an important lesson.	- Used to focus on an activity that is unfinished. - I have been studying for three hours.