

Handout 3

REFLEXIVE PRONOUNS I GET IT BY MYSELF



Indicadores de logros

- ✓ Identifica los pronombres reflexivos y su aplicación dentro de un contexto.
- ✓ Extracta información de un texto determinado identificando los pronombres reflexivos.
- ✓ Identifica problemas, causas y consecuencias y establece una definición de éstos. (SOLUCIÓN DE PROBLEMAS)
- ✓ Aporta soluciones y evalúa alternativas.
- ✓ Ejecuta en la medida de sus posibilidades, acciones que contribuyen a la solución.
- ✓ Hace seguimiento a la solución y retroalimentación.



En esta guía, además de identificar y saber utilizar correctamente los PRONOMBRES REFLEXIVOS, vamos a trabajar la competencia de SOLUCIÓN DE PROBLEMAS.

Como nos damos cuenta, en nuestras relaciones interpersonales estamos solucionando permanentemente problemas. Esta competencia es la capacidad de identificar un problema, analizando sus síntomas, causas y consecuencias de forma tal que podamos aportar soluciones alternativas, evaluando la mejor de éstas, y haciéndoles un adecuado seguimiento.



DON'T FORGET IT

If you have a problem, you should solve it by yourself.

I read this dialogue carefully, trying to understand its meaning. Next, I try to translate it with my partners. If I have any problem, we try to identify it asking for my teacher's information. Finally, we read it aloud with my partner:

Betty: Hello Peter! What about your Math problems?

Peter: I've tried to solve them in a good way **by myself**.

Betty: I thought you were asking for help.

Peter: No, because I remembered my teacher's words, «It is better to do this **by yourself**. If you do that, you will feel better.

Betty: That's a good message for lazy people.

Peter: And what about your boyfriend?

Betty: No, I think that he has to solve this problem **by himself**.

Peter: In short, I think that it is better to solve our problems by ourselves.

Betty: O.K you are right.





LET'S LEARN AND PRACTICE

I read this information carefully, trying to select the most outstanding information and writing it on my notebook:

We use REFLEXIVE PRONOUNS to talk about actions where the subject and the object of the verb are the same person. (See the example that is at the beginning of this handout).

USES:

- ❖ Reflexive pronouns can be direct or indirect objects.
- ❖ Reflexive pronouns can be the object of a preposition.
- ❖ Reflexive pronouns can emphasize a noun or pronoun.

The reflexive pronouns are:

Singular : myself, yourself, himself, herself, itself.

Plural : ourselves, yourselves, themselves.

Let's see a summary chart where you can find some pronouns.

Personal pronoun	Possessive pronoun	Object pronoun	Reflexive pronoun
I	Mine	me	myself
You	yours	you	yourself
He	his	him	himself
She	hers	her	herself
It	its	it	itself
We	ours	us	ourselves
You	yours	you	yourselves
they	theirs	them	themselves

As you can see, to each personal pronouns corresponds a reflexive pronoun. Let's see some examples.

- ❖ I didn't need any help for solving the problems. I did them by **myself**.
- ❖ **Betty** made the cake alone. She made it by **herself**.
- ❖ **We** did the dishes without any help. We did it by **ourselves**.
- ❖ **My** father did the gardening yesterday. He did it by **himself**.



NOTE : The expression **BY+ Reflexive Pronoun/ by myself, by himself etc./** means alone or without help.



The boy climbed the tree by himself.

As we said before, reflexive pronouns can have different functions. Let's read and copy on our notebooks the most outstanding information with the examples.

- ❖ You use reflexive pronouns as the direct or indirect object of the verb when you want to say that the object is the same person or thing as the subject of the verb in the same clause. For example, «**Jhon taught himself**» means that Jhon did the teaching and was also the person who was taught, and «**Ann poured herself a drink**» means that Ann did the pouring and was also the person that the drink was poured for.

En las diferentes actividades de interacción es muy importante participar activamente, aunque en ocasiones se presentan malos entendidos. Para solucionar este tipo de problemas es necesario identificar causas y consecuencias para establecer claramente lo que debemos solucionar.

Activity One

With my team work, we choose a coordinator who helps us to carry on the activity, after that we read carefully the following sentences. We try to find the correct answer, if we disagree in some answers; we have to create the strategies in order to get a solution by ourselves.

Taking into consideration the chart about PRONOUNS, I choose an object pronoun or a reflexive pronoun to complete these sentences correctly, writing the activity on my notebook and translating the sentences into good Spanish. If I have problems with the meaning, I ask for my teacher's help trying to select the best option.

- a. He was tired but he was forced to go on.
- b. I could hear someone walking along behind
- c. She had cut so badly he had to be rushed to hospital.
- d. She realized that the car in front of had stopped suddenly.
- e. They built a garage behind the house.
- f. He boiled a couple of eggs for breakfast.
- g. Put it down in front of
- h. If you've got a sleeping bag bring it with
- i. They had promised a summer holiday abroad.
- j. On Sunday mornings the girls were planning a soccer game by



- ❖ You use a reflexive pronoun as the object of a preposition when the object of the preposition refers to the same person or thing as the subject of the verb in the same clause. EXAMPLES:

I was thoroughly ashamed of myself.
 Tell me about yourself.
 They are making fools of themselves.

- ❖ You use reflexive pronouns after nouns or pronouns to emphasize the person or thing that you are referring to. EXAMPLES:

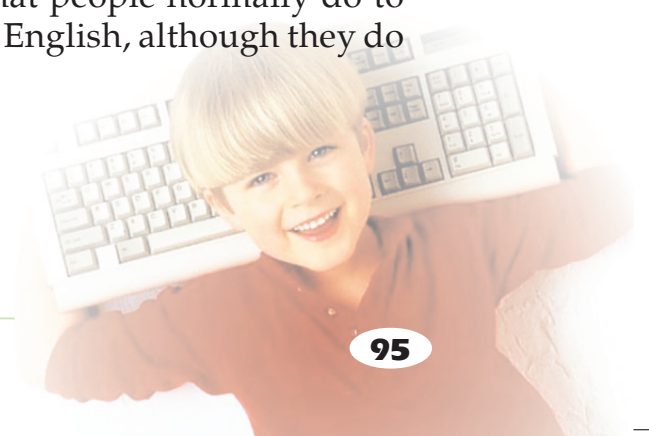
The town itself was so small that it didn't have a bank.
I myself have never read the book.



- ❖ Most transitive verbs can take a reflexive pronoun. Examples:

I blame myself for not paying attention.
She introduced herself to me.

- ❖ WARNING: Verbs which describe actions that people normally do to themselves do not take reflexive pronouns in English, although they do in some other languages.



Nuestra sociedad requiere de personas que contribuyan al mejoramiento de la calidad de vida desde todos los aspectos. Nosotros somos jóvenes que estamos estudiando para garantizarnos un mejor porvenir. Sin embargo, desde ahora podemos aportar soluciones y evaluar alternativas de manera positiva para solucionar los problemas que hay en nuestro entorno.

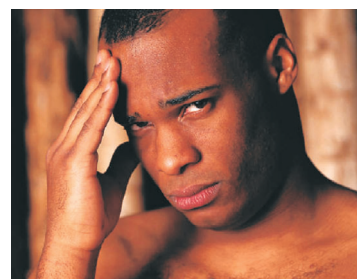
Activity Two

I meet with my team-work and analyze some situations that I live at home or at school referring to some «daily problems». We create a dialogue using the comics of a newspaper adapting the different situations and using the reflexive pronouns. Next, I share that information with my teacher and after correcting it, I stick it on the billboard and finally I put it on my portafolio.

WARNING: «One another» and «each other» are not reflexive pronouns:



Jack and Sarah had a big argument. They haven't spoken to each other for two days.



Let's see more examples:

We embraced each other.
They fought one another desperately for it.
They kissed each other in greeting.
It was the first time they had touched one another.



**TEACHER, CHECK
MY PROGRESS,
PLEASE**



LET'S VERIFY OUR KNOWLEDGE

Las personas, sin importar la condición social, afectiva, económica, religiosa entre otras, estamos en capacidad de contribuir al mejoramiento de una situación o problema.
Voy a poner a prueba en la medida de mis capacidades, acciones que ayuden a solucionar situaciones difíciles.

1. I am going to think about personal problems, familiar problems, classmates' problems or my community problems.

I select one of them: First I have to write the situation, then, I do a plan in order to get a solution. Finally, I keep in touch with the problem and I share my plan with affected or involved people in the problem.

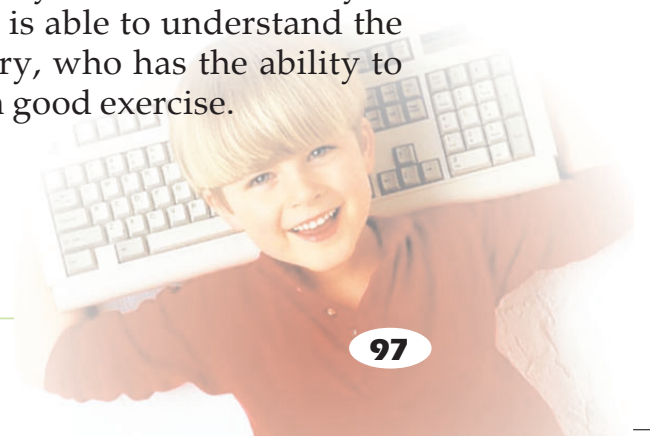


I try to write the problem in English and the plan of solution too. I use reflexive pronouns and other structures that I have studied before. I show my exercise to my teacher in order to correct the mistakes.

My turn

Now we are going to read the following reading about self-talk, and we write down the unknown words on our notebooks, and we look for the meaning. Finally we answer the question on our notebooks, too. We show our exercise to the teacher.

Before beginning this activity, we are going to identify who has the ability to read in English, who has good pronunciation, who is able to understand the article, and who has the ability to use the dictionary, who has the ability to write in English, we divide the work in order to do a good exercise.





SELF-TALK

Self-talk is the way we explain a problem to **ourselves**. It can affect how we feel and how we act. Take the case of Tom and Sara. They both got laid off from their jobs, but their reactions were very different. Sara frequently called her friends, continued her free time activities, and kept **herself** fit. Tom, on the other hand, spend all his time **by himself**, didn't allow **himself** to have a good time, and gained ten pounds.

Why were their reactions so different from **one another**? They both lost their jobs, so the situation **itself** can't explain Tom's problems. The main difference was the way Tom and Sara explained the problem to **themselves**. Sara told **herself** that the problem was temporary and that she herself could change it. Tom saw **himself** as helpless and likely to be unemployed forever.

Tom and Sara both got their jobs back. Their reactions when they talked to **each other** were, again, very different.

For his part, Tom grumbled, «Oh I guess they were really desperate.» Sara, on the other hand, smiled and said, «Well! They finally realized that they need me.»

(Taken from Focus on Grammar. Fuchs Marjorie et al. English@ EF).

Write down these sentences on your notebooks and decide if they are TRUE or FALSE:

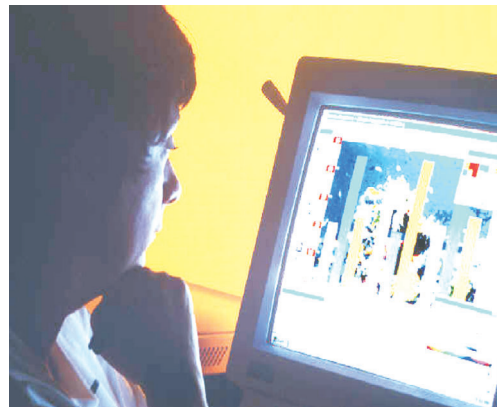
- The way we explain a problem to ourselves is called Self-talk. ()
- Tom and Sara's reactions when they got laid off their jobs, were similar. ()
- Sara continued her free time activities and kept herself fit. ()
- On the other hand, Tom allowed himself to have a good time. ()
- Their reactions when they got their jobs back, were so different from one another. ()

Después de encontrar la solución a un problema, debemos estar atentos a que las soluciones planteadas se estén llevando a cabo, de lo contrario, estamos perdiendo el tiempo sin saber si la dificultad se ha resuelto o ha generado otro tipo de problemas. Entonces, para poder «hacer un cierre» de un problema en forma efectiva, es necesario hacer un seguimiento a la solución para retroalimentarnos con las experiencias vividas.

2. I read the problem that I found in my school or the community or in my family again, and I read the possible solutions that I gave for it. As I have read in the previous reflection I have to be attentive to the development of the problem. I am going to visit the affected people and I am going to ask if my «plan» has been useful or if they found another solution.

I write this experience in English, I show my exercise to my teacher, I ask for help about my composition.

3. I go to the virtual room and choose the software ENGLISH DISCOVERIES and develop these activities working with a partner. We identify our strengths and weaknesses in order to have good results.



a. Level: Intermediate 1, **Language:** REFLEXIVE PRONOUNS and do click on practice for developing all the multiple choice sentences. I can copy some of them on my notebook to reinforce the topic.

b. Level: Intermediate 1, **Speaking:** I look for a dialogue that uses some reflexive pronouns and perform it with my partner. We can do some changes and adapt it to some situations in the classroom.

Todos estamos expuestos a enfrentar dificultades propias o ajenas en cualquier instante de la vida; por lo tanto, no es prudente huirles a los problemas o tratar de solucionarlos por la vía más rápida, ya que de esta forma no se logran superar con éxito las dificultades.



TEACHER, as you can see, I have done a good job, please verify it.



ESTUDIO Y ADAPTACIÓN DE LA GUÍA

