

# Orellana's staggering English book 1

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Erich Gonzalo Guamán Condoy  
Leonardo Mauricio Martínez Paredes  
Zoila Victoria Herrera Andrade

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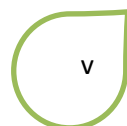
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## INTRODUCTION

ORELLANA'S STAGGERING BOOK 1 is a book of its kind to explore The Amazon in Ecuador. ORELLANA'S STAGGERING BOOK 1 explores topics relating to culture. ORELLANA'S STAGGERING BOOK 1 explores this growing area of English for specific purposes.

This book develops speaking, reading, listening, and writing skills. It considers a wide range of themes related Ecuador, including methodological frameworks, and specific teaching methods.

This book is a didactic resource for students who want to improve their English communication skills in a work environment. It includes career-specific vocabulary and cont



# ORELLANA'S STAGGERING ENGLISH BOOK 1

## PROLOGUE

Showing the Amazon Region in Ecuador to the world is a duty that not only the government has. Teachers and students need to learn how to promote the country as its most outstanding richness is tourism. ORELLANA'S STAGGERING BOOK 1 is a tool for teachers whose objective is to teach English for Specific Purposes (ESP).

ORELLANA'S STAGGERING BOOK 1 has 10 different lessons with 10 tasks in each one, which contain readings with information about The Amazon Region. The readings are short and have been graded with simplified language for beginners.

Each of the lessons has different tasks, and they have a number of different types of strategies. They sometimes ask students to answer questions, unscramble sentences, match, fill in the blanks, and other activities that foster language learning. All the activities respond to the reading comprehension of the texts and include some basic grammatical structures that encourage the literal level of reading.

Finally, ORELLANA'S STAGGERING BOOK 1 is a practical textbook. Teachers can easily choose a lesson to match their school program. It will be a means for the English teacher to help Tourism major students, learn to talk about Ecuador and its tourist attractions.

Sandra Elizabeth Merino H, M.A.

ENGLISH TEACHER





## LESSON 1: THE AMAZON REGION

### THE AMAZON

The Amazonian area of Ecuador covers 120,000 km<sup>2</sup>. There are 6 provinces: Sucumbíos, Orellana, Napo, Pastaza, Morona and Zamora. There are about 740 thousand inhabitants. This region is also rich in fruits and spices. The most popular destinations are the Cuyabeno Wildlife Reserve and Yasuni National Park.

#### Task 1. In pairs read and answer the questions

- How many provinces are there in the Amazon Region?
- How many inhabitants are there in the Amazon Region?
- What are the touristic attractions in the Amazon Region?
- What is the principal language spoken in the Amazon Region?
- What do you know about the culture? In pairs talk about it.



#### Task 2. Match the province and its capital

Morona Santiago

Francisco de Orellana

Napo

Puyo

Orellana

Nueva Loja



Pastaza

Zamora

Sucumbíos

Macas

Zamora Chinchipe

Tena

### Task 3. Read and write the name of each province

**Morona Santiago**  
**Sucumbíos.**

**Napo Orellana**  
**Zamora**

**Pastaza**  
**Chinchipe.**

- \_\_\_\_\_ which borders Colombia to the north, is characterized by its humid, tropical climate. In addition to being home to some of *the Amazon's most impressive and expansive* ecological reserves, such as Cuyabeno, with their incredible flora and fauna. It was the first Ecuadorian province to be exploited for oil. Its capital, Lago Agrio, is a popular gateway to the Amazon region.
- \_\_\_\_\_ is a province with a lot of tradition and natural attractions, among them we have the well-known Yasuni Park, which is already known as "a song to the life of the country and the world". An equatorial jungle area of lush greenery and particular fauna and flora.
- \_\_\_\_\_ Cradle of the 7 Amazonian Indigenous Nationalities. The jungles of this vast province are the cradle of 7 indigenous nationalities: the Amazonian Quichuas, the Andoas, the Záparas, the Huoranis, the Achuar, the Shiwiar and the Shuar. These communities have inhabited the Amazon rainforest for

millennia.

- \_\_\_\_\_ The city has rich flora and fauna, rivers and the cauldrons, and is one of the most popular tourist attractions in the country. The Podocarpus National Park, with its abundant flora and fauna, is the ideal destination and a milestone in the natural beauty of the province.
- \_\_\_\_\_ is a province in Ecuador. Its capital is Tena. The province is low developed without much industrial presence. The thick rainforest is home to many natives that remain isolated by preference, descendants of those who fled the Spanish invasion in the Andes, and the Incas years before.

**Task 4. Check the grammar chart and underline the sentences according to the grammar**

L I N K

[https://youtu.be/ b2IGiG23p0](https://youtu.be/b2IGiG23p0)

## BE VERB

I	am		I	am not	
You	are		You	are not	
He	is		He	is not	
She	is	from Canada.	She	is not	from Canada.
It	is		It	is not	
We	are		We	are not	
They	are		They	are not	

Am	I		Yes,	No,
Are	you		I	am not.
Is	he		you	are not.
Is	she	from Canada?	he	is not.
Is	it		she	is not.
Are	we		it	is not.
Are	they		we	are not.
			they	are not.

It is characterized by its humid, tropical climate

# ORELLANA'S STAGGERING ENGLISH BOOK 1

**Task 5. Look at the chart and write down about the province**

<b>Canton</b>	<b>Population</b>	<b>Area</b>	<b>Capital</b>
Archidona	18,551	3,029	Archidona
Carlos Julio Arosemena Tola	2,943	501	Carlos Julio Arosemena Tola
El Chaco	6,133	3,473	El Chaco
Quijos	5,505	1,577	Baeza
Tena	46,007	3,904	Tena

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# ORELLANA'S STAGGERING ENGLISH BOOK 1

<i>Canton</i>	<i>Population</i>	<i>Area</i>	<i>Capital</i>
<i>Cascales</i>	<b>11.104</b>	<b>1.248</b>	El Dorado de Cascales
<i>Cuyabeno</i>	<b>7.133</b>	<b>3.875</b>	Tarapoa
<i>Gonzalo Pizarro</i>	<b>8.599</b>	<b>2.223</b>	Lumbaquí
<i>Lago Agrio</i>	<b>91.744</b>	<b>3.139</b>	Nueva Loja
<i>Putumayo</i>	<b>10.174</b>	<b>3.559</b>	Puerto El Carmen de Putumayo
<i>Shushufindi</i>	<b>44.328</b>	<b>2.463</b>	Shushufindi
<i>Sucumbíos</i>	<b>3.390</b>	<b>1.502</b>	La Bonita

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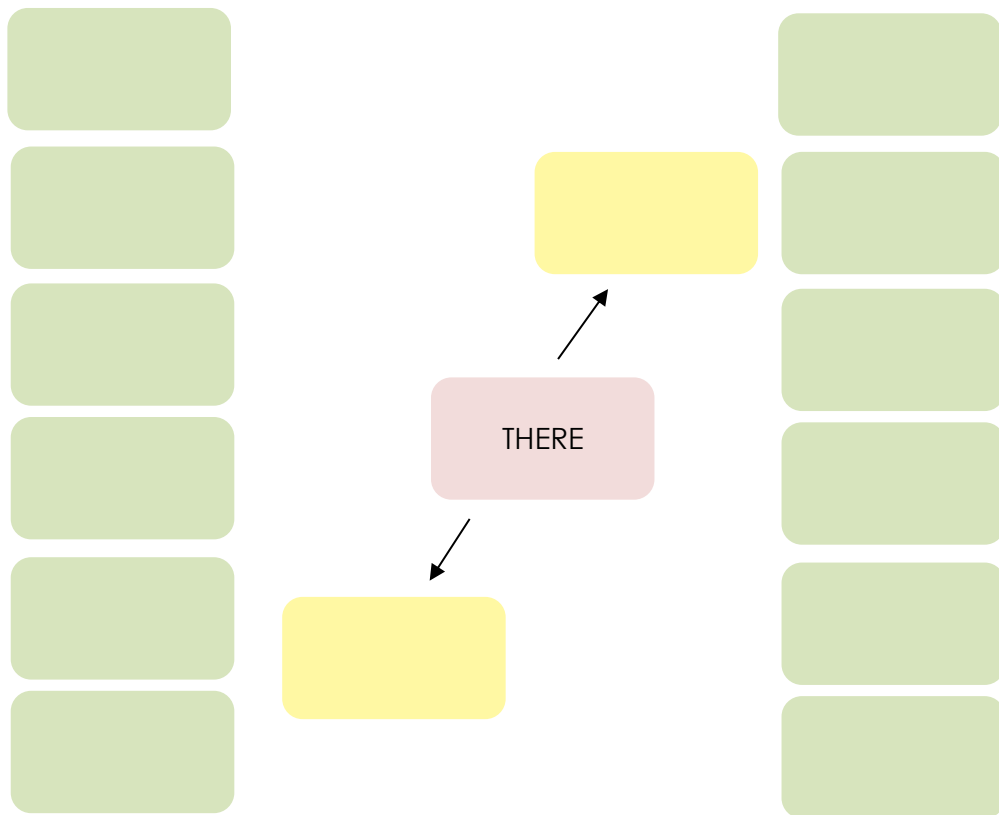
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# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 6. Watch the video and complete the grammar chart

<https://youtu.be/YzgXKZtnUHQ>



Task 7. Using the chart above describe the touristic places in the Amazon Region.

There are a lot of rivers.

# ORELLANA'S STAGGERING ENGLISH BOOK 1

## Task 8. Unscramble the words

ENW	_____
NEESTINGIRT	_____
AAIMNZG	_____
CHRI	_____
ANTABUND	_____
IMSSVPREIE	_____
VEEPANXSI	_____
YNGOU	_____
LOD	_____
ALTL	_____
TSRHO	_____

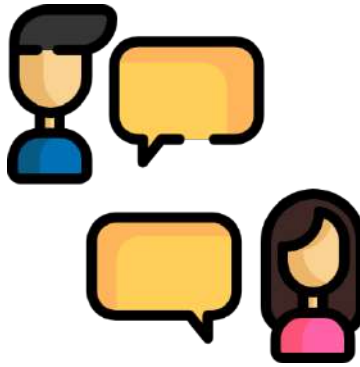
## Task 9. Use the adjectives and the grammar above to write sentences to describe your city.

Orellana is an interesting city

_____
_____
_____
_____
_____
_____
_____



Task 10. Speaking practice. In pairs talk about the Provinces in the Amazon Region.



## LESSON 2: ORELLANA



**Orellana** is located in the Amazon region. The capital is Puerto Francisco de Orellana. It is also known as Coca. It was created on July 30, 1998, from part of Napo Province.

The name of the province derives from the explorer Francisco de Orellana. The province is divided in four cantons. The cantons are: Aguarico, Francisco de Orellana, Joya de los Sachas, Loreto.

Orellana is a province with a lot of tradition and natural attractions, among them we have the well-known Yasuni Park, which is already known as “a song to the life of the country and the world”. An equatorial jungle area of lush greenery and particular fauna and flora.

The Napo River is one of the most transcendental in the Amazon region and Ecuador; many native communities are established on its banks and on those of its two main tributaries: The Coca River and the Aguarico River. A unique ecosystem in the world



# ORELLANA'S STAGGERING ENGLISH BOOK 1

## Task 1. Read Orellana and answer the questions.

- Where is Orellana located?
- What is Orellana's capital?
- Who is Francisco de Orellana?
- How many cantos does Orellana have?
- Where is Yasuni park located?
- Which is the most transcendental river in the Amazon region and Ecuador?

## Task 2. Match the heading with each paragraph.

**GATRONOMY**

**WEATHER**

**CULTURE**

---

Orellana is characterized by having a tropical climate. There is always a lot of rain in Orellana, it rains even in the driest season. The average temperature in the year within the province almost always borders 27°C.

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There are a number of typical dishes of the Amazonian territory which have passed from generation to generation trying not to lose them, and always looking to maintain the original preparation of these foods.

---

Food altars are usually raised where prayers are not lacking in respect and memory to those who departed, they are still celebrated in many communities in the province.

### Task 3. Match word with the meaning.

- |                |       |   |
|----------------|-------|---|
| A. Explorer    | _____ | a city that is the center of government of a country or smaller political area                                      |
| B. Capital     | _____ | a person who explores an unfamiliar area; an adventurer.  |
| C. Communities | _____ | the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.   |
| D. Traditions  | _____ | a person born in a specified place or associated with a place by birth, whether subsequently resident there or not. |
| E. Native      | _____ | a group of people living in the same place or having a particular characteristic in common.                         |

## Task 4. Listen and complete the reading.

### CUYABENO WILDLIFE RESERVE



Cuyabeno Reserve is the second \_\_\_\_\_ reserve of the 56 national parks and \_\_\_\_\_ areas in Ecuador. It is located in the \_\_\_\_\_ in the Sucumbíos Province and in the Aguarico Canton in the Orellana Province. The Cuyabeno \_\_\_\_\_ Reserve is an \_\_\_\_\_ nature reserve in Amazonia with rather unusual \_\_\_\_\_ characteristics. It is \_\_\_\_\_ from any other Amazon \_\_\_\_\_ area in the world. As all \_\_\_\_\_ areas in the Amazon region, the \_\_\_\_\_ has a high \_\_\_\_\_ but possibly a bit lower than better \_\_\_\_\_ protected areas like the neighboring Yasuní \_\_\_\_\_ Park, which is \_\_\_\_\_ the most \_\_\_\_\_ park in the world. These areas are incredibly \_\_\_\_\_ in species.

## Task 5. Complete the sentences. Choose the best option.

1. It \_\_\_\_\_ located in the Amazon region.

# ORELLANA'S STAGGERING ENGLISH BOOK 1

IS ARE AM

EXPLANATION

\_\_\_\_\_.

2. The cantons \_\_\_\_\_ Aguarico, Francisco de Orellana, Joya de los Sachas, Loreto.

IS ARE AM

EXPLANATION

\_\_\_\_\_.

3. \_\_\_\_\_ always a lot of rain in Orellana.

THERE IS THERE ARE

EXPLANATION

\_\_\_\_\_.

4. \_\_\_\_\_ a number of typical dishes of the Amazonian

THERE IS THERE ARE

EXPLANATION

\_\_\_\_\_.

5. The Napo River is one of \_\_\_\_\_ transcendental in the Amazon region and Ecuador.

THE MOST MORE

EXPLANATION

\_\_\_\_\_.

6. The area has a high biodiversity, but possibly a bit \_\_\_\_\_ than better drained protected areas.

LOWER THE LOWEST

EXPLANATION

\_\_\_\_\_.

**Task 6. Read ORELLANA AND CUYABENO WILDLIFE RESERVE and complete the chart**

**NOUNS**

**ADJECTIVES**

**Task 7. Read and correct the sentences.**

Coca is located Chimborazo province.

**Negative:** Coca is not located Chimborazo province.

**Affirmative:** Coca is located Orellana province.

The province is not divided in four cantons. The cantons are: Aguarico, Francisco de Orellana, Joya de los Sachas, Loreto.

**Affirmative:** \_\_\_\_\_.

**Negative:** \_\_\_\_\_.

The Cuyabeno Wildlife Reserve is an important city in Amazonia with rather unusual ecological characteristics.

**Affirmative:** \_\_\_\_\_.

**Negative:** \_\_\_\_\_.

**Task 8. Look at the chart below to review about comparatives and superlatives.**

	<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
<i>One syllable adjectives</i>	Old Safe Big Hot	Older Safer Bigger Hotter	The oldest The safest The biggest The hottest
<i>Adjectives ending in y</i>	Noisy Dirty	Noisier Dirtier	The noisiest The dirtiest
<i>Adjectives with two or more syllables</i>	Boring Beautiful	More boring More beautiful	The most boring The most beautiful
<i>Irregular adjectives</i>	Good Bad Far	Better Worse Farther	The best The worst The farthest

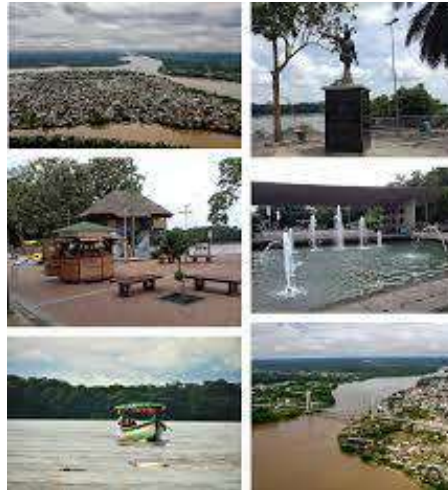
# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 9. Complete the chart adding more examples

	ADJECTIVE	COMPARATIVES	SUPERLATIVES
One syllable adjective			
Adjectives ending in y			
Adjectives with two or more syllable			
Irregular adjectives			

# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 10. Look at the pictures and make comparisons



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## LESSON 3: GASTRONOMY IN THE AMAZON REGION



**Task 1.** What do you know about the traditional food in the Amazon region? In pairs discuss about it.



# ORELLANA'S STAGGERING ENGLISH BOOK 1

**Task 2. Write down the name of each dish.**






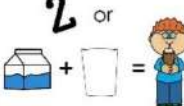
- CHONTACUROS
- MAITO
- CHICKEN SOUP AND YUCCA
- TIGRILLO

**Task 3. Check WH GRAMMAR**

LINK

<https://youtu.be/b2IGiG23p0>

Question		"be"	Subject	
Singular	Who	am	I	?
	What	are	you	
	When	is	he	
	Where		she	
Plural	Why		it	
	How	are	you	
			we	
			they	

<b>Who</b> is a person 	<b>What</b> is a thing or an action 	<b>When</b> is a time 
<b>Where</b> is a place 	<b>Why</b> is the reason something happened 	<b>How</b> is a number, or the way something is done 

## Task 4. Read MAITO and write questions for the answers.

### MAITO

Maito is tilapia Amazon-style. It is a wrap cooked in bijao leaves that contains fish. Leaf broils the fish in its own juices, making it a tender delicacy that is not to be missed. Especially tilapia, accompanied with more ingredients from the Amazon such as yucca, green banana or palm hearts and seasoned with some spices. Markets sell it from stalls, lodges serve it to guests, and a staple of the communities around the jungle.

\_\_\_\_\_?  
It is a wrap cooked in bijao leaves that contains fish.

\_\_\_\_\_?  
They are yucca, green banana or palm hearts and seasoned with some spices.

\_\_\_\_\_?  
It is sold in markets.

\_\_\_\_\_?  
No, it is not from the Highland region.

## Task 5. Write 10 wh questions

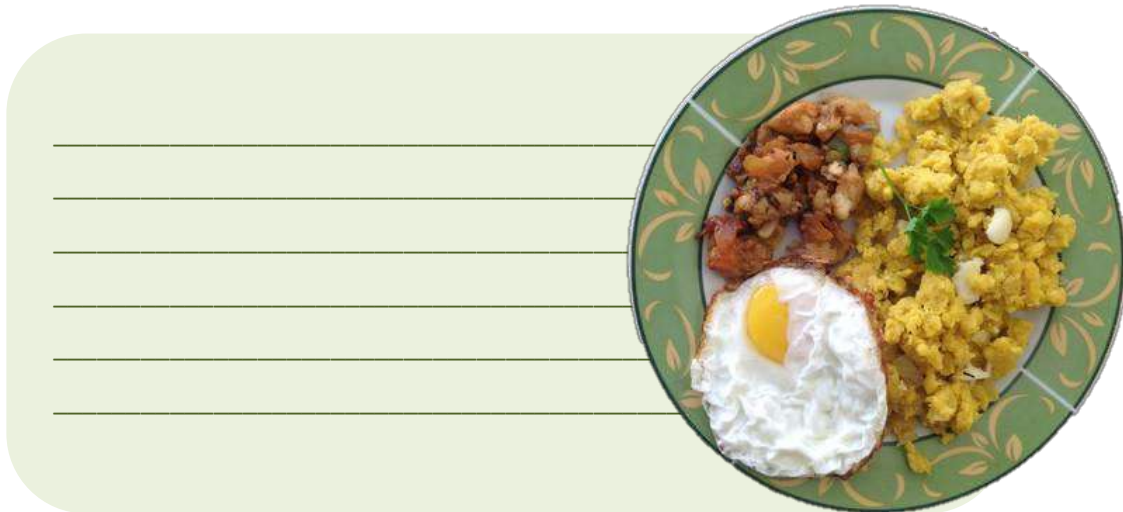
- 1- \_\_\_\_\_?
- 2- \_\_\_\_\_?
- 3- \_\_\_\_\_?
- 4- \_\_\_\_\_?
- 5- \_\_\_\_\_?
- 6- \_\_\_\_\_?
- 7- \_\_\_\_\_?

8- \_\_\_\_\_ ?

9- \_\_\_\_\_ ?

10- \_\_\_\_\_ ?

**Task 6. Write how to prepare TIGRILLOS**



**Task 7. Look for more information about traditional dishes in the Amazon region**





Task 8. Write down more species or herbs in the Amazon Region

## HERBS



## Task 9. Check WH countable and uncountable nouns

### LINK.

<https://youtu.be/mBx44hcxCpw>

### NOUNS CAN BE CLASSIFIED AS

#### COUNTABLE

... we can count  
*Cat, woman, pencil, child*

**Have** a plural form  
*Cat/cats*  
*Pencil/pencils*  
*Woman/women*  
*Child/children*

Can have "a", "an" or a number before them

- I have a cat
- My cousin has three children

#### UNCOUNTABLE

... we cannot count  
*Milk, safety, rice, happiness*

**Have no** plural form

Usually cannot have "a", "an" or a number before them

- They like rice
- I wish you much happiness

## Task 10. Complete the chart using species of plants and animals in the jungle.

### COUNTABLE

UNCOUNTABLE



## LESSON 4: CHICHA (Saliva-Fermented Beverage)

### How it's prepared CHICHA



Indigenous people prepare this traditional Chicha with jora corn – a type of corn from the highland region– and sometimes it is made with yuca. This traditional indigenous beverage includes chewing the corn, then spitting the blend into water, and letting it ferment for a few weeks. Some additional ingredients include fruits, root vegetables, and cane sugar.

The traditional Chicha from the Amazon rainforest is made with yuca and is commonly used as a welcome drink.

Some prefer to drink it fresh, though most places will offer it fermented, which makes it an alcoholic beverage.

People in the Amazon drink this beverage on special occasions.



Task 1. Check GRAMMAR explanation

LINK. <https://youtu.be/ppzBoJKWigc>

## PRESENT SIMPLE

POSITIVE	NEGATIVE	INTERROGATIVE
I walk You walk She walks He walks It walks We walk You walk They walk	I don't walk You don't walk She doesn't walk He doesn't walk It doesn't walk We don't walk You don't walk They don't walk	Do I walk? Do you walk? Does she walk? Does he walk? Does it walk? Do we walk? Do you walk? Do they walk?

## SPELLING RULES

I, We, You, They	He, She, It (third person singular)
I love music.	She loves music.
My friends play tennis	Dan plays basketball.
Ben and I watch MTV every day.	My dad watches CNN.
You study English.	Jane studies French.



In the present simple third person singular (he, she, it) we add **s / es / ies** to the verb:

### es

We add **es** to verbs ending with **ch, sh, ss, x, o**

teach ⇒ teaches  
wash ⇒ washes  
kiss ⇒ kisses  
fix ⇒ fixes  
go ⇒ goes

### ies

When the verb ends with consonant+y, we drop the y and add **ies**

fly ⇒ flies  
try ⇒ tries  
cry ⇒ cries  
study ⇒ studies  
carry ⇒ carries

### s

We add **s** to all the other verbs

walk ⇒ walks  
love ⇒ loves  
swim ⇒ swims  
play ⇒ plays  
sit ⇒ sits

**Task 2. Read “How it’s prepared CHICHA” and underline the sentences in present simple.**

**Task 3. Read the sentences and correct them.**

1. Indigenous people prepare CHICHA every day.

***Indigenous people don't prepare CHICHA every day. They prepare it on special occasions.***

2. Potatoes are used to prepare the chicha.

---

3. Some prefer to drink it hot.

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4. Indigenous people prepare this traditional Chicha with jora corn  
– a type of corn from the coastal region.

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**Task 4. Look at the picture and write about a typical day in a community. Use simple present tense.**



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**Task 5. Complete the crossword puzzle and find eight verbs**

G	E	T	U	P	D	T	Y	J	W
F	V	D	D	F	D	F	G	H	A
A	S	D	F	G	H	J	K	L	L
B	N	W	O	R	K	I	O	P	K
M	B	V	F	Y	T	N	U	H	Q
A	S	D	F	G	H	J	K	L	P
W	A	T	E	R	D	C	E	W	Q
W	E	R	T	H	S	I	F	E	D
A	S	D	F	T	Y	D	U	T	S
C	C	S	S	E	R	D	T	E	G

# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 6. Complete Look at the picture and describe each picture.  
Use prepositions of place.

## GRAMMAR

LINK

<https://youtu.be/bTFIFzfTYfA>



## Task 7. Write

1) Three animals in the jungle

\_\_\_\_\_

2) The plants in the jungle

\_\_\_\_\_

3) Three ingredients to prepare chicha

\_\_\_\_\_

4) Three provinces in the Amazon region

\_\_\_\_\_

**Task 8. Do you know how indigenous people prepare chicha? Give the instructions**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 9. In pairs describe the picture. Look at the lady and tell to your classmate if she likes the chicha or not.



Task 10. Write about a typical beverage in the Coastal or Highland region.





## LESSON 5: HEALTH CARE AND CULTURAL TRADITIONS



Amazonian indigenous people have specialized knowledge of a variety of medicinal plants. They use leaves, roots, barks, flowers, seeds, resins, and oils – and combinations of these parts – to prepare infusions, syrups, plasters and powders that they use to heal different physical ailments. Throughout their history, they have had plant specialists and healers. For these peoples, health and healing were closely linked to the spiritual world and their connection with nature.

There are a lot of plants that are used in the Amazon:

### **GUAYUSA**



Guayusa infusion has been consumed for more than 1,000 years by the indigenous people of Ecuador as an energizing and antioxidant drink. it serves as a stimulant, thanks to its caffeine content.

## ACHIOTE



It is used to prepare plasters that help in the treatment of skin infections. Infusion is also prepared with antiseptic and healing use. It is ideal for treating hepatitis and vomiting by taking it as an infusion.

## CAÑA AGRIA



This plant contributes to the successful treatment of respiratory diseases such as influenza and other ailments such as conjunctivitis and hepatitis, thanks to their great anti-inflammatory efficacy.



## CHAMBIRA



It is used to treat bone ailments such as rheumatism through steam baths prepared with its leaves.

## CHANCAPIEDRA



This plant strengthens the body's immune system. It is used to treat hepatitis, urinary tract infections and as a diuretic.

## CHUCHUHUASI



It is used for the effective treatment of rheumatism, colds and bronchitis, as an antidiarrheal and to relieve hemorrhoids and breast conditions.

## UÑA DE GATO



Its infused bark or capsules is used to treat snakebites, rheumatism, biliary colic, inflammation of the prostate, as well as wounds, ulcers, fever and cough.

### Task 1. Read and complete the table

PLANTS	USAGES	PREPARATION



**Task 3. Work in small groups. Talk about your experience with natural medicine or alternative medicine.**

When I have a  
stomachache, my  
mother prepares me  
chamomile tea with  
**uña de gato**



**Task 4. Choose medical conditions and make notes about the natural medicine you can use.**

MEDICAL CONDITIONS	POSSIBLE SOLUTIONS


## Task 5. Find someone who?

Has never  
used  
alternative  
medicine

Use  
alternative  
medicine

Has spent a  
lot of money  
on  
alternative  
medicine

Has been on  
a tribe in  
Amazon  
region

## Task 6. Check grammar explanation

LINK

[https://youtu.be/MQa\\_mFmvz-c](https://youtu.be/MQa_mFmvz-c)

SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

## Task 7. Complete the sentences using subject and object pronouns or possessive adjective.

1. Juan was born in Bristol but \_\_\_\_\_ father was born in Orellana.
2. I want to go to Misahualli. I really like\_\_\_\_\_.
3. We live in a nice house in Palora but \_\_\_\_\_ neighbors don't.
4. I am from Riobamba, but I am living in Tena, I miss my parents. I want to send \_\_\_\_\_ a postcard.
5. My mother prepares\_\_\_\_\_ Tea when I am sick.
6. These are my parents. \_\_\_\_\_ names are Marco and Victoria.

7. Please, call \_\_\_\_\_ When you arrive at home.
8. We need help. Can you help \_\_\_\_\_.
9. I hate chontacuros. \_\_\_\_\_ taste horrible!
10. I love \_\_\_\_\_.

**Task 8. Order the following sentences. There is ONE WORD that you don't need in each sentence:**

1. He students the to listen to him.

---

2. Watch parents MTV at She night.

---

3. He is the very computer good.

---

4. the Your Me dance in friends' disco.

---

5. eats Your all its dog food I.

---

6. in live mice garden Those You your

---

7. and rice. granny cooks His chicken I

---

8. The He its dog tail moves.

---

9. her parents. She with lives They

---

**10.** his John school her finishes in June.

---

# ORELLANA'S STAGGERING ENGLISH BOOK 1

**Task 9. Fill in the gaps with the subject pronouns, object pronouns, possessive pronouns, and possessive adjectives from the box.**

HER IT ITS OUR SHE THEM THEY YOU YOU YOUR WE

Dear Zoila,

Thanks for (1) \_\_\_\_\_ email. It was very nice to have news from (2) \_\_\_\_\_. I was very happy to hear that you are working in Orellana. It's perfect! I think you will make (3) \_\_\_\_\_ very happy and (4) \_\_\_\_\_ will make you very happy, too.

How did your parents react when you gave (5) \_\_\_\_\_ the news? Aren't (6) \_\_\_\_\_ excited? I'm sure they are really happy. I'm really looking forward to seeing you all at Sede Orellana. Do you remember that I wanted a dog? I already have one. It's a cute little dog that I found in the street. (7) \_\_\_\_\_ name is Max. Carlos and I found (8) \_\_\_\_\_ under our car on a really cold day and (9) \_\_\_\_\_ decided to adopt that adorable creature right away. We are so happy with (10) \_\_\_\_\_ new pet! Max has quickly become one more member of the family.

Well, I hope to see you soon in Orellana. Please call me if you need any help.

Love,  
Pedro



Task 10. In pairs talk about the different plants in the Amazon region.



## LESSON 6: TRIBES IN THE AMAZON REGION



Ecuador Amazon tribes are very interesting for many visitors. There are several indigenous communities in the Amazon rainforest. It is possible to learn about ancient traditions and ways of life which may or may not still be in practice today. Some of the groups in the indigenous Amazon include the Huaorani people, the Kichwas, the Shuar, the Achuar and the Tarmenane. Each group has had a different level of exposure to modern life, and some have not experienced it at all. Some groups are uncontacted, while others welcome tourists and enjoy showing them their ways.

### Task 1. Read and talk with your classmates



**Task 2. Do you know how many tribes are there in the amazon rainforest? Complete the chart**

There are \_\_\_\_\_ tribes. They are

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**Task 3. Listen Amazon Kichwas and complete the reading**

LINK

## AMAZON KICHWAS



One of the Ecuadorian Amazon tribes that has the **(1)** \_\_\_\_\_ population is the Kichwa **(2)** \_\_\_\_\_. If you visit a local family or **(3)** \_\_\_\_\_ in the Amazon of Ecuador there is a good chance it will be a **(4)** \_\_\_\_\_ settlement. Traditionally, Kichwas were **(5)** \_\_\_\_\_ who also hunted for additional **(6)** \_\_\_\_\_ sources. They use local plants for **(7)** \_\_\_\_\_ purposes. In Kichwa communities there are **(8)** \_\_\_\_\_ who are elders that also heal people through these traditional means, which includes **(9)** \_\_\_\_\_ forms of healing. A visit to a local Kichwa community might involve having a go with a blowgun or trying the local

(10) \_\_\_\_\_ drink. Chicha is an alcoholic (11) \_\_\_\_\_  
made from chewed yucca.

**Task 4. Write a sentence using the missing words in task 3.**

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**Task 5. In groups of four talk about these groups**



**ACHUAR, A'I, ANDOA, SIONA-SECOYA, SHIWIAR, SHUAR, WAORANI, Y  
ZÁPARA**

- Where do they live?
- What do they do?
- How is their way of life?
- What language do they speak?



## Task 6. Write down about your group research



## Task 7. Read the sentences and choose the best option.

1. The Shuar people speak the Shuar language and they do not just live in the \_\_\_\_\_.

Highland      Amazon      Coastal

2. The indigenous Amazon region includes the Achuar \_\_\_\_\_ who reside in both Ecuador and Peru.

People      Tribe      Community

3. The Taromenane people are very remote members of the indigenous Amazon region. They are \_\_\_\_\_ and they live in the Yasuní National Park.

Uncontacted      Contacted

4. The Siona people, though small in number, have a fairly large, \_\_\_\_\_ stretching between the Aguarico & Cuyabeno Rivers in Ecuador in the Cuyabeno Wildlife Reserve.

Territory      Land      Region

5. There are several indigenous \_\_\_\_\_ in the Amazon rainforest.

Communities    Towns    Cities

6. Each community has its own unique beliefs and \_\_\_\_\_ but there are some common practices shared by all indigenous groups

Traditions    Gods    Practices

7. There are several indigenous \_\_\_\_\_ that live in Ecuador.

Groups    People    Regions

8. Older people and women often mostly \_\_\_\_\_ still the Kichwa language and only have rudimentary Spanish skills.

Practice    Speak    Try

9. Chicha is an alcoholic drink made from \_\_\_\_\_

Chewed yucca    Quinoa    Corn

10. In Kichwa communities there are \_\_\_\_\_ who are elders that also heal people through these traditional means, which includes spiritual forms of healing.

Shamans    Doctors    Nurses



# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 8. Look at the GRAMMAR explanation

LINK

<https://youtu.be/oTZrxTnP4Po>

## Present Continuous Tense

A present continuous tense is a verb form of a sentence that tells about the ongoing action, events, or something that has happened around us.

- +** Subject + am/is/are + verb (ing) + object  
You are dancing on the stage.
- Subject + am/is/are + not + verb (ing) + object  
You are not dancing on the stage.
- ?** am/is/are subject + verb (ing) + object + ?  
Are you dancing on the stage?

Task 9. Look at the picture and describe them. What are they doing?



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## Task 10. Read the sentences and complete them.

### FILL IN THE PRESENT PROGRESSIVE. USE THE VERBS IN BRACKETS.

- 1) I'm busy now because I \_\_\_\_\_ the house. **(clean)**
- 2) \_\_\_\_\_ they lunch? **(prepare)**
- 3) 3. The girls \_\_\_\_\_ an email to their friend. **(write)**
- 4) 4. Her friends \_\_\_\_\_ in the park. **(not play)**
- 5) 5. They \_\_\_\_\_ his birthday. **(celebrate)**
- 6) 6. Do you have time to talk? Sorry, but I \_\_\_\_\_. **(study)**
- 7) 7. Peter \_\_\_\_\_ his best friend. **(phone)**
- 8) 8. He \_\_\_\_\_ a green baseball cap. **(wear)**
- 9) 9. They \_\_\_\_\_ for the key. **(look)**
- 10) 10. Hurry! The bus \_\_\_\_\_. **(come)**
- 11) 11. He \_\_\_\_\_ his teeth. **(clean)**
- 12) 12. Why you \_\_\_\_\_? **(laugh)**
- 13) 13. Please listen to me. I \_\_\_\_\_ to you. **(talk)**
- 14) 14. Frank and Mary \_\_\_\_\_ at the party. **(dance)**
- 15) 15. She \_\_\_\_\_ her presents. **(open)**



## LESSON 7: UNCONTACTED INDIGENOUS GROUPS



In the Ecuadorian Amazon region there are 2 indigenous people in voluntary isolation. They are the Tagaeri and Taromenane, who live in areas corresponding to the Yasuní National Park, Waorani territory and the Tagaeri-Taromenane Intangible Zone.

The Tagaeri and Taromenane refused all contact and live in voluntary isolation.

### **SPEAKIN**

#### **Task 1. In pairs discuss about these questions**

- What do you know about the uncontacted indigenous group?
- Who are the PAIV?
- How do they live?

# ORELLANA'S STAGGERING ENGLISH BOOK 1

**Task 2. Share your information with your teacher**



**Task 3. Debate in groups of four or five**



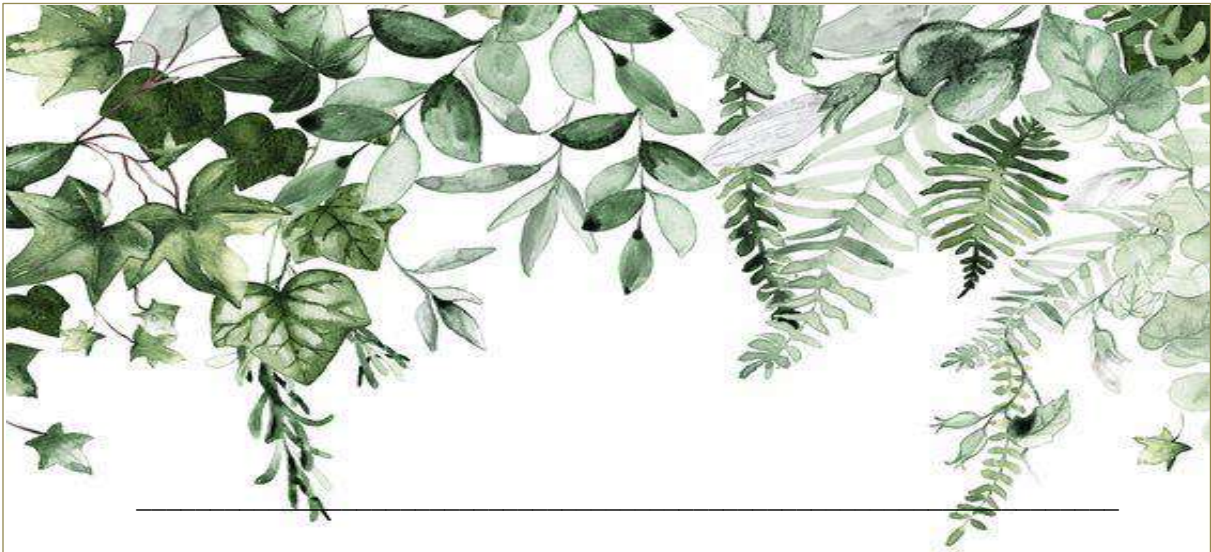
- Oil exploitation is the main threat facing the Amazon ecosystem.



**Task 4. Present the information to the class**

PROS	CONS

## Task 5. Create a campaign to protect the protected areas



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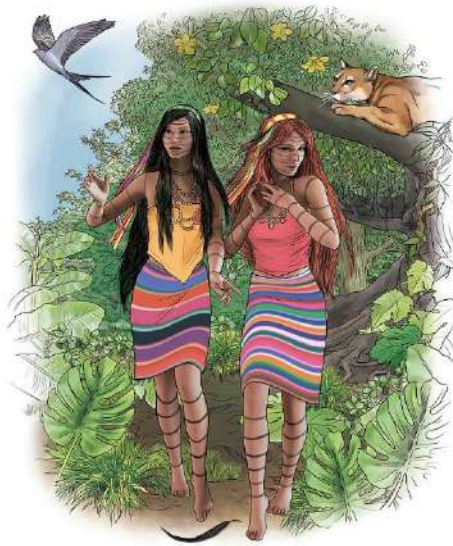
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## LESSON 8: LEGENDS IN THE AMAZON REGION

### LEGEND OF ACHIOTE AND HUITO (WITUK)



In very ancient times, after the rainbow appeared on the hills, two young women of extraordinary beauty appeared in the Amazon.

They were the virgins of the jungle. The light-haired one and her jet-black hair partner, scoured the woods in search of a boyfriend. One day they met the sparrowhawk "hanga scissors", which was the spirit of the hunting man, who had his dwelling inside the mountain. The bird of prey began to talk with the sumak warmis (beautiful women) who gave in to his flattery and agreed to go to his house in the great millenary ceibo.

"Hanga scissor " told them that so that they do not get lost from the road he will put signs with feathers from his tail; but, hidden behind an old log, another very bad hunter listened to the conversation of "hanga scissor"; it was "puma a pangura" (dirty puma). The "puma appangura" went forward through the forest and taking the feathers left by the sparrowhawk, changed them towards his lair, the young women did not hesitate to follow that wrong path.

The evil hunter took the two girls as wives, but they felt let down and dirty; they felt the rejection of all and in their desperation they went to the great spirit of the jungle "ARUTAM" that has eternal youth and asked him to turn them into a plant that are useful to all the inhabitants of the region to clean their bodies and be accepted by hunters and people. Then the "great spirit" had pity on them and decided that the light-haired one would become manduro or achiote and the one with black hair in the emblematic wituk tree.

Since then, plants have been found throughout the Amazon for the use and enjoyment of its inhabitants.

**Task 1. Read LEGEND OF ACHIOTE AND HUITO (WITUK) and underline the verbs in past**

Appeared

## Task 2. Check GRAMMAR explanation

LINK

<https://youtu.be/1FOCdys3zQ8>

### P A S T S I M P L E

#### A F F I R M A T I V E

I worked  
You worked  
He worked  
She worked  
It worked  
We worked  
You worked  
They worked

#### N E G A T I V E

I **didn't** work  
You **didn't** work  
He **didn't** work  
She **didn't** work  
It **didn't** work  
We **didn't** work  
You **didn't** work  
They **didn't** work

#### I N T E R R O G A T I V E

**Did** I sleep...?  
**Did** you sleep...?  
**Did** she sleep...?  
**Did** he sleep...?  
**Did** it sleep...?  
**Did** we sleep...?  
**Did** you sleep...?  
**Did** they sleep...?

#### S H O R T A N S W E R S

Yes, I did/ No, I didn't  
Yes, you did/ No, you didn't  
Yes, she did/ No, she didn't  
Yes, he did/ No, he didn't  
Yes, It did/ No, It didn't  
Yes, we did/ No, we didn't  
Yes, you did/ No, you didn't  
Yes, they did/ No, they didn't

## Task 3. Read the legend and correct the sentences.

Two young women of extraordinary beauty appear in the Amazon.

They are the virgins of the jungle.

One day they meet the sparrowhawk "hanga scissors", which was the spirit of the



hunting man, who have his dwelling inside the mountain.

"Hanga scissor" tell them that so that they do not get lost from the road.

The "puma appangura" go forward through the forest and taking the feathers leave by the sparrowhawk, change them towards his lair, the young women did not hesitate to follow that wrong path.

## Task 4. Read the legend and complete the chart

### REGULAR VERBS

### IRREGULAR VERBS

## Task 5. Make the past simple: positive, negative or question.

1. I \_\_\_\_\_ (**not / drink**) any beer last night.
2. She \_\_\_\_\_ (**get on**) the bus downtown.
3. What time \_\_\_\_\_ (**he / get up**) yesterday?
4. Where \_\_\_\_\_ (**you / get off**) the train?
5. I \_\_\_\_\_ (**not / change**) trains at La Condamine.
6. We \_\_\_\_\_ (**wake up**) very late.
7. What \_\_\_\_\_ (**he / give**) his mother for Christmas?
8. I \_\_\_\_\_ (**receive**) \$3000 when my uncle \_\_\_\_\_  
(**die**).
9. We \_\_\_\_\_ (**not / use**) the computer last night.
10. \_\_\_\_\_ (**she / make**) good coffee?
11. They \_\_\_\_\_ (**live**) in Loreto.
12. She \_\_\_\_\_ (**read**) the newspaper yesterday.
13. I \_\_\_\_\_ (**not / watch**) TV.
14. He \_\_\_\_\_ (**not / study**) for the exam.
15. \_\_\_\_\_ (**he / call**) you?
16. \_\_\_\_\_ (**I / forget**) something?
16. What time \_\_\_\_\_ (**the film / start**)?
17. He \_\_\_\_\_ (**have**) a shower.
18. Why \_\_\_\_\_ (**you / come**)?
19. \_\_\_\_\_ (**he / go**) to the party?



# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 6. Use the pictures to write down a legend.

Past continuous

<https://youtu.be/a5ftJARr24E>

## LEGEND AND ORIGIN OF THE TENA RIVER



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Task 7. Share the legend



# ORELLANA'S STAGGERING ENGLISH BOOK 1

Task 8. Write more legends in the Amazon region

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Task 9. Complete the chart with the irregular verbs

	PAST	PAST PARTICIPLE
SPEAK		
DO		
UNDERSTAND		
WRITE		
FORGET		
CUT		
DRINK		
EAT		
BECOME		
HAVE		
THINK		
BE		

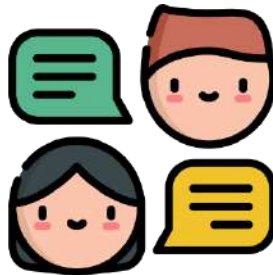
## Task 10. In pairs ask and answer the questions

### STUDENT A

- What was the best place you visited in The Amazon Region?
- What was the worst place?
- Did you ever fail a class?
- Were you good in math?
- Were you good in science?
- Were you good in English?
- Did you study hard for your high school tests?

### STUDENT B

- Where did you go on your last vacation?
- Where did you stay?
- How much money did you spend?
- Who did you go with?
- How many days did you stay there?
- Did you stay in a hotel?
- Where did you go during the night?



## LESSON 9: AN EXPERIENCE IN THE JUNGLE



**Task 1. Look at the picture tell your ideas.**



**Task 2. Read AN EXPERIENCE IN THE JUNGLE**

### **AN EXPERIENCE IN THE JUNGLE**

My tour began in Orellana. I was happy because I was about to get into an immense region where several indigenous tribes live with hardly any contact with the outside and a prodigious variety of fauna and flora unique on the planet. Our trip started in a small village on the banks of the Napo River. We had to walk for three hours, while we were walking,

we could see many types of animals. It was an awesome experience. After 3 hours we arrived at the banks of the river and took a canoe. We had to row for 2 hours. While we were paddling, we could see and heard piranhas moving in the water.

We arrived in a small community, the women were cooking, and the children were playing. A group of men chatted with us. While we were talking, I felt a pain in my leg, to my surprise a snake had bitten me.

I was treated by several healers in the community, they did not use medicine, they only used leaves from the trees. After two days in recovery I was able to return to the city. Unfortunately, I could not enjoy the wonders of the jungle, but I could enjoy how they lived in the community.

**Task 3. Read again and underline the verbs in past or in past continuous**

## CHECK GRAMMAR

LINK

<https://youtu.be/oTZrxTnP4Po>

### PAST CONTINUOUS TENSE

+	<b>S + WAS/WERE + V-ING</b> <i>She was cooking all morning</i>
—	<b>S + WAS/WERE + NOT + V - ING</b> <i>She was not sleeping when he came home</i>
?	<b>WAS/WERE + S + V- ING</b> <i>Was she sleeping when he came home?</i>

**Task 4. Use the underlined verbs to write sentences based on your own experience.**

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**Task 5. Choose the best option**

- a) \_\_\_\_\_ a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.

steam      river      ocean

- b) \_\_\_\_\_ a compound or preparation used for the treatment or prevention of disease.

natural ointments      herbal tea      medicine

- c) \_\_\_\_\_ an area of land overgrown with dense forest and tangled vegetation, typically in the tropics.

Land      jungle      tropical forest

- d) \_\_\_\_\_ practical contact with and observation of facts or events.

Practice      understanding      experience

**Task 6. Read Julien 's experience and complete the chat below.**

Reviewed 25 November 2019

## **AMAZING STAY IN THE DEEP JUNGLE**

I had the best experience in Amazonia in Canangueno lodge. It is settled deep in the jungle. You really feel the special ambiance of the wildlife in here. The Cuyabeno National Park is crazy beautiful and full of amazing animals: monkeys, birds, bugs, snakes etc.

The staff in Canangueno is so great. The owner Pablo is a relax guy very fun with a lot of interesting anecdotes and stories.

Jhon, the cook, is very talented: the food is tasteful and always different. I also noticed a very special care to everyone's diet.

If you have Romulo or Pajalito as guide, you can feel very lucky. They both have a huge knowledge about fauna, flora and Amazonia in general. They also have very sharp eyes to detect all the species you want to see. Plus, they are very funny and always have a good word to make you laugh.

**Date of experience:** November 2019

PLACES THE VISITED	ADJECTIVES THAT DESCRIBE THE PLACES



# ORELLANA'S STAGGERING ENGLISH BOOK 1

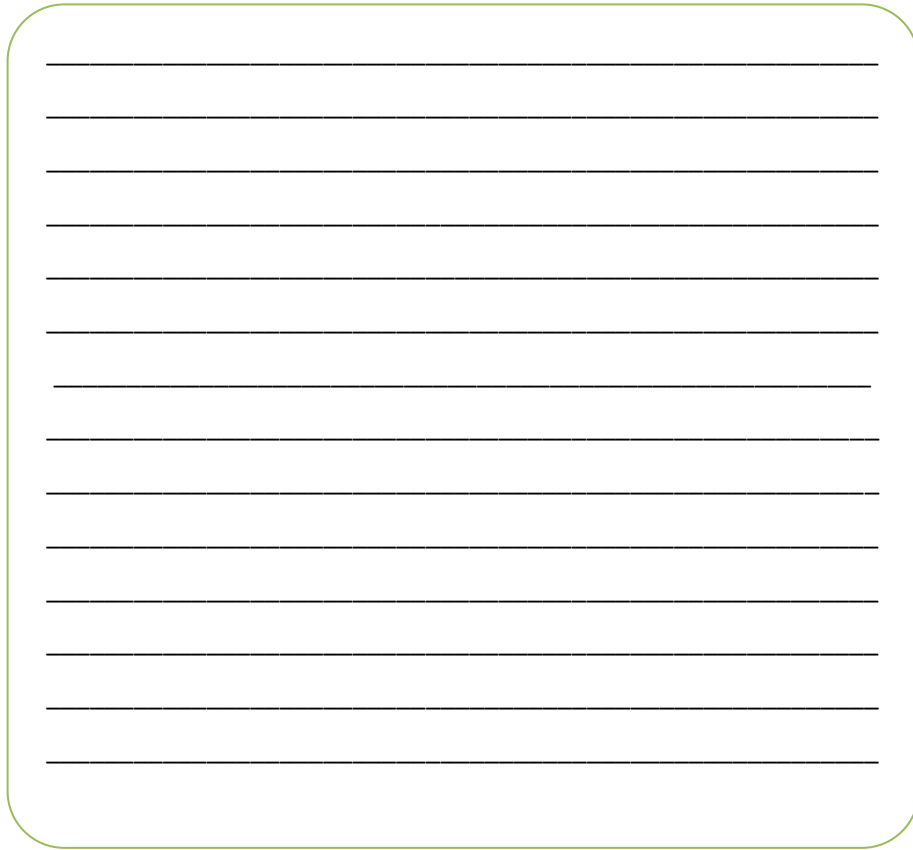
**Task 7. Use the pictures and the verbs to create a story. Use simple past or past continuous.**

**Simple past** <https://youtu.be/1FOCdys3zQ8>

**Past continuous** <https://youtu.be/L-un6msCjcE>

WALK LOOSE LOOK CALL FIND SWIM TALK RUN





A large rectangular box with rounded corners and a light green border, containing 15 horizontal lines for writing.

# ORELLANA'S STAGGERING ENGLISH BOOK 1

**Task 8. Find someone who?**

WHO?	CLASSMATE'S NAME	WHERE? WHEN? HOW?
<i>Had an accident in the jungle?</i>		
<i>Had a bad experience in a trip?</i>		
Made friends during trips?		
Tried strange food?		
Travelled by boat?		
Saw anacondas?		

**Task 9. Use the information to write a report.**



**Task 10. Share the information with your classmates.**



## LESSON 10: SHAMANES IN THE AMAZON



Amazonian indigenous people have specialized knowledge of a variety of medicinal plants. They have used leaves, roots, barks, flowers, seeds, resins, and oils – and combinations of these parts – to prepare infusions, syrups, plasters, and powders that they have used to heal different physical ailments.

Throughout their history, they have had plant specialists and healers. For these peoples, health and healing were closely linked to the spiritual world and their connection with nature.

Shamans work with the ayahuasca vine, a cultural medicine and strong hallucinogen. The knowledge of shamans and use of ayahuasca is changing with recent influxes of tourism.

# ORELLANA'S STAGGERING ENGLISH BOOK 1


Task 1. What are the similarities and differences between shamans and doctors? Discuss with your classmates



Task 2. Check GRAMMAR explanation

LINK

<https://youtu.be/a5ftJARr24E>

<p><b>PAST RECENT EVENTS</b> We don't say when. Or with time expressions including now.</p> 	<b>PAST RECENT EVENTS</b> We don't say when. Or with time expressions including now.	She's <b>had</b> an accident. I've <b>passed</b> the examen.
	<b>JUST, ALREADY, YET</b>	<b>Have</b> you <b>finished</b> yet? Yes, I've already <b>finished</b> .
	<b>RECENTLY</b>	<b>Have</b> you <b>seen</b> any good time recently?
	<b>TODAY, THIS, WEEK, THIS, MONTH, ETC</b>	I <b>haven't seen</b> Ted today. Maybe he isn't feeling well.
<p><b>PAST EXPERIENCES</b> We don't say when these events happened.</p>	<b>NEVER, EVER, BEFORE</b>	We've been to Roma to Florence. I haven't read that book.
	<b>SUPERLATIVE + EVER</b>	<b>Have</b> you ever <b>read</b> it? I <b>have</b> never <b>read</b> it.
		This is the best food I've ever <b>tried</b> .

# ORELLANA'S STAGGERING ENGLISH BOOK 1



## NUMBER OF TIMES UNTIL NOW

I've **seen** this film three times.

## UNFINISHED SITUATIONS

Situations that started in the past and have not finished.

How long **have** you **been** here?

I **have been** here all day.

## HOW, LONG, FOR, SINCE

We **have been** married for 20 years.

## ALL + TIME EXPRESSION

I've **lived** in this house all my life.

## LATELY

We **have been** very busy lately



ADVERB	USE	MEANING	POSITION	EXAMPLES
<b>ALREADY</b>	Affirmative (interrogative)	"xa"	Before the main verb.	We have <b>already</b> finished. Has he <b>already</b> come? We have <b>already</b> written the article.
<b>JUST</b>	affirmative	Something has been done recently. "acabar de"	Before the main verb.	We have <b>just</b> arrived. The programme has <b>just</b> started. My father has <b>just</b> made a cake.
<b>NEVER</b>	affirmative	Negative	Before the main verb.	I have <b>never</b> failed any of my subjects.
<b>EVER</b>	interrogative	Any time	Before the main verb.	Have you <b>ever</b> been to Poland? Has she <b>ever</b> dyed her hair?
<b>YET</b>	Negative	So far, until now	At the end of the sentence	They haven't got up <b>yet</b> . I haven't read it <b>yet</b> .
	Interrogative	So far, until now	At the end of the sentence	Have you finished <b>yet</b> ? Have they read it <b>yet</b> ?
<b>FOR</b>	In time complements	To indicate a period	At the beginning of the time complement	We haven't seen you <b>for</b> weeks. She's been here <b>for</b> a year.
<b>SINCE</b>	In time complements	To indicate the beginning of a period	At the beginning of the time complement	I've lived in London <b>since</b> 2009. They haven't bought any fish <b>since</b> Monday.



## Task 3. Read Shamanes and underline the sentences in present perfect

Amazonian indigenous people have specialized knowledge of a variety of medicinal plants.

## Task 4. In pairs answer the questions

- Have you ever visited a Shaman?
- Have you ever prepared infusions, syrups, plasters and powders?
- Have you ever participated in a spiritual ritual?
- Have you ever tried ayahuasca?
- Have you ever eaten chontacuros?
- Have you ever drunk chicha?

## Task 5. Complete the exercises using since and for

### Example:

How long have you known María?

**For:** I have known her for 13 years.

**Since:** I have known her since June 2001.

1. How long has Sara worked at ESPOCH?

**For** \_\_\_\_\_

**Since** \_\_\_\_\_

2. How long have you been in Orellana?

**For** \_\_\_\_\_

**Since** \_\_\_\_\_

3. How long have you taught English?

**For** \_\_\_\_\_

**Since** \_\_\_\_\_

4. How long have you studied English?

**For** \_\_\_\_\_

Since \_\_\_\_\_

5. How long have you drunk chicha?

For \_\_\_\_\_

Since \_\_\_\_\_

6. How often have you surfed the net?

For \_\_\_\_\_

Since \_\_\_\_\_

## Task 6. Complete the sentences using present perfect

1. I \_\_\_\_\_ **(read)** your book several times.
2. She \_\_\_\_\_ **(wear)** that skirt many times.
3. My family \_\_\_\_\_ **(visit)** Tena a few times.
4. I \_\_\_\_\_ **(eat)** already.
5. Marta \_\_\_\_\_ **(finish)** her homework.
6. You \_\_\_\_\_ **(break)** the glass again.
7. They \_\_\_\_\_ **(pay)** for everything.
8. It \_\_\_\_\_ **(never snow)** like that.
9. I \_\_\_\_\_ **(meet)** Anna once.
10. We \_\_\_\_\_ **(see)** him before.
11. You \_\_\_\_\_ **(buy)** 4 cars so far.
12. There \_\_\_\_\_ **(be)** problems.
13. I \_\_\_\_\_ **(have)** a snake.
14. Maria \_\_\_\_\_ **(raise)** a monkey.
15. The kids \_\_\_\_\_ **(grow)** so mu



16.

## Task 7. Find someone who?

FIND SOMEONE WHO...	NAME	MORE INFORMATION
...fly / in a hot air balloon		
... eat chontacuro		
... drink chicha		
...eat / sushi		
...send / back food at a restaurant		
... visit / a tribe in the Amazon		
... be/ with a Shaman		
... listen a legend from the Amazon		
... try / coca leaves		
... live / community		

## Task 8. Use the information to write a report

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## Task 9. Match word with the meaning.

- |              |       |  |
|--------------|-------|--|
| a. SHAMAN    | _____ | Awareness or familiarity gained by experience of a fact or situation.                                    |
| b. KNOWLEDGE | _____ | The state of being free from illness or injury.  |
| c. HEALTH    | _____ | A tropical vine native to the Amazon region, noted for its hallucinogenic properties.                    |
| d. AYAGUASCA | _____ | A person who seeks to cure diseases or heal injuries by means other than conventional medical treatment. |

**e. HEALER**

Is a religious or mystical expert (male or female) who, in traditional Indigenous societies, functions as a healer, prophet and custodian of cultural tradition.

**Task 10. Discuss with your teacher. Have you ever been in the Amazon region?**

# READING SECTION



## THE COFAN



The Cofan people have occupied the watersheds of the upper San Miguel and Aguarico rivers for uncounted generations. Spanish explorers tell of encounters with the Cofans in these regions as early as 1536, and early missionaries established missions in the area in the early 1600's. At the time, the Cofan people were both numerous and politically organized, with well-established towns and a loose city-state system that allowed considerable autonomy among the towns while ensuring a fast and potent response to any outside threats. Trade routes extended in all directions, with Cofan traders climbing into the Andes, and exploring as far as the mouth of the Amazon. In the late 16th century, Cofan political hegemony extended as far north as the Sibundoy valley, and at least as far south as the Coca River valley. Today, the Cofan Tribe represent the last remnants of one of the most exciting, vital, knowledgeable and rich cultures that ever emerged from the Amazon basin. The culture of the Cofan Indians, Ecuador, with centuries of slowly developed wisdom, holds the keys to an incredible body of information concerning the

region. The secrets of over 200 medicinal plants, oral histories of natural events which have devastated the region in the past and need to be considered for the future, an incalculable knowledge of the birds and mammals in the area, and a deep love and understanding of the every day rhythms of the Amazonian rain forest, are just a few of the important contributions these seemingly insignificant communities make to the province, the country, and the world. The name of the Ecuadorian province Sucumbios is derived from the Cofan name for the San Miguel River, that forms the North-eastern border between Colombia and Ecuador. The Cofan name "Tsacumbio Na'e" means "the River of Much Water". Hence the people of the Tsacumbio Na'e were known locally as the "Tsacumbionae'su A'i", subsequently corrupted by the Spanish to Sucumbios. The name "Cofan" derives from Cofa Na'e, meaning "Important River" the Cofan name for the Aguarico River.

## THE SHUAR



Shuar, in the Shuar language, means "people".[1] The people who speak the Shuar language live in tropical rainforest between the upper mountains of the Andes, and in the tropical rainforests and savannas of the Amazonian lowlands, in Ecuador extending to Peru. Shuar live in various places — thus, the muraiya (hill) Shuar are people who live in the foothills of the Andes; the achu (swamp-palm) shuar (or Achuar) are people who live in the wetter lowlands east of the Andes (Ecuador and Peru).

Shuar refer to Spanish-Speakers as apach, and to non-Spanish and non-Shuar speakers as inkis. Europeans and European Americans used to refer to Shuar as "jívaros" or "jíbaros"; this word probably derives from the 16th century Spanish spelling of shuar (see Gnerre 1973), but has taken other meanings including "savage"; outside of Ecuador, jibaro has come to mean "rustic". The Shuar are popularly depicted in a wide variety of travelogue and adventure literature because of Western fascination with their former practice of shrinking human heads (tsantsa).

From the time of first contact with Europeans in the 16th century, to the formation of the Shuar Federation in the 1950s and 1960s, Shuar were semi-nomadic and lived in separate households dispersed in the rainforest, linked by the loosest of kin and political ties, and lacking corporate kin-groups or centralized or institutionalized political leadership.

The center of Shuar life was a relatively autonomous household consisting of a husband, his wives (usually two), unmarried sons, and daughters. Upon marriage sons would leave their natal household, and sons-in-law would move in (see matrilineal residence). Men hunted and wove clothes; women gardened. In 1527, the Shuar defeated an incursion by the Inca armies of Huayna Capac.[2]

When Shuar first made contact with Spaniards in the 16th century, they entered into peaceful trade relations. They violently resisted taxation and drove Spaniards away in 1599. Colonization and missionization in the 20th century have led Shuar to reorganize themselves into nucleated settlements called centros. Centros initially facilitated evangelization by Catholic missionaries but also became a means to defend Shuar land claims against those of non-indigenous settlers. In 1964 representatives of Shuar centros formed a political Federation to represent their interests to the Ecuadorian state, non-governmental organizations, and transnational corporations.



## TSANTSA, THE SHRUNKEN HEADS



In the 19th century *muraiya Shuar* became famous among Europeans and Euro-Americans for their elaborate process of shrinking the heads of slain Achuar. Although non-Shuar characterized these shrunken heads (tsantsa) as trophies of warfare, Shuar insisted that they were not interested in the heads themselves and did not value them as trophies. Instead, they sought the *muisak*, or soul of the victim, which was contained in and by the shrunken head. Shuar men believed that control of the *muisak* would enable them to control their wives' and daughters' labor.

Since women cultivated manioc and made *chicha* (manioc beer), which together provided the bulk of calories and carbohydrates in the Shuar diet, women's labor was crucial to Shuar biological and social life. In the late 19th century and early 20th century Europeans and Euro-Americans began trading manufactured goods, including shotguns, asking in return for shrunken heads. The result was an increase in local warfare, including head hunting, that has contributed to the perception

of the Shuar as violent.[3][4] In 1961 Edmundo Bielawski made the only footage showing what appears to be their head-shrinking process.

## ADULTHOOD RITUALS



Prior to missionization in the 1940s and 1950s Shuar culture functioned to organize and promote a warrior society. Boys of about eight years would be taken by their fathers or uncles on a three- to five-day journey to a nearby waterfall, during which time the boy would drink only tobacco water. At some point the child would be given maikua (*Datura arborea*, Solanaceae), in the hope that he would then see momentary visions, or arútam. These visions were believed to be produced by a wakaní or ancestral spirit.

If the boy was brave enough he could touch the arútam, and acquire the arútam wakaní. This would make the boy very strong, and possession of several arútam wakaní would make the boy invincible. Shuar, however, believed that they could easily lose their arútam wakaní, and thus repeated this ritual several times.

A Shuar warrior who had lived to kill many people was called a kakáram. Shuar believed that if a person in possession of an arútam wakaní died a peaceful death, they would give birth to a new wakaní; if someone in

possession of an arútam wakaní were killed, they would give birth to a muísak.

## JUNGLE COMMANDS GROUP (IWIAS)



Many Shuar also serve in the Ecuadorian Army, and the Army has appropriated the perception of Shuar as "fierce warriors", forming elite "Iwia" units of Shuar soldiers (although all commissioned officers are non-Shuar). These units distinguished themselves in the 1995 Cenepa War between Ecuador and Peru. The name Iwia means "Jungle Demon", it comes from the Shuar mythology: the Iwia is a feared demon that devours people.

According to its culture, young men become soldiers when they shrink the head of their enemies. The motto of IWIAS is "Never defeated", this marks his warrior history defeating intruders e.g. Incas lead by Huayna Capac. in 1527.

EWIAS (Escuela de Iwias Crnl. Gonzalo Barragán) is the entity in charge of training indigenous people from the Amazon region. Located in Shell, Pastaza Province, around 35 Iwia soldiers graduate from this school annually.

## ILLNESS AND SHAMANISM



Shuar generally do not believe in natural death, although they recognize that certain epidemics such as measles and scarlet fever are diseases introduced through contact with Europeans or Euro-Americans. They fought primarily with spears and shotguns, but—like many other groups in the region—also believed that they could be killed by *tsentsak*, invisible darts.

Any unexplained death was attributed to such *tsentsak*. Although *tsentsak* are animate, they do not act on their own. Shamans (in Shuar, *uwishin*) are people who possess and control *tsentsak*. To possess *tsentsak* they must purchase them from other shamans; Shuar believe that the most powerful shamans are Quichua-speakers, who live to the north and east.

To control *tsentsak*, Shuar must ingest *natem* (*Ayahuasca*). Many Shuar believe that illness is caused when someone hires a shaman to shoot *tsentsak* into the body of an enemy. This attack occurs in secret and few if any shamans admit to doing this. If someone takes ill they may go to a shaman for diagnosis and treatment.

They have many plants that they use for common everyday illnesses. Most people know these plants and how to prepare and use them. Occasionally, an older woman will be asked for advice or help especially with fertility control, childbirth and new infants. Piripiri (Cyperus species) are used for a variety of ailments.



## AMAZON HOTELS AND LODGES



The Ecuadorian Amazon is a spectacular place to observe birds, butterflies, caiman, piranha, frogs, anaconda, and other exotic fauna in their native habitat. Learn about the lush fauna and local traditions from multilingual indigenous guides. Accommodations rates correspond to the degree of luxury provided by each lodge, but regardless of your budget, the following options are sure to please adventurers and luxury-seekers alike.

Most hotels in the Amazon region are lodges, and most of those can be accessed via the towns of Coca, Lago Agrio, Tena/Misahualli, and Puyo.

Eden Amazon Lodge – is a newly-opened eco-lodge near the Napo and Tiputini Rivers in one of the most remote, wildlife-rich areas of the Ecuadorian Amazon managed by a Kichwa indigenous community who have lived in the forest for centuries. This is a rare chance to experience a completely authentic Amazonian culture that few travelers get to experience, as they struggle to maintain their ancient ways in the forest.



Huasquila Amazon Lodge – Located in the Sumaco Biosphere Reserve between the Andes Mountains and the Amazon Rainforest, only 4 hours from Quito, Huasquila offers six luxury cabins built in local Kichwa style. Each cabin features a private bathroom, hot water, wide interior spaces and a balcony with superb views of the Amazon. Enjoy delicious meals, bar service, exciting jungle tours, caving expeditions, excursions to petroglyphs, animal rescue center, horse trekking, kayaking and rafting with indigenous Kichwa guides. Outstanding service and activities with a friendly, family atmo

## FOOD OF THE ECUADORIAN AMAZON



### **Guanta Main Course-Ecuadorian Amazon**

The glove is a typical rodent of the Ecuadorian Amazon that lives in high forests or on the banks of rivers. This animal feeds on seeds, tubers, and fruits. As a result, your meat is a food with a high nutritional value and a great source of protein.

### **Chontacuro or Mayon Grilled**

The mayones or chontacuros are worms that grow in the Palm of Chonta. Their approximate size is 7 cm. They have a high content of natural fat and they also have healing qualities for malnutrition and respiratory problems.

Mayones are part of the food diet of the Amazonian people because they are nutritious and have a pleasant taste. They are usually eaten roasted on skewers but they are also sold live and processed as mayon butter.

## **Heart of palm ceviche-Ecuadorian Amazon**

The palm heart is extracted from the chonta palm tree. It is consumed for its low fat content and a great source of fiber that helps prevent colon cancer. Keep blood glucose stable and regulate the intestinal process.

Ceviche is a delicious way to consume hearts of palm. Since its ingredients include lemon juice, red onions, chili, tomato, among others, which are light to consume. This food is a perfect alternative for vegetarian visitors.

## **Maito or Ayampaco**

Ayampaco or also known as Yunkurak is a wrap cooked in bijao leaves that contains fish. Especially tilapia, accompanied with more ingredients from the Amazon such as yucca, green banana or palm hearts and seasoned with some spices. This food draws a lot of attention to visitors for its exquisite taste and being healthy.

This food is an ancestral Shuar cooking recipe. Over time the cooking technique in sheets was dispersed throughout much of the region. The area where this typical dish is most consumed is in Morona Santiago.

## **Uchumanka**

Uchumanka means Pot of chili, it is a spicy soup that contains smoked fish or chicken, chili, palm hearts, muyu legs (white cocoa) and wild mushrooms. This food is accompanied with yucca and green plantain, although sometimes versions with potatoes are found.

This food was prepared for special occasions or festivals in the communities. Currently, it can be found more frequently in Francisco de Orellana or in the Amazonian communities.

## **Sapara soup**

This dish is widely consumed in the Tena area. Its preparation is emblematic of the Amazon. It is made in the shell of a turtle, its main ingredients are river turtle meat, green banana and yucca.

## AN ADVENTURE IN EATING- TRADITIONAL FOOD OF THE ECUADORIAN AMAZON JUNGLE



Motorcycles crossing metal bridge in Puerto Misahualli Ecuador in the amazon basin. A big part of any motorcycle adventure to the Ecuadorean Amazon basin is the food. It is an exotic place where the geography, the climate, the culture, and the exuberant availability of produce, fish, and spices come together to give food lovers new flavors to savor. The cuisine here is very different, being isolated and away from the Spanish influence that affected the rest of the country's cuisine. amazon jungle river in Ecuador motorcycle adventure tour

The people of the Amazon have always used what they had locally for their meals. More than 800 kinds of fish, 4000 fruits, and countless edible plants thrive in the Ecuadorean jungle. Wild ginger, garlic, ginger, peanuts, edible ferns, vanilla, amazon cinnamon, 25 kinds of peppers, and starches, including yucca and plantains, grow here.

To understand the Amazon's traditional dishes, you need to understand the people and the area where they live. A few decades ago, there were few roads, and getting back and forth to cities to find supplies readily

available in the rest of the country meant an arduous journey.

Some of these are hunter-gatherers, taking to the forest in search of wild boar, monkeys, and snakes and to the river for turtles and fish. Others, like the Waorani, grow cacao and have increased their quality of life by producing gourmet chocolate that's now distributed worldwide. Chocolate originated in the jungle and made its way up to Central America after the Mayo-Chinchipe people traded cacao beans with people on the coast.

Different communities have embraced international travelers' interests and created jungle lodges that benefit villages' education and medical needs up and down the Napo River. Keep reading for a handful of traditional dishes from the "Oriente" - what Ecuadorians call the part of their country located in the Amazon basin.

## Maito

Maito is tilapia Amazon-style. It is not a native species of the jungle but rather introduced after being let loose from fish farms, red tilapia, and maito making an appearance almost everywhere you look. Markets sell it from stalls, lodges serve it to guests, and a staple of the communities around the jungle.

The fish is seasoned and wrapped in a Bijao leaf and then roasted over hot coals or on a grill. It's traditionally served with yucca, and the leaf broils the fish in its own juices, making it a tender delicacy that is not to be missed.

cooking over a fire in ecuador amazon basin on motorcycle adventure tour

## Paiche

Paiche is a freshwater Amazon fish that can grow to 8 Ft. and weigh over a hundred pounds. It has long been a staple of the jungle, grilled, fried, or baked and served with yucca. It has a mild flavor, and often jungle kitchens serve it with ají negro, a specialty hot sauce that each community makes differently-but as a rule, uses wild peppers and the leftover juices from making yucca bread.enjoying fish meal in the ecuador amazon jungle on motorcycle adventure tour

Long overlooked outside of the Amazon, Paiche has made its way into innovative kitchens around the country. Some use it for a new twist on ceviche, others put it in an encocado-a fish stew from the coast-instead of seafood, and has made appearances on menus in the states and Europe.

## Piranha

plate of fish served on motorcycle tour in ecuador amazon basinThere are three different types of piranha in the Ecuadorian Amazon Basin and are found in abundance in the shallow waters of the region's lagoons, rivers, and tributaries. The small fish are often a lunch dish. Fried and served with a variety of sides, including rice, fried plantains, and salad.



## Soups and Stews

### Caldo de Bagra

Caldo de Bagra is a robust stew that combines catfish, yucca, tomatoes, pepper, and spices into a meal that feeds the Napo River's families and communities. It is a traditional dish and a staple. Fishermen bring back the day's catch, and the village elders oversee the preparation, bringing just the right balance of flavor and substance to the table.

### Uchumanga

While the Andes have tripe and the coast has encocado, the Amazon combines the two into Uchumanga, a stew made with fish (all of the fish,) sometimes animal intestines, and a burst of spice that hits the right spot. It is the Amazon equivalent of a Ploughman's Lunch-whatever is on hand is put in the pot and served to hungry community members.

## Exotic

### Chontacuro or Mayón

Chontocoros in Ecuador Chontacuros are thumb-sized worms that live in rotting trees until harvested. They are a signature dish of the Amazon-sold on skewers at street stands, used in traditional meals at indigenous events, and even eaten alive. More often than not, they are barbequed over open flames and eaten with fried plantains or yucca.



## Chicha

Chicha is one of the most well-known beverages of the Ecuadorian Amazon. Traditionally it's made by chewing yucca and spitting it into a bucket to ferment; saliva helps to break down the tuber and keep the fermenting process moving. woman preparing food in ecuador amazon basin on motorcycle tour

Unless you visit communities deep in the jungle, it is usually made without the saliva in the present. If you go into a Napo community where it is still made the old-fashioned way, be aware that it's considered disrespectful to refuse the drink.

drinking chicha in the ecuador amazon during motorcycle adventure tour Our High Andes, Deep Amazon Tour takes you to towns and places where the area's culture and community are at center stage alongside the creatures of the wild. The way of life on the river depends on a reliance between the Oriente communities and the environment. The bonds and friendships that develop between travelers and the people who live there go beyond the beaten paths of other parts of the country. One day you might meet someone at a restaurant in one spot, and the next afternoon find that your boat driver is his brother.

## DRINKS FROM THE ECUADORIAN AMAZON



### Chicha de yuca and chontaduro-Ecuadorian Amazon

Chicha is a fermented drink typical of the Shuar people. It can be made with chontaduro and also with yucca. Which is one of the main foods of the indigenous populations. Men

are in charge of harvesting the products while women are in charge of making the drink.

For indigenous communities, this drink is offered by members of the communities to visitors as a symbol of friendship. It is also one of the most consumed beverages by the people of the Amazon as it helps them stay healthy.

### Guayusa tea

Guayusa is a native plant of the Amazon rainforest of Ecuador. The infusion of its leaves has stimulating, energizing and antioxidant properties that prevent the accelerated aging of cells.

This drink is very popular throughout the Ecuadorian Amazon. Is consumed by the inhabitants on a daily basis to combat fatigue and stress. Some people use it to combat rheumatism for its anti-inflammatory properties.

## **Shinchicara-Amazon**

Shinchicara is a medicinal drink made from cane liquor, cat's claw, guayusa, liana, lemon verbena and other herbs. This drink is used to combat rheumatism, rhinitis and arthritis.

## STOP THE ECUADORIAN GOVERNMENT'S VIOLENCE AGAINST THE A'I COFÁN DE DURENO COMMUNITY



cultural Survival's Keepers of the Earth Fund grant partners, the A'i Cofán de Dureno community of Ecuador have been mobilizing to defend their ancestral lands against oil exploitation by the national oil company Petroecuador for six months. On January 11, 2023, Petroecuador employees tried to enter A'i Cofán territory to continue constructing a road to facilitate oil development. On January 12, the military arrived in the zone and is actively attacking the community's resistance camp. The number of wounded and dead are yet to be confirmed but several have been injured and killed. The community has remained firm in their decision to reject oil exploitation in their territory. The military has the responsibility to protect the community, not attack them to defend the company's interests.

The A'i Cofán de Dureno community is a community of about 750 inhabitants who hold title to 9,571 hectares of primary forest. Within it is conservation territory managed by the community through an

agreement signed with the federal program Socio Bosque, which seeks to conserve native ecosystems via collaborations with Indigenous and campesino communities.

Petroecuador, via the Taiwanese company CSBC, is seeking to dig 30 oil wells through three platforms within the Cofán territory, which is home to one of the only remaining areas of dense and intact forest in the region.

Cultural Survival joins in solidarity with the community and demands an immediate stop to the violence that the State of Ecuador is inflicting on the community through this military invasion. Ecuador is a party to the ILO Convention 169 since 1998 and voted for the UN Declaration on the Rights of Indigenous Peoples in 2007 and therefore is obligated to respect, protect and and fulfill the rights of Indigenous Peoples.

## AMAZON REGION OF ECUADOR



The Amazon region of Ecuador is an incredible place that hundreds of tourists choose to visit every year. They love to see the amazing vegetation of its rainforests, its wild animals or the way some communities live. They want to learn from their customs, see their houses, try their food, and go fishing. Indigenous people from the Amazon have a different way of dressing, they grow different types of fruits and vegetables, and use different ways of cooking.

For example, they use spices that are typical in the region.

Some spices are even brought from the rivers that connect to the famous Amazon River, the largest river in the world.

Also, there are some tribes that are still uncontacted. For all of the reasons mentioned, the Amazon Region of Ecuador is an attractive tourist place where people from all over the world come to visit and enjoy it.

# GRAMMAR REFERENCE



## IRREGULAR VERBS

Infinitive	Simple Past	Past Participle	Spanish
<b>arise</b>	arose	arisen	surgir
<b>be</b>	was / were	been	ser
<b>beat</b>	beat	beaten	golpear
<b>become</b>	became	become	convertirse
<b>begin</b>	began	begun	comenzar
<b>bet</b>	bet/betted	bet/betted	apostar
<b>bite</b>	bit	bitten	morder
<b>bleed</b>	bled	bled	sangrar
<b>blow</b>	blew	blown	soplar
<b>break</b>	broke	broken	romper
<b>bring</b>	brought	brought	traer
<b>build</b>	built	built	construir
<b>buy</b>	bought	bought	comprar
<b>catch</b>	caught	caught	atrapar
<b>choose</b>	chose	chosen	elegir
<b>come</b>	came	come	venir
<b>cost</b>	cost	cost	costar
<b>creep</b>	crept	crept	arrastrarse
<b>cut</b>	cut	cut	cortar
<b>deal</b>	dealt	dealt	dar, repartir
<b>do</b>	did	done	hacer



# ORELLANA'S STAGGERING ENGLISH BOOK 1

<b>draw</b>	drew	drawn	dibujar
<b>dream</b>	dreamt/dreamed	dreamt/dreamed	soñar
<b>drink</b>	drank	drunk	beber
<b>drive</b>	drove	driven	conducir
<b>eat</b>	ate	eaten	comer
<b>fall</b>	fell	fallen	caer
<b>feed</b>	fed	fed	alimentar
<b>feel</b>	felt	felt	sentir
<b>fight</b>	fought	fought	pelear
<b>find</b>	found	found	encontrar
<b>flee</b>	fled	fled	huir
<b>fly</b>	flew	flown	volar
<b>forget</b>	forgot	forgotten	olvidar
<b>forgive</b>	forgave	forgiven	perdonar
<b>forsake</b>	forsook	forsaken	abandonar
<b>freeze</b>	froze	frozen	congelar
<b>get</b>	got	got	tener, obtener
<b>give</b>	gave	given	dar
<b>go</b>	went	gone	ir
<b>grind</b>	ground	ground	moler
<b>grow</b>	grew	grown	crecer
<b>hang</b>	hung	hung	colgar
<b>have</b>	had	had	tener

# ORELLANA'S STAGGERING ENGLISH BOOK 1

<b>hear</b>	heard	heard	oír
<b>hide</b>	hid	hidden	escondarse
<b>hit</b>	hit	hit	golpear
<b>hold</b>	held	held	tener, mantener
<b>hurt</b>	hurt	hurt	herir, doler
<b>keep</b>	kept	kept	guardar
<b>kneel</b>	knelt	knelt	arrodillarse
<b>know</b>	knew	known	saber
<b>lead</b>	led	led	encabezar
<b>learn</b>	learnt/learned	learnt/learned	aprender
<b>leave</b>	left	left	dejar
<b>lend</b>	lent	lent	prestar
<b>let</b>	let	let	dejar
<b>lie</b>	lay	lain	yacer
<b>lose</b>	lost	lost	perder
<b>make</b>	made	made	hacer
<b>mean</b>	meant	meant	significar
<b>meet</b>	met	met	conocer, encontrar
<b>pay</b>	paid	paid	pagar
<b>put</b>	put	put	poner
<b>quit</b>	quit/quitted	quit/quitted	abandonar
<b>read</b>	read	read	leer
<b>ride</b>	rode	ridden	montar, ir

# ORELLANA'S STAGGERING ENGLISH BOOK 1

<b>ring</b>	rang	rung	llamar por teléfono
<b>rise</b>	rose	risen	elevantar
<b>run</b>	ran	run	correr
<b>say</b>	said	said	decir
<b>see</b>	saw	seen	ver
<b>sell</b>	sold	sold	vender
<b>send</b>	sent	sent	enviar
<b>set</b>	set	set	fijar
<b>sew</b>	sewed	sewn/sewed	coser
<b>shake</b>	shook	shaken	sacudir
<b>shine</b>	shone	shone	brillar
<b>shoot</b>	shot	shot	disparar
<b>show</b>	showed	shown/showed	mostrar
<b>shrink</b>	shrank/shrunk	shrunk	encoger
<b>shut</b>	shut	shut	cerrar
<b>sing</b>	sang	sung	cantar
<b>sink</b>	sank	sunk	hundir
<b>sit</b>	sat	sat	sentarse
<b>sleep</b>	slept	slept	dormir
<b>slide</b>	slid	slid	deslizar
<b>sow</b>	sowed	sown/sowed	sembrar
<b>speak</b>	spoke	spoken	hablar
<b>spell</b>	spelt/spelled	spelt/spelled	deletrear

# ORELLANA'S STAGGERING ENGLISH BOOK 1

<b>spend</b>	spent	spent	gastar
<b>spill</b>	spilt/spilled	spilt/spilled	derramar
<b>split</b>	split	split	partir
<b>spoil</b>	spoilt/spoiled	spoilt/spoiled	estropear
<b>spread</b>	spread	spread	extenderse
<b>stand</b>	stood	stood	estar de pie
<b>steal</b>	stole	stolen	robar
<b>sting</b>	stung	stung	picar
<b>stink</b>	stank/stunk	stunk	apestar
<b>strike</b>	struck	struck	golpear
<b>swear</b>	swore	sworn	jurar
<b>sweep</b>	swept	swept	barrer
<b>swim</b>	swam	swum	nadar
<b>take</b>	took	taken	tomar
<b>teach</b>	taught	taught	enseñar
<b>tear</b>	tore	torn	romper
<b>tell</b>	told	told	decir
<b>think</b>	thought	thought	pensar
<b>throw</b>	threw	thrown	lanzar
<b>tread</b>	trod	trodden/trod	pisar
<b>understand</b>	understood	understood	entender
<b>wake</b>	woke	woken	despertarse
<b>wear</b>	wore	worn	llevar puesto

# ORELLANA'S STAGGERING ENGLISH BOOK 1

<b>weave</b>	wove	woven	tejer
<b>weep</b>	wept	wept	llorar
<b>win</b>	won	won	ganar
<b>wring</b>	wrung	wrung	retorcer
<b>write</b>	wrote	written	escribir

## TO BE

The verb be positive, negative, interrogative statements.

### To Be – Affirmative

Subject	To Be	Examples
<b>I</b>	am	I <b>am</b> from New Zealand.
<b>You</b>	are	You <b>are</b> Chilean.
<b>He</b>	is	He <b>is</b> twenty years old.
<b>She</b>	is	She <b>is</b> a nurse.
<b>It</b>	is	It <b>is</b> a big dog.
<b>We</b>	are	We <b>are</b> intelligent.
<b>You</b>	are	You <b>are</b> students.
<b>They</b>	are	They <b>are</b> married.

### To Be - Negative Sentences

The negative of **To Be** can be made by adding **not** after the verb.

Subject	To Be	Examples
<b>I</b>	am not	I <b>am not</b> from Spain.
<b>You</b>	are not	You <b>are not</b> Australian.
<b>He</b>	is not	He <b>is not</b> thirty years old.
<b>She</b>	is not	She <b>is not</b> a secretary.
<b>It</b>	is not	It <b>is not</b> a small cat.
<b>We</b>	are not	We <b>are not</b> stupid.
<b>You</b>	are not	You <b>are not</b> teachers.
<b>They</b>	are not	They <b>are not</b> single.

## To Be - Questions

To create questions with **To Be**, you put the **Verb** before the **Subject**.

Affirmative	Question
I am intelligent.	Am I intelligent?
You are a student.	Are you a student?
He is a pilot.	Is he a pilot?
She is from Spain.	Is she from Spain?
It is a big house.	Is it a big house?
We are ready.	Are we ready?
You are doctors.	Are you doctors?
They are rich.	Are they rich?

## To Be - Short Answers

Question	Short Answers**	Short Answers
Am I intelligent?	Yes, you are.	No, you aren't.
Are you a student?	Yes, I am.	No, I am not.
Is he a pilot?	Yes, he is.	No, he isn't.
Is she from Spain?	Yes, she is.	No, she isn't.
Is it a big house?	Yes, it is.	No, it isn't.
Are we ready?	Yes, we are.	No, we aren't.
Are you doctors?	Yes, we are.	No, we aren't.
Are they rich?	Yes, they are.	No, they aren't.

# ORELLANA'S STAGGERING ENGLISH BOOK 1

## PRONOUNS: SUBJECT, OBJECT, POSSESSIVE

SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their



## SUBJECT PRONOUNS AND OBJECT PRONOUNS

SUBJECT PRONOUN		OBJECT PRONOUN	
<b>I</b>	<b>I</b> need help	<b>ME</b>	Can you help <b>me</b> ?
<b>YOU</b>	<b>You</b> need help	<b>YOU</b>	Can I help <b>you</b> ?
<b>HE</b>	<b>He</b> needs help	<b>HIM</b>	Can you help <b>him</b> ?
<b>SHE</b>	<b>She</b> needs help	<b>HER</b>	Can you help <b>her</b> ?
<b>IT</b>	<b>It</b> needs help	<b>IT</b>	Can you help <b>it</b> ?
<b>WE</b>	<b>We</b> need help	<b>US</b>	Can you help <b>us</b> ?
<b>THEY</b>	<b>They</b> need help	<b>THEM</b>	Can you help <b>them</b> ?

1. **I** will go to Switzerland this Easter.
2. **He** is being an absolute brat.
3. **We** will meet you all at 20:00h.
4. **They** love mashed potato.
5. My boss likes **you** and will keep **you** on board.
6. I like **him**. Harry is a really nice guy
7. Gemma is a lovely person. My colleagues will love **her**.
8. Can we get this new television? Yeah, let's get **it**.
9. Do they find **us** to be good partners?

## POSSESSIVE ADJECTIVES

POSSESSIVE ADJECTIVES	
MY	<b>My</b> shirt is green
YOUR	<b>Your</b> book is new
HIS	<b>His</b> pillow is soft
HER	<b>Her</b> dog is small
ITS	<b>Its</b> bone is old
OUR	<b>Our</b> bird is noisy
YOUR	<b>Your</b> house is big
THEIR	<b>Their</b> car is slow

I do really enjoy spending **my time** with you.

**Your birthday** is coming up, what would you like?

**His name** is Jack.

### THERE IS / ARE

	THERE IS Singular/ Uncountable	THERE ARE Plural
<b>Positive</b>	There is... There's	There are...
<b>Negative</b>	There is not... There isn't...	There are not... There aren't...
<b>Interrogative</b>	Is there...?	Are there...?

### Positive Sentences

- We use there is for singular and there are for plural.
- There is one table in the classroom.

- There are three chairs in the classroom.
- There is some sugar on the table.
- There is ice cream on your shirt.

## **We also use There is with uncountable nouns:**

- There is milk in the fridge.
- There is some sugar on the table.
- There is ice cream on your shirt.

## **Negative Form**

- There is not a horse in the field.
- There are not eight children in the school.
- There is not a tree in the garden.

## **Questions**

- Is there a dog in the supermarket? - No, there isn't.
- Are there any dogs in the park? - Yes, there are.
- Is there a security guard in the shop? - Yes, there is.

## **How Many with Are There**

**HOW MANY + PLURAL NOUN + ARE THERE (+ COMPLEMENT).**

How many dogs are there in the park?

How many students are there in your class?

## COUNTABLE / UNCOUNTABLE NOUNS

Countable Nouns		Uncountable Nouns	
			
candies	banana	bread	flour
			
hot dog	tomato	salt	milk

Nouns can be countable or uncountable. Countable nouns can be counted, e.g. *an apple, two apples, three apples*, etc. Uncountable nouns cannot be counted, e.g. *air, rice, water*, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence.

### Countable nouns

For positive sentences we can use *a/an* for singular nouns or *some* for plurals.

*There's **a** man at the door.*

*I have **some** friends in New York.*

For negatives we can use *a/an* for singular nouns or *any* for plurals.

*I don't have **a** dog.*

*There aren't **any** seats.*

### Uncountable nouns

Here are some examples of uncountable nouns:

Bread          sugar          salt

Milk                      sand                      butter

We use **some** with uncountable nouns in positive sentences and **any** with negatives.

*There's **some** milk in the fridge.*

*There isn't **any** coffee.*

## **Questions**

In questions we use *a/an*, *any* or *how many* with countable nouns.

*Is there **an** email address to write to?*

*Are there **any** chairs?*

**How many** chairs are there?

And we use *any* or *how much* with uncountable nouns.

*Is there **any** sugar?*

**How much** orange juice is there?

*A lot of* (or *lots of*) can be used with both countable and uncountable nouns.

*There are **lots of** apples on the trees.*

*There is **a lot of** snow on the road.*

## PRESENT SIMPLE

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

### 1. For repeated or regular actions in the present time period.

<b>POSITIVE</b> I } work You } He } works She } It } We } work They }	<b>NEGATIVE</b> I } do not work You } don't work He } does not work She } doesn't work It } We } do not work They } don't work	<b>QUESTION</b> Do { I } you } Does { he } she } work? it } Do { we } they }
<b>SHORT ANSWER</b> Yes, { I } do. you } { he } does. she } { it } do. we } they }	<b>No,</b> { I } do not. you } don't. { he } does not. she } doesn't. { it } we } do not. they } don't.	<b>⚠ NEGATIVE</b> ❌ He doesn't works. ✅ He doesn't work. <b>⚠ QUESTION</b> ❌ Does she works? ✅ Does she work?

I **take** the train to the office.

The train to Berlin **leaves** every hour.

John **sleeps** eight hours every night during the week.

### 2. For facts.

The President of The USA **lives** in The White House.

A dog **has** four legs.

We **come** from Switzerland.

### 3. For habits.

I **get up** early every day.

Carol **brushes** her teeth twice a day.

They **travel** to their country house every weekend.

#### 4. For things that are always / generally true.

It **rains** a lot in winter.

The Queen of England **lives** in Buckingham Palace.

They **speak** English at work.

#### The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in **-O, -CH, -SH, -SS, -X, or -Z** we add **-ES** in the third person.

go – goes

catch – catches

wash – washes

kiss – kisses

fix – fixes

buzz – buzzes

2. For verbs that end in a **consonant + Y**, we remove the **Y** and add **-IES**.

marry – marries

study – studies

carry – carries

worry – worries

**NOTE:** For verbs that end in a **vowel + Y**, we just add **-S**.

play – plays

enjoy – enjoys

say – says

#### Negative Sentences in the Simple Present Tense

Affirmative: You speak French.

Negative: You **don't** speak French.

Affirmative: He speaks German.

Negative: He **doesn't** speak German.

## Questions in the Simple Present Tense

Affirmative: You speak English.

Question: **Do** you speak English?

Affirmative: He speaks French.

Question: **Does** he speak French?

**Do** you need a dictionary?

**Does** Mary need a dictionary?

**Do** we have a meeting now?

**Does** it rain a lot in winter?

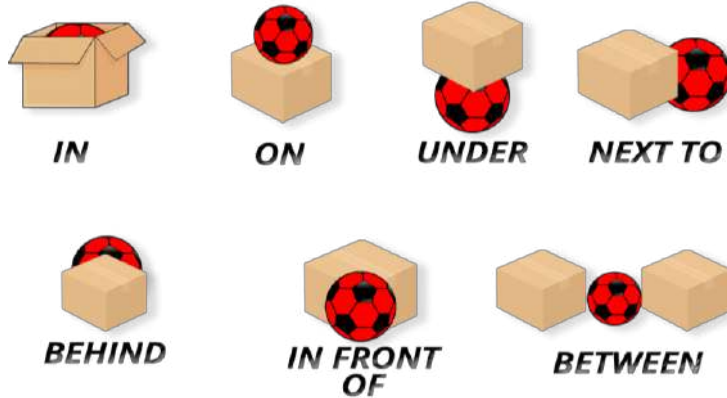
**Do** they want to go to the party?

**Does** he like pizza?

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
<b>Do you like chocolate?</b>	Yes, I do.	No, I don't.
<b>Do I need a pencil?</b>	Yes, you do.	No, you don't.
<b>Do you both like chocolate?</b>	Yes, we do.	No, we don't.
<b>Do they like chocolate?</b>	Yes, they do.	No, they don't.
<b>Does he like chocolate?</b>	Yes, he does.	No, he doesn't.
<b>Does she like chocolate?</b>	Yes, she does.	No, she doesn't.
<b>Does it have four wheels?</b>	Yes, it does.	No, it doesn't.



## PREPOSITIONS OF PLACE



- There is a cup on the table.
- The helicopter hovered above the house.
- The police placed a sheet over the body.
- He stood in front of the door and rang the bell.
- Ram sat beside Tara.
- A small stream runs below that bridge.
- He put the key under the doormat.
- He put his hands behind his back.

## PRESENT CONTINUOUS

POSITIVE	I am	I'm	working.	NEGATIVE	I am not	I'm not	working.
	You are	You're			You are not	You aren't	
	He is	He's			He is not	He isn't	
	She is	She's			She is not	She isn't	
	It is	It's			It is not	It isn't	
	We are	We're			We are not	We aren't	
	They are	They're			They are not	They aren't	

QUESTION	Am I	working?	SHORT ANSWER	Yes, I am	No, I am not	No, I'm not
	Are you			Yes, you are	No, you are not	No, you aren't
	Is he			Yes, he is	No, he is not	No, he isn't
	Is she			Yes, she is	No, she is not	No, she isn't
	Is it			Yes, it is	No, it is not	No, it isn't
	Are we			Yes, we are	No, we are not	No, we aren't
	Are they			Yes, they are	No, they are not	No, they aren't

-ING SPELLING	work	study	GENERAL RULE: add -ing
	live	make	
	run	swim	
	working	studying	
	Consonant + -e : delete -e and add -ing Consonant + vowel + consonant (stressed): double the consonant + -ing		

We use the present progressive tense:

1. When somebody is doing something at this moment.

Sarah is changing her clothes right now.

Her boyfriend is waiting for her.

We are learning the progressive tense in English.

2. When something is happening at this moment. When the action has started but hasn't finished.

It is snowing at the moment.

The economy is growing at an exponential rate.

The children are sleeping so please be quiet.

3. To talk about something that is happening around the time of

speaking but not necessarily at that exact moment.

Alfredo is studying a lot for his exam.

I'm reading a great book. (Not necessary right at this moment)

We are planning a trip to Jamaica.

## SIMPLE PAST TENSE

SIMPLE	PAST/ PASADO	
	DEFINITION DEFINICIÓN	Describe acciones que ocurrieron en algún momento del pasado una o varias veces.
	AFFIRMATIVE AFIRMATIVO	<b>Subject + Verb in past + Complement</b> <u>Michael worked yesterday.</u> <i>(Michael trabajó ayer.)</i>
	NEGATIVE NEGATIVO	<b>Subject + Did + Not + Infinitive verb + Complement</b> <u>Michael didn't work yesterday.</u> <i>(Michael no trabajó ayer.)</i>
	INTERROGATIVE INTERROGATIVO	<b>Did + Subject + Infinitive verb + Complement?</b> <u>Did Michael work yesterday?</u> <i>(¿Michael trabajó ayer?)</i>

### AFFIRMATIVE:

**SUBJECT + VERB (IN PAST FORM) + COMPLEMENT.**

Example:

I saw a movie yesterday.

### NEGATIVE:

**SUBJECT + AUXILIARY VERB (DID) + NEGATION + VERB(INFINITIVE) + COMPLEMENT.**

Example:

He didn't hear the telephone.

### QUESTIONS:

**AUXILIARY VERB (DID) + SUBJECT + VERB(INFINITIVE) + COMPLEMENT + ?.**

Example:

Did you have dinner last night?

## PAST TENSE CONTINUOUS

### FORM

#### Positive

I She He It	was	working.
You We They	were	

#### Negative

I She He It	wasn't (was not)	working.
You We They	(were not)	

#### Question

Was	I she he it	working?
Were	you we they	

#### Short answers

Yes, No,	I she he it	was. wasn't.
	you we they	were. weren't.

It refers to a continuing action or state that was happening at some point in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

- The sun was shining every day that summer.
- As I spoke, the children were laughing at my cleverness.
- It was snowing yesterday.
- They were eating at the restaurant.
- You were working yesterday.
- I was studying last night.
- I was waiting for the cab when I met Raj.
- The children were shouting when the teacher came in.
- It was midnight when it was raining.
- Everyone was clapping.

## PRESENT PERFECT

POSITIVE

I

You

We

They

He

She

It

have seen her.

've seen her.

has seen her.

's seen her.

NEGATIVE

I

You

We

They

He

She

It

have not seen her.

haven't seen her.

has not seen her.

hasn't seen her.

QUESTION

Have

I

you

we

they

seen her?

Has

he

she

it

SHORT ANSWER

Yes,

I

you

we

they

have.

he

she

it

has.

No,

I

you

we

they

have not.

haven't.

he

she

it

has not.

hasn't.

The Present Perfect Tense is formed using the following structure:

**Affirmative:** Subject + Have / Has + Past Participle

**Negative:** Subject + Haven't / Hasn't + Past Participle

**Question:** Have / Has + Subject + Past Participle

### When do we use the Present Perfect Tense?

#### 1. Unspecified point in the past

I **have** **been** to Spain three times.

(At some unspecified time in the past, I went to Spain).

Compare with the simple past:

I went to Spain three times in 2005.

(specified time in the past - the year 2005)

## 2. An action that occurred in the past, but has a result in the present (now)

We \_\_\_\_\_ can't \_\_\_\_\_ find \_\_\_\_\_ our \_\_\_\_\_ luggage. **Have** you **seen** it?  
(The luggage was lost in the past, do you know where it is now?)

## 3. Talking about general experiences (ever, never)

It usually refers to an event happening at some moment in your life.

**Has** she ever **tried** Chilean wine before? (in her life)

I've never **eaten** monkey brains before. (in my life)

## 4. Events that recently occurred (just)

Do you want to go to a restaurant with me?  
No, thanks. I've just **eaten** lunch. (I recently ate lunch.)

## 5. Events that have not occurred up to now (yet)

Are Carlos and Rodrigo here? No, they **haven't arrived** yet. (they're still not here now)

## 6. Events that occurred before you expected (already)

I've already **graduated** from University. (I expected to graduate at a later date.)

## 7. Events that began in the past and haven't changed (for, since)

Mike **has worked** at Woodward for 3 years.

Julie **has worked** at Woodward since September last year.



## FUTURE FORMS

<p><b>will</b></p> <p>predictions (we think something will happen)</p> <p>➡ He <b>will be</b> a good doctor.</p> <p>➡ I believe they <b>will win</b> this match.</p> <p>instant decisions (taken while speaking)</p> <p>➡ A: "We don't have sugar" B: "I'll <b>buy</b> some then."</p> <p>promises and refusals</p> <p>➡ I <b>will help</b> you but I <b>won't lend</b> you any money.</p> <p>offers</p> <p>➡ I'll carry your bag. / <b>Shall</b> I carry your bag?</p> <p>suggestions</p> <p>➡ <b>Shall</b> we eat out today?</p> <p>requests</p> <p>➡ <b>Will</b> you open the door please?</p>	<p><b>be going to</b></p> <p>predictions (we see - present evidence)</p> <p>➡ Slow down! We're <b>going to have</b> an accident!</p> <p>➡ Look at the clouds. It's <b>going to rain</b>.</p> <p>decisions (taken before now – intentions/plans)</p> <p>➡ <b>Are you going to watch</b> the game tonight?</p>	<p><b>present simple</b></p> <p>timetabled events</p> <p>➡ The train <b>leaves</b> at 4 o'clock.</p> <p>➡ The exams <b>start</b> next week.</p> <p>future time clauses (when/ as soon as/until, etc.)</p> <p>➡ I'll retire when I <b>am</b> 70. (NOT <del>when I'll be 70</del>).</p> <p>➡ Call me as soon as you <b>arrive</b>.</p>
	<p><b>present continuous</b></p> <p>plans (arrangements have been made)</p> <p>➡ I'm <b>flying</b> to New York tomorrow morning.</p> <p>➡ I'm <b>seeing</b> the dentist at 6.</p> <p>➡ We <b>are getting</b> married next week.</p>	<p><b>may / might</b></p> <p>Use <b>may</b> or <b>might</b> to talk about future possibility</p> <p>➡ I <b>might go</b> to the party tomorrow; I'm not sure.</p> <p>➡ Temperatures <b>might go up</b> next week</p>

Use:

Future I going to	Future I will	Simple Present	Present Progressive
Decision made for the future	Action in the future that cannot be influenced	Action set by a timetable or schedule	Action already arranged for the near future
Conclusion with regard to the future	Assumption with regard to the future		
	Spontaneous decision		

- We have a lesson next Monday. The train arrives at 6.30 in the morning.



- I'm playing football tomorrow. ...
- It will be a nice day tomorrow. ...
- I hope you will come to my party. ...
- I'll see you tomorrow. ...
- Tim will be at the meeting. ...
- I'm going to drive to work today. ...

# ANSWER KEY

# ORELLANA'S STAGGERING ENGLISH BOOK 1

## LESSON 1: THE AMAZON REGION

### Task 1. In pairs read and answer the questions

1. How many provinces are there in the Amazon Region?  
There are 6 provinces: Sucumbíos, Orellana, Napo, Pastaza, Morona and Zamora.
2. How many inhabitants are there in the Amazon Region?  
There are about 740 thousand inhabitants.
3. What are the touristic attractions in the Amazon Region?  
The most popular destinations are the Cuyabeno Wildlife Reserve and Yasuni National Park.
4. What is the principal language spoken in the Amazon Region?  
Quichwa

### Task 2. Match the province and its capital

Morona Santiago	Macas
Napo	Tena
Orellana	Francisco de Orellana
Pastaza	Puyo
Sucumbíos	Nueva Loja
Zamora Chinchipe	Zamora

### Task 3. Read and write the name of each province

Sucumbíos, which borders Colombia to the north, is characterized by its humid, tropical climate. In addition to being home to some of the Amazon's most impressive and expansive ecological reserves, such as Cuyabeno, with their incredible flora and fauna. It was the first Ecuadorian province to be exploited for oil. Its capital, Lago Agrio, is a popular gateway to the Amazon region.

Orellana is a province with a lot of tradition and natural attractions,

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among them we have the well-known Yasuni Park, which is already known as “a song to the life of the country and the world”. An equatorial jungle area of lush greenery and particular fauna and flora.

Pastaza Cradle of the 7 Amazonian Indigenous Nationalities. The jungles of this vast province are the cradle of 7 indigenous nationalities: the Amazonian Quichuas, the Andoas, the Záparas, the Huoranis, the Achuar, the Shiwiar and the Shuar. These communities have inhabited the Amazon rainforest for millennia.

Zamora Chinchipe. The city has rich flora and fauna, rivers and the cauldrons, and is one of the most popular tourist attractions in the country. The Podocarpus National Park, with its abundant flora and fauna, is the ideal destination and a milestone in the natural beauty of the province.

Napo is a province in Ecuador. Its capital is Tena. The province is low developed without much industrial presence. The thick rainforest is home to many natives that remain isolated by preference, descendants of those who fled the Spanish invasion in the Andes, and the Incas years before.

## Task 8. Unscramble the word.

NEW  
INTERESTING  
AMAZING  
RICH  
ABUNDANT  
IMPRESSIVE

EXPANSIVE  
YOUNG  
OLD  
TALL  
SHORT

## LESSON 2: ORELLANA

### Task 1. Read Orellana and answer the questions.

#### 1. Where is Orellana located?

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Orellana is located in the Amazon region.

## **2. What is Orellana's capital?**

The capital is Puerto Francisco de Orellana.

## **3. Who is Francisco de Orellana?**

The name of the province derives from the explorer Francisco de Orellana.

## **4. How many cantos does Orellana have?**

Four cantons.

## **5. Where is Yasuni park located?**

In Orellana province

## **6. Which is the most transcendental river in the Amazon region and Ecuador?**

The Napo River is one of the most transcendental in the Amazon region and Ecuador

### **Task 2. Match the heading with each paragraph.**

#### **1. WEATHER**

Orellana is characterized by having a tropical climate. There is always a lot of rain in Orellana, it rains even in the driest season. The average temperature in the year within the province almost always borders 27 ° C.

#### **2. FOOD**

There are a number of typical dishes of the Amazonian territory which have passed from generation to generation trying not to lose them, and always looking to maintain the original preparation of these foods.

#### **3. GASTRONOMY**

Food altars are usually raised where prayers are not lacking in respect

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and memory to those who departed, they are still celebrated in many communities in the province.

## Task 3. Match word with the meaning.

a) Explorer		a person who explores an unfamiliar area; an adventurer.
b) Capital	_____	a city that is the center of government of a country or smaller political area
c) Community	_____	. a group of people living in the same place or having a particular characteristic in common.
d) Traditions	_____	the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way
e) Native	_____	a person born in a specified place or associated with a place by birth, whether subsequently resident there or not.

## Task 4. Listen and complete the reading.

### Cuyabeno Wildlife Reserve

Cuyabeno Reserve is the second largest reserve of the 56 national parks and protected areas in Ecuador. It is located in the Putumayo Canton in the Sucumbíos Province and in the Aguarico Canton in the Orellana Province. The Cuyabeno Wildlife Reserve is an important nature reserve in Amazonia with rather unusual ecological characteristics. It is different from any other Amazon protected area in the world. As all protected areas in the Amazon region, the area has a high biodiversity, but possibly

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a bit lower than better drained protected areas like the neighboring Yasuni National Park, which is considered the most diverse park in the world. These areas are incredibly rich in species.

## Task 5. Complete the sentences. Choose the best option.

1. It **IS** located in the Amazon region.
2. The cantons **ARE** Aguarico, Francisco de Orellana, Joya de los Sachas, Loreto.
3. **THERE ARE** always a lot of rain in Orellana.
4. **THERE IS** a number of typical dishes of the Amazonian
5. The Napo River is one of **THE MOST** transcendentals in the Amazon region and Ecuador.
6. The area has a high biodiversity, but possibly a bit **LOWER** than better drained protected areas.

## LESSON 3: GASTRONOMY IN THE AMAZON REGION



**TIPALIA**



**MAITO**



**CHONTACURO**



**TIGRILLO**

## **Task 4. Read MAITO and write questions for the answers.**

### **Maito**

Maito is tilapia Amazon-style. It is a wrap cooked in bijao leaves that contains fish. Leaf broils the fish in its own juices, making it a tender delicacy that is not to be missed. Especially tilapia, accompanied with more ingredients from the Amazon such as yucca, green banana or palm hearts and seasoned with some spices. Markets sell it from stalls, lodges serve it to guests, and a staple of the communities around the jungle.

#### **1. What is Maito?**

It is a wrap cooked in bijao leaves that contains fish.

#### **2. What does it contain?**

They are yucca, green banana or palm hearts and seasoned with some spices.

#### **3. Where is it sold?**

It is sold in markets.

#### **4. Is it from the Highland Region?**

No, it is not from the Highland region.

## **LESSON 4: CHICHA (SALIVA – FERMENTED BEVERAGE)**

### **How it's prepared CHICHA**

Indigenous people prepare this traditional Chicha with jora corn – a type of corn from the highland region– and sometimes it is made with yuca. This traditional indigenous beverage includes chewing the corn, then spitting the blend into water, and letting it ferment for a few weeks. Some additional ingredients include fruits, root vegetables, and cane sugar. The traditional Chicha from the Amazon rainforest is made with yuca and is commonly used as a welcome drink. Some prefer to drink it fresh, though most places will offer it fermented, which makes it an alcoholic beverage.



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People in the Amazon drink this beverage on special occasions.

## Task 3. Read the sentences and correct them.

### 1. Indigenous people prepare CHICHA every day.

*Indigenous people don't prepare CHICHA every day. They prepare it on special occasions.*

### 2. Potatoes are used to prepare the chicha.

Potatoes are not used to prepare chicha. They use yuca.

### 3. Some prefer to drink it hot.

Some people prefer to drink it cold.

### 4. Indigenous people prepare this traditional Chicha with jora corn – a type of corn from the coastal region.

Indigenous people prepare this traditional Chicha with jora corn – a type of corn from the highland region.

## Task 5. Find eight verbs

G	E	T	U	P					W
									A
									L
		W	O	R	K				K
					T	N	U	H	
W	A	T	E	R					
				H	S	I	F		
					Y	D	U	T	S
	D	E	S	E	R	D	T	E	G

# ORELLANA'S STAGGERING ENGLISH BOOK 1

**Task 6. Look at the picture and describe each picture. Use prepositions of place.**

1. The chicha is on the table.
2. People are in the hut.
3. The huts are in the forest.
4. The village is near the river.
5. People are in the hut.
6. Hunters are in the forest.

**Task 7. Write**

**1. Three animals in the jungle**

- Tiger
- Lion
- Parrots

**2. The plants in the jungle**

- Coffee Plant
- Orchid
- Passionflower.

**3. Three ingredients to prepare chicha**

- Yuca
- Sugar cane
- Cinnamon

**4. Three provinces in the Amazon region**

- Zamora Chinchipe
- Pastaza
- Orellana.

# ORELLANA'S STAGGERING ENGLISH BOOK 1

## LESSON 5: HEALTH CARE AND CULTURAL TRADITIONS

### Task 1. Read and complete the table

PLANTS	USAGES	PREPARATION
UÑA DE GATO	to treat snakebites, rheumatism, biliary colic, inflammation of the prostate, as well as wounds, ulcers, fever and cough.	Infusion
CHUCHUHUASI	effective treatment of rheumatism, colds and bronchitis, as an antidiarrheal and to relieve hemorrhoids and breast conditions.	Infusion
Chancapiedra	This plant strengthens the body's immune system. It is used to treat hepatitis, urinary tract infections and as a diuretic.	Infusion
CHAMBIRA	It is used to treat bone ailments such as rheumatism through steam baths prepared with its leaves.	Infusion

# ORELLANA'S STAGGERING ENGLISH BOOK 1

CAÑA AGRIA	This plant contributes to the successful treatment of respiratory diseases such as influenza and other ailments such as conjunctivitis and hepatitis, thanks to their great anti-inflammatory efficacy.	Infusion
------------	---	----------

**Task 4. Choose medical conditions and make notes about the natural medicine you can use.**

MEDICAL CONDITIONS	POSSIBLE SOLUTIONS
Rheumatism, colds and bronchitis	Drink chuchuhuasi tea.
Biliary colic, inflammation of the prostate, as well as wounds, ulcers, fever and cough.	Take uña de gato pills.

**Task 6. Complete the sentences using subject and object pronouns or possessive adjective.**

1. Juan was born in Bristol but HIS father was born in Orellana.
2. I want to go to Misahualli. I really like IT
3. We live in a nice house in Palora but OUR neighbors don't.
4. I am from Riobamba, but I am living in Tena, I miss my parents. I

# ORELLANA'S STAGGERING ENGLISH BOOK 1

want to send THEM a postcard.

5. My mother prepares ME Tea when I am sick.
6. These are my parents. THEIR names are Marco and Victoria.
7. Please, call ME When you arrive at home.
8. We need help. Can you help ME?
9. I hate chontacuros.THEY taste horrible!
- 10.I love .....

**Task 6. Order the following sentences. There is ONE WORD that you don't need in each sentence:**

1. He students the to listen to him.  
The students listen to him.
2. watch parents MTV at She night.  
My parents watch Tv at night.
3. He is the very computer good.  
The computer is very good.
4. the Your Me dance in friends' disco.  
Your friends dance at the disco.
5. eats Your all its dog food I.  
Your dog eats its food.
6. in live mice garden Those You your  
Those mice live in your garden.
7. The He its dog tail moves.  
His dog moves his tail.
8. her parents. She with lives They  
She lives with her parents.
9. his John school her finishes in June.  
John finishes his school in June.

**Task 7. Fill in the gaps with the subject pronouns, object pronouns, possessive pronouns, and possessive adjectives from the box.**

her it its our she them they you you your we

1. Correct answer: your

⇒ We use **possessive adjectives** before a noun, they modify a noun (email).

2. Correct answer: you

⇒ We use **object pronouns** after a preposition.

3. Correct answer: her

⇒ We use **object pronouns** as the object of the verb (after the verb).

4. Correct answer: she

⇒ We use **subject pronouns** a subject of the verb (before the verb).

5. Correct answer: them

⇒ We use **object pronouns** as the object of the verb (after the verb).

6. Correct answer: they

⇒ We use **subject pronouns** a subject of the verb (before the verb).

⇒ In questions, the subject goes after an auxiliary the verb: **do, be** or **have**.

7. Correct answer: Its

⇒ We use **possessive adjectives** before a noun, they modify a noun (name).

⇒ We use **its** for things and animals.

8. Correct answer: it

⇒ We use **object pronouns** as the object of the verb (after the verb).

⇒ We use **it** for things and animals.

---

9. Correct answer: we

⇒ We use **subject pronouns** a subject of the verb (before the verb).

---

10. Correct answer: our

⇒ We use **possessive adjectives** before a noun, they modify a noun (new pet).

## LESSON 6: TRIBES IN THE AMAZON REGION



Ecuador Amazon tribes are very interesting for many visitors. There are several indigenous communities in the Amazon rainforest. It is possible to learn about ancient traditions and ways of life which may or may not still be in practice today. Some of the groups in the indigenous Amazon include the Huaorani people, the Kichwas, the Shuar, the Achuar and the Taromenane. Each group has had a different level of exposure to modern life, and some have not experienced it at all. Some groups are uncontacted, while others welcome tourists and enjoy showing them their ways.

**Task 2. Do you know how many tribes are there in the amazon rainforest? Complete the chart**

There are 4 tribes. They are Huaorani people, the Kichwas, the Shuar, the Achuar and the Taromenane.

**Task 3. Listen Amazon Kichwas and complete the reading**

# ORELLANA'S STAGGERING ENGLISH BOOK 1

## Amazon Kichwas



One of the Ecuadorian Amazon tribes that has the largest population is the Kichwa people. If you visit a local family or village in the Amazon of Ecuador there is a good chance it will be a Kichwa settlement. Traditionally, Kichwas were farmers who also hunted for additional food sources.

They use local plants for medicinal purposes. In Kichwa communities there are shamans who are elders that also heal people through these traditional means, which includes spiritual forms of healing. A visit to a local Kichwa community might involve having a go with a blowgun or trying the local chicha drink. Chicha is an alcoholic drink made from chewed yucca.

### Task 7. Read the sentences and choose the best option.

1. The Shuar people speak the Shuar language and they do not just live in the **AMAZON**
2. The indigenous Amazon region includes the Achuar **TRIBE** who reside in both Ecuador and Peru.
3. The Taromenane people are very remote members of the indigenous Amazon region. They are **UNCONTACTED** and they live in the Yasuni National Park.
4. The Siona people, though small in number, have a fairly large, **TERRITORY** stretching between the Aguarico & Cuyabeno Rivers in Ecuador in the Cuyabeno Wildlife Reserve.
5. There are several indigenous **COMMUNITIES** in the Amazon rainforest.
6. Each community has its own unique beliefs and **TRADITIONS** but there are some common practices shared by all indigenous groups
7. There are a number of indigenous **PEOPLE** that live in Ecuador.
8. Older people and women often mostly **PRACTICE** still the Kichwa language and only have rudimentary Spanish skills.



# ORELLANA'S STAGGERING ENGLISH BOOK 1

9. Chicha is an alcoholic drink made from **CHEWED YUCCA**
10. In Kichwa communities there are **SHAMANS** who are elders that also heal people through these traditional means, which includes spiritual forms of healing.

## LESSON 7: UNCONTACTED INDIGENOUS GROUPS

### Task 3. Match word with the meaning.

1. **SHAMAN** is a religious or mystical expert (male or female) who, in traditional Indigenous societies, functions as a healer, prophet and custodian of cultural tradition.

2. **KNOWLEDGE** awareness or familiarity gained by experience of a fact or situation.

3. **HEALTH** the state of being free from illness or injury.

4. **AYAGUASCA** a tropical vine native to the Amazon region, noted for its hallucinogenic properties.

5. **HEALER** a person who seeks to cure diseases or heal injuries by means other than conventional medical treatment.

## LESSON 8: LEGENDS IN THE AMAZON REGION

### Task 3. Read the legend and correct the sentences.

1. Two young women of extraordinary beauty appeared in the Amazon.
2. They were the virgins of the jungle.
3. One day they meet the sparrowhawk "hanga scissors", which was

# ORELLANA'S STAGGERING ENGLISH BOOK 1

the spirit of the hunting man, who had his dwelling inside the mountain.

4. "Hanga scissor " tell them that so that they did not get lost from the road.
5. The "puma appangura" went forward through the forest and taking the feathers leave by the sparrowhawk, change them towards his lair, the young women did not hesitated to follow that wrong path.

## **Task 4. Read the legend and complete the chart**

### **REGULAR VERBS**

Appeared  
Agreed  
Listened  
Changed

### **IRREGULAR VERBS**

Were  
Met  
Had  
Began  
Gave  
Told

## **Task 5. Make the past simple: positive, negative or question.**

- 1) I did not drink any beer last night.
- 2) She got on the bus downtown.
- 3) What time did he get up yesterday?
- 4) Where did you get off the train?
- 5) I did not / change trains at La Condamine.
- 6) We woke up very late.
- 7) What did he / give his mother for Christmas?
- 8) I received \$3000 when my uncle died.
- 9) We did not use the computer last night.

- 10) Did she make good coffee?
- 11) They live) in Loreto.
- 12) She read the newspaper yesterday.
- 13) I did not watch) TV.
- 14) He did not study for the exam.
- 15) Did he call you?
- 16) Did You forget) something?
- 17) What time did the film start)?
- 18) He had a shower.
- 19) Why did you come?
- 20) Did he go to the party?

## LESSON 9: AN EXPERIENCE IN THE JUNGLE

### Task 5. Choose the best option

- 1) **RIVER** a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.
- 2) **NATURAL OINTMENTS** a compound or preparation used for the treatment or prevention of disease.
- 3) **TROPICAL FOREST** an area of land overgrown with dense forest and tangled vegetation, typically in the tropics.
- 4) **EXPERIENCE** practical contact with and observation of facts or events.

# ORELLANA'S STAGGERING ENGLISH BOOK 1

## Task 6. Read Julien 's experience and complete the chat below.

Reviewed 25 November 2019

### AMAZING STAY IN THE DEEP JUNGLE

I had the best experience in Amazonia in Canangueno lodge. It is settled deep in the jungle. You really feel the special ambiance of the wildlife in here. The Cuyabeno National Park is crazy beautiful and full of amazing animals: monkeys, birds, bugs, snakes etc. The staff in Canangueno is so great. The owner Pablo is a relax guy very fun with a lot of interesting anecdotes and stories. Jhon, the cook, is very talented: the food is tasteful and always different. I also noticed a very special care to everyone's diet. If you have Romulo or Pajalito as guide, you can feel very lucky. They both have a huge knowledge about fauna, flora and Amazonia in general. They also have very sharp eyes to detect all the species you want to see. Plus, they are very funny and always have a good word to make you laugh.

**Date of experience:** November 2019

PLACES THE VISITED	ADJECTIVES THAT DESCRIBE THE PLACES
Canangueno lodge	Amazing
	Beautiful
	Relaxing

### LESSON 10: SHAMANES IN THE AMAZON

#### Task 5. Complete the exercises using since and for

Example: How long have you known María?

**For:** I have known her for 13 years.

**Since:** I have known her since June 2001.

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**1. How long has Sara worked at ESPOCH?**

**For** 2 years.

**Since** she graduated.

**2. How long have you been in Orellana?**

**For** 6 months.

**Since** I got married.

**3. How long have you taught English?**

**For** 20 years

**Since** I graduated.

**4. How long have you studied English?**

**For** 15 years.

**Since** I was in high school.

**5. How long have you drunk chicha?**

**For** 2 years.

**Since** I am living in Orellana.

**Task 6. Complete the sentences using present perfect**

1. I have read your book several times.
2. She has worn that skirt many times.
3. My family has visited Tena a few times.
4. I have eaten already.
5. Marta has finished her homework.
6. You have broken the glass again.
7. They have played for everything.
8. It has never snowed like that.
9. I have met Anna once.
11. We have seen him before.
12. You have bought 4 cars so far.
13. There have been problems.
14. I have had a snake.
15. Maria has risen a monkey.

# ORELLANA'S STAGGERING ENGLISH BOOK 1

16. The kids have grown so much!

## Task 9. Match word with the meaning.

SHAMAN	_____	a) Awareness or familiarity gained by experience of a fact or situation.
KNOWLEDGE	_____	b) The state of being free from illness or injury.
HEALTH	_____	c) A tropical vine native to the Amazon region, noted for its hallucinogenic properties.
AYAGUASCA	_____	d) A person who seeks to cure diseases or heal injuries by means other than conventional medical treatment.
HEALER	_____	e) Is a religious or mystical expert (male or female) who, in traditional Indigenous societies, functions as a healer, prophet and custodian of cultural tradition.

# **AUTHOR'S BIOGRAPHY**

# ORELLANA'S STAGGERING ENGLISH BOOK 1

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