



I.E. JOSÉ MIGUEL DE RESTREPO Y PUERTA
COPACABANA, ANTIOQUIA

WORKSHOP N° 10

THROUGHLINES: Money makes the world go round
GENERATIVE TOPICS: What we spend, How the world works
Ready to change
OVERARCHING GOALS: Students will be able to recognize general and specific information in written and oral opinion texts and discussions on familiar topics.

STUDENT'S NAME:

DATE:

PERIOD:

COURSE:

ENGLISH TEACHER:

Follow the instructions.

- a. Read the title of each text and the first sentence of each paragraph.

What is the text about?

1 _____

2 _____

- b. Read the texts and translate them into Spanish.

- c. Underline the irregular verbs in color red.

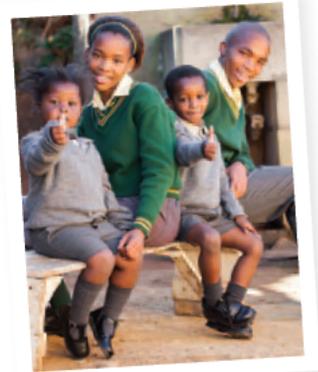
EVERYDAY PEOPLE CHANGING THE WORLD

1

Thulani Madondo started an educational programme to help children living in the slums of Kliptown, South Africa.

When Thulani left primary school, his father told him that he didn't have enough money for his high school fees. Thulani washed cars and carried boxes to earn his own money to pay to go to school.

The Kliptown Youth Program helps other young people in Kliptown to get an education and improve their lives. It gives them uniforms, books and money for their school fees.



ECO-FRIENDLY INVENTOR

William Kamkwamba was born in Malawi, Africa in very poor conditions. He grew up without electricity or running water. After he was 14, he couldn't go to school because his family were poor. However, there was a local library, so he went there instead. He could read books and teach himself things.

William was very interested in reading about how windmills could make electricity and pump water. So he decided to build a windmill.

William's windmill was very successful, and he won a scholarship to a university in South Africa. Now he can teach young people how to make their own windmills and repair water pumps.



3. Listen the information from the audios and complete the chart.

<https://www.youtube.com/watch?v=2wsxzqwhjg>

https://www.youtube.com/watch?v=fgbrhBE07_0

QUESTIONS	CATALINA	SANDRA
A. Where do they live?		
B. Why did they decide to help people?		
C. How do they help people?		

4. Look at the underlined past simple affirmative and negative forms in the stories mentioned above.

Answer the questions.

a. What is the past simple affirmative ending for regular verbs?

b. What do we do when a verb ends in -y? Find an example in the text.

c. Irregular verbs don't end in -ed. Find the past simple form of four irregular verbs in the text.

What are their infinitive forms?

d. Find three negative forms. To make the negative, we use + infinitive.

5. Read the story of Chris, a sixteen-year-old boy from Toronto. Complete it with regular past simple forms of the verbs in brackets.



It was a Tuesday. Chris (1) _____ (finish) school, and (2) _____ (decide) to go to the park. He (3) _____ (relax) on a bench near a lake. Suddenly, someone (4) _____ (scream) loudly. A woman was at the edge of the water, and a small boy was in the middle of the lake. The boy (5) _____ (try) to swim, but he (6) _____ (disappear) under the water. Chris (7) _____ (not have) time to put on a swimsuit. He (8) _____ (jump) into the water and (9) _____ (pull) the boy out of the water. The boy's mother (10) _____ (want) to give Chris some money, but he (11) _____ (not take) it. He was a true hero!

a. Why did Thulani Madondo have to work while he was still at school?

b. What kind of organisation did Thulani create to help poor children?

c. Why did William leave school when he was 14??

d. Why did William build?

e. What happened to Catalina Escobar's son?

f. Why did the twelve-day-old baby die?

g. What organisation helped Sandra when she was pregnant?

h. How does Sandra make extra money now?

6. Complete the table about Sandra and William.

	Things they <i>could</i> and <i>couldn't</i> do (past)	Things they <i>can</i> and <i>can't</i> do (present)
Sandra		
William		