



I.P.E.T N° 132: “PARAVACHASCA” SECONDARY SCHOOL.

*4th YEAR: “INDUSTRIAL PROCESSES.”

*TEACHER: Matías Ledesma.

SEQUENCE OF ACTIVITIES # 3

VOCABULARY.



FOREST BASED – INDUSTRIES.

*TIMBER / WOOD.

*RAW MATERIAL.

*LOG.

*SAWMILL.

*GLOVES.

*SAFETY HELMET.

*GOGGLES.

*LAND.

*FOREST.

*MASKS.

*BOOTS.

*EARPHONES.

*CHAINSAW.

*CHOP DOWN.

*FURNITURE.

*CARPENTRY.

*COTTAGE.

*CARPENTER.

*PINE TREES.

***LOOK AT THE FOLLOWING IMAGES AND FILL IN THE BLANKS WITH THE CORRECT WORD OF THE VOCABULARY FROM THE PREVIOUS PAGE.**



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Grammar Section.

1)



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Teaching Resources

Grammar Worksheet
Past Continuous

I	was	
You	were	
He	was	
She	was	reading
It	was	
We	were	
You	were	
They	were	

I	wasn't	
You	weren't	
He	wasn't	
She	wasn't	reading
It	wasn't	
We	weren't	
You	weren't	
They	weren't	

was	I	
were	You	
was	He	
was	She	reading?
was	It	
were	We	
were	You	
were	They	

Yes,		No,	
I	was	I	wasn't
You	were	You	weren't
He	was	He	wasn't
She	was	She	wasn't
It	was	It	wasn't
We	were	We	weren't
You	were	You	weren't
They	were	They	weren't

Use the prompts to write a full sentence

- She / eat / pizza. _____
- They / go / to the cinema. _____
- We / walk / the dog. _____
- I / shop. _____
- You / do / your homework. _____
- Steven and Amanda / drink / tea _____
- My sister / clean / the kitchen. _____
- We / listen / to music. _____
- It / snow / all day yesterday. _____
- I / play / a computer game. _____
- The teachers / talk / in the staffroom. _____
- You / play / yesterday. _____
- He / speak / English. _____
- You / swim / in the river. _____
- My mother / do / exercises. _____
- My father / prepare / salad. _____

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2)

❖ Fill in the blanks with the past simple or the past continuous:

1. When I _____ (arrive) the teacher _____ (write) the summary.
2. He _____ (cross) the road when I _____ (see) him.
3. Why _____ (they / shout) at you when I _____ (wake up)?
4. They _____ (fix) the computer when I _____ (open) the door.
5. _____ (Mary / break) her leg while she _____ (skate)?
6. I _____ (sleep) when she _____ (knock) on the door.
7. When I _____ (see) Jim at the disco he _____ (not / talk) to the Dj.
8. I _____ (watch) a film on TV when the electricity _____ (go) out.
9. The Titanic _____ (not / cross) the Pacific Ocean when it _____ (strike) an iceberg.
10. Paul _____ (not / fall) while he _____ (run) away.
11. Carol _____ (fall) asleep while she _____ (read) a book.
12. While my father _____ (drive) home, he _____ (not / answer) his mobile phone.

3) Read the following article and put the verbs into the correct forms of the Simple Past. Use the list of Irregular Verbs to help you.

Machinery Milestones: The world's first tractors.

The history of the tractor (begin) in the late 1880s, when petrol engines (provide) an alternative to steam, which had driven the power farming revolution for almost 100 years.

Britain (be) the world leader in developing agricultural steam power, and the earliest record of steam working on a farm (be) in Wales in 1798, when a stationary engine (be) employed to drive a threshing machine.

High costs and the limited number of uses (mean) few stationary steam engines (be) installed, but this all (change) when portable steam engines pulled by horses, and self-propelled traction engines, (start) to arrive in the 1840s.

Their mobility (mean) much greater versatility, attracting contractors and large farms while providing a worldwide growth opportunity for British industry.

British Progress.

The sales boom enjoyed by Britain's agricultural steam engine manufacturers (continue) during the 1880s and 1890s, and it probably (leave) little time or enthusiasm for experimenting with tractors.

An exception (be) Richard Hornsby & Sons, based in Grantham, Lincolnshire – one of the smaller steam engine manufacturers.

It (complete) its first tractor in 1896, the first British-built design to achieve commercial success when it (win) a silver medal at the 1897 Royal Show and in the same year (become) the first tractor sold in Britain.

The customer (be) an estate in Surrey, and a further three Hornsby tractors (be) exported to Australia. A tracklaying version demonstrated to military authorities (help) start a development programme that would lead on to the world's first battle tanks.

The tractor (be) powered by a Hornsby-Akroyd engine, (make) by the Hornsby company after it acquired the production rights from inventor Herbert Akroyd-Stuart in 1891.

It (be) the first compression-ignition engine, arriving just a few years before Rudolf Diesel's eponymous creation. It (be) started by using a blowlamp to create a hot-spot on the cylinder head and ran on heavy oils such as paraffin instead of petrol.

The single-cylinder engine (use) in the tractor developed 20hp, but other sizes (be) available and it (be) a huge success for Hornsby. Engine sales (total) more than 32,000 units and (include) one that (generate) electricity for the lights on the Statue of Liberty in New York and another lighting up the Taj Mahal in India. The tractors (be) far less successful and attracted few customers.

SOURCE: <https://www.fwi.co.uk/machinery/tractors/machinery-milestones-the-worlds-first-tractors>

OBJETIVOS DEL TRABAJO N°3.

***VOCABULARIO:**

***Exponer a los alumnos de cuarto año: Procesos Industriales a términos específicos en Inglés vinculados al mundo de las industrias, en este caso, a las forestales y de base agrícola.**

***Que los alumnos desarrollen un pensamiento crítico respecto a la situación actual del medio ambiente, preferentemente el estado de los suelos ya que son ellos la fuente de**

germinación de la materia prima utilizada para la fabricación de muebles y otros elementos empleados en la construcción.

***GRAMÁTICA:**

***Que los alumnos sean capaces de reconocer estructuras en Pasado simple y poder diferenciar a aquellas expresadas por las formas pasadas del verbo “To be” (WAS – WERE) de otras con verbos regulares e irregulares.**

***Que los alumnos puedan realizar pasajes de oraciones afirmativas a interrogativas y negativas a través de las formas del verbo “To be” (WAS – WERE) y con auxiliar pasado “DID”.**

***Que los alumnos adquieran destrezas para interpretar y utilizar a la tabla de verbos irregulares en Inglés.**

***Que los alumnos puedan reconocer las diferencias entre el Pasado Continuo y el Pasado Simple y poder resolver ejercicios en los cuales ambos tiempos de verbos aparezcan mezclados.**

CRITERIOS DE EVALUACIÓN.

*** Al ser un trabajo grupal y de mayor longitud, se evaluará la participación de cada integrante para la resolución de las actividades.**

***Se realizarán preguntas a los alumnos para corroborar que hayan estudiado al tema en cuestión.**

***Se tendrá en cuenta la sistematización de recursos para la resolución de actividades ya sean diccionarios en soporte papel u Online y uso del traductor.**