

# I.P.E.T Nº 132: "PARAVACHASCA" SECONDARY SCHOOL.

# \*4th YEAR: "INDUSTRIAL PROCESSES."

\*TEACHER: Matías Ledesma.

## **SEQUENCE OF ACTIVITIES #4**

## **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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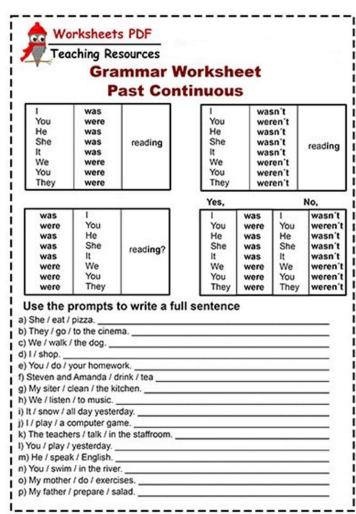


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# **Grammar Section.**

1)



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	(arrive) the teacher	(write) the summary.
2. He	(cross) the road when I	
	(they / shout) at you when I	
	(fix) the computer when I	
5	(Mary / break) her leg while she	(skate)?
6.	(sleep) when she (k	nock) on the door.
7. When I	(see) Jim at the disco he	(not / talk) to the Dj.
8.	(watch) a film on TV when the electri	city (go)
out.		
9. The Titanic	(not / cross) the Pacific Ocean v	vhen it
(strike) an iceberg.		
<b>10.</b> Paul	(not / fall) while he	(run) away.
<b>11.</b> Carol	(fall) asleep while she	(read) a book.
12. While my father	(drive) home, he	(not /
<b>Machinery Milestones:</b>		
	The world's first tractors.	
(provide) a revolution for almost 1	tor (begin) in the late 1880s, when an alternative to steam, which had driven t 00 years.	the power farming
(provide) : revolution for almost 1 Britain (be) earliest record of steam	tor (begin) in the late 1880s, when an alternative to steam, which had driven t	the power farming  I steam power, and the in 1798, when a
	tor (begin) in the late 1880s, when an alternative to steam, which had driven t 00 years. the world leader in developing agricultural working on a farm (be) in Wales	I steam power, and the in 1798, when a hine.

**British Progress.** 

The sales boom enjoyed by Britain's agricultural steam engine manufacturers
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
SOURCE: https://www.fwi.co.uk/machinery/tractors/machinery-milestones-the-worlds-

#### OBJETIVOS DEL TRABAJO Nº3.

# \*VOCABULARIO:

first-tractors

\*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.