



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

*4th YEAR: "INDUSTRIAL PROCESSES."

*TEACHER: Matías Ledesma.

SEQUENCE OF ACTIVITIES # 4.

VOCABULARY SECTION

THE MINE – VOCABULARY

coal open pit mine subterranean mine helmet pick shovel tunnel
cage wagon miner



*METALS: // *ROCKS:

*FIELD:

*OILFIELD:

*GEOLOGY STUDIES:

*ENVIRONMENTAL IMPACT:

*MINING:

MAP OF THE MINING DISTRICTS AND THE REGIONAL GEOLOGY OF THE PROVINCE OF CÓRDOBA.

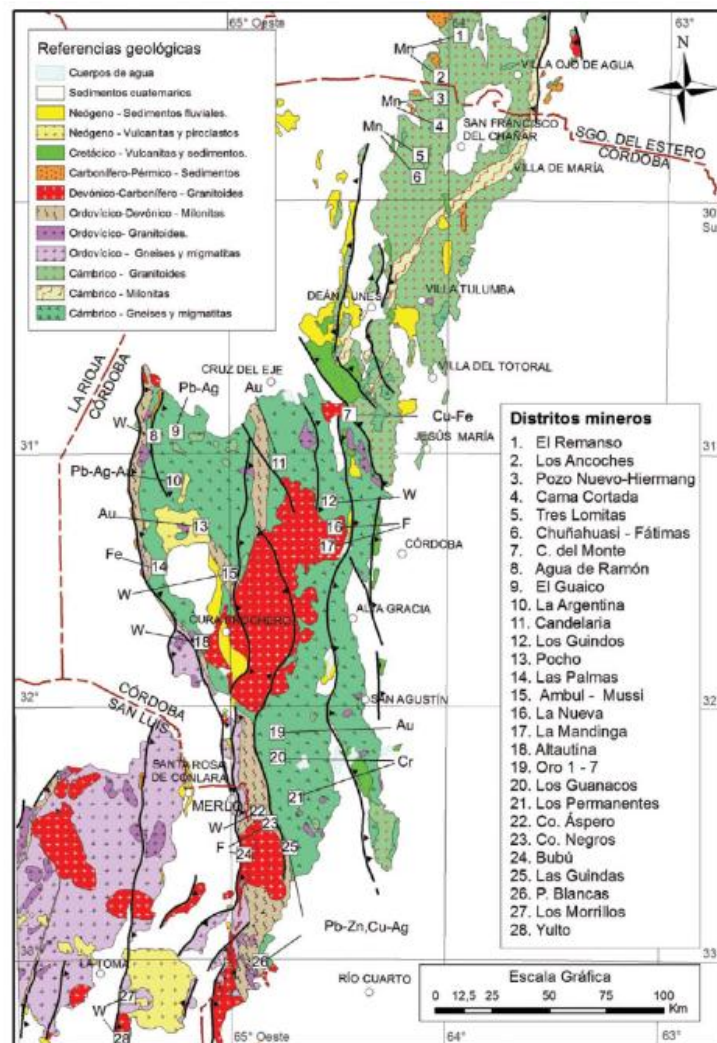


Figura 1: Geología regional de Córdoba con la ubicación de los principales distritos mineros descritos en el texto (geología original de los autores).

SOURCE:

<https://www.researchgate.net/publication/302933773> Los yacimientos metalíferos y la metalogenia de las Sierras Pampeanas de Cordoba

GRAMMAR SECTION.

Argentine mining watch: Lithium nationalization, solar power, permits, financing. (Fragment.)

Published: Wednesday, September 29, 2021.



Argosy Minerals

*Argentine mining secretary Alberto Hensel has ruled out nationalization of the lithium industry.

*During a virtual seminar on the lithium market, he said that nationalizing mineral resources or creating state mining companies or binational state companies **(BE / NOT)** something that he, President Alberto Fernández or Minister of Productive Development Matías Kulfas **(ARE / IS / AM)** planning.

*Australia's Argosy Minerals **(IS / AM / ARE)** in talks with French independent power producer Neoen to supply renewable energy to the US\$140mn Rincón lithium project in Salta, province of Argentina, which **(IS / AM / ARE)** expected to start output next year.

*The company **(PLANS / PLAN)** to expand projected production of lithium carbonate to 12,000t/y from the initial 2,000t/y and that would require 5-6MW of electricity that the 208MW Altiplano solar power plant could provide.

*Construction of Altiplano is nearing completion, with the start of operations planned for later this year.

*Earlier this month, in Jujuy province, developers of the Cauchari solar park said they (AM / IS / ARE / WAS / WERE) also looking to increase the project's generation capacity to 500MW to supply lithium projects.

*During a visit to San Juan province, Mining Secretary Alberto Hensel (TELL / TOLD) local media that construction of the US\$3.9bn Josemaría copper-gold project could start in November.

*Since February, Josemaría Resources, (OWE – OWNED) by the Lundin Group, has been awaiting approval of its environmental impact assessment.

*Josemaría (IS / ARE / AM / WAS / WERE) targeting annual production of 131,000t of copper and 224,000oz of gold during the 19-year mine life.

*Sector authorities have been saying publicly that the project would start a new era of copper production for the country.

SOURCE: <https://www.bnamericas.com/en/news/argentine-mining-watch-lithium-nationalization-solar-power-permits-financing>

*PAST CONTINUOUS.

1) Turn the following sentences into the past continuous.

1) Mike is watching TV.

2) Ben and Paul are playing golf at the club.

3) Melissa is baking a cake .

4) I am watering the plants.

5) We are travelling to Paris.

6) I am sending a WhatsApp message.

7).Johnny is coming to Córdoba.

8) The Headmistress is talking to the students.

9) Spring is coming in two days time.

10) I am preparing activities for the upcoming Quizz.

2)



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Grammar Worksheet

Past Continuous

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

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

Past Continuous - Exercises - Activ


was	I	reading?
were	You	
was	He	
was	She	
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. _____

3)

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Past Continuous

Complete the sentences and match them to the pictures.

1 He _____ TV when she called. (watch)		
2 She _____ to my iPod, so she didn't hear the fire alarm. (listen)		
3 Yesterday at this time, I _____ at my desk at work. (sit)		
4 I was studying while He _____ dinner. (make)		
5 When the phone rang, She _____ a letter (write)		
6 He _____ coffee when I arrived. (drink)		
7 You _____ chemistry all day yesterday. (study)		
8 John _____ an English book while Mary was watching TV. (read)		

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4)

I was thinking about the PAST CONTINUOUS...



Formation of the Past Continuous: Subject + was/were + verb with "ing"

Task 1. Fill in the blanks with "was" or "were"

- | | |
|--|--|
| 1. You _____ talking in your sleep! | 6. _____ it raining last night? |
| 2. He _____ eating with his fingers! | 7. We _____ having a great time. |
| 3. They _____ shouting "Hooray!" | 8. Susan and Joanne _____ talking all night. |
| 4. I _____ wondering if I could borrow this. | 9. Who _____ singing in the bathroom? |
| 5. What _____ you doing yesterday? | 10. Why _____ she crying? |

Task 2. Negative form. Fill in the blanks with "wasn't" or "weren't"

- | | |
|--|--|
| 1. Sorry, I _____ listening. | 6. Mark and I _____ running in the hall! |
| 2. They _____ enjoying themselves much. | 7. Please, I _____ staring at you. |
| 3. I _____ snoring. I was just breathing loud. | 8. She _____ wearing your hat. It was mine. |
| 4. Why _____ he reading during Silent Reading? | 9. Of course I _____ checking my Facebook account. |
| 5. We checked and the pipes _____ leaking. | 10. No, we _____ laughing just now. |

Task 3. ING form. Just add "-ing" except where you need to drop the final "e" or add a double consonant ("jogging")

- | | |
|--|---|
| 1. My brother was _____ (drive) me mad. | 6. The girls were _____ (do) sit-ups. |
| 2. She was _____ (tap) her foot incessantly. | 7. They were _____ (swim) in a river. |
| 3. Why were you _____ (run)? | 8. We were all _____ (sneeze) and coughing. |
| 4. They weren't _____ (wear) uniforms. | 9. He wasn't _____ (look) at you. |
| 5. Why was the teacher _____ (shout)? | 10. Jan was _____ (text) while driving. |

Task 4. Make sentences from the cues.

Example: John / talk / during class. **John was talking during class.**

- 1 We / think / about recycling _____
- 2 They / not / sing / at the concert _____
- 3 I / not / pay / attention _____
- 4 Why / you / not / watch / the movie _____
- 5 Who / clap / at the end? _____

Task 5. The past continuous indicates an ongoing activity while the simple past indicates a finished action. Look and circle the correct form of the verb.

1. I was reading / read a book when my mother was coming / came in.
2. He was taking / took a shower when the lights went / were going off.
3. The rain started / was starting to fall while we walked / were walking in the park.
4. We were eating / ate our dinner when someone knocked / was knocking on the door.
5. They were walking / walked to school when suddenly they saw / were seeing an unusual light.



SOURCE:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language %28ESL%29/Past continuous/Past Continuous ex1071dt](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20ESL%2029/Past%20continuous/Past%20Continuous%20ex1071dt)

OBJETIVOS DEL TRABAJO N°4.

***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 de base minera.**

***Que los alumnos desarrollen un pensamiento crítico respecto a la situación actual de la actividad minera en Córdoba y en el resto del país así como la distribución de distintos yacimientos de minerales y su ubicación geográfica.**

***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.**