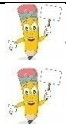




SUBJECT: English			
TEACHER: Sandra Milena Guerrero	GRADE: 11th	START DATE: April 12 th (10 weeks) DEAD DATE: June 18th	WORK DELIVERY DATES: The delivery of the activities will be done only during English class hours and according to the following schedule.
		1101 Activity #1: April 22 nd Activity #2: May 6 th Activity #3: May 20 th Activity #4: June 3 rd Activity #5: June 3 rd	1102 Activity #1: April 19 th Activity #2: May 3 rd Activity #3: May 18 th Activity #4: May 31 st Activity #5: May 31 st
BASIC COMPETENCE STANDARD		PROBLEMATIC NUCLEUS	
To reinforce and improve listening, speaking, reading and writing skills through different class activities to get better the learning process of the language.		Why is important the police code?	
SPECIFIC SKILLS TO BE DEVELOPED BY THE STUDENT:		CONNECTIONS	
<p>LISTENING: I listen different kind of audios to get better my pronunciation and fluency.</p> <p>WRITING: I write and complete sentences using the topics explained.</p> <p>READING: I read a text quickly to find key information and facts.</p> <p>SPEAKING: I talk about my hopes, dreams and opinions.</p> <p>INSTITUTIONAL EDUCATIONAL SKILLS: assertive communication, critical and creative thinking, use of Tic's and motor development.</p>		<p>ENGLISH: Literal, inferential and critical reading of the text, grammatical tenses in context and development of elements from reading comprehension focused on the resolution of ICFES type questions.</p> <p>CHEMISTRY: Structure and properties of petroleum, its social, cultural and economic importance in the world.</p> <p>PHYSICS: Relation of chemical functional groups with their physical properties and application in the context of science.</p>	
THEMATIC NUCLEUS			
Exercises type Icfes First conditional Cognates and false cognates			



Virtual course

English Day Performance

RESOURCES



Communicative tools (WhatsApp, Classroom and Institutional Email)



Technological tools (cellphone and computer)



Office Tools



App Hello English



Pedagogical Guide



School supplies



Dictionary



YouTube and Tic Tok Videos



Web sites

METHODOLOGICAL ROUTE

- **Warm Up**

During this step students will practice their previous knowledge and prepare to receive new concepts through interactive activities according to the topic, the context and resources that each one has. This is the moment to find out how much they already know and what is absolutely new to them.

- **Presentation**

The goal of this stage will present and explain the new topics using the pedagogical guide with appropriate materials and techniques according to the needs of the group and learning styles. The explanations will be contextual so that students feel the importance and significance of the new material to be learned.

- **Practice**

At this point students will be engaged in activities that permit the application of the new knowledge. They will answer or resolve different kind of exercises or activities based on the material presented and the topics explained. It will be the work done by the students whether it is controlled, guided, or free.

- **Further Practice**

The purpose of this step is to provide a variety of opportunities to reinforce and apply new knowledge in many different ways. The activities to be used at this point may be games, songs, rhymes, riddles, contests, role plays, art activities, discussions, presentations, etc.

- **Assessment**

It's time to evaluate whether the objectives were achieved or not and check whether students learned. I will use different ways, tools or methods to evaluate the students' progress. Any activity that allows the teacher to check what students have

understood and how much they can apply is worthy of being used as assessment. At the end they will share this information with their parents with the purpose of establishing an academic and educational commitment between students, parents and teachers to achieve excellent results.

PERFORMANCE LEVELS

Your performance will depend on your level of compliance with the following assessment criteria.

1. Attendance to class sessions virtually (synchronous or asynchronous) by the agreed means.
2. Active participation in class sessions.
3. Assertive and respectful communication.
4. Correct and continuous following of indications and instructions.
5. Punctuality in the delivery of work.
6. Quality, exigency and honesty in the development and delivery of activities.
7. Correct use of the communication channels established for the development of the classes.
8. Compliance with the agreements and norms established for a healthy coexistence.
9. Permanent family support and accompaniment during the student's learning process.
10. Level of interest, responsibility, discipline, commitment and dedication of the student to achieve the objectives proposed in the course.

LOW (1.0 a 2.9)	BASIC (3.0 a 3.99)
HIGH (4.0 a 4.59)	HIGHER (4.6 a 5.0)

REASONABLE SETTINGS FOR INCLUSIVE STUDENTS

There are not.

PRESENTATION MODALITY AND DELIVERY WORKS

All reading and writing activities will be done in the student's notebook, by hand, in an organized manner, legible handwriting, correct spelling, marking each page of the notebook with his/her name according the instructions given.

The activities will be delivered in PDF files and video send by institutional email.

The only communication hours will be during the school day, according to the academic schedule using the channels established by the educational institution. No weekends or holidays.

SUBJECT	TEACHER	INSTITUTIONAL EMAIL	CELLPHONE AND WHATSAPP
ENGLISH	SANDRA GUERRERO	sandra.guerrero@ensubate.edu.co	3168617535

ASSESSMENT PROCESS

The learning evaluation processes contemplate the forms of self-evaluation, co-evaluation and heteroevaluation. The following percentages will be used for the recording of evaluations in Secondary Basic Education and Middle School during home study time and eventual alternation.

- Hetero-evaluation: 60%
- Self-evaluation: 20%,
- Co-evaluation: 20%,

According to the national scale of decree 1290, the qualitative performances are expressed as: SUPERIOR, HIGH, BASIC and LOW. These will be homologated to the quantitative scale as presented below:

ESCALA CUALITATIVA (NIVEL DE DESEMPEÑO)	ESCALA CUANTITATIVA INSTITUCIONAL
SUPERIOR	De 4.60 a 5.00
ALTO	De 4.00 a 4.59
BÁSICO	De 3.00 a 3.99
BAJO	De 1.00 a 2.99

The answers to the following questions will help students to evaluate their process during the second term and give a real and honest grade to their performance (self-evaluation and Co-evaluation). At the end, they will share their grades by WhatsApp Group.

SELF-EVALUATION:

- Did I attend classes on a regular basis?
- Did I actively participate during class?
- Was I respectful and assertive in communicating with my teacher and classmates? Yes ___ No ___
- Did I follow the directions given by my teacher correctly and continuously? Yes ___ No ___
- Did I turn in my assignments on time? Yes ___ No ___
- Did I submit my work on time?
- Did I carry out my work with quality, accuracy and honesty? Yes ___ No ___
- Did I correctly use the communication channels such as WhatsApp or institutional email, complying with the rules and agreements of respect and agreed schedules? Yes ___ No ___
- Was I attentive to the information, instructions and explanations given by my teacher through the different communication channels established to carry out the execution of the classes? Yes ___ No ___
- Did I have the permanent support and accompaniment of my family for the development of the activities? Yes ___ No ___
- Was I supported by my peers with any doubts or concerns I had? Yes ___ No ___
- During the academic term, did I stand out for my high level of interest, responsibility, commitment, discipline and dedication? Yes ___ No ___
- In summary, I consider that my evaluation for this **SECOND TERM** must be: Low ____, Basic ____, High ___ or Higher ___.

*Las siguientes preguntas deben ser leídas y respondidas a conciencia por la familia, tutor o acudiente que acompañó y apoyó permanentemente al estudiante durante su proceso de aprendizaje durante este **SEGUNDO PERÍODO**, con el fin de generar una valoración honesta y real de su desempeño académico y convivencial.*

CO-EVALUATION:

- ¿El o La estudiante asistió regularmente a las clases? Sí ___ No ___
- ¿El o La estudiante participó activamente durante las clases? Sí ___ No ___
- ¿El o La estudiante fue respetuoso/a y asertivo/a al comunicarse con su maestra y compañeros? Sí ___ No ___
- ¿El o La estudiante siguió las indicaciones dadas por su maestra de manera correcta y continúa? Sí ___ No ___
- ¿El o La estudiante siempre entregó sus trabajos en las fechas establecidas? Sí ___ No ___
- ¿El o La estudiante elaboró sus trabajos con calidad, exigencia y honestidad? Sí ___ No ___
- ¿El o La estudiante utilizó adecuadamente los canales de comunicación tales como WhatsApp o correo electrónico institucional, cumpliendo las normas y acuerdos de respeto y horarios pactados? Sí ___ No ___
- ¿El o La estudiante estuvo atento/a a la información, instrucciones y explicaciones dadas por su maestra a través de los diferentes canales de comunicación establecidos para llevar a cabo la ejecución de las clases? Sí ___ No ___
- ¿El o La estudiante contó con el apoyo y acompañamiento permanente de su familia para el desarrollo de las actividades? Sí ___ No ___

- ¿El o La estudiante se apoyó con sus compañeros de clase para resolver las dudas, inquietudes o requerimientos que tuvo? Sí ___ No ___
- ¿Durante el período académico el o la estudiante siempre se destacó por su alto nivel de interés, responsabilidad, compromiso, disciplina y dedicación? Sí ___ No ___
- En resumen, la familia, tutor o acudiente del estudiante consideran que su valoración para este **SEGUNDO PERÍODO** debe ser: Bajo ___, Básico ___, Alto ___ o Superior ___.

Student's signature: _____

Parent/Guardian Signature: _____

Vo.Bo DEL COORDINADOR ACADÉMICO Y OBSERVACIONES:

Lyda Yasmín Hernández F.
Coordinadora
Escuela Normal Superior Ubaté



Grade: _____ Student: _____
Subject: English Teacher: _____

FIRST CONDITIONAL

<https://youtu.be/1f57PKKwClc> (explanation)

<https://youtu.be/8YW0EPgt7ew> (explanation)

FIRST CONDITIONAL - REAL POSSIBILITY

IF	CONDITION	RESULT
	PRESENT SIMPLE	WILL/WON'T+BASE VERB
If	she studies hard,	she will pass the exam.

RESULT	IF	CONDITION
WILL/WON'T+BASE VERB		PRESENT SIMPLE
She will pass the exam	if	she studies hard.

We use the first conditional when there is a **real possibility** that this condition will happen in the future. Remember the **S** for the 3rd person singular (present simple). If it rains, I won't go to the beach.

If the girl has some money,

she will go shopping

Condition in **PRESENT SIMPLE**

Result- Future tense

First conditional is used to talk about things that will possible

If the boy doesn't feel well, he won't go to school

FIRST CONDITIONAL

PRESENT SIMPLE + FUTURE SIMPLE

If we work hard, we will finish the project on time.

↑

IF

↑

CONDITION

↑

RESULT

↑

RESULT

The **first conditional** is used to express a real or very probable situation in the future. It refers to things that will possibly happen in the future if a condition is met.

The **first conditional** is common when we are talking about **possible plans, promises, warnings, threats** or for **persuading** someone.

CONDITION

RESULT

PRESENT SIMPLE + FUTURE SIMPLE

- ✔ If I go to Italy next week for work, I'll visit the Colosseum.
- ✔ If I have time tomorrow, I will help you.
- ✔ If you touch that wire, you will get an electric shock.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

First Conditional

Introduction

The *first conditional* (also called *conditional type 1*) is a structure used for talking about possibilities in the present or in the future. This page will explain how the first conditional is formed, and when to use it.

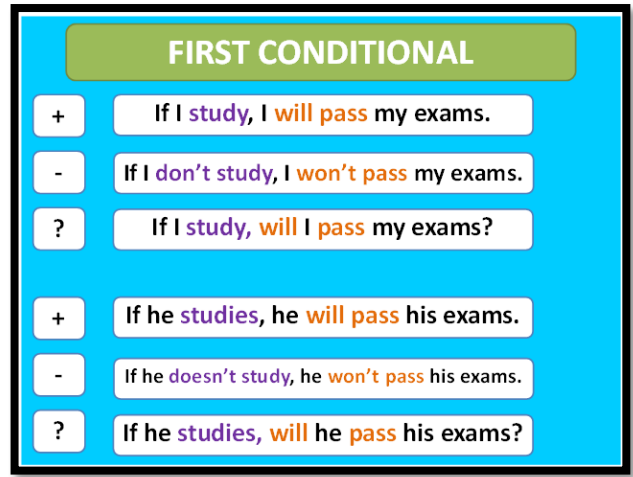
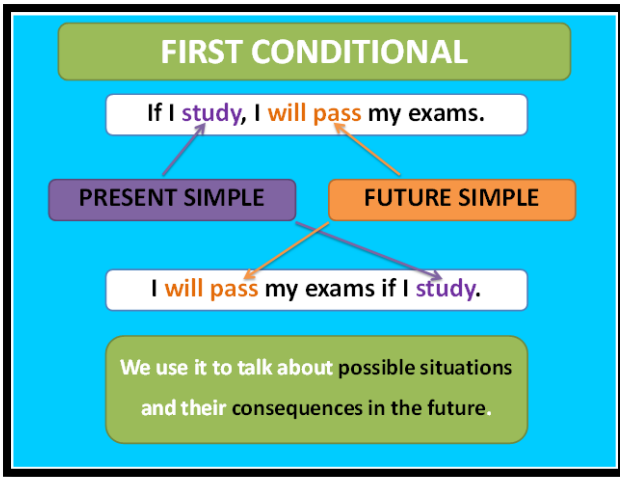
1. The structure (form) of a first conditional sentence

A first conditional sentence consists of two clauses, an "if" clause and a main clause:

if clause	main clause
If you study hard,	you will pass the test.

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:

main clause	if clause
You will pass the test	if you study hard.

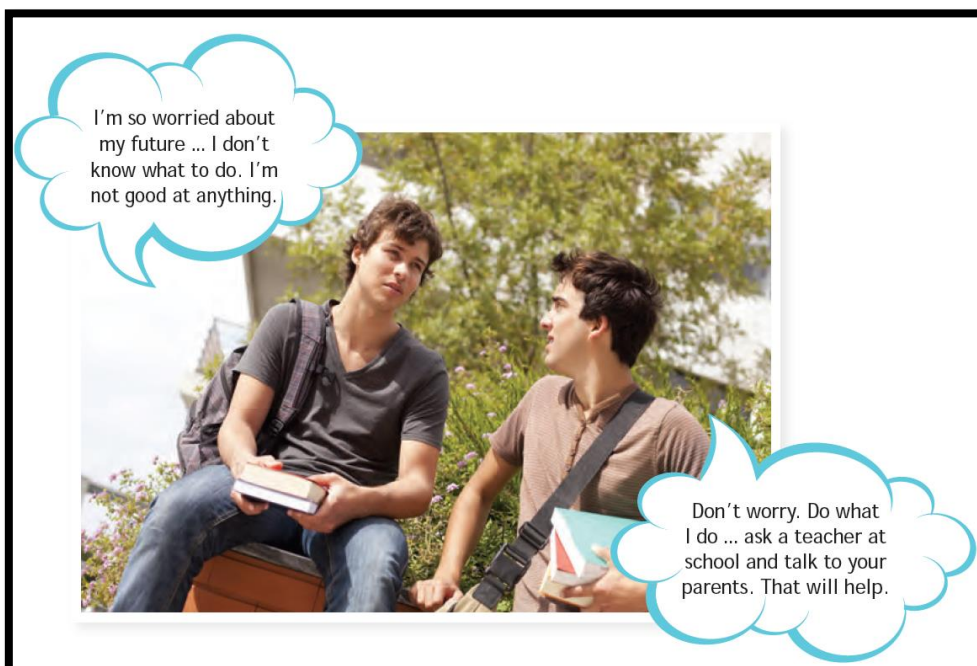


Possible plans, promises, warnings, threats, persuasion

The first conditional is common when we are talking about **possible plans, promises, warnings, threats** or for **persuading** someone. We are predicting a likely result in the future if a condition is fulfilled.

- If I go to Egypt next month for work, I'll visit the pyramids. **(plans)**
- If I have time, I will do help you. **(promise)**
- If you touch that wire, you will get an electric shock. **(warning)**
- If you eat my chocolate, you'll sleep outside with the dog. **(threat)**
- If you drive us to the concert, I'll pay for the parking. **(persuasion)**

Uses	Example
Promises	If you help me, I'll give you a present.
Threats/ warnings	I'll tell the police if you do it again.
Logical consequences	If you don't take the umbrella, you'll get wet.
Offers	If you like, I'll help you.
Making a deal	If you clean the bathroom, I'll clean the kitchen.

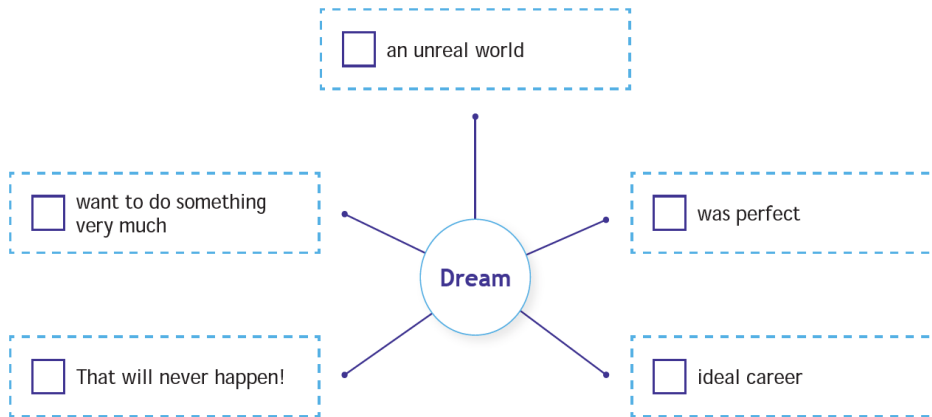


FIRST CONDITIONAL



Match the sentences with the meanings of the phrases with *dream*.

- A. I *dream* of going to Antarctica on holiday.
- B. My sister wants to be a doctor. It's her *dream* job.
- C. You'll never be a film star. You're living in a *dream* world.
- D. The party went like a *dream*. We all had a great time.
- E. Do you really think Dad will let you come home late? *Dream* on!



Read the teenager's blog post. Do you ever feel the same?

My future



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!



Match phrases A – D with the underlined phrases in the text.

- a. Do things as well as I could = _____
- b. Feeling happy about something in the future = _____
- c. Gave my homework to teachers = _____
- d. Continued = _____



Read the text again. Write T (true) or F (false).

- Ana never worried about the future. _____
- She didn't always work hard in the 8th grade. _____
- She won a prize for her school work in 8th grade. _____
- She studied harder in 9th grade than 8th grade. _____
- Her family felt happy for her in 9th grade. _____
- She isn't very confident now. _____



Match the sentences using the letters.

- | | |
|-------------------------------------|--|
| a. I will phone you | _____ if you make so much noise. |
| b. If you wash the dishes | _____ we won't be able to play basketball. |
| c. You will make Grandma very happy | _____ If I arrive before you |
| d. If it doesn't stop raining | _____ If you visit her today. |
| e. John won't be tired | _____ If he goes to bed soon. |
| f. The baby won't sleep | _____ I will dry them. |



Choose and color the correct response for each of the sentence.

- a. If I _____ go to bed early, I will be very tired tomorrow.

doesn't	won't	don't
---------	-------	-------

- b. I _____ pass the test If I study for the exam.

won't	will	will go
-------	------	---------

- c. If it _____, I will bring my umbrella.

rains	rain	doesn't rain
-------	------	--------------

- d. I will go to the park If the weather _____ nice.

are	is	am
-----	----	----

- e. She will accept If he _____ for her hand in marriage.

to ask	ask	asks
--------	-----	------

- f. If I _____ do my homework my teacher will be angry.

doesn't	don't	will not
---------	-------	----------

- g. If he _____ the truth, they will forgive him.

tells	tell	doesn't tell
-------	------	--------------

- h. His mother will take him to school If Marcus _____ the school bus.

miss	misses	missies
------	--------	---------



Complete the sentences with your own ideas.

- a. If I graduate from school this year _____.
- b. If I practice English at least 1 hour a day _____.
- c. I will go to the university _____.
- d. My parents will be happy _____.
- e. If I win some money _____.
- f. I will get married _____.



Listen to the song "Count on me" Bruno Mars, clicking on this link <https://youtu.be/VXWlrPYY4h8> and write down the First Conditional sentences you find. Don't repeat them.



Grade: _____ Student: _____
Subject: English Teacher: _____

COGNATES: TRUE AND FALSE

Cognate: A word that looks similar in two languages AND has the same meaning.

False Cognate: A word that looks similar in two languages BUT has a different meaning.



Look at the example and write your own words.

COGNATE	FALSE COGNATE	PERFECT COGNATE
Surprise	Carpet	Animal




Look at the example and make a cartoon using a virtual application about Police Code Information using 5 cognates, 5 perfect cognates and 5 false cognates. In the texts, use red green color for writing perfect cognates, yellow color for true cognates and red color for false cognates. <https://youtu.be/Jn0ML-a1C14>

In the cartoon you must give answers to the following questions:

- What is the police code?
- What is its main objective?
- Why is important the police code?
- What are the most important rules of coexistence for you?
- What are the most violated rules?
- What are the types of warnings and fines that we are exposed to for non-compliance with these rules?



	ESCUELA NORMAL SUPERIOR DE UBATE	FIRST TERM
	ACTIVITY #3	10-05-21

Grade: _____ Student: _____
 Subject: English Teacher: _____

ICFES TEST

1. Read the article.
2. Check the following link about the ICFES booklet <https://es.calameo.com/read/000955487c98d12b6fe34>, choose five of the seven parts of the exam, ask 5 multiple choice questions and answer them using the Petroleum text information. (Everything must be written in English).

THE PETROLEUM



The petroleum industry, also known as the oil industry or the oil patch, includes the global processes of exploration, extraction, refining, transporting (often by oil tankers and pipelines), and marketing of petroleum products. The largest volume products of the industry are fuel oil and gasoline (petrol). Petroleum is also the raw material for many chemical products, including pharmaceuticals, solvents, fertilizers, pesticides, synthetic fragrances, and plastics. The extreme monetary value of oil and its products has led to it being known as "black gold". The industry is usually divided into three major components: upstream, midstream, and downstream. Upstream deals with Drilling and Production mainly.

Petroleum is vital to many industries, and is necessary for the maintenance of industrial civilization in its current configuration, making it a critical concern for many nations. Oil accounts for a large percentage of the world's energy consumption, ranging from a low of 32% for Europe and Asia, to a high of 53% for the Middle East.

Other geographic regions' consumption patterns are as follows: South and Central America (44%), Africa (41%), and North America (40%). The world consumes 36 billion barrels (5.8 km³) of oil per year,[1] with developed nations being the largest consumers. The United States consumed 18% of the oil produced in 2015. The production, distribution, refining, and retailing of petroleum taken as a whole represents the world's largest industry in terms of dollar value.

Governments such as the United States government provide a heavy public subsidy to petroleum companies, with major tax breaks at virtually every stage of oil exploration and extraction, including the costs of oil field leases and drilling equipment.

In recent years, enhanced oil recovery techniques — most notably multi-stage drilling and hydraulic fracturing ("fracking") — have moved to the forefront of the industry as this new technology plays a crucial and controversial role in new methods of oil extraction.

History

Prehistory

Petroleum is a naturally occurring liquid found in rock formations. It consists of a complex mixture of hydrocarbons of various molecular weights, plus other organic compounds. It is generally accepted that oil is formed mostly from the carbon rich remains of ancient plankton after exposure to heat and pressure in Earth's crust over hundreds of millions of years. Over time, the decayed residue was covered by layers of mud and silt, sinking further down into Earth's crust and preserved there between hot and pressured layers, gradually transforming into oil reservoirs.

Early history

Petroleum in an unrefined state has been utilized by humans for over 5000 years. Oil in general has been used since early human history to keep fires ablaze and in warfare.

Its importance to the world economy however, evolved slowly, with whale oil being used for lighting in the 19th century and wood and coal used for heating and cooking well into the 20th century. Even though the Industrial Revolution generated an increasing need for energy, this was initially met mainly by coal, and from other sources including whale oil. However, when it was discovered that kerosene could be extracted from crude oil and used as a lighting and heating fuel, the demand for petroleum increased greatly, and by the early twentieth century had become the most valuable commodity traded on world markets

Modern history

Imperial Russia produced 3,500 tons of oil in 1825 and doubled its output by mid-century. After oil drilling began in the region of present-day Azerbaijan in 1846, in Baku, two large pipelines were built in the Russian Empire: the 833 km long pipeline to transport oil from the Caspian to the Black Sea port of Batum (Baku-Batum pipeline), completed in 1906, and the 162 km long pipeline to carry oil from Chechnya to the Caspian.

At the turn of the 20th century, Imperial Russia's output of oil, almost entirely from the Apsheron Peninsula, accounted for half of the world's production and dominated international markets. Nearly 200 small refineries operated in the suburbs of Baku by 1884. As a side effect of these early developments, the Apsheron Peninsula emerged as the world's "oldest legacy of oil pollution and environmental negligence". In 1846 Baku (Bibi-Heybat settlement) featured the first ever well drilled with percussion tools to a depth of 21 meters for oil exploration. In 1878 Ludvig Nobel and his Branobel company "revolutionized oil transport" by commissioning the first oil tanker and launching it on the Caspian Sea.

Samuel Kier established America's first oil refinery in Pittsburgh on Seventh avenue near Grant Street in 1853. Ignacy Łukasiewicz built one of the first modern oil-refineries near Jasło (then in the Austrian dependent Kingdom of Galicia and Lodomeria in Central European Galicia), present-day Poland, in 1854–56. Galician refineries were initially small, as demand for refined fuel was limited. The refined products were used in artificial asphalt, machine oil and lubricants, in addition to Łukasiewicz's kerosene lamp. As kerosene lamps gained popularity, the refining industry grew in the area.

The first commercial oil-well in Canada became operational in 1858 at Oil Springs, Ontario (then Canada West). Businessman James Miller Williams dug several wells between 1855 and 1858 before discovering a rich reserve of oil four metres below ground. Williams extracted 1.5 million litres of crude oil by 1860, refining much of it into kerosene-lamp oil. Some historians challenge Canada's claim to North America's first oil field, arguing that Pennsylvania's famous Drake Well was the continent's first. But there is evidence to support Williams, not least of which is that the Drake well did not come into production until August 28, 1859. The controversial point might be that Williams found oil above bedrock while Edwin Drake's well located oil within a bedrock reservoir. The discovery at Oil Springs touched off an oil boom which brought hundreds of speculators and workers to the area. Canada's first gusher (flowing well) erupted on January 16, 1862, when local oil-man John Shaw struck oil at 158 feet (48 m). For a week the oil gushed unchecked at levels reported as high as 3,000 barrels per day.

The first modern oil-drilling in the United States began in West Virginia and Pennsylvania in the 1850s. Edwin Drake's 1859 well near Titusville, Pennsylvania, typically considered[by whom?] the first true[citation needed] modern[citation needed] oil well, touched off a major boom. In the first quarter of the 20th century, the

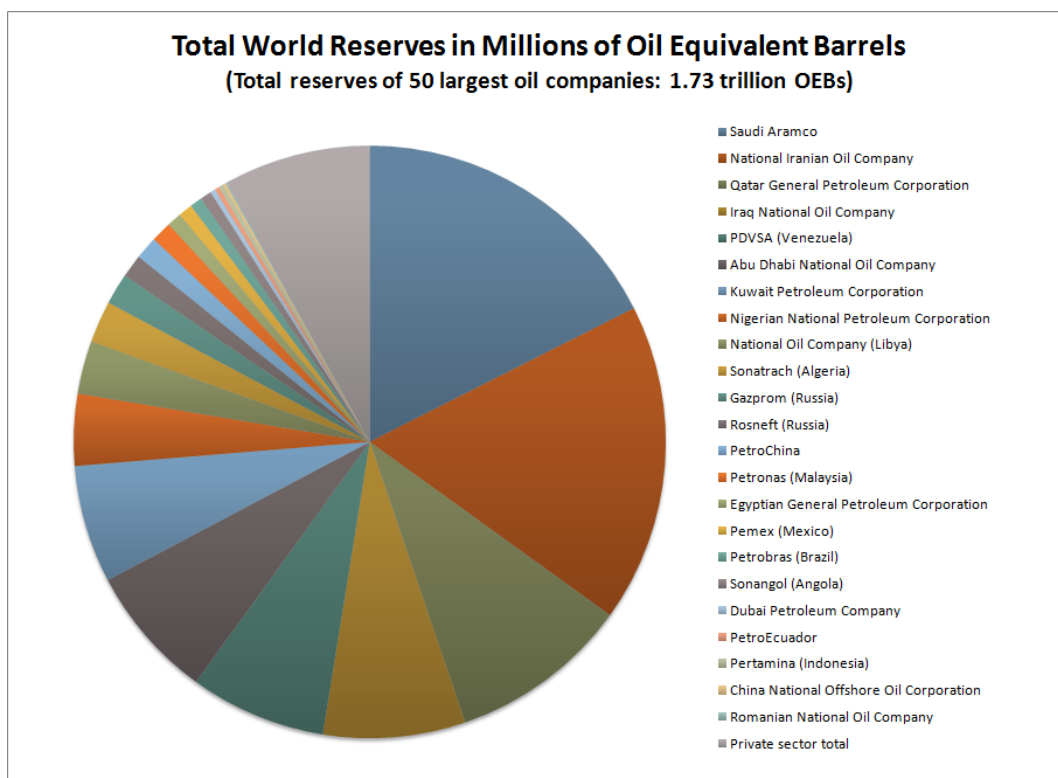
United States overtook Russia as the world's largest oil producer. By the 1920s, oil fields had been established[by whom?] in many countries including Canada, Poland, Sweden, Ukraine, the United States, Peru and Venezuela.

The first successful oil tanker, the Zoroaster, was built in 1878 in Sweden, designed by Ludvig Nobel. It operated from Baku to Astrakhan.[20] A number of new tanker designs developed in the 1880s.

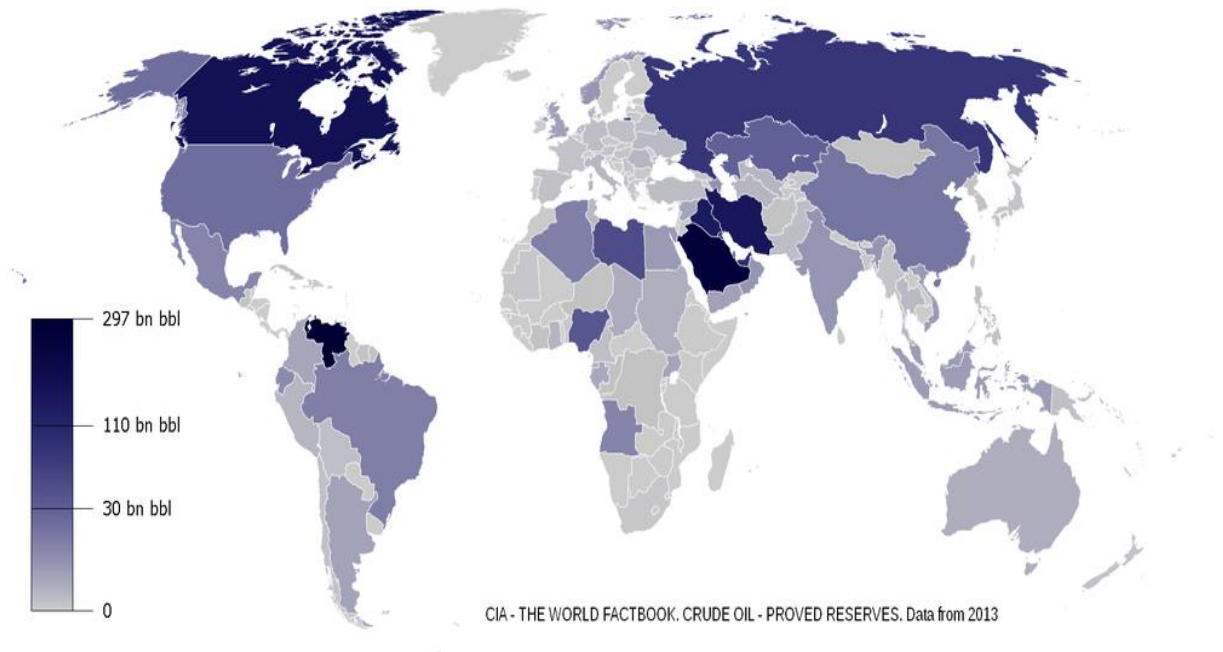
In the early 1930s the Texas Company developed the first mobile steel barges for drilling in the brackish coastal areas of the Gulf of Mexico. In 1937 Pure Oil Company (now part of Chevron Corporation) and its partner Superior Oil Company (now part of ExxonMobil Corporation) used a fixed platform to develop a field in 14 feet (4.3 m) of water, one mile (1.6 km) offshore of Calcasieu Parish, Louisiana. In early 1947 Superior Oil erected a drilling/production oil-platform in 20 ft (6.1 m) of water some 18 miles[vague] off Vermilion Parish, Louisiana. Kerr-McGee Oil Industries, as operator for partners Phillips Petroleum (ConocoPhillips) and Stanolind Oil & Gas (BP), completed its historic Ship Shoal Block 32 well in November 1947, months before Superior actually drilled a discovery from their Vermilion platform farther offshore. In any case, that made Kerr-McGee's Gulf of Mexico well, Kermac No. 16, the first oil discovery drilled out of sight of land.[21][page needed][22] Forty-four Gulf of Mexico exploratory wells discovered 11 oil and natural gas fields by the end of 1949.


During World War II (1939–1945) control of oil supply from Romania, Baku, the Middle East and the Dutch East Indies played a huge role in the events of the war and the ultimate victory of the Allies. The Anglo-Soviet invasion of Iran (1941) secured Allied control of oil-production in the Middle East. Operation Edelweiss failed to secure the Caucasus oil-fields for the Axis military in 1942, while the Soviet Union deprived the Wehrmacht of access to Ploesti from 1944. Cutting off the East Indies oil-supply (especially via submarine campaigns) considerably weakened Japan in the latter part of the war. After World War II ended, the countries of the Middle East took the lead in oil production from the United States. Important developments since World War II include deep-water drilling, the introduction of the drillship, and the growth of a global shipping network for petroleum relying upon oil tankers and pipelines. In 1949 the first offshore oil-drilling at Oil Rocks (Neft Dashlari) in the Caspian Sea off Azerbaijan eventually resulted in a city built on pylons. In the 1960s and 1970s, multi-governmental organizations of oil-producing nations OPEC and OAPEC played a major role in setting petroleum prices and policy. Oil spills and their cleanup have become an issue of increasing political, environmental, and economic importance. New fields of hydrocarbon production developed in places such as Siberia, Sakhalin, Venezuela and North and West Africa.

With the advent of hydraulic fracturing and other horizontal drilling techniques, shale play has seen an enormous uptick in production. Areas of shale such as the Permian Basin and Eagle-Ford have become huge hotbeds of production for the largest oil corporations in the United States.



2020.



	ESCUELA NORMAL SUPERIOR DE UBATE	FIRST TERM
	ACTIVITY #4 AND #5	24-05-21

Grade: _____ Student: _____
 Subject: English Teacher: _____

VIRTUAL COURSE AND ENGLISH DAY CELEBRATION



Make progress to the virtual course Hello English (level 150) Remember to send screenshots of the user and email, and of each lesson with the green dots that means that you have finished each level.



English Day Celebration! This activity will be explained in class. You must be attentive to the instructions. At the end, you must send the video, making sure you have fulfilled the requirements.

