

- 3 1 done 4 made
2 made 5 do
3 do 6 make
- 4 1 could play the violin
2 didn't like his new bicycle
3 was thinking about Justin Bieber
4 'd pay later
5 had to drive slowly
6 loved fishing
7 had been great
8 (that) our homework was excellent
- 5 1 offered 5 explained
2 invited 6 convinced
3 refused 7 agreed
4 insisted 8 complained
- 6 1 what time the train left
2 if / whether I was watching the news
3 if / whether we'd seen the newspapers
4 when they'd get home
5 if / whether I'd finished my homework
- 7 Possible answers:
1 Could you tell me what time the train leaves?
2 I was wondering if / whether you're watching the news.
3 I was wondering if / whether you've seen the newspapers.
4 I'd like to know when they'll get home.
5 I'd like to know if you finished your homework.
- 8 **Rob** Is that a new mp3 player?
Meg Yes. Why do you ask?
Rob You told me that you didn't have enough money to go out with me on Friday, but you bought a new mp3 player!
Meg I don't have pocket money. I bought this mp3 player with the money my grandparents gave me for my birthday.
Rob Are you telling the truth?
Meg Honestly, it's true! If you don't believe me, ask my sister.
- 9 Two weeks ago Tom, Nina and I were walking to school when we saw a young man breaking the windows of a shop. "What shall

dangerous?" asked Nina. "Give me your phone," I told Tom. "I'll call the police."
The young man had run away by the time the police arrived. "Can you describe the man?" they asked. We described the young man and, to cut a long story short, the police arrested him near our school.

Language focus practice

Starter unit (page 73)

- 1 1 isn't speaking
2 Do you understand
3 works
4 are you wearing
5 don't live
6 is chatting
7 'm having
8 spend
9 doesn't know
10 aren't watching
- 2 1 to start 6 working
2 learning 7 to do
3 to study 8 playing
4 listening 9 watching
5 to read
- 3 1 wasn't 5 weren't
2 was 6 was
3 were 7 was
4 Were
- 4 1 Was the weather good?
2 I rode on the big roller coaster.
3 We didn't eat in a Mexican restaurant.
4 My little brother didn't get bored.
5 Did the theme park close at seven o'clock?
6 We had a very good time.
- 5 1 What did you buy?
2 Who ate the chocolate cake?
3 What happened yesterday?
4 Who did you help? / Who helped Josh and Luke?
5 How many people went to the meeting?
6 Which film did you see?

Unit 1 (page 75)

- 1 1 used to be
2 didn't use to surf
3 didn't use to drink
4 used to walk
5 used to go
6 used to have
7 used to listen
8 didn't use to get on with
- 2 1 hadn't visited; had
2 had got; arrived
3 got; had practised
4 didn't have; had lost
5 had left; came
6 felt; hadn't slept
7 joined; had heard
8 had got; moved
- 3 1 Lou had forgotten her passport so she couldn't leave the country.
2 We didn't meet last weekend because we'd seen each other the weekend before.
3 Simon remembered that he hadn't got a present for his grandma.
4 We hadn't studied the past perfect so the teacher explained it very carefully.
5 Jane hadn't travelled before she went to France.
6 I'd bought the tickets before we got to the cinema.
- 4 1 was playing
2 were talking
3 was working
4 finished
5 cut
6 was doing
7 brushed; got; had; went
8 did you do; got

Unit 2 (page 77)

- 1 1 She still hasn't met your older brother.
2 Have you finished your homework yet?
3 He still hasn't eaten his breakfast.
4 I've already had a bath.
5 Your boyfriend has just arrived at the door.

Vista Higher Learning Lecciones 3

Sasha Hu



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anza aprendizaje bajo este nuevo enfoque Tiene un prop sito pr ctico y divulgador presentando los distintos escenarios o modalidades organizativas docentes seminarios clases te ricas tutor a etc donde aplicar los diversos m todos de ense anza aprendizaje estudio de casos aprendizaje cooperativo lecci n magistral etc El profesor seleccionar y combinar estas modalidades y m todos seg n las competencias que pretende que alcancen sus estudiantes Los autores constituyen un grupo de trabajo que bajo la direcci n de Mario de Miguel catedr tico de la Universidad de Oviedo ha desarrollado importantes proyectos de investigaci n y desarrollo en apoyo a la mejora de la calidad de la docencia y su adaptaci n al Espacio Europeo de Educaci n Superior Pertenecen a las Universidades de Oviedo Pa s Vasco Sevilla y Valencia y tienen todos ellos una larga y reconocida trayectoria acad mica e investigadora

Experiencias y reflexiones sobre la docencia en la ingeniería en tiempos de COVID-19. Lecciones aprendidas Manuel Lucas Miralles, Concepción Parejo Prados, Miguel Ángel de la Casa Lillo, 2021-12-10 Desde que el 13 de marzo de 2020 se anunciara el estado de alarma en el territorio espa ol y como consecuencia la suspensi n de la actividad educativa y formativa presencial en todos los niveles de ense anza del pa s nuestra forma de trabajar relacionarnos vivir ha cambiado El mundo acad mico y la docencia universitaria no han sido una excepci n Este documento muestra una recopilaci n de experiencias y reflexiones del profesorado de la Escuela Polit cnica Superior de Elche sobre la docencia en estos tiempos tan inciertos mostrando su capacidad de respuesta compromiso dedicaci n y amor por la profesi n M s all de pretender ser un libro did ctico con esta iniciativa se intenta dejar un registro hist rico de las situaciones tan extraordinarias que nos ha tocado vivir reflexionar sobre c mo impartimos las clases y d nde hemos llegado a nivel metodol gico Tambi n busca ser una puesta en com n que sirva para conocer aprender y beneficiarnos de las experiencias vividas de los compa eros y compa eras En el libro se muestran diferentes acciones de Innovaci n docente encaminadas a superar las barreras impuestas por el distanciamiento social Encontramos una apuesta generalizada por facilitar el trabajo aut nomo como v a para el aprendizaje significativo del estudiantado Ejemplos de estas acciones de innovaci n son la creaci n de laboratorios virtuales 3D simuladores de circuitos o correctores autom ticos de problemas La gamificaci n tambi n est presente en diferentes cap tulos del libro con el empleo de herramientas como Socrative Kahoot o incluso la descripci n de una Escape room El empleo de la Tecnolog as de la Informaci n y la Comunicaci n TICs y los medios tecnol gicos al alcance es un asunto transversal El proceso de decisi n de esta innovaci n docente se presenta en un cap tulo atendiendo al an lisis de habilidades inherentes a los procesos de cambio que tienen que ver con la gesti n emocional el liderazgo y la comunicaci n presentes en estrategias de coaching y mentoring Adem s se incluye un ejemplo de internacionalizaci n virtual de la docencia en este periodo en el que la movilidad ha estado muy limitada Menci n aparte merece una cuesti n esencial de este nuevo paradigma docente como es la evaluaci n Si bien mayoritariamente se apuesta por la evaluaci n continua la puesta en pr ctica es muy diversa as como la forma de realizar las pruebas Incluso se presentan conclusiones discrepantes en diferentes cap tulos lo que da muestra de la complejidad de la cuesti n y enriquece la discusi n

Los resultados en la mayoría de casos se refieren a la comparativa de las tasas académicas alcanzadas entre los modos docentes experimentados presencial online y dual También se presentan diferentes resultados de encuestas de opinión del estudiantado en términos de valoración de la calidad docente de respaldo de las acciones de innovación o de la carga de trabajo percibida Como si de una novela se tratara a lo largo de los diferentes capítulos el documento cuenta una historia común con sus personajes principales estudiantes y profesorado y personajes secundarios gestores personal de administración y servicios familias etc Se muestra el contexto y el acontecimiento desencadenante de los hechos el citado episodio pandémico Los escenarios y ambientes de trabajo son parte esencial de lo narrado Se identifican los momentos clave para la puesta en práctica de nuevas metodologías docentes y de la evaluación del estudiantado Finalmente se encuentra el desenlace del viaje que ha sido la docencia de estos dos últimos cursos sacando conclusiones de los resultados académicos y de la opinión del estudiantado Con todo eso se ha hecho una lectura en positivo extrayendo las lecciones aprendidas En relación al tono por momentos encontraremos capítulos con un análisis científico y otros con narraciones mucho más personales La incertidumbre el drama la crítica autocrítica la mayoría de veces y hasta el humor están presentes en este trabajo que ha sido un placer coordinar y que confiamos también lo sea su lectura

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web where the salt is the conjugate base of the acid the four parts of the titration curve are described below and you should look to the appropriate text section to see how they are treated pure acid 0 ml of base is added section 17 3 2 1

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web solution a titrant volume 0 ml the solution ph is due to the acid ionization of hcl because this is a strong acid the ionization is complete and the hydronium ion molarity is 0 100 m the ph of the solution is then $\text{ph} = -\log 0.100 = 1.000$ b titrant volume 12 50 ml

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web expert answer 100 2 ratings the example is based upon henderson hasselbalch equation the equation gives relation between ph and pH_a of weak acid the equation is $\text{pH} = \text{pK}_a + \log \frac{[\text{salt}]}{[\text{acid}]}$ at equivalence point all a view the full answer transcribed image text

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titration curve is the plot of the pH value of a solution vs the amount of titrant added

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Volume of NaOH added (mL)	pH
4	4.6
6	4.6
5	9.5
9	5.9

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gradual change in ph as it reached the equivalence point

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