



**ADVANCED ENGLISH II**  
**B1**

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## Instrucciones Bloque 1

1. Debido a la situación actual que se vive en nuestro estado, en el país y en el mundo en general. Ante las medidas y protocolos de salud que estaremos siguiendo de manera responsable; estaremos interactuando en la modalidad en línea o presencial, según instrucciones superiores, para alcanzar los aprendizajes y elaborar los productos educativos esperados.



### 2 Contenido:

Compendio de lectura y **links** al final de cada lectura que te ayudaran a comprender el tema a tratar, los cuales te ayudara a alcanzar los siguientes

### Aprendizajes Esperados:

1. Expresa oralmente sus ideas abordando una variedad de temas, con dominio en el vocabulario, las propiedades de fluidez, pronunciación, entonación y dominio del tema, a través de una comunicación asertiva, empática y de respeto.
  2. Redacta ensayos estructurados en los que expresa sus puntos de vista, fundamentándolos con información proveniente de fuentes arbitradas, respetando las reglas ortográficas de la lengua inglesa.
- ✓ Actividades de Aprendizaje (ADAS) las cuales serán evaluadas a través de una lista de cotejo.
  - ✓ Actividad Meta cognitiva que te ayudara a reflexionar sobre lo aprendido y podrás expresar tus ideas, en este apartado que

deberás de responder de manera individual y entregar por el medio en el que tu maestra o maestro te indique.

## 2. Procedimiento de entrega de tareas y proyectos

Todas las evidencias (tareas) serán entregadas de manera virtual a través de la plataforma que tu profesor o profesora te indique.



- Las actividades se realizaran en equipo de 5 personas los cuales serán conformados por el maestro (tra) cada equipo deberá incluir su lista de cotejo con los nombres de los integrantes en orden alfabético, en el apartado que corresponda.



- Algunas clases serán impartidas de manera virtual por lo que cada estudiante deberá estar pendiente del día, la hora y el medio.

**Es importante dar aviso oportuno a su profesora o profesor en caso de tener dificultades con el acceso a la clase.**

### CUMPLE EN TIEMPO Y FORMA:

#### ADAS 30%

- En caso de tener alguna dificultad para la entrega de las adas tendrás 24 horas para entregar la actividad correspondiente, con una disminución de calificación de 10 puntos, es muy importante dar aviso oportuno.

#### PROYECTO INTEGRADOR Y ENSAYO

- Al finalizar el bloque entregaras un ensayo con valor de **20%** y un proyecto integrador con valor de **50 %**

En caso de no entregar en tiempo y forma, tendrás 24 horas para entregar la actividad correspondiente, con una disminución de calificación de 20 puntos. **(anexo ambas listas de cotejo al final del material)**

Criterio	Valor
C1 Actividades de aprendizaje.	30%
Ensayo.	20%
C2 Proyecto integrador ( Video).	50%
<b>PromedioTotal</b>	<b>100%</b>



### ¿Cómo debo nombrar mi archivo a la hora de enviar?

- Por la plataforma que el maestro de indique.
- Para el caso de INTEGRADORA, número de equipo y grupo, ejemplo:

ING\_AV1\_INTEGRADORA\_Equipo1\_5A

**RECUERDA QUE EL PLAGIO ES DESHONESTO, POR LO TANTO EL TRABAJO NO SERÁ ACEPTADO Y TAMPOCO SE LE ASIGNARÁ CALIFICACIÓN.**

### ¿Cuáles son los horarios de comunicación?



Es muy **IMPORTANTE**, tener en cuenta que los **horarios de comunicación con el profesor** para entrega de trabajos, dudas, aclaraciones y cualquier situación relacionada con los trabajos académicos del curso, será **EXCLUSIVAMENTE DE 7:00 AM a 12:30 del mediodía.** Pues este es el horario escolar.

A través del medio que el maestro te indique

Es importante destacar que aunado a los presentes lineamientos, cada profesor tiene la libertad de instruir a sus alumnos con respecto al presente material y su uso.

**“MAY THE FORCE BE WITH YOU”**

### Diagnostic Activity

Nombre del estudiante: \_\_\_\_\_ Grupo: \_\_\_\_\_ Fecha: \_\_\_\_\_

<b>Contenidos</b>	Diagnostic Activity	<b>Sesion 1</b>  <b>1 de Febrero</b>
<b>Competencias Disciplinarias</b>	10, 11	
<b>Atributos de las competencias genéricas</b>	1, 4, 6, 8, 9	
<b>Aprendizaje Esperado</b>	1, 2	

Watch the video. It's full of phrasal verbs, which are red in the comic. Then do the exercises to check you understand and can use the phrasal verbs.

<https://learnenglishteens.britishcouncil.org/vocabulary/advanced-vocabulary/project>

### The Project

A Are the sentences true or false? 10 items remaining

- 1 Sam is not worried about his design homework. True False
- 2 At first Izzy suggests inventing an excuse. True False
- 3 Sam doesn't think Mr Grimshaw would believe him. True False
- 4 Izzy and Kate don't think they can help. True False
- 5 They buy the things they need for Sam's project. True False
- 6 Fred's mum has said they can borrow the lights but they have to return them. True False
- 7 Mr Grimshaw is impressed by what they have made. True False
- 8 Sam tells Mr Grimshaw the truth about his homework. True False
- 9 Mr Grimshaw leaves the classroom with part of Sam's project stuck on his trousers. True False
- 10 Sam thinks he has avoided getting in trouble. True False

B answer the following question

- 1 If you stay in the same place for a while, we say you are  
coming across.            sticking around.
- 2 When you put rubbish in the bin, you are  
throwing it away.            working it out.
- 3 If you want someone to do something quickly, you can say  
'Hold on!'                    'Hurry up!'

**Learning Activity 1**

Nombre del estudiante: \_\_\_\_\_ Grupo: \_\_\_\_\_ Fecha: \_\_\_\_\_

Contenidos	Personal information	<p>Sesion 2: 2-4 de Febrero</p>
Competencias Disciplinarias	10, 11	
Atributos de las competencias genéricas	1, 4, 6, 8, 9	
Aprendizaje Esperado	1, 2	

Read and complete the following questions about Mathew's personal info.

# Let's meet Mathew

My name is Mathew but everybody calls me Matt. My last name is Clapton. I was born in Boston USA, on November 12<sup>th</sup>, 1995. I am 21 years old. I am a tall, slim guy with blond hair and brown eyes. I live with parents and my siblings. Currently, we live in New York, on 25 Bedford Street. My father's name is George. He is 46 years old. My mother's name Lisa. She is 43 years old. My sister is Danna and my brother is Tom. Danna is 19 years old and Tom is 16 years old. We have a pet. Its name is Luna. My favorite color is blue. In my free time I like going to the movies, reading and walking. Sometimes, I also like to visit my relatives and my friends. My telephone number is 550-1267. I study Engineering and Technology at Columbia University. It is a great place to study. My favorite kind of music is pop and my favorite type of movie is horror. I am not very interested in dancing, and I don't like to play tennis either. I prefer playing the guitar and I love playing soccer on weekends.



my  
is

**B. Answer the following questions according to the text.**

- How do people call Mathew?  
\_\_\_\_\_
- Where was he born?  
\_\_\_\_\_
- What does he look like?  
\_\_\_\_\_
- What does he like to do in his free time?  
\_\_\_\_\_
- What are his siblings' names?  
\_\_\_\_\_
- Where does he study?  
\_\_\_\_\_
- Is he interested in dancing?  
\_\_\_\_\_
- Does he like to play tennis?  
\_\_\_\_\_

**A. Create questions paying attention to the answer.**

- \_\_\_\_\_  
His name is Mathew.
- \_\_\_\_\_  
He was born on November 12<sup>th</sup>, 1995.
- \_\_\_\_\_  
He lives with his parents and his siblings.
- \_\_\_\_\_  
He is 21 years old.
- \_\_\_\_\_  
He studies Engineering and Technology.
- \_\_\_\_\_  
His favorite kind of music is Pop.
- \_\_\_\_\_  
Yes, he likes to play the guitar.
- \_\_\_\_\_  
Yes, he loves to play soccer.

<b>ASIGNATURA: INGLÉS AVANZADO II</b>		<b>LISTA DE COTEJO Bloque 1. C 1</b>		<b>Nombre de Evidencia: ADA 1 Valor: 8 puntos</b>	
<b>GRADO y GRUPO:</b> _____		<b>FECHA DE PARTICIPACION DEL EQUIPO:</b>			
<b>Elemento</b>		<b>Valor en pts.</b>	<b>Valor alcanzados</b>	<b>Observaciones</b>	
<ul style="list-style-type: none"> <li>Entrega en tiempo y forma.</li> </ul>		1			
<b>DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.</b>					
<b>ADA 1</b>					
<ul style="list-style-type: none"> <li>Lee el material, consulta los links y resuelve</li> <li>Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazaran ejercicios incompletos</li> <li>Seguir el formato de entrega según indique cada maestro</li> </ul>		7			
<b>Integrantes del equipo</b>		<b>Total:8</b>		<b>Firma de conformidad con el resultado</b>	
<b>Niveles de dominio</b>	<b>Preformal 0-59</b>	<b>Receptivo 60-69</b>	<b>Resolutivo 70-79</b>	<b>Autónomo 80-89</b>	<b>Estratégico 90-100</b>



**Learning Activity 2**

**Nombre del estudiante:** \_\_\_\_\_ **Grupo:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

<b>Contenidos</b>	La familia a través del tiempo	<b>Sesion 3:</b> <b>8-11 de Febrero</b>
<b>Competencias Disciplinares</b>	10, 11	
<b>Atributos de las competencias genéricas</b>	1, 4, 6, 8, 9	
<b>Aprendizaje Esperado</b>	1, 2	

**Reading and find the words you don't know.**

**Difference between Modern Family and Traditional Family | Psychology**

Article Shared by **Anokhi M**

Family is a very old social group. It has been in existence since long times. It is older than society and as old as human life itself. But despite all this, it is not a static institution. It is always changing with the march of time. It is for this reason that the structure of the modern family is not the same as it was about a century ago.

In order to emphasise this fact, J. Rurnney and Joseph Maier observe, "Although the family is universal, no particular form of it is primary or inevitable. Like all other institutions, it is a social product subject to change and modification".

Similarly Nimkoff and Ogburn also write, "The family has changed a good deal in the past and has assumed many different forms and functions. The family has proved to be a very resilient and flexible institution. Despite radical changes in form and functions, the family has continued to exist in every society known to us. It should be clear from these facts that family is undergoing constant changes. As a result of this the modern family has become much different from the ancient family".

**In short, some of the main points of difference between them can be shown in the following way:**

**1. Replacement of Joint Family by Single Family:**

To begin with a fundamental difference between the modern family and the ancient family pertains to its size. In the ancient societies joint family system was the order of the day. There used

to be families of very big size consisting of the members of many generations. Not only parents and their children but also the families of their brothers, grandparents and the widow daughters of the same family used to live in one house. Such family group was like a social unit and many a time the number of its members exceeded even a hundred, but in the modern times single-family system has become the order of the day. Now joint families have broken up and their place has been taken over by single families. The modern families are quite small in size consisting of parents and their small children. Even the grown up children after their marriage separate themselves from their parents and establish their own families. At present the number of membership in a family hardly exceeds ten persons or so. This process of the disintegration of joint families and in its place the establishment of single families first began in the west and now it has spread all over the world.

## **2. Modern Family no Longer a Social Unit:**

The traditional family was regarded as a social unit, whereas the modern families have become individualistic in outlook. In the ancient times all the members of a family lived at one and the same place and they were bound together by a thread of the commonness of residential and social conditions. All the physical and social needs were fulfilled in the family and there was no necessity of any outside agency to interfere in the human life. But this is not the case in the modern families with the disintegration of joint family system. The family in the modern time has lost. Its character as a social unit. The people have become more Individualistic In outlook than they think of common interests. Now even the members of the same family live scattered at different places and do separate occupations. Emphasizing this fact Gisbert writes, “The family has somewhat relaxed as a closely knit social unit and has opened the door to individualistic tendencies and outlook. The husband now has to leave his home for a living and work at a specified time and place and under conditions prescribed by others.”

## **3. Change in the Position of Women:**

An important point of difference between the traditional and modern families relates to the position of women. Formerly, the women occupied a very low position in the family. They were just slaves to men possessing none of their own individuality. They had no rights nor any freedom. They had to carry out the dictates of the male members of the family. But now her position has changed altogether. In modern family the woman is not the devotee of man but an equal partner in life with equal rights. The husband now does not dictate but only requests the wife to do tasks for him. She is now emancipated of man’s slavery. She can divorce her husband as the husband can divorce her. She can sue the husband for her rights and likewise be sued in turn. Thus the position of the women has

## **4. Economic Independence of Women:**

A very important feature of modern family is the economic independence of women, while such a thing was not found in the traditional family. Previously, women were dependent on men for the fulfilment of all their needs and wants. They had no independent economic resources of their own to support them. They were confined within the four walls of the home and all their basic needs of food, clothing and shelter had to be met in the family by men. Women could own neither property nor could they hold any occupation. Marriage was a compulsory bond for them, which they had to undertake for the fulfilment of economic, needs. But now the position has changed altogether. Women in modern family have attained an increasing degree of economic dependence. It is not only the husband who leaves the home for work but it is also the wife who goes out of doors, for work. The percentage of women employed outside the home is continually on the increase. They are now property-owners as well as wage earners and do not want to lag behind men in any way. This economic dependence has largely affected the attitude of modern woman. Formerly, she had no choice but to find a male partner who could marry her and support her economically. She now does not feel helpless before man, settles matters with him in terms of her own right. She is not a slave of the man who provides her with food, clothing, and shelter but she can now earn her own living. Such a feature did not mark the traditional family.

changed in the family with the changing times.

### **5. Decline of Religious Control:**

While the traditional family was religious in outlook, the modern family is secular in attitude. The religious rites of the traditional family such as early prayer, yagya etc. are no longer performed in modern family. Marriage also has become a civil contract rather than a religious sacrament. It can be broken at an hour. The authority of religion over the conditions of marriage and divorce has markedly declined. Divorce is a frequent occurrence in modern family. In traditional family it was a rare phenomenon.

### **6. Decreased Control of the Marriage Contract:**

Marriage is the basis of family. In a traditional family the parents contracted the marriage. The marriage ceremony was based on the principle of male dominance and female obedience. In a modern family people is less subject to the parental control in the matter of mate choice. The partners themselves do not settle the marriage and it can be undone at their own will.

### **7. Abandonment of Non-Essential Functions:**

The sphere of activities of traditional family had been much larger than that of modern family. The modern family has given up a great many functions, which were performed by the traditional family. These functions have now been taken over by specialized agencies.

According to Jay Rumney and Joseph Maier, "Compared with the family of medieval times the functions of the modern family are few. All but gone are its economic, educational, religious and protective functions. They have been transferred to the State, the Church, the school and industry."

Not only this much but many of the traditional tasks of the household such as cooking and baking, cleaning and washing are also performed outside the household by specialized agencies. In this way while the traditional family performed both essential and non-essential functions, the modern family is concerned with the

### **8. Modern Family no longer an Economic Unit:**

The traditional family was an economic unit, which the modern family has, ceases to be now. The traditional family was all at once a production and consumption unit. It was self-sufficient in economic needs. All the active members of the family were employed in the family occupation. All the articles of consumption could be prepared at home.

There was no cause of depending on outside agencies for the sake of economic gratification. But the modern family does not possess such a character. It is no longer a self-sufficient unit. The members of the family have to seek outside help for finding a suitable occupation. It has also ceased to be a unit of production because most of the articles of daily need are now obtained from the market.

In this connection Gisbert has aptly remarked, "The modern family is no longer the Economic unit that it was in the Middle Ages where production, distribution and consumption developed in the home as a self-sufficient unit in an agricultural and handicraft economy. It would be misleading to say that the family is losing its economic functions, but it is certainly transforming them considerably."

It is clear from the foregoing facts that the family has been subjected to profound modification of an economic, social and biological nature. The modern family is no longer the economic and self-sufficient unit. But despite all this it may be said, that the family still remains a strategic social

doing of essential functions.

**A After read the article about the family make a comparison chart about the differences you found between the families now and the families in the past**

institution.

The loss of its functions and the change in its structure has not destroyed its basic position.

Thus it may be said in the end that the modern family has considerably changed from the traditional family, but this process of change has been all at once the result of changing needs and current circumstances.

Families now	Families in the past

<b>ASIGNATURA:</b> INGLÉS AVANZADO II		<b>LISTA DE COTEJO</b> Bloque 1. C 1		<b>Nombre de Evidencia: ADA 2</b> Valor: 8 puntos	
<b>GRADO y GRUPO:</b> _____		<b>FECHA DE PARTICIPACION DEL EQUIPO:</b>			
<b>Elemento</b>		<b>Valor en pts.</b>	<b>Valor alcanzados</b>	<b>Observaciones</b>	
<ul style="list-style-type: none"> <li>Entrega en tiempo y forma.</li> </ul>		1			
<b>DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.</b>					
<b>ADA 2</b>					
<ul style="list-style-type: none"> <li>Lee el material, consulta los links y resuelve</li> <li>Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazarán ejercicios incompletos</li> <li>Seguir el formato de entrega según indique cada maestro</li> </ul>		7			
<b>Integrantes del equipo</b>		<b>Total: 8</b>		<b>Firma de conformidad con el resultado</b>	
<b>Niveles de dominio</b>	<b>Pre formal</b> 0-59	<b>Receptivo</b> 60-69	<b>Resolutivo</b> 70-79	<b>Autónomo</b> 80-89	<b>Estratégico</b> 90-100

**Learning Activity 3**

**Nombre del estudiante:** \_\_\_\_\_ **Grupo:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

<b>Contenidos</b>	Viajes explorando el mundo	<b>Sesion 4:</b>  <b>14 de 17</b> <b>Febrero</b>
<b>Competencias Disciplinares</b>	10, 11	
<b>Atributos de las competencias genéricas</b>	1, 4, 6, 8, 9	
<b>Aprendizaje Esperado</b>	1, 2	

**A Read and answer the following questions**

**Reading: an alternative to travel**

by : BethanyS



Thanks to budget flights, people travel more now than ever before. Tourists often see all the sights and travellers try to experience culture. Unfortunately, time and money limitations normally mean we only visit a country for a few days. Therefore we don't understand what life there is *really* like. Without living somewhere, how can we understand life there? By reading!

Reading may not be the perfect replacement for travel, for seeing natural wonders or exotic animals, for tasting local cuisine or learning traditional dances, but you can learn a lot about life for different people in different places. As *A Game of Thrones* author George R. R. Martin said, "a reader lives a thousand lives before he dies. The man who never reads lives only once." Reading allows the reader to live different lives in different places without getting out of bed. One day you're a Tsar in Russia, the next a slave on a boat to the Americas, and sometimes you explore places that don't really exist.

The autobiographical novel *The Butterfly Mosque* by G. Willow Wilson tells of the American author's move to Cairo, Egypt. She shares stories about her life there and about her choice to become a Muslim. I experienced what she experienced. I breathed the hot, dusty air. I paid too much for meat at the busy market. I was woken up by the call to prayer. I have an idea of what life in Cairo might be like, an idea of what G. Willow Wilson's life in Cairo was like. I've never been to Cairo.

If I visit New York, I can see the Empire State building, Times Square and the Statue of Liberty. If I read *The Great Gatsby* by F. Scott Fitzgerald, I can live in New York for a short while. Not only can I travel to a different place, but also to a different time - I can learn about the life and glamour of New York in the 1920s without any history books.



<b>ASIGNATURA:</b> <b>INGLÉS AVANZADO II</b>		<b>LISTA DE COTEJO</b> <b>Bloque 1. C 1</b>		<b>Nombre de Evidencia: ADA 3</b> <b>Valor: 7 puntos</b>	
GRADO y GRUPO: _____		FECHA DE PARTICIPACION DEL EQUIPO: _____			
<b>Elemento</b>		<b>Valor en pts.</b>	<b>Valor alcanzados</b>	<b>Observaciones</b>	
<ul style="list-style-type: none"> <li>Entrega en tiempo y forma.</li> </ul>		1			
<b>DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.</b>					
<b>ADA 3</b>					
<ul style="list-style-type: none"> <li>Lee el material, consulta los links y resuelve</li> <li>Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazaran ejercicios incompletos</li> <li>Seguir el formato de entrega según indique cada maestro</li> </ul>		6			
<b>Integrantes del equipo</b>		<b>Total :7</b>		<b>Firma de conformidad con el resultado</b>	
<b>Niveles de dominio</b>	<b>Pre formal</b> 0-59	<b>Receptivo</b> 60-69	<b>Resolutivo</b> 70-79	<b>Autónomo</b> 80-89	<b>Estratégico</b> 90-100



**Learning Activity 4**

**Nombre del estudiante:** \_\_\_\_\_ **Grupo:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

<b>Contenidos</b>	Temas selectos de apreciación del arte	<b>Sesion 4:</b>  <b>21-24 de Febrero</b>
<b>Competencias Disciplinares</b>	10, 11	
<b>Atributos de las competencias genéricas</b>	1, 4, 6, 8, 9	
<b>Aprendizaje Esperado</b>	1, 2	

**What is art?**



Art refers to a diverse range of human activities in creating visual, auditory or performing artifacts. These artworks express the author's imaginative or technical skill. Art is intended to be appreciated for its beauty or emotional power. In their most general form these activities include the production of works of art, the criticism of art, the study of the history of art, and the aesthetic dissemination of art.

**Functions of arts**

Art has had a great number of different functions throughout its history, making its purpose difficult to abstract or quantify to any single concept. This does not imply that the purpose of Art is "vague", but that it has had many unique, different reasons for being created.

Art can have a personal function, it is an expression of basic human instinct for harmony, balance, rhythm. Art at this level is not an action or an object, but an internal appreciation of balance and harmony (beauty), and therefore an aspect of being human beyond utility. Art also provides a way to experience one's self in relation to the universe. This experience may often come unmotivated, as one appreciates art, music or poetry.

On the other hand art may have a social function. At its simplest, art is a form of communication. It seeks to entertain and bring about a particular emotion or mood, for the purpose of relaxing or entertaining the viewer. Art may also be an expression of social protest, seeking to question aspects of society.

**Types of art**

The oldest form of art are visual arts, which include creation of images or objects in fields including painting, sculpture, printmaking, photography, and other visual media. Architecture is often included as one of the visual arts; however, like the decorative arts, it involves the creation of objects where the practical considerations of use are essential, in a way that they usually are not in a painting, for example.

Music, theater, film, dance, and other performing arts, as well as literature and other media such as interactive media, are included in a broader definition of art or the arts.

**History**

Until the 17th century, art referred to any skill or mastery and was not differentiated from crafts or sciences. In modern usage after the 17th century, where aesthetic considerations are paramount, the fine arts are separated and distinguished from acquired skills in general, such as the decorative or applied arts.

### Characteristics of art

Art may be characterized in terms of mimesis (i.e. its representation of reality), expression, communication of emotion, or other qualities. During the Romantic period, art came to be seen as "a special faculty of the human mind to be classified with religion and science". Though the definition of what constitutes art is disputed and has changed over time, general descriptions mention an idea of imaginative or technical skill stemming from human agency and creation.

**Aesthetics** The nature of art, and related concepts such as creativity and interpretation, are explored in a branch of philosophy known as aesthetics.

Comprehension:

Art has a limited set of functions.

- a. True
- b. False

Architecture may be considered to be part of visual art.

- a. True.
- b. False.

In modern usage acquired skills are not considered part of fine arts.

- a. True
- b. False

This is a list of idioms about art	Write an expression using each idiom (you can click on them to know what is the meaning of each one)
▪ <a href="#">art is long and life is short</a>	
▪ <a href="#">be no oil painting</a>	
▪ <a href="#">blank canvas</a>	
▪ <a href="#">con artist</a>	
▪ <a href="#">drama queen</a>	
▪ <a href="#">fine art</a>	
▪ <a href="#">flimflam artist</a>	
▪ <a href="#">get something down to a fine art</a>	
▪ <a href="#">get the picture</a>	
▪ <a href="#">paint something with a broad brush</a>	
▪ <a href="#">poetic justice</a>	
▪ <a href="#">poetry in motion</a>	
▪ <a href="#">stage whisper</a>	
▪ <a href="#">state of the art</a>	
▪ <a href="#">tar with the same brush</a>	
▪ <a href="#">thumbnail sketch</a>	
▪ <a href="#">to a fine art</a>	

<b>ASIGNATURA: INGLÉS AVANZADO II</b>		<b>LISTA DE COTEJO Bloque 1. C 1</b>		<b>Nombre de Evidencia: ADA 4 Valor: 7 puntos</b>	
GRADO y GRUPO: _____		FECHA DE PARTICIPACION DEL EQUIPO: _____			
Elemento		Valor en pts.	Valor alcanzados	Observaciones	
<ul style="list-style-type: none"> <li>Entrega en tiempo y forma.</li> </ul>		1			
<b>DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.</b>					
<b>ADA 4</b> <ul style="list-style-type: none"> <li>Lee el material, consulta los links y resuelve</li> <li>Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazarán ejercicios incompletos</li> <li>Seguir el formato de entrega según indique cada maestro</li> </ul>		6			

<b>Integrantes del equipo</b>			<b>Total: 7</b>		<b>Firma de conformidad con el resultado</b>	
<b>Niveles de dominio</b>	<b>Pre formal 0-59</b>	<b>Receptivo 60-69</b>	<b>Resolutivo 70-79</b>	<b>Autónomo 80-89</b>	<b>Estratégico 90-100</b>	

<b>ASIGNATURA:</b> <b>INGLÉS AVANZADO II</b>		<b>LISTA DE COTEJO</b> <b>Bloque 1. C 1</b>		<b>Nombre de Evidencia: ENSAYO</b> <b>Valor:20 puntos</b>	
<b>GRADO y GRUPO: _____</b>				<b>FECHA DE PARTICIPACION DEL EQUIPO:</b>	
<b>Elemento</b>		<b>Valor en pts.</b>	<b>Valor alcanzados</b>	<b>Observaciones</b>	
Entrega lista de Cotejo		1			
Sube a la plataforma que el maestro te indique		1			
Entrega portada con todos los elementos (escudo escolar, nombre de la escuela, nombre completo, comenzando con el primer apellido, nombre del proyecto, grado y grupo, bloque y criterio).		3			
<b>Contenido</b>					
<b>Ensayo</b> Entra a la siguiente liga y encuentra un tema de tu agrado. Realiza un ensayo sobre el tema elegido, de 100 palabras. Toma un screenshot de tu resultado, y es lo que entregaras junto con la portada de tu trabajo.  <a href="https://writeandimprove.com/">https://writeandimprove.com/</a>  Recuerda nombrar tus trabajo correctamente: <b>ING_AV1_ENSAYO_Nombre_5A</b>		15			
<b>Participación y actitudes</b>					
Demuestran una actitud positiva con el profesor y sus compañeros durante el bloque					
<b>Total</b>		<b>20</b>			

<b>Integrantes del equipo</b>		<b>Ensayo 60%</b>			<b>Firma de conformidad con el resultado</b>	
<b>1.</b>						
<b>Niveles de dominio</b>	<b>Preformal 0-59</b>	<b>Receptivo 60-69</b>	<b>Resolutivo 70-79</b>	<b>Autónomo 80-89</b>	<b>Estratégico 90-100</b>	

Bloque 1. C 2 INGLÉS AVANZADO II		LISTA DE COTEJO		Nombre de Evidencia: PRESENTACIÓN ORAL /POWER POINT Valor: 50 puntos
GRADO y GRUPO: _____			FECHA DE PARTICIPACION DEL EQUIPO:	
Elemento	Valor en pts.	Valor alcanzados	Observaciones	
Entrega lista de Cotejo	5			
Cumple con la primera revisión del proyecto.	5			
Sube a la plataforma que te indique tu maestro	2			
Entrega portada con todos los elementos (escudo escolar, nombre de la escuela, nombre de los alumnos en orden alfabético, comenzando con el primer apellido, nombre del proyecto, grado y grupo, bloque y criterio). Nombrar el archivo correctamente ING_AVII_INTEGRADORA_Equipo1_5 A	3			
Contenido				
<b>Escrito</b> Los estudiantes escribirán el su escrito una descripción de al menos 50 palabras donde describan su libro favorito y la razón del por qué es su libro favorito	15			
<b>Contenido</b> Entregarán una presentación den power point que contenga información breve sobre su presentación del libro que eligieron . La presentación será durante las clases virtuales				
<b>Pronunciación</b> Los estudiantes demuestran una pronunciación, clara, con buena dicción y fluidez.	10			
<b>Aspectos técnicos</b> El Power point se reproduce sin errores durante la presentación.	5			
<b>Participación y</b>				

<b>actitudes</b>					
Participa de manera activa durante la realización del trabajo y presentación.	5				
En caso que algún integrante del equipo dejara de cumplir con las tareas asignadas por sus compañeros, se le sancionará con 15 puntos menos, Si reincide en la actitud de NO cumplir y colaborar con el equipo, y deciden sus compañeros ya no seguir contando con el como parte del mismo, tendrá calificación CERO, para el bloque que corresponda.					
En caso de plagio parcial o total de algún otro trabajo del bloque, el equipo perderá automáticamente la calificación obtenida en dicho bloque, teniendo CERO.					
Demuestran una actitud positiva con el profesor y sus compañeros durante el bloque					
<b>Total</b>	<b>50</b>				
<b>Integrantes del equipo</b>		<b>Power point y escrito 50%</b>		<b>Firma de conformidad con el resultado</b>	
1.					
2.					
3.					
4.					
5.					
<b>Niveles de dominio</b>	<b>Preformal 0-59</b>	<b>Receptivo 60-69</b>	<b>Resolutivo 70-79</b>	<b>Autónomo 80-89</b>	<b>Estratégico 90-100</b>

## ACTIVIDAD METACOGNITIVA

Sesion  
5:  
2-4  
Marzo




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