



DEPARTAMENTO DE ANTIOQUIA
SECRETARÍA DE EDUCACIÓN
I INSTITUCIÓN EDUCATIVA AGROPECUARIA PEDRO ANTONIO ELEJALDE
ieapaefrontino2012@tareanet.edu.co
"la exigencia da calidad y la calidad da excelencia"

Docente	LUZ MARIS TORRES DIAZ	
Gra: 11	Asignatura: INGLÉS	
Fecha:	JULIO	
Espacios a utilizar	Classroom	OBSERVACIONES Y RECOMENDACIONES PARA LOS CASOS ESPECIALES DE AISLAMIENTO PREVENTIVO
Estándares	Reconocer acciones en futuro progresivo en forma positivas, negativas e interrogativas.	
Semana 6 AL 10	Explicación del tema (25 minutos) Definición: El <i>Future Progressive</i> se usa para hablar de acciones que estarán en progreso en un momento específico del futuro. Estructura: Subject + will be + verb-ing Ejemplos: • I will be studying at 9 p.m. • She will be working tomorrow morning. • They will be traveling next week. Forma negativa: • I will not be sleeping at 10 p.m. Forma interrogativa: • Will you be watching TV tonight? Marcadores de tiempo comunes: • Tomorrow at...	



- This time next week
- At 8 p.m.
- In the future

♦ 3. Práctica guiada (25 minutos)

Actividad 1: Completa las oraciones

- The students ____ (study) at 7 p.m.
- She ____ (work) tomorrow morning.

Actividad 2: Ordena la oración

- will / be / I / studying / tonight

Corrección grupal y explicación de errores comunes.

♦ 4. Práctica comunicativa en parejas (30 minutos)

Actividad: "Future Interview"

- En parejas, los estudiantes se hacen preguntas como:
 - What will you be doing tomorrow at 6 p.m.?
 - Will you be studying this time next week?

Producto:

- Cada estudiante escribe 3 oraciones sobre su compañero usando *Future Progressive*.

♦ 5. Producción individual (15 minutos)

Actividad escrita:



- Redactar un párrafo corto (5–6 oraciones):

"My life this time next year"

Usando al menos 3 oraciones en Future Progressive.

♦ 6. Cierre y retroalimentación (10 minutos)

- Revisión rápida
- Preguntas finales
- Ejemplos correctos en voz alta

 RÚBRICA DE EVALUACIÓN – Future Progressive

Criterio	Excelente (4)	Bueno (3)	Básico (2)	Bajo (1)
Uso de la estructura	Usa correctamente <i>will be + verb-ing</i> en todas las oraciones	Uno o dos errores menores	Varios errores estructurales	No usa la estructura correctamente
Comprensión del tiempo verbal	Demuestra clara comprensión del uso del Future Progressive	Comprende el uso con leves confusiones	Comprensión limitada	No demuestra comprensión
Producción escrita	Oraciones claras, coherentes y completas	Oraciones comprensibles	Oraciones incompletas o confusas	Producción muy limitada



DEPARTAMENTO DE ANTIOQUIA
SECRETARÍA DE EDUCACIÓN
I INSTITUCIÓN EDUCATIVA AGROPECUARIA PEDRO ANTONIO ELEJALDE
ieapaefrontino2012@tareanet.edu.co
"la exigencia da calidad y la calidad da excelencia"

	Participación oral	Participa activamente y con confianza	Participa de forma regular	Participación mínima	No participa
	Uso del vocabulario	Vocabulario variado y adecuado	Vocabulario adecuado	Vocabulario limitado	Vocabulario incorrecto o insuficiente

Docente:	LUZ MARIS TORRES DIAZ	
Grado: 11	Asignatura:	INGLÉS. Período 4
Fecha:	July	
Espacios a utilizar	Classroom	OBSERVACIONES Y RECOMENDACIONES PARA LOS CASOS ESPECIALES DE AISLAMIENTO PREVENTIVO
Estándares	Objectives (Objetivos): By the end of this workshop, students will be able to: 1. Understand and correctly use the Future Perfect Tense. 2. Identify the structure of Future Perfect in affirmative, negative, and interrogative sentences. 3. Write and speak about future actions that will be completed before a specific time or event. 4. Use time expressions such as "by", "before", "by the time", "in X years".	

SEMANA 13 al 17	https://www.youtube.com/watch?v=Td6LOQQk33M Grammar Focus: Future Perfect
--------------------	---



♦ **Structure:**

Subject + will have + past participle (V3)

✓ **Affirmative:**

- I **will have finished** my homework by 8 PM.
- She **will have graduated** by next year.

✗ **Negative:**

- I **won't have finished** the project by Monday.

? **Questions:**

- **Will you have finished** the book by tomorrow?
-

🕒 **Common Time Expressions:**

- by tomorrow
 - by next year
 - before 2026
 - in two weeks
 - by the time I'm 18
-

🧩 **Workshop Activities:**

1. 🧠 **Warm-Up (10 min): Time Travel Brainstorm**

Ask:

"What will you have done by the end of this year?"

Students write 2–3 guesses about the future and share with a partner.

E.g.: "I will have visited 3 new places."

2. 📖 **Grammar Presentation (10 min)**

Brief explanation with examples on the board or in slides. Highlight the structure and use.



3. ✎ Writing Practice (15 min): Complete the Sentences

Worksheet or notebook activity.

Examples:

- By 2030, I _____ (learn) three languages.
- She _____ (not/save) enough money by next month.
- _____ you _____ (finish) the movie by 10 PM?

4. 👤👤 Pair Work (15 min): Future Predictions

In pairs, students ask and answer using the future perfect.

Sample Questions:

- Will you have finished high school by 2027?
- How many books will you have read this year?
- What will you have learned by the end of this class?

They write down at least 4 Q&A exchanges.

5. 🎭 Mini Role-play (Optional - 10 min): "Future Interview"

One student is a **famous person in 2035**, and the other is the interviewer.

Example:

"By 2035, I will have written 5 books."

"Wow! Will you have traveled to space too?"

6. ✅ Wrap-Up Game (5-10 min): Future Perfect Bingo / Quiz

Quick review game. You can use:

- Kahoot
- Quizizz



- Printable Bingo with future perfect sentences

Materials Needed:

- Whiteboard or projector
- Worksheets or printed prompts
- Student notebooks
- (Optional) Bingo cards or flashcards

RUBRIC – Future Perfect Workshop

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Poor (1)
Grammar Accuracy	Uses Future Perfect correctly in 5+ examples	Minor mistakes in 1–2 examples	Several mistakes	Incorrect or no use
Sentence Structure	Complete and varied sentences	Some variety	Basic structure only	Incomplete sentences
Speaking Fluency	Speaks clearly with confidence	Mostly clear, some hesitation	Hesitant or unclear	Does not speak or unclear
Writing Task	Complete and error-free	Mostly complete, minor errors	Incomplete or with errors	Missing or mostly wrong
Participation	Very active and engaged	Participates when prompted	Minimal participation	Does not participate. Bajo: uso de celular en clases sin autorización, no trabajo en clase, poco interés.



DEPARTAMENTO DE ANTIOQUIA
SECRETARÍA DE EDUCACIÓN
I INSTITUCIÓN EDUCATIVA AGROPECUARIA PEDRO ANTONIO ELEJALDE
ieapaefrontino2012@tareanet.edu.co
"la exigencia da calidad y la calidad da excelencia"

--	--

Docente:	LUZ MARIS TORRES DIAZ	
Grado: 11	Asignatura:	INGLÉS
Fecha:	July	
Espacios a utilizar	Classroom	OBSERVACIONES Y RECOMENDACIONES PARA LOS CASOS ESPECIALES DE AISLAMIENTO PREVENTIVO
Estándares	Objetives of the Workshop: By the end of this lesson, students will be able to: 1. Understand and use the Future Perfect Continuous tense to describe actions that will have been in progress for a period of time in the future. 2. Identify the correct structure and use of the tense. 3. Write and speak using time expressions such as <i>for, since, by, and when</i>. 4. Practice through dialogues, writing, and speaking activities.	

SEMA NA 21 al 24	Grammar Focus: Future Perfect Continuous https://www.youtube.com/watch?v=7JD4vYczLXc ♦ Structure:
------------------------	--



Subject + will have been + verb-ing

✓ Affirmative:

- I will have been studying English for three years by 2025.
- She will have been working here since June.

✗ Negative:

- He won't have been living in this city for long.

? Question:

- Will you have been playing the guitar for two years?
-

🕒 When to Use It:

To talk about how long an activity will have been happening at a certain point in the future.

✓ Use it when focusing on:

- Duration
 - Progress
 - Ongoing actions before a future moment
-

🧩 Workshop Activities:

1. 🧠 Warm-Up (10 min): Time Machine Predictions

Write this question on the board:

"In 2030, what will you have been doing for a long time?"



Students share 2–3 sentences orally or write them down.

E.g.:

- I will have been practicing soccer for 6 years.
 - She will have been living in Bogotá since 2022.
-

2. 📖 Grammar Presentation (10 min)

Use a simple timeline to show:

Past -----> [Now] -----> Future Action (in progress up to a future point)

|

|-----> will have been + verb-ing

Example:

By next year, I will have been learning English for four years.

Students copy 2-3 examples and underline:

- "will have been"
 - verb with "-ing"
 - time reference (e.g. "for 2 years", "by 2030")
-

3. ✍️ Writing Practice (15 min): Complete the Sentences

Give students half-sentences and ask them to complete with the future perfect continuous form.

Examples:

- By this time next year, I _____ (study) for the final exams.
- She _____ (train) for the competition for six months.



- We _____ (live) in this town since 2020.

4. 🗣️ Speaking Activity (15 min): Partner Interview

Students work in pairs and ask each other questions using this tense. They write down their partner's answers.

Question prompts:

- What will you have been doing for 5 years by 2030?
- Will you have been living in the same house by 2026?
- How long will you have been studying English by next year?

5. 🎭 Mini Role-play (Optional – 10 min): Future Life Plan

Each student chooses a profession (e.g., doctor, artist, teacher). Then they prepare 3 sentences about their future life using the future perfect continuous.

Example:

"In 10 years, I will have been working as a doctor for 5 years."
"I will have been helping people in hospitals."

Present to the class.

6. ✅ Wrap-Up Quiz/Game (5–10 min): Kahoot / True or False

Sample questions:

- "Will have been" is part of the future perfect continuous. → ✅
- This tense is used for short past actions. → ❌
- "She will have been studying English for 3 years." → ✅



Materials Needed:

- Board or projector
- Worksheet (fill-in-the-blank and speaking prompts)
- Notebook
- Timeline visual aid
- (Optional) Flashcards or Kahoot access



Evaluation Rubric – Future Perfect Continuous Workshop

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Insufficient (1)
Grammar Accuracy	Uses the tense perfectly	Few minor errors	Some confusion/errors	Doesn't use it correctly
Sentence Completion	Fully and correctly completed	Mostly complete	Incomplete or partially incorrect	Unfinished or wrong
Speaking Interaction	Speaks fluently and clearly	Understandable	Hesitant or unclear	Doesn't speak or off-topic
Writing Task	Relevant and detailed	Basic ideas	Short or off-topic	Not completed



DEPARTAMENTO DE ANTIOQUIA
SECRETARÍA DE EDUCACIÓN
I INSTITUCIÓN EDUCATIVA AGROPECUARIA PEDRO ANTONIO ELEJALDE
ieapaefrontino2012@tareanet.edu.co
"la exigencia da calidad y la calidad da excelencia"

	Partici pation	Active and collabo rative	Particip ates when asked	Rare participa tion	No partici pation

Docente:	LUZ MARIS TORRES DIAZ	
Grado:11	Asignatura: INGLÉS	
Fecha:	JULIO	
Espacios a utilizar	Classroom	OBSERVACIONES Y RECOMENDACIONES PARA LOS CASOS ESPECIALES DE AISLAMIENTO PREVENTIVO
Estándares	Revision de saberes. Pre-Icfes	
Semana del 27 AL 31	Questions 1–5: Reading Comprehension Read the text and answer questions 1–3. <i>Many students believe that learning English is difficult. However, with daily practice and motivation, it becomes easier. Watching movies, listening to music, and speaking with others are good ways to improve.</i>	



1. What is the main idea of the text?
 - A. English is impossible to learn
 - B. Students should not learn English
 - C. Learning English can be easier with practice
 - D. Movies are boring
2. According to the text, what helps to learn English?
 - A. Studying once a week
 - B. Daily practice and motivation
 - C. Only grammar books
 - D. Avoiding conversations
3. Which activity is mentioned as helpful?
 - A. Playing video games
 - B. Writing essays
 - C. Watching movies
 - D. Reading newspapers

Questions 4–6: Vocabulary

4. The word "*difficult*" is closest in meaning to:
 - A. Easy
 - B. Hard
 - C. Cheap
 - D. Short
5. Choose the correct synonym for "*improve*":
 - A. Get worse
 - B. Stay the same
 - C. Get better
 - D. Stop
6. The opposite of "*daily*" is:
 - A. Always
 - B. Every day
 - C. Weekly
 - D. Never



Questions 7–12: Grammar

7. She ____ to school every day.
A. go
B. goes
C. going
D. gone
8. They ____ English right now.
A. study
B. studied
C. are studying
D. studies
9. I didn't ____ the movie yesterday.
A. watched
B. watching
C. watch
D. watches
10. If it rains, we ____ at home.
A. stay
B. stayed
C. will stay
D. staying
11. He has lived here ____ 2018.
A. for
B. since
C. during
D. from
12. There isn't ____ milk left.
A. many
B. few
C. much
D. several



Questions 13–16: Use of Language

13. Choose the correct sentence:
- A. She don't like pizza.
 - B. She doesn't likes pizza.
 - C. She doesn't like pizza.
 - D. She don't likes pizza.
14. What is the correct question form?
- A. You like English?
 - B. Do you like English?
 - C. Like you English?
 - D. Does you like English?
15. I was tired, ____ I went to bed early.
- A. but
 - B. because
 - C. so
 - D. although
16. This book is ____ than the other one.
- A. more interesting
 - B. most interesting
 - C. very interesting
 - D. interest

Questions 17–20: Situations

17. What would you say to greet someone in the morning?
- A. Good night
 - B. See you later
 - C. Good morning
 - D. Goodbye
18. What does "How much is it?" mean?
- A. What time is it?
 - B. What is your name?



C. What is the price?

D. Where is it?

19. You want to ask for help politely. What do you say?

A. Help me now

B. Give me that

C. Can you help me, please?

D. You help me

20. If someone says "Thank you", you respond:

A. Sorry

B. Please

C. You're welcome

D. Excuse me

ICFES NUMBRE TWO

PRE-ICFES – COMPRENSIÓN DE TEXTOS EN INGLÉS

Texto 1

Read the text and answer questions 1–5.

The Importance of Reading

Reading is one of the most important skills people can develop. It helps students improve their vocabulary, understand new ideas, and learn about different cultures. People who read regularly often have better writing skills and are more confident when expressing their opinions. Reading can also be a relaxing activity that reduces stress.

Preguntas 1–5

1. What is the main idea of the text?

A. Reading is difficult for students

B. Reading has many benefits

C. Reading is only for school

D. Reading is boring



2. According to the text, reading helps people to:
 - A. Sleep better
 - B. Travel more
 - C. Improve vocabulary
 - D. Use social media
3. People who read regularly are usually better at:
 - A. Drawing
 - B. Writing
 - C. Sports
 - D. Mathematics
4. Reading can also help to:
 - A. Increase stress
 - B. Waste time
 - C. Reduce stress
 - D. Create problems
5. The word "**develop**" is closest in meaning to:
 - A. Destroy
 - B. Create
 - C. Improve
 - D. Forget

Texto 2

Read the text and answer questions 6–10.

A Healthy Routine

Laura wakes up early every day. She eats a healthy breakfast and goes for a short walk before school. In the afternoon, she does her homework and helps her parents at home. At night, she avoids using her phone too much and goes to bed early. This routine helps her feel energetic and focused.

Preguntas 6–10



6. What does Laura do before school?
 - A. She studies English
 - B. She plays video games
 - C. She goes for a walk
 - D. She watches TV
7. Laura helps her parents:
 - A. In the morning
 - B. In the afternoon
 - C. At night
 - D. On weekends
8. Why does Laura avoid using her phone at night?
 - A. Because it is broken
 - B. Because she doesn't like it
 - C. To feel energetic and focused
 - D. To talk to her parents
9. The routine described is:
 - A. Unhealthy
 - B. Stressful
 - C. Disorganized
 - D. Healthy
10. The word "**avoids**" means:
 - A. Likes
 - B. Uses a lot
 - C. Stays away from
 - D. Buys

Texto 3

Read the text and answer questions 11–15.

Social Media and Teenagers

Social media is very popular among teenagers. Many use it to communicate with friends and share photos. However, spending too



much time on social networks can affect sleep and concentration. It is important to use social media in a balanced way.

Preguntas 11–15

11. Who mainly uses social media according to the text?
- A. Teachers
 - B. Parents
 - C. Teenagers
 - D. Children
12. Teenagers use social media to:
- A. Study for exams
 - B. Communicate with friends
 - C. Do homework
 - D. Read books
13. Spending too much time on social media can affect:
- A. Memory only
 - B. Sleep and concentration
 - C. Physical strength
 - D. Vocabulary
14. The text suggests that social media should be used:
- A. All the time
 - B. Only at night
 - C. In a balanced way
 - D. At school
15. The word “**affect**” is closest in meaning to:
- A. Improve
 - B. Change
 - C. Ignore
 - D. Protect

Texto 4



Read the text and answer questions 16–20.

Learning English

Learning English opens many opportunities. It allows people to travel more easily, understand movies and music, and communicate with people from different countries. Although learning a new language can be challenging, practice and motivation make the process easier.

Preguntas 16–20

16. Learning English helps people to:
- A. Forget their language
 - B. Travel more easily
 - C. Avoid communication
 - D. Study less
17. English allows people to understand:
- A. Only books
 - B. Math problems
 - C. Movies and music
 - D. History classes
18. Learning a new language can be:
- A. Easy and boring
 - B. Challenging
 - C. Impossible
 - D. Dangerous
19. What makes learning English easier?
- A. Time and money
 - B. Teachers only
 - C. Practice and motivation
 - D. Exams
20. The main purpose of the text is to:
- A. Explain why English is difficult
 - B. Show the benefits of learning English



DEPARTAMENTO DE ANTIOQUIA
SECRETARÍA DE EDUCACIÓN
I INSTITUCIÓN EDUCATIVA AGROPECUARIA PEDRO ANTONIO ELEJALDE
ieapaefrontino2012@tareanet.edu.co
"la exigencia da calidad y la calidad da excelencia"

	C. Criticize learning languages D. Describe an English class
--	---

Nombre del estudiante: _____

Documento: _____ Curso: _____

Área / Prueba: _____ Fecha: _____

Instrucciones: Marque **una sola opción** por cada pregunta.

1. A ☐ B ☐ C ☐ D ☐	6. A ☐ B ☐ C ☐ D ☐
2. A ☐ B ☐ C ☐ D ☐	7. A ☐ B ☐ C ☐ D ☐
3. A ☐ B ☐ C ☐ D ☐	8. A ☐ B ☐ C ☐ D ☐
4. A ☐ B ☐ C ☐ D ☐	9. A ☐ B ☐ C ☐ D ☐
5. A ☐ B ☐ C ☐ D ☐	10. A ☐ B ☐ C ☐ D ☐
11. A ☐ B ☐ C ☐ D ☐	16. A ☐ B ☐ C ☐ D ☐
12. A ☐ B ☐ C ☐ D ☐	17. A ☐ B ☐ C ☐ D ☐
13. A ☐ B ☐ C ☐ D ☐	18. A ☐ B ☐ C ☐ D ☐
14. A ☐ B ☐ C ☐ D ☐	19. A ☐ B ☐ C ☐ D ☐
15. A ☐ B ☐ C ☐ D ☐	20. A ☐ B ☐ C ☐ D ☐