

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL	
NOMBRE DEL ESPACIO	
Lenguas Adicionales: Inglés- Nivel 4- B1.1	
NOMBRE DEL PLAN: Inspiring People	
DURACIÓN	UBICACIÓN TEMPORAL DEL PLAN
1 BIMESTRE	2DO BIMESTRE
SINOPSIS: Durante este plan, explorarás el tema "Inspiring people, everyday superheroes" . Cuando somos chiquitos admiramos a distintos superhéroes, sus acrobacias, superpoderes y habilidades. Conforme vamos creciendo, y nuestros intereses van cambiando, nos vamos preguntando, ¿hace falta tener superpoderes para ser un/a héroe/heroína? ¿Qué hace que admiremos a alguien? A lo largo de esta unidad, recorreremos ejemplos de personas, que por diferentes razones pueden ser motivo de admiración y convertirse en superhéroes de la vida real. A medida que avancemos en el recorrido de esta unidad, descubrirás datos curiosos sobre Stan Lee, el creador de muchísimos superhéroes que habitualmente vemos en comics, películas o libros. En segundo lugar, conoceremos a Chris Hetfield, quien colabora entrenando a postulantes a convertirse en astronautas. Luego, escucharemos sobre Jade Chapman, quien a través de una petición, propuso que escuelas secundarias en UK incluyan Idioma de Señas dentro de los contenidos curriculares para generar conciencia en su comunidad y ayudar a su hermana que es una persona sordomuda. Llegando al final de esta unidad, será el momento de que reflexionemos sobre las personas que nos generan inspiración y que nos cuentes en un video corto quién te inspira a vos. ¿Empezamos?	
Tema: Inspiring people, everyday superheroes. A lo largo de este plan aprenderás a: • Elaborar textos cortos en formato de "prompt" para dar cuenta de tus preferencias en la creación de un Superhéroe con ayuda de AI • Trabajar colaborativa y creativamente en grupos para compartir información con el resto de la clase . • Compartir tus experiencias y preferencias mediante la elaboración de un guión breve para la elaboración posterior de un VLOG • Mantener una interacción fluida con tus pares a través de la argumentación de tus respuestas y participando de discusiones sencillas. • Describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente tus opiniones	

Comprensión

- Identificar la idea general y las ideas principales de un texto escrito breve con mayor grado de autonomía.
- Identificar información específica en un texto escrito breve con mayor grado de autonomía.
- Identificar la estructura de un texto.
- Inferir el significado de una palabra o frase no conocida a partir del contenido del texto y/o mediante la utilización de herramientas digitales (Wordreference - English-English)
- Identificar la idea general de un texto oral

Expresión

- Utilizar el vocabulario aprendido para describir aspectos referidos a la personalidad de personas o superhéroes.
- Utilizar el repertorio léxico aprendido, signos de comunicación no verbal y gestos para dar tu opinión y justificarla.
- Enlazar palabras o grupos de palabras con conectores generando mayor complejidad tanto en textos escritos como producciones orales.

Interacción

- Intercambiar información a través de la formulación de preguntas y respuestas de forma respetuosa.
- Indicar que no entendés con palabras sencillas, con la entonación y con gestos.
- Invitar a otras personas a participar en discusiones y dar su opinión.

Mediación

- Colaborar entre pares para la búsqueda de información y para la mejora de tus producciones.
- Monitorear y mejorar tu comunicación a partir de la reflexión metalingüística, metacognitiva e intercultural.
- Resumir lo mencionado para contribuir de esta forma a centrar la discusión.

Actividades de comprensión de textos orales y escritos, y de expresión oral y escrita, a partir de los siguientes géneros textuales:

- Actividades de comprensión de textos escritos
 - Artículo
 - Post de Instagram
- Actividades de comprensión oral y expresión oral
 - Informe periodístico
 - Entrevista Radial

- Actividades de expresión escrita y oral
 - Vlog
 - Prompt

Producto final:

- Elaboración de un video en el que se de cuenta del proceso de reflexión - guiado durante la unidad- donde se mencione a una persona inspiradora y cada estudiante justifique su elección.

Contenidos y capacidades:

- Descripción de aspectos relacionados a la personalidad y características físicas.
- Descripción de habilidades y superpoderes.
- Opiniones personales y su justificación.
- Expresión de gustos y preferencias.
- Reflexión sobre preferencias y gustos personales.

Evaluación:

Se evaluará:

- tu progreso a lo largo de todo el proceso de aprendizaje,
- la tarea final como producto del trabajo de este Plan de Aprendizaje
- tu capacidad de autoevaluación y coevaluación de tus compañeros.

OBJETIVOS:

En cada etapa de este plan se espera que puedas:

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
-Usar el inglés para compartir tus ideas. -Reconocer información sencilla sobre superhéroes, sus características físicas y de su personalidad. -Leer y encontrar datos relevantes relacionados a la creación de superhéroes, sus habilidades y los distintos formatos y géneros donde poder encontrarlos. - Identificar la idea general y las ideas principales de un texto escrito (Artículo) -Identificar información específica en un informe periodístico audiovisual. -Interactuar en conversaciones cortas. -Expresar preferencia -Reflexionar sobre características o aspectos que generan admiración.	- Identificar la idea general y las ideas principales de un texto escrito (Post de Instagram) -Identificar información específica en un texto escrito (Post de Instagram) - Inferir el significado de una palabra o frase no conocida a partir del contenido del texto -Identificar la idea general e información específica de un texto oral (Entrevista televisiva) -Identificar la idea general de un texto oral (Entrevista radial) -Interactuar en conversaciones cortas -Generar textos breves pertinentes y ricos en información para el armado de Prompts.	- Diseñar un Vlog sobre una persona que admirás o que te inspira. - Presentar el video a tus compañeros/as y responder las preguntas que te formulen. - Utilizar de manera apropiada el vocabulario y contenidos trabajados a lo largo de la unidad.	-Elaborar un Vlog siguiendo la estructura trabajada e incluyendo el contenido el contenido correspondiente -Trabajar de manera colaborativa. -Evaluar la claridad y precisión de la información presentada en el Vlog, así como su organización y diseño visual. - Identificar qué hiciste bien en tu presentación y qué podés mejorar. -Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades, y evaluar tu proceso de aprendizaje.
2 weeks - 8 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>	3 weeks - 12 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>	2 weeks - 8 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>	1 week - 4 hours <i>Tiempo Estimado para Escuela con 4hs semanales</i>

PUNTO DE PARTIDA

En esta primera etapa, exploraremos juntos distintas actividades relacionadas a Superhéroes, sus habilidades, las características que los hacen especiales y también conoceremos a Stan Lee, el creador de muchísimos superhéroes que seguramente conocés!

DURACIÓN ESTIMADA DE LA ETAPA 8 horas / 7 horas

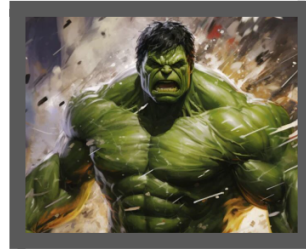
RESOURCES

- Warm Up [Presentation](#)
- [Article on Superheroes](#)
- Video [News report](#) on Stan Lee
- Thinking Routine- Rutina de Pensamiento [3-2-1 Thinking Routine](#).

ACTIVITIES

1. Get in pairs! Click on [this presentation](#) and discuss with a peer. The following questions:
 - What is a Superpower? What Superpowers do you know?
 - Would you like to have any superpowers? In which situations would you find them useful?
 - Do you know any superhero who has them?
 - Is there any superpower not mentioned in the presentation that you think should be included?
 - Do you recognize anyone in slide #2? Are they special somehow? If so, why? Why not?
 - Do you consider Superheroes an Inspiration? Why? Why not?
 - Did you use to admire any superhero when you were little?
 - Why do you think little children look up to Superheroes?
 - Are there "real life" superheroes? Why? Why not? Do you know any?
2. In pairs: Read [this Article about Superheroes](#) and then answer the questions below.
 When you are reading long texts it is very common to find words you don't understand. Remember that you need to get the general idea of the text. If you believe that some words are relevant and you don't understand what they mean, you can always try to work out the meaning with a classmate, ask your teacher and even use [Word Reference](#) - in English! 😊
 - Which Superheroes are mentioned in the article?
 - Are they all considered "good guys"? Why?
 - According to the article, where can we learn more about them?
 - Do all Superheroes get their powers in the same way? Explain
 - What does the text refer to when it mentions the "big screen"?
 - What information from the article surprised you the most?

-After reading the Article, how would you describe these characters?



3. Here's a list of difficult words that appeared in the text. Do you know the meaning of all of them?

a- evil

b- modesty

c- pride

d- mutants

e- selfishness

f- jealous

g- scheming

h- nasty

Now, pair up and try to work out the meaning of all these words as you put them in context.

E.g: -An EVIL person is someone who ...

-SCHEMING means to...

-If we say someone is JEALOUS we mean that...

Were there any other words you don't know the meaning of? Which ones?

(You can add them to the list)

4. Individually, try to find all the words [in this wordsearch](#). What do all those words have in common? Are they nouns, verbs or adjectives? What are these words used for? What do we use them for?
5. Individually, you are going to watch and listen to the story of Stan Lee, the man who invented most of the superheroes you know. [Click here to see the News Report on Stan Lee](#). If you can't hear well or you need a little help to understand what the reporter says, you can activate the subtitles!
6. In pairs, After watching the clip on Stan Lee, answer these questions:
 -Can you mention at least five of his creations? Which one(s) do you like best? least?
 -What is a "cameo"? Why do you think Stan liked them so much?
 -According to critics, what made Stan Lee's superheroes different from others?
7. Individually: We're about to finish this stage so let's go over the [3-2-1 Thinking Routine](#).

Fast finishers extra activities:

-Are there any movie fans in the classroom? In pairs, listen to [the soundtracks](#) and try to guess the movie. You can get bonus points if you can briefly explain the plot of these movies!

Clue: they are all Superhero-themed!

INDAGACIÓN

En esta etapa, nos centraremos en el análisis de los géneros textuales a trabajar, en este caso un posteo en Instagram y dos entrevistas; una acompañada por video e imágenes y otra entrevista radial la cual incluye solo el audio. Trabajaremos en las capacidades específicas de la lengua adicional necesarias para llevar adelante nuestra producción final y exploraremos capacidades transversales que pondremos en juego en el proceso: comunicación y reflexión.

Habrà también en esta etapa momentos de trabajo autónomo para que explores en mayor profundidad cuestiones que te resulten interesantes o relevantes para afianzar tus conocimientos

DURACIÓN ESTIMADA DE LA ETAPA 3 semanas. 12 horas

RECURSOS

- [Instagram Post](#) - Could you be an astronaut?
- [Radio Interview](#) presentation
- [Video Interview](#) - To James Hedfield
- Thinking Routine- [Rutina de Pensamiento](#)

En esta oportunidad, comenzaremos esta etapa con una **Independent learning guide** - Esta guía tiene como propósito ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma, conectándote con tus intereses, preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos además de los sugeridos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero e intercambiá experiencias.

Independent Learning Guide – B1 Level

Create your own Superhero!

Exploring Your Interests: Let's pretend to be Stan Lee for a while, shall we?

♦ **Step 1: Imagine your Superhero**

AI can be a great tool to help out in the process but first we need to provide it with the necessary prompt to create an accurate outcome.

As you need to imagine the outline of your character...

1-Define powers to describe his/her/their abilities.

2-Decide what he/she/they are going to look like. Define physical traits.

3-Will he/she/they wear a costume or plain clothes?

4- Add attributes or personality details (If nothing comes to your mind, you can include some of the adjectives used in Punto de partida)

5- Is there anything else you would like to add? tools? a fellow partner? a heroic pet friend? a specific nationality? Is your hero human?...

It's up to you and your imagination so the sky's the limit!

♦ Step 2: Create a prompt

It's time to put all the information above in *black and white**

*Do you know this Idiom? An IDIOM is an expression. When we say we **put something in black and white** we mean that we write it down

1- Create a text (prompt) in which you mention the answers to all the questions you went through in Step 1.

Here you have a sample beginning: I would like to create a Superhero who can...

2- Once your prompt is ready, click here to use [Ideogram](#). (If you know of any other AI tools that might be interesting to use, please share with your teacher and peers!)

3- If you've decided to use Ideogram, once you are on the site, you'll find this:

What will you create?

Generate

4- Copy-paste your prompt and GENERATE your superhero.

5- You'll get an outcome after a moment. If there's something you don't quite like about your final product, modify your prompt as many times as you wish until you fully like your superhero!

6- Don't forget to save as .jpg as you may need it later! 😊

♦ Step 3: Create a Comic Strip, just like Stan!

1- You are going to create a Comic Strip to share with your friends. You can use [Storyboard That](#), [Canva](#), or any other digital tool you consider interesting to fit your purpose.

Are you a really talented artist and want to freestyle draw your Comic Strip? You can also give it a go!

2- Explore the settings, create a short dialogue and include your own superhero. Explore the digital tools to upgrade your comic strip to your preference!

3- Make sure you include dialogues, your superhero with amazing powers and a situation which needs to be solved.

Final Reflection

Once it's done, get ready to present it to your peers and explain your choices.

✓ What did you enjoy learning about?

? What was difficult? How can you improve?

🌐 Do you think we need superheroes? How would they help? What would they do? Is it necessary to have superpowers to be someone's hero?

ACTIVITIES

- Many people consider that superheroes can serve as a source of inspiration, but they are not the only ones! As we've been discussing in this unit everyday people like firefighters, nurses, or even

astronauts can fit that purpose, too.

Have you ever heard about the TV series "Astronauts: Do you have what it takes?"

In pairs: Go over [this Instagram Post](#) to learn more about it!.

2. After reading the post, answer these questions in pairs:

-What personal qualities do you think are important for the winner?

-Would you like to participate in this show? Do you think the physical and mental training shown in the clip is easy?

3. Read the comments and check the meaning of the words in **bold**.

Discuss in pairs: Who do you think is the best candidate? Why? Justify your answer!

4. Complete the definitions with personality adjectives from the lg post.

1) A (...) person can wait for a long time without getting angry or upset.

2) A (...) person gives more of their time and money to others than most people.

3) A (...) person is very interested in learning more about something.

4) A (...) person is very reasonable and practical.

5) A (...) person always puts a lot of effort into their work.

6) You can trust a (...) person to do what they say they will do.

7) A (...) person loves meeting new people.

8) A (...) person is very good at something.

• Can you think of someone you know for each adjective?

5. Now, write definitions for the other six words which were not used in the activity above.

For example:

A confident person believes in his or her own abilities and doesn't feel worried or frightened.

6. APPLY... WHAT ARE YOU LIKE?

Complete the sentences using personality adjectives.

1) I'm (...) but I'm not (...) .

2) My best friend is (...) .

3) My brother/sister is (...). My mother/father is (...).

Take into consideration that “to be like”, “to look like” and “to like” may seem similar, but do not mean the same!

to be like... What is Sam like? He's generous and confident.

to look like... What does Sam look like? He's tall with brown hair.

to like... What does Sam like? He likes football and films.

7. Individually, you are going to watch part of an interview to Chris Hadfield. [Watch this video](#) and discuss the following questions.

- What have you learnt from the video?
- According to Chris Hadfield, what life skills are necessary to work in space?
- Do you think these skills are essential for life? If not, which ones?
- Do you learn these skills at school?

8. Now, watch the [video interview](#) once again and answer the following questions.

a. Where is James' nationality?

-Spanish

-Australian

-Canadian

-American

b. How long has he been an astronaut for?

-21 years

-31 years

-10 years

-3 years

c. James says there's no point in visualizing success. Why?

-Things always go wrong and it's important to prepare for failure

-Communication is not important

-It's bad luck

d. He mentions that it is important to be a “+1” (plus one) in life. What do you think he means by that? What is the opposite to that?

9. Now, you are going to learn about another Inspiring person. In this opportunity, you will go over a radio series on inspiring people - ordinary people who can change society for the better.

[Click here](#) to start

10. After listening to the radio interview, put these events in order. If necessary, listen to it more than once.

(...) a Jade won an award.

(...) b Students and teachers at Jade's school did a sign language course.

(...) c Jade wanted to help her sister.

(...) d Jade called her campaign 'Let Sign Shine'

(...) e Jade appeared on TV and in a national newspaper.

(...) f Thousands of people signed Jade's online petition.

11. Now, listen for specific information. Listen again and complete the sentences with a number.

a. There are about (...) deaf people in Britain.

b. Sign language became an official language in (...).

c. (...) % of deaf children and teenagers attend ordinary schools.

d. Jade won a prize of £ (...). The language course lasted (...) weeks.

e. There were (...) places on the sign language course at Jade's old school.

12. Get in pairs or small groups. Reflect upon these questions and try to justify your answers.

- Why is Jade's campaign considered inspiring?
- Why do you think so few people learn sign language?
- Would you be interested in learning it?
- Would you start a petition on something? What for?

13. Final Thoughts...

After going over this stage...

Explain in your own words: what do we refer to when we say "inspire"?

- Who inspires you? Why?

- Would you like to be an inspiration to someone? Why?

- Do you need to be famous to be an inspiration? Do you need superpowers to be an inspiration to someone?

If you feel you need some help to express yourself, use [these phrases](#)

14. Finally, complete the [Thinking Routine- Rutina de Pensamiento](#), individually.

Fast finishers extra activity:

- If you are curious to learn more about Jade Chapman's campaign, click here to expand your Reading. You'll find a [BBC article](#) and on her and her campaign.

PRODUCCIÓN

En esta etapa, vamos a diseñar un VLOG. Vas a trabajar en la elaboración de un video en el que vas a hablar sobre una persona inspiradora en tu vida y justificar tu elección. Puede ser un/a famoso/a, un/a profe, un familiar, etc. Es importante que utilices todo lo aprendido, en especial mencionando por qué esa persona te inspira a través de los adjetivos y estructuras que fuimos trabajando.

DURACIÓN ESTIMADA DE LA ETAPA 2 semanas / 8 horas

RECURSOS

- [Video](#) Intro
- [Model project](#)

ACTIVIDADES

Let's Explore Vlogs!

In this section, we're going to work with a very popular text type: the vlog, or *video blog*. A vlog is a form of digital storytelling where people share their experiences, opinions or advice through short, informal videos. Vlogs are often personal, creative and engaging—and they're a great way to practise real-world English.

You'll now explore the features of vlogs, discover how ideas are organised, and learn useful expressions to talk about personal experiences and give opinions. Let's dive in and get started with the first activities!

Watch the [VIDEO](#) WHO INSPIRES YOU?

Watch a video of students talking about people who inspire them.

Who do they mention?

❖ Final task: Create a video about an inspiring person.

1. STEP 1 - THINK

- What makes someone inspiring? Think about the people in this lesson...
- Read the video presentation notes in the [Model project](#).

Which one piece of information **do they NOT include**?

- ★ the names of the people ✓✗
- ★ who the people are and what they are like ✓✗
- ★ their achievements ✓✗
- ★ why the speaker thinks they are inspiring ✓✗
- ★ where the people were born and their complete life history ✓✗
- ★ the speaker's opinion about things/people ✓✗

2. **STEP 2 - PLAN.** Now you are ready to plan your SURVEY.

- Choose your inspiring person. It can be a famous person or someone you know. Research him/her and make notes. Use the list in the previous exercise to help you.
- Decide how to organise your information. Try to include appropriate grammar and vocabulary.

3. **STEP 3 - CREATE** - Here are some tips to help you create your video

 HOW TO MAKE A VIDEO - Checklist

- ★ Write your script
- ★ Organise your equipment - a smartphone / a video camera / a webcam
- ★ Sit facing the light and speak loudly and clearly
- ★ Watch the recording. What can you improve? If necessary, record it again with improvements.
- ★ Use an editing tool, like [CapCut](#) (mobile or computer) or [Edits](#) (in your mobile phone), or similar, to add music, images and effects.

4. **STEP 4 - GET READY**

 Record your video

- Here are some tips about verbal and non-verbal communication:
 - ◆ **Verbal:** Speak directly to the audience. Speak clearly and vary your tone and speed.
 - ◆ **Non-verbal:** Have good eye contact, smile and don't cross your arms. Use gestures and facial expressions to help show meaning.

EVALUACIÓN

A lo largo del plan y durante las distintas etapas tuvimos varias oportunidades para realizar actividades de autoevaluación y evaluación entre pares. En esta etapa te invitamos a presentar tus producciones, escuchar la devolución que te dan tu docente y compañeros y a realizar una autoevaluación sobre todo lo trabajado en este bimestre. ¡A pensar y seguir aprendiendo!

DURACIÓN ESTIMADA DE LA ETAPA 1 semana- 4 horas

RECURSOS

- Computadora / pantalla / parlantes
- Conexión a internet



ACTIVITY: Present Your VIDEO to the rest of the class

- Answer your classmates' questions about it.
- Peer review - Watch your classmates' videos and think...
Who did you think was the most inspiring person? Why?
What did you like about your classmates' videos? Why?
- AI optional help:
If you don't want to record your video, you can also use AI to do it for you. In that case, you can use [ANIMAKER](#), or other similar AI for video creation.
This is an example of an animation created with Animaker.



Rate your presentation and your classmates' with this chart

1. Rate your presentation and your classmates' with this chart

	Good	Improvement Possible	Needs Some Improvement	Needs a lot of Improvement
Language Use	Good and clear use of language. Varied vocabulary.	There are some language errors. It is mostly clear.	Language is unclear and contains frequent grammatical errors.	Language needs a lot of improvement. Vocabulary is limited.
Organization	Your presentation is very prepared and well organized. The information is relevant.	Your presentation is mostly prepared and well organized. The information is mostly relevant.	Your presentation is somewhat prepared and organized. The information is almost relevant.	Your presentation is not very prepared or organized. The information is not relevant.
Clear Presentation	Your presentation is clear.	Your presentation is mostly clear.	Your presentation is sometimes clear.	Your presentation is not clear.
Correct Information & Task Achievement	The structure of the text is appropriate and effective. You follow instructions correctly.	The structure of the text is mostly appropriate and effective. You follow most of the instructions correctly.	The structure of the text is somewhat appropriate and effective. You follow some of the instructions correctly.	The structure of the text is not appropriate. The information included is incorrect.

2. Self-assessment time!

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder
I can understand written articles			
I can describe people's personality			
I can listen to Interviews / Vlogs/ News Reports and understand the global idea.			
I can give my opinion and justify my answer			
I can make a video presentation about someone who inspires me.			
I can work in groups/pairs and share significant information with others			