

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO

Lenguas Adicionales: Inglés- Nivel 5- B1

NOMBRE DEL PLAN: Inspiring People

DURACIÓN 1 BIMESTRE UBICACIÓN TEMPORAL DEL PLAN 1ER BIMESTRE

SINOPSIS:

During this plan, you will explore the topic “Memories” and reflect on important moments in your life. We all have special memories: a tournament, moving to a new home, a birthday, a holiday, a personal achievement, or a day that made us feel something different.

Throughout this unit, you will learn how to talk about past experiences using Past Simple and Past Continuous, and you will discover how to combine actions in progress with events that interrupt a situation. You will also work with short personal narratives to identify main ideas, specific information, and emotions.

First, we will activate prior knowledge about life events and meaningful moments. Then, we will analyze different personal narratives to understand how this type of text is structured and which language resources are used to tell a story in the past.

Later on, it will be your turn to plan and produce your own digital narrative, organizing your ideas chronologically and expressing your feelings clearly.

At the end of the unit, you will share a digital presentation in which you will tell a meaningful experience from your life, integrating vocabulary, grammatical structures, and visual resources worked on throughout the unit.

Are you ready to revisit and share your memories? 😊

TOPIC: Inspiring people and everyday superheroes.

Throughout this learning plan, **you will be able to:**

- Produce short texts in *prompt* format to express your preferences related to the creation of a superhero with the support of artificial intelligence tools.
- Work collaboratively and creatively in groups to share information with the rest of the class.
- Share your personal experiences and preferences through the development of a short script for the later production of a VLOG.
- Maintain effective interaction with your peers by justifying your responses and participating in guided and simple discussions.
- Describe experiences, events, wishes, and aspirations, and briefly justify your opinions.

LANGUAGE SKILLS DEVELOPMENT

Comprehension

You will:

- Identify the general idea and main ideas of short written texts with increasing autonomy.
- Identify specific information in short written texts.
- Recognize the structure of different text types.
- Infer the meaning of unknown words or phrases through context and the use of digital tools (e.g., English–English dictionaries).
- Identify the general idea of oral texts.

Production

You will:

- Use acquired vocabulary to describe personality traits of people or superheroes.
- Use lexical resources, non-verbal communication, and gestures to express and justify your opinions.
- Connect words and ideas using appropriate connectors to increase complexity in both written and oral productions.

Interaction

You will:

- Exchange information by asking and answering questions respectfully.
- Express lack of understanding using simple language, intonation, and gestures.
- Encourage your peers to participate in discussions and share their opinions.

Mediation

You will:

- Collaborate with your peers in the search for information and in the improvement of individual and group productions.
- Monitor and improve your communication through metalinguistic, metacognitive, and intercultural reflection.
- Summarize key ideas to help focus and guide discussions.

TEXT GENRES AND LEARNING ACTIVITIES

You will work with activities involving comprehension and production of oral and written texts based on the following genres:

Written Text Comprehension

- Articles
- Instagram posts

Listening Comprehension and Oral Production

- News reports
- Radio interviews

Written and Oral Production

- Vlogs
- Prompts

FINAL PRODUCT

You will produce a video that documents the guided reflection process developed throughout the unit. In this video, you will present an inspiring person and justify your choice, integrating the language resources learned during the learning plan.

CONTENTS AND SKILLS

During this learning plan, you will work on:

- Describing personality traits and physical characteristics.
-
- Describing abilities and superpowers.
-
- Expressing and justifying personal opinions.
-
- Expressing likes and preferences.
-
- Reflecting on your personal tastes and interests.

ASSESSMENT

Assessment will focus on:

- Your progress throughout the entire learning process.
- The final task as the product of the work carried out during this Learning Plan.
- Your ability to engage in self-assessment and peer assessment.

OBJECTIVES:

At each stage of this learning plan, you are expected to be able to:

Punto de Partida (Starting point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
At this stage of the learning plan, you are expected to: • Use English to share your ideas. • Recognize simple information about superheroes, including their physical characteristics and personality traits. • Read and identify relevant information related to the creation of superheroes, their abilities, and the different formats and genres in which they can be found. • Identify the general idea and main ideas of a written text (article). • Identify specific information in an audiovisual news report. • Interact in short conversations. • Express preferences. • Reflect on characteristics or aspects that generate admiration.	At this stage of the learning plan, you are expected to: • Identify the general idea and main ideas of a written text (Instagram post). • Identify specific information in a written text (Instagram post). • Infer the meaning of an unknown word or phrase from the context of the text. • Identify the general idea and specific information in an oral text (television interview). • Identify the general idea of an oral text (radio interview). • Interact in short conversations. • Produce short, relevant, and information-rich texts for the creation of prompts.	At this stage of the learning plan, you are expected to: • Design a vlog about a person you admire and explain what inspires you about them. • Present the video to your classmates and respond to the questions they ask. • Use appropriately the vocabulary and content developed throughout the unit.	At this stage of the learning plan, you are expected to: • Produce a vlog following the structure previously studied and including the corresponding content. • Work collaboratively. • Evaluate the clarity and accuracy of the information presented in the vlog, as well as its organization and visual design. • Identify what you did well in your presentation and what you can improve. • Reflect on your own performance, identify your strengths and areas for improvement, and evaluate your learning process.
1 week - Tiempo Estimado para Escuela con 4hs semanales	3 weeks - Tiempo Estimado para Escuela con 4hs semanales	2 weeks - Tiempo Estimado para Escuela con 4hs semanales	2 weeks - Tiempo Estimado para Escuela con 4hs semanales

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

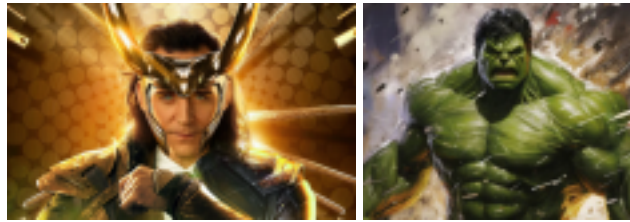
- Warm Up [Presentation](#)
- [Article on Superheroes](#)
- Video [News report](#) on Stan Lee
- Thinking Routine- Rutina de Pensamiento [3-2-1 Thinking Routine](#).

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:

- **Improved Interview – Role Play**

Work in pairs. One student is a reporter and the other one is a superhero.

1) The reporter prepares **5 questions** (about powers, personal life, challenges, identity, inspiration, etc.).

2) The superhero answers **in character**.

Each pair performs a short interview (about 2 minutes). You may record the interview as an audio or short video.

INDAGACIÓN

At this stage, **you will focus** on the analysis of the text genres that will be worked on throughout the unit. In this case, these include an Instagram post and two interviews: one supported by video and images, and a radio interview that includes audio only.

You will work on the specific language skills related to the additional language that are necessary to successfully carry out the final production. At the same time, you will explore transversal skills that will be activated throughout the process, particularly **communication** and **reflection**.

During this stage, there will also be moments of **independent work**, allowing you to explore in greater depth topics that you find interesting or relevant, in order to strengthen and consolidate your learning.

DURACIÓN ESTIMADA DE LA ETAPA 3 semanas. 12 horas

RECURSOS

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

On this occasion, **this stage will begin with an *Independent Learning Guide***. The purpose of this guide is to help you discover and put into practice strategies for learning English autonomously, connecting your learning process with your interests and preferences, and helping you evaluate the areas that you need to further develop.

You may use any resources that you consider convenient, appropriate, and engaging, in addition to those suggested. Begin building your own learning portfolio to document your learning journey.

At the end of the term, you will share this portfolio with a classmate and exchange experiences.

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*

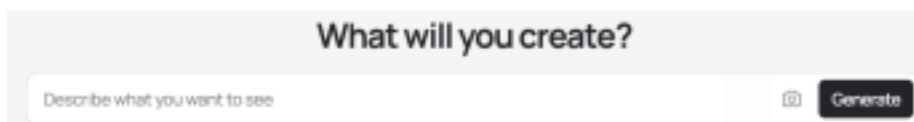
*Do you know this Idiom? An IDIOM is an expression. When we say we **put something in black and white** we mean that we write it down .

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?

Describe what you want to see  **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](#), [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

1. 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. **a)** Now, think about **yourself**, reflect on your personality and write words that describe your personality.

For example: Confident, kind, brave, funny.

b) Create a personality crossword. **c)** Write your name in the middle of the puzzle.

d) Write a clue list with definitions.

Look at the example:

CLUES

CROSSWORD

1) Friendly and helpful to others.

K	M I A	—	—
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6. APPLY... WHAT ARE YOU LIKE? Create sentences answering this question.

Examples: 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 with Chris Hadfield. [Watch this video](#) and discuss the following questions.

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

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

(...) 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.

Secundaria
aprende

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. Watch this video project : <https://www.youtube.com/watch?v=9HeMdPCucqo>

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

Throughout the learning plan and during its different stages, you have had several opportunities to engage in **self-assessment** and **peer assessment** activities. At this stage, you are invited to present your productions, listen to the feedback provided by your teacher and classmates, and carry out a self-assessment of all the work developed during this term.

This is an opportunity to reflect on your learning process and continue learning.

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			