



# TEACHER'S GUIDE

## RADIO EPISODE #2 ECO TEENS 2.0

### YOUNGSTERS 4.0

**Dear teachers,  
welcome!**

**ECO Teens** is a transmedia program for teenagers and young people between the ages of 12 and 18 to enjoy on the radio or on the Colombia Aprende website [eco.colombiaaprende.edu.co](http://eco.colombiaaprende.edu.co) Rosita, Aleja, Ana and Lucho along with Julián, their English teacher, share their life projects, and help other young people become aware of how English can increase their opportunities in different disciplines such as technology, arts, tourism and sports.

This guide has been created as a tool to expand and use the contents of the Radio Program ECO Teens in a practical way. The first part of the guide presents the general structure of each episode. While the second presents an example of a lesson plan that can be used as suggested or adapted according to the needs of the learners.

#### STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	Ana and Lucho tell the audience the story of how they joined the ECO Teens show.	<ul style="list-style-type: none"> <li>• Typical food</li> <li>• Sports training</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing needs, recommendations, or suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the needs in my region.</li> </ul>
Topic of the day	The table discuss examples and key characteristics of app development to find solutions in the community.	<ul style="list-style-type: none"> <li>• Solving problems through ICTs</li> </ul>	<ul style="list-style-type: none"> <li>• Describing technological entrepreneurship ideas</li> <li>• Explaining how something works</li> </ul>	<ul style="list-style-type: none"> <li>• I can show empathy towards those around me.</li> </ul>
Did you know?	Rosita presents two facts about how many people use the Internet and how many websites are created every day.	<ul style="list-style-type: none"> <li>• Everyday Internet usage</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing surprise</li> <li>• Highlighting information</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how to solve a need through technology.</li> </ul>
Let's Recap	The ECO teens interview two digital entrepreneurs and learn about successful cases.	<ul style="list-style-type: none"> <li>• Summary of key concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Listing key points</li> </ul>	<ul style="list-style-type: none"> <li>• I can list and identify roles in software development and ICT.</li> </ul>

## LESSON PLAN

EPISODE #2	SECTION	TOPIC OF THE DAY												
<b>Learning objective</b>	At the end of the session, students will be able to ask and questions about digital literacy and answer using expressions to show necessity and importance.													
<b>Materials</b>	Audio of episode #2, a device to play the audio, the questions included below and the charts or drawings.													
STAGE	PROCEDURE													
<b>Before listening to the episode</b>	<p><b>Activate previous knowledge by asking questions such as:</b></p> <ul style="list-style-type: none"> <li>What type of technological devices do you use on a typical day? List 5 of them and share with a classmate.</li> <li>How do you define an app? Why?</li> <li>What are the three most used apps or programs that you use in your phone, tablet or computer? Compare with a classmate.</li> </ul>													
<b>While listening</b>	<p><b>Listen to the section of episode two times and explore the content.</b></p> <p><b>Act. 1.</b> The first time they listen, ask students to listen to the three questions asked in the introduction of the section:</p> <ul style="list-style-type: none"> <li>Who is speaking?</li> <li>Where are they?</li> <li>What was the story about?</li> </ul> <p><b>Act. 2</b> Listen for a second time and have students take notes in English on the actions Ana and Lucho consider important and how they express them:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 30%;">Question</th> <th style="width: 35%;">Ana</th> <th style="width: 35%;">Lucho</th> </tr> </thead> <tbody> <tr> <td>It's essential for me to...</td> <td></td> <td></td> </tr> <tr> <td>It's important to...</td> <td></td> <td></td> </tr> <tr> <td>It's necessary to...</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Answers</b> It's essential for me to do research, field work and write for my blog, it's important to learn English, it's necessary to train every day.</p> <p><b>Act. 3</b> Ask students the following questions:</p> <ul style="list-style-type: none"> <li>Why did Julian, the teacher, invite Ana and Lucho to the show? How did they answer to the invitation?</li> <li>Would you like to be part of a radio show or podcast? Why?</li> </ul>		Question	Ana	Lucho	It's essential for me to...			It's important to...			It's necessary to...		
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<b>After listening to the episode</b>	<p><b>Have students use the language they have learned.</b> Ask students to work in pairs. Students choose an app, or you can assign one to each pair (calendar, e-mail, social media, text messaging, video, music, or video game apps can be chosen here). Then, have one student ask questions and the other to roleplay the designer of the app to talk about how these apps can solve everyday problems using expressions to talk about necessity: it's essential for the app to..., it's important for the app to..., it's necessary to...</p> <p>In the conversation each pair of students can ask and answer from three to five questions as they plan.</p> <p>Finally, students can do the task through a voice recording, a written format or represented in front of the class.</p>													

## EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Create stations around the class in which students move around, listen to a problem in the community and then suggest a possible solution by designing an app or using one which already exists.</p>	<p>Show students examples of technology-driven careers and ask students to talk about the skills that are required to carry out such roles. E.g.</p> <p><i>What do you need to be a game designer?</i> <i>You need to know coding.</i> <i>You need to be creative.</i></p>	<p>Have students listen to the rest of the episode and complete the Learners' Guide #2.</p> <p>Challenge students to answer the following question in English:</p> <p><b>What technological skills would you like to develop? Why?</b></p>