



# TEACHER'S GUIDE

## RADIO EPISODE #11 ECO TEENS 2.0

### FRIENDS

## 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
English around the world	The ECO Teens gather around the topic of friends and share a few tips to break the ice when making a new friend.	<ul style="list-style-type: none"> <li>Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>Describing likes</li> </ul>	
Topic of the day (Part 1)	The panel discusses what some of the actions and characteristics of a good friend are.	<ul style="list-style-type: none"> <li>Defining what makes a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Defining friendship</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the importance of good friends in my life.</li> <li>I can identify the traits and characteristics that I need to have a positive impact on others.</li> </ul>
Connected	Three different listeners talk about how they look after the relationship with their friends.	<ul style="list-style-type: none"> <li>Looking after friendships</li> </ul>	<ul style="list-style-type: none"> <li>Describing likes</li> <li>Describing routines</li> </ul>	<ul style="list-style-type: none"> <li>I can describe personalities.</li> <li>I can define friendship and express agreement.</li> </ul>
Topic of the day (Part 2)	The discussion about friends continues to present a set of expressions to show agreement during a conversation.	<ul style="list-style-type: none"> <li>Leisure activities with friends</li> </ul>	<ul style="list-style-type: none"> <li>Defining friendship</li> <li>Expressing agreement</li> <li>Describing routines</li> </ul>	<ul style="list-style-type: none"> <li>I can find commonalities and differences with friends.</li> </ul>
Did you know?	The audience finds out about how mutual benefit not only applies to friends but to crops, plants and fruits.	<ul style="list-style-type: none"> <li>Compatibility among crops</li> </ul>	<ul style="list-style-type: none"> <li>Defining friendship</li> </ul>	
Let's Recap	The ECO Teens summarize the key points and expressions learned in the episode.	<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>	

## LESSON PLAN

EPISODE #11	SECTION	TOPIC OF THE DAY (PART 1)														
<b>Learning objective</b>	At the end of this session, students will be able to use expressions to agree with others and participate in short conversations about friendship.															
<b>Materials</b>	Audio of episode #11, 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>Is your best friend in school? How often do you talk?</li> <li>Has a friend ever moved away to a different city or country? How do you stay connected?</li> <li>What is your top 3 of activities which you love doing with your best friend?</li> </ul>															
<b>While listening</b>	<p><b>Listen to the section of the episode two times and explore the content.</b></p> <p><b>Act. 1.</b> The first time students listen, allow them to familiarize themselves with the section. Then, ask students to take notes on the following question based on the conversation:</p> <ul style="list-style-type: none"> <li>What makes a good friend?</li> </ul> <p>Then, students share their notes after they have listened to the conversation and ask them if they agree with the ECO Teens or not, and why.</p> <p><b>Act. 2.</b> The second time they listen, ask students to complete the following chart by writing the name of the person who mentioned the following ideas:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%;">Sentence</th> <th style="width: 50%;">Who said it? (Answers)</th> </tr> </thead> <tbody> <tr> <td>You can make friends anywhere.</td> <td>Lucho</td> </tr> <tr> <td>Life is better with friends.</td> <td>Profe</td> </tr> <tr> <td>A friend has things in common with you.</td> <td>Rosita</td> </tr> <tr> <td>For better, for worse: for richer, for poorer.</td> <td>Aleja</td> </tr> <tr> <td>A good friend doesn't judge you.</td> <td>Rosita</td> </tr> <tr> <td>A good friend is trustworthy.</td> <td>Rosita</td> </tr> </tbody> </table> <p><b>Act. 3</b> Ask students to write a list of the expressions used in this episode to show agreement with others. If necessary, play the audio one more time and stop every time someone responds to a statement with a similar feeling (E.g., "I agree", "You're right", "That's how I feel", etc.). Then, review these expressions and encourage students to use them in the next activity.</p>		Sentence	Who said it? (Answers)	You can make friends anywhere.	Lucho	Life is better with friends.	Profe	A friend has things in common with you.	Rosita	For better, for worse: for richer, for poorer.	Aleja	A good friend doesn't judge you.	Rosita	A good friend is trustworthy.	Rosita
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<b>After listening to the episode</b>	<p><b>Have students use the language they have learned.</b></p> <p>Individually, students write down three things they think define a good friendship using the expressions from the exercise:</p> <ul style="list-style-type: none"> <li>A good friend is someone _____.</li> <li>A good friend doesn't _____.</li> <li>A good friend is _____.</li> </ul> <p>Then, they compare with a partner and see if they agree or disagree. Encourage students to use expressions for agreeing and disagreeing (present one expression if necessary or use the ones from the previous activity).</p>															

## EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Play the audio of the section "English around the world" in Episode #11 and ask students to ask and answer each other what their hobby is and if they prefer to do it alone or with friends.</p> <p>What's your hobby? I like... I love ... I enjoy...</p>	<p><b>Group 1:</b> Ask students to work in groups. Give each group an occupation to define using the expressions below. E.g. a vet, a student, a football player etc.</p> <p>A good vet is someone who... A good vet doesn't .... A good vet is...</p> <p><b>Group 2:</b> Ask students to make a list of benefits of having friends.</p>	<ul style="list-style-type: none"> <li>Have students listen to the rest of the episode and complete the Learners' Guide #11.</li> <li>Challenge students to answer the following questions in English:</li> </ul> <p><b>What would you like to do when you finish school? Why is this occupation or profession important in your</b></p>