



TEACHER'S GUIDE

RADIO EPISODE #3 ECO TEENS 2.0

MY BAND

**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 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	Aleja tells the audience the story of how her band began.	<ul style="list-style-type: none"> Musical instruments Life experiences 	<ul style="list-style-type: none"> Talking about memories 	<ul style="list-style-type: none"> I can identify the importance of the arts as a cultural manifestation. I can recognize my passions and talents. I can express admiration for someone's talent. I can identify roles and skills in the music industry. I can understand the importance of time management in personal and professional projects.
Connected	Three listeners call the show and talk about how they can handle multiple responsibilities at the same time.	<ul style="list-style-type: none"> Time management 	<ul style="list-style-type: none"> Explaining decisions 	
Topic of the day	The ECO Teens talk about their music preferences, and the multiple opportunities in show business.	<ul style="list-style-type: none"> Music: composing, roles in the industry and favorite genres 	<ul style="list-style-type: none"> Expressing admiration for someone's talents Describing music and music preferences 	
Ana Blogger	Ana brings up the connection between Pacific music and food in Tumaco.	<ul style="list-style-type: none"> "Arrullos" in Tumaco 	<ul style="list-style-type: none"> Using figures of speech to generate connections: metaphors and similes 	
Let's Recap	The teacher makes a summary of the key points learned in the episode.	<ul style="list-style-type: none"> Summary of key concepts and ideas 	<ul style="list-style-type: none"> Listing key points 	

LESSON PLAN

EPISODE #3	SECTION	TOPIC OF THE DAY									
Learning objective	At the end of the class, students will be able to talk about their preferences in music and identify hypothetical roles they would like to have in the music industry.										
Materials	Audio of episode #3, a device to play the audio, the questions included below and the charts or drawings.										
STAGE	PROCEDURE										
Before listening to the episode	<p>Activate previous knowledge by asking students to complete a chart to talk about their likes and dislikes in music:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%; height: 100px; vertical-align: middle;">I</td> <td style="width: 33%; background-color: #e9ecef;">am not a fan of</td> <td style="width: 33%;"></td> </tr> <tr> <td></td> <td style="background-color: white;">like a bit of</td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e9ecef;">love</td> <td></td> </tr> </table> <p>Then, students share their answers with a classmate and explain why they like or dislike music genres by talking about the following aspects: lyrics, catchy tunes, voice, or rhythm.</p>		I	am not a fan of			like a bit of			love	
I	am not a fan of										
	like a bit of										
	love										
While listening	<p>Listen to the section of the episode two times and explore the content.</p> <p>Act. 1. The first time they listen, allow students to familiarize themselves with the topic of the day. Then, ask the following questions:</p> <ul style="list-style-type: none"> What is this episode about? What is Lucho's new learnt talent? What is everyone's favorite kind of music? <p>Act. 2 Ask students to listen to the audio and complete a list of occupations in the music industry.</p> <p>Act. 3 Finally, have students discuss the way that they can use their talent and skills in the music industry. Follow-up this conversation by asking them:</p> <p>Would you make a good composer, strategist, musician, singer, audio engineers or manager?</p> <p>Let the groups share their answers.</p>										
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Ask students to work in groups of four students. Then, give them a task to create a music project in the community they live in, the next school event or for fun. Give students five minutes to discuss and take roles: they can create a band or a solo artist show. Finally, socialize with the groups their decisions and encourage those students with musical talents to perform in front of the class as their classmates can help with production (setting the stage in the classroom, organizing the sound, managing the schedule of the class for performances, etc.)</p>										

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Ask students to write the title of their favorite song and its genre (vallenato, cumbia, reggae, etc.) on a piece of paper. In turns, ask students to pick a piece of paper and write who they think wrote that song. Finally, ask the owner what's their favorite part of the song (lyrics, rhythm, catchy chorus, etc.)	Have students create stations with different genres of Colombian traditional music. Have students talk about the region, the most popular songs of that genre and popular artists. If possible, ask them to bring some music samples to listen to. Students take turns moving around the stations and presenting using the expressions learnt in the class.	<ul style="list-style-type: none"> Have students listen to the rest of the episode and complete the Learners' Guide #3. Challenge students to answer the following question in English: What musical traditions are there in your family? Which ones would you like to continue with?