



# TEACHER'S GUIDE

## RADIO EPISODE #9 ECO TEENS 2.0

### I'M A FAN

**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
Connected	The ECO Teens talk about people they admire and then open a space to listen to three people who are admired for their work helping others.	<ul style="list-style-type: none"> <li>Helping others through technology</li> </ul>	<ul style="list-style-type: none"> <li>Expressing admiration</li> <li>Describing initiatives</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the characteristics of a leader in any area.</li> <li>I recognize and take a critical position towards the influence which others can have on me.</li> <li>I can express admiration.</li> <li>I can describe my aspirations and desires.</li> <li>I can identify the main values in leadership and describe what motivates me.</li> </ul>
Topic of the day (Part 1)	The first part of the ECO Teens panel goes through the question of what the characteristics of someone we admire are when we are young.	<ul style="list-style-type: none"> <li>Characteristics of role models</li> </ul>	<ul style="list-style-type: none"> <li>Expressing wishes and intentions</li> <li>Describing personality</li> </ul>	
Did you know?	The listeners find out about the origins of the word "robot".	<ul style="list-style-type: none"> <li>Robots and their connection with work</li> </ul>	<ul style="list-style-type: none"> <li>Explaining cause and effect</li> </ul>	
Topic of the day (Part 2)	The ECO Teens describe the benefits of admiring someone.	<ul style="list-style-type: none"> <li>Benefits of admiring someone</li> </ul>	<ul style="list-style-type: none"> <li>Expressing wishes and intentions</li> <li>Expressing admiration</li> </ul>	
English around the world	Aleja introduces the audience with a set of expressions to show admiration for iconic places.	<ul style="list-style-type: none"> <li>Landmarks around the world</li> </ul>	<ul style="list-style-type: none"> <li>Expressing admiration</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 #9	SECTION	ENGLISH AROUND THE WORLD
<b>Learning objective</b>	At the end of the session, students will be able to ask someone else what their opinion of a place is and to express admiration for cultural landmarks.	
<b>Materials</b>	Audio of episode #9, a device to play the audio, the questions included below.	
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 city would you like to visit?</li> <li>What are some of its famous attractions? Which one do you like the best?</li> <li>Do you admire anybody in that place? Who? Why?</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 they listen, allow students to familiarize themselves with the section. Then, ask the following questions:</p> <ul style="list-style-type: none"> <li>What does Aleja talk about in this section?</li> <li>What countries are mentioned?</li> <li>What are the names of the places she describes?</li> </ul> <p><b>Act. 2.</b> Now, in groups, ask your students to play a quick game of hangman or lead the game with the entire group – suggested for smaller groups. Ask students to play the game by completing the three following words:</p> <ul style="list-style-type: none"> <li>Breathtaking (12 gaps)</li> <li>Captivating (11 gaps)</li> <li>Unique (6 gaps)</li> </ul> <p>If you want students to be presented with a more challenging dynamic, ask them to complete the three words in a single round. Finally, go over the definitions of each word and ask students to use one of them to describe a local building or tourist attraction (E.g., The river in my city is unique).</p> <p><b>Act. 3</b> Ask students to listen for a second time. Then, they should complete the sentences with the expression used in the audio:</p> <ul style="list-style-type: none"> <li>_____ do you _____ the Eiffel Tower? (What, think, about)</li> <li>It's a _____ building, especially _____. (breathtaking, at night)</li> <li>It's a _____ building. (captivating)</li> <li>It's _____ building. (a unique)</li> </ul>	
<b>After listening to the episode</b>	<p><b>Have students use the language they have learned.</b></p> <p>Have students ask each other questions related to different landmarks. Ideally, start with local attractions, then, move on to talk about landmarks in their country, and finally world landmarks. Some examples are:</p> <ul style="list-style-type: none"> <li>What are some landmarks in your town/ region/ country?</li> <li>What is the biggest tourist destination in your town/region/country?</li> <li>What do you like about some of these landmarks? Describe them.</li> <li>Do you think landmarks are an important part of a country? Why?</li> </ul>	

## EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Ask students to prepare a 2-minute description of a Colombian tourist place, landmark or tourist attraction they have visited or they would like to visit. Provide a model if possible.	Create with your students a travel fair. Students bring a picture of a landmark, tourist attraction or a city in the world. Then, students take turns, half of them will roleplay potential visitors and the other half the presenters. After they walk all stations, they write their names and the place they would like to visit. Then, swap roles.	<ul style="list-style-type: none"> <li>Have students listen to the rest of the episode and complete the Learners' Guide #9.</li> <li>Challenge students to answer the following questions in English:  <b>Who is someone you look up to in life and what have you learned about that person?</b></li> </ul>