



TEACHER'S GUIDE

RADIO EPISODE #1 ECO TEENS 2.0

DREAMS - LUCHO'S CYCLING STORY

**Dear teachers,
welcome!**

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	The story of how the radio program ECO Teens started.	<ul style="list-style-type: none"> Jobs 	<ul style="list-style-type: none"> Describing jobs 	<ul style="list-style-type: none"> I can express my dreams and goals. I can list the steps to accomplish a goal. I can talk about sports. I can describe a production process. I can ask and answer questions about talents and skills. I can express my preferences.
Connected	Two listeners tell us about their dreams and what they are doing to make them come true.	<ul style="list-style-type: none"> Dreams and goals 	<ul style="list-style-type: none"> Talking about dreams and steps to make them come true 	
Topic of the day	Lucho talks about cycling and his dream in life.	<ul style="list-style-type: none"> Parts of a bicycle Types of cycling 	<ul style="list-style-type: none"> Talking about favorite sports. Describing the parts of a bicycle. Talking about types of cycling. Using sequencers to organize one's ideas 	
Ana Blogger	Ana tells us about the panela production process.	<ul style="list-style-type: none"> Panela production 	<ul style="list-style-type: none"> Describing a production process 	
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 #1	SECTION	TOPIC OF THE DAY: CYCLING									
Learning objective	At the end of the class, learners will be able to talk about sports and dreams and the necessary steps to accomplish a goal.										
Materials	Audio of episode #1, the questions included below and the charts or drawings.										
STAGE	PROCEDURE										
Before listening to the episode	<p>Activate previous knowledge by asking questions such as:</p> <ul style="list-style-type: none">• Do you have a bicycle?• Do you like cycling?• Do you know a famous cyclist?										
While listening	<p>Listen to the episode two times and explore the content.</p> <p>Act. 1. The first time they listen to the episode, allow students to familiarize themselves with the story. Then, ask the following questions:</p> <ul style="list-style-type: none">• What is this episode about?• What is everyone’s favorite sport?• What is Lucho’s dream?										
	<p>Act. 2 Listen for a second time and have students list the different parts of a bicycle, the types of cycling and the steps mentioned by Lucho to accomplish his goal. Use the chart below.</p> <table><tr><th>Parts of a bicycle</th><th>Types of cycling</th><th>Steps to accomplish a goal</th></tr><tr><td><ul style="list-style-type: none">•••••</td><td><ul style="list-style-type: none">•••</td><td><ul style="list-style-type: none">• First,• Then,• Next,• And finally,</td></tr></table>			Parts of a bicycle	Types of cycling	Steps to accomplish a goal	<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">• First,• Then,• Next,• And finally,		
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	<p>Act. 3 Before checking student’s answers, have them work in pairs to compare their responses. Have them ask each other these questions.</p> <ul style="list-style-type: none">• What are the parts of a bicycle?• What are the types of cycling?• What steps did Lucho mention? <p>Then, check the answers with the whole class.</p>										
After listening to the episode	<p>Have students use the language they have learned. First, they answer the questions with their own information and then work in pairs to ask each other the same questions.</p> <table><tr><th>Questions</th><th>Answers</th></tr><tr><td><ul style="list-style-type: none">• What is your dream?</td><td><ul style="list-style-type: none">• I want to...</td></tr><tr><td><ul style="list-style-type: none">• What are the steps to make this dream come true?</td><td><ul style="list-style-type: none">• First, I need to...</td></tr><tr><td><ul style="list-style-type: none">• What specific actions can you take right now?</td><td><ul style="list-style-type: none">• First, I can...</td></tr></table>			Questions	Answers	<ul style="list-style-type: none">• What is your dream?	<ul style="list-style-type: none">• I want to...	<ul style="list-style-type: none">• What are the steps to make this dream come true?	<ul style="list-style-type: none">• First, I need to...	<ul style="list-style-type: none">• What specific actions can you take right now?	<ul style="list-style-type: none">• First, I can...
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EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Survey: Have students ask everyone in the class 1 Yes-No question related to sports, and report the results to the whole class. E.g.</p> <p>Question: Do you like baseball? Yes, I do. No, I don't.</p> <p>Result: 20 students out of 30 like baseball.</p>	<p>Group 1: Have students design a word search of sports, the parts of a bicycle and the types of cycling.</p> <p>Group 2: Have students create a spider gram related to the vocabulary studied during the lesson.</p>	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #1. • Challenge students to answer the following question in English: <p>What kind of job do you dream of having in the future?</p>



TEACHER'S GUIDE

RADIO EPISODE #2 ECO TEENS 2.0

YOUNGSTERS 4.0

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welcome!**

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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"> • Typical food • Sports training 	<ul style="list-style-type: none"> • Expressing needs, recommendations, or suggestions 	<ul style="list-style-type: none"> • I can identify the needs in my region.
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"> • Solving problems through ICTs 	<ul style="list-style-type: none"> • Describing technological entrepreneurship ideas • Explaining how something works 	<ul style="list-style-type: none"> • I can show empathy towards those around me.
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"> • Everyday Internet usage 	<ul style="list-style-type: none"> • Expressing surprise • Highlighting information 	<ul style="list-style-type: none"> • I can describe how to solve a need through technology.
Let's Recap	The ECO teens interview two digital entrepreneurs and learn about successful cases.	<ul style="list-style-type: none"> • Summary of key concepts and ideas 	<ul style="list-style-type: none"> • Listing key points 	<ul style="list-style-type: none"> • I can list and identify roles in software development and ICT.

LESSON PLAN

EPISODE #2	SECTION	TOPIC OF THE DAY												
Learning objective	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.													
Materials	Audio of episode #2, 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 questions such as:</p> <ul style="list-style-type: none"> • What type of technological devices do you use on a typical day? List 5 of them and share with a classmate. • How do you define an app? Why? • What are the three most used apps or programs that you use in your phone, tablet or computer? Compare with a classmate. 													
While listening	<p>Listen to the section of episode two times and explore the content.</p> <p>Act. 1. 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"> • Who is speaking? • Where are they? • What was the story about? <p>Act. 2 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"> <thead> <tr> <th>Question</th><th>Ana</th><th>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>Answers 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>Act. 3 Ask students the following questions:</p> <ul style="list-style-type: none"> • Why did Julian, the teacher, invite Ana and Lucho to the show? How did they answer to the invitation? • Would you like to be part of a radio show or podcast? Why? 		Question	Ana	Lucho	It's essential for me to...			It's important to...			It's necessary to...		
Question	Ana	Lucho												
It's essential for me to...														
It's important to...														
It's necessary to...														
After listening to the episode	<p>Have students use the language they have learned. 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
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>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>What technological skills would you like to develop? Why?</p>



TEACHER'S GUIDE

RADIO EPISODE #3 ECO TEENS 2.0

MY BAND

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welcome!**

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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"> <tr> <td rowspan="3">I</td><td>am not a fan of</td><td></td></tr> <tr> <td>like a bit of</td><td></td></tr> <tr> <td>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: <p>What musical traditions are there in your family? Which ones would you like to continue with?</p>



TEACHER'S GUIDE

RADIO EPISODE #4 ECO TEENS 2.0

GASTRONOMIC TOURISM IN COLOMBIA

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	The panel asks people in different regions what the most popular dish among tourists is. Three different people call the show and tell the ECO Teens about it.	<ul style="list-style-type: none"> Popular Colombian traditional dishes 	<ul style="list-style-type: none"> Describing food and preferences when having a meal or snack 	<ul style="list-style-type: none"> I can identify the culinary tradition of my country and its diversity. I can discuss options for my life project. I can describe characteristics of the cuisine from different regions. I can identify traits to become an entrepreneur in my community.
Topic of the day	The ECO Teens gather to talk about culinary tourism in Colombia around events, roles, dishes, and people.	<ul style="list-style-type: none"> Food and cuisine in Colombia 	<ul style="list-style-type: none"> Talking about gastronomic tourism Expressing preferences 	
English around the world	Aleja presents the audience key expressions to interact in a restaurant.	<ul style="list-style-type: none"> Going to a restaurant 	<ul style="list-style-type: none"> Ordering food at a restaurant 	
Ana Blogger	Ana highlights the multiple products and entrepreneurship opportunities generated from fruit in Boyacá.	<ul style="list-style-type: none"> Feijoa in Boyacá 	<ul style="list-style-type: none"> Introducing exceptional characteristics of a place 	
Let's Recap	The ECO Teens wrap up the show by talking about the main points of the session.	<ul style="list-style-type: none"> Summary of key concepts and ideas 	<ul style="list-style-type: none"> Listing key points 	

LESSON PLAN

EPISODE #4	SECTION	ENGLISH AROUND THE WORLD																	
Learning objective	At the end of the session, students will be able to interact with the staff in a restaurant and talk about foods from different regions of Colombia and the world.																		
Materials	Audio of episode #4, 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 questions such as:</p> <ul style="list-style-type: none">• What is your favorite restaurant?• What is its most popular dish? What are its ingredients?• Have you seen tourists in your area? What dish, fruit or ingredient do they like?• What do you usually eat out?																		
	<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 section. Then, ask the following questions:</p> <ul style="list-style-type: none">• What’s the topic of this section?• What are the three types of restaurants visited by Aleja?																		
While listening	<p>Act. 2 Ask students to listen to the audio for a second time and ask them to complete the following chart writing the correct information in each space:</p> <table><tr><th></th><th>Italian restaurant</th><th>American restaurant</th><th>Mexican Restaurant</th></tr><tr><td>What did the waiter/waitress say?</td><td></td><td></td><td></td></tr><tr><td>What did she have to eat?</td><td></td><td></td><td></td></tr><tr><td>What did she have to drink?</td><td></td><td></td><td></td></tr></table>				Italian restaurant	American restaurant	Mexican Restaurant	What did the waiter/waitress say?				What did she have to eat?				What did she have to drink?			
		Italian restaurant	American restaurant	Mexican Restaurant															
What did the waiter/waitress say?																			
What did she have to eat?																			
What did she have to drink?																			
After listening to the episode	<p>Act. 3 Ask students to repeat the expression used to leave a tip after you eat and ask students if they know or if they can think of other expressions in a restaurant (e.g., asking for the bill, splitting the bill with friends, asking for the menu). Help them complete the questions and expressions they would like to add.</p>																		
	<p>Have students use the language they have learned.</p> <p>At the end of the section in the episode, a voice asks listeners to practice what they have learnt. Implement this activity in the class by asking students to roleplay a waiter and the customer using as examples some of the restaurants mentioned in the “Before listening” activity or in any popular places in the area (a restaurant near a tourist attraction, the school or downtown for example).</p>																		

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Students can talk about their favorite homemade dish. They can include its ingredients and talk about the memories that are associated with the dish.	<ul style="list-style-type: none"> • Students can work in groups and plan short presentations about Colombian food. • Students can plan to interview a well-known cook of their community. They can report their findings to the rest of the class. 	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #4. • Challenge students to answer the following question in English: If you had the possibility to have your own restaurant, what kind would it be?



TEACHER'S GUIDE

RADIO EPISODE #5 ECO TEENS 2.0

WHAT'S THE MATTER?

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Topic of the day (Part 1)	Listeners of the ECO Teens show send letters talking about their problems in a section called ECO Mailbox. Then, they receive advice from the panel.	<ul style="list-style-type: none"> Fears, challenges, and problems 	<ul style="list-style-type: none"> Describing shortcomings Asking for and giving advice Stating opinions 	
Did you know?	The ECO Teens relate how important collaboration is for humans using an example from the animal kingdom.	<ul style="list-style-type: none"> Collaboration and community effort 	<ul style="list-style-type: none"> Describing hypothetical situations 	<ul style="list-style-type: none"> I can analyze situations from multiple perspectives.
Topic of the day (Part 2)	As more problems continue to arrive in e-mails to the ECO Teens, their conversation and suggestions keep developing in ECO Mailbox.	<ul style="list-style-type: none"> Fears, challenges, and problems 	<ul style="list-style-type: none"> Asking for and giving advice Stating opinions 	<ul style="list-style-type: none"> I can identify and value my emotions and those of others.
English around the world	Rosa introduces a few useful expressions to discuss our concerns in English.	<ul style="list-style-type: none"> Talking about what worries you 	<ul style="list-style-type: none"> Expressing concern 	<ul style="list-style-type: none"> I can give and receive advice.
Let's Recap	The ECO Teens summarize the key points and expressions 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 	<ul style="list-style-type: none"> I can identify and apply problem solving skills.

LESSON PLAN

EPISODE #5	SECTION	TOPIC OF THE DAY											
Learning objective	At the end of the session, students will be able to understand and use expressions to ask and give advice in English.												
Materials	Audio of episode #5, a device to play the audio, the questions included below and the charts or drawings.												
STAGE	PROCEDURE												
Before listening to the episode	Activate previous knowledge by asking questions such as:												
	<ul style="list-style-type: none">• Who do you ask for advice when you have problems?• How often do your friends ask for your advice?• Do you like to give advice?												
While listening	Listen to the section of the episode two times and explore the content.												
	<p>Act. 1. The first time they listen, allow students to familiarize themselves with the section (Parts 1 and 2). Then, ask the following questions:</p> <ul style="list-style-type: none">• How do the ECO Teens choose what mail to read?• Have you experienced any similar situations to those experienced by the listeners? Which one?• Who is responsible for picking up each of the three letters?												
	<p>Act. 2</p> <p>The second time they listen, ask students to complete the following chart with the information from each case.</p> <table><tr><th></th><th>Problem</th><th>Advice</th></tr><tr><td>Letter 1 – Rafita</td><td></td><td></td></tr><tr><td>Letter 2 – Paloma</td><td></td><td></td></tr><tr><td>Letter 3 – Iván</td><td></td><td></td></tr></table>			Problem	Advice	Letter 1 – Rafita			Letter 2 – Paloma			Letter 3 – Iván	
	Problem	Advice											
Letter 1 – Rafita													
Letter 2 – Paloma													
Letter 3 – Iván													
	<p>Act. 3 Ask students to answer True or False to the following three statements based on what they listened to.</p> <p>1. Rosita believes that young people can commonly be disorganized. (Ans =True)</p> <p>2. The ECO Teens think that it is a good idea for Paloma to study with her best friend after school. (Ans = False)</p> <p>3. Rosita thinks that Iván should read more than ten minutes a day to start. (Ans = True)</p>												
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Ask your students if they can think of an additional piece of advice to the three problems they listened to. Then, ask students to write down a problem they have at school and ask a classmate for a piece of advice. Encourage students to use expressions to ask about the problem and to give advice:</p> <table><tr><th>Asking about a problem</th><th>Giving advice</th></tr><tr><td>-What seems to be the problem?</td><td>- You should ...</td></tr><tr><td>-Do you want to talk about a problem?</td><td>- You can try to ...</td></tr><tr><td>-Is there anything I can do for you?</td><td>- You’re right. Maybe, you could...</td></tr></table>		Asking about a problem	Giving advice	-What seems to be the problem?	- You should ...	-Do you want to talk about a problem?	- You can try to ...	-Is there anything I can do for you?	- You’re right. Maybe, you could...			
Asking about a problem	Giving advice												
-What seems to be the problem?	- You should ...												
-Do you want to talk about a problem?	- You can try to ...												
-Is there anything I can do for you?	- You’re right. Maybe, you could...												

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Ask students to roleplay the ECO Teens show by giving their own advice to the problems in this episode. You can play the role of the teacher and help students mediate and consolidate the ideas.	Have students write down on a piece of paper a problem in the community. Then, organize the class in smaller groups and ask each group to read aloud and discuss as a group quick tips to find solutions to the problem. Finally, socialize with all the class and establish the advantages and disadvantages to the most common pieces of advice.	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #5. • Challenge students to think of a person who could give them good professional advice. <p>What would you ask this expert?</p>



TEACHER'S GUIDE

RADIO EPISODE #6 ECO TEENS 2.0

HANDMADE

**Dear teachers,
welcome!**

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	Listeners of the show call and tell the ECO Teens about handicrafts.	<ul style="list-style-type: none"> Experiences and sentimental value of handicrafts 	<ul style="list-style-type: none"> Describing handmade products 	<ul style="list-style-type: none"> I can identify multiple cultural traditions and expressions in a variety of regions in my country.
Topic of the day	The ECO Teens panel talks about facts, opportunities, and experiences in the industry of creating hand-made products.	<ul style="list-style-type: none"> The handicraft industry in Colombia 	<ul style="list-style-type: none"> Talking about the handicraft industry 	<ul style="list-style-type: none"> I value the tradition of my origins as part of my identity.
Storytelling	Aleja tells the audience about one of the most traditional Colombian handicrafts: "Sombrero Vueltaio".	<ul style="list-style-type: none"> Sombrero Vueltaio and its tradition 	<ul style="list-style-type: none"> Describing processes 	<ul style="list-style-type: none"> I identify and describe the steps of a process at an initial level.
English around the world	Aleja introduces a set of descriptions of Colombian handicrafts by foreigners.	<ul style="list-style-type: none"> The value of our culture for the world 	<ul style="list-style-type: none"> Describing handmade products 	<ul style="list-style-type: none"> I can recognize the importance of creativity when completing a project.
Let's Recap	The ECO Teens summarize the key points and expressions 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 #6	SECTION	ENGLISH AROUND THE WORLD												
Learning objective	At the end of the session, students will be able to talk about a valuable object at home and relate to its sentimental value.													
Materials	Audio of episode #6, 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 questions such as:</p> <ul style="list-style-type: none"> • Do you like to go shopping? Do you help with errands at home? How often? • Does anyone in your family know how to produce handicrafts? How did they learn? • What's a typical product tourists get as a souvenir from your region? 													
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 section. Then, ask the following questions:</p> <ul style="list-style-type: none"> • Who are the three people speaking? • Where are they from? • How do they feel about the product they are describing? <p>Act. 2 The second time they listen, ask your students to complete the following chart with the object, its origin and the words used to describe it:</p> <table border="1"> <thead> <tr> <th>Object</th><th>Origin</th><th>Word used to describe it</th></tr> </thead> <tbody> <tr> <td>Blanket</td><td></td><td></td></tr> <tr> <td>Pot</td><td></td><td></td></tr> <tr> <td>Mochila</td><td></td><td></td></tr> </tbody> </table> <p>Act. 3 After they listen, ask your students to write down the names of the three people (Gayathri Agarwal in India, Aiko Nakamura in Japan, and Abigail Elkayim in Israel) as they believe it's correct – play the audio one more time if necessary. Then, spell the correct form of each name. Alternatively, you can ask different students to take turns spelling their names and last names. Use the opportunity to highlight the importance of names in traditions and cultures around the world.</p>		Object	Origin	Word used to describe it	Blanket			Pot			Mochila		
Object	Origin	Word used to describe it												
Blanket														
Pot														
Mochila														
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Ask students to draw a sketch, take a picture or download an image of an object they have at home which is valuable to them or to their families – a piece of art in the living room, a piece of jewelry, a piece of pottery or cookware they have inherited for example. Then, students should ask their relatives about their sentimental value, origin or why they like it and report in a short paragraph using description words as the one used in this episode. (You can prepare this activity in advance by asking for the material before the session).</p>													

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Students describe an object in their surroundings without telling its name. Then, their classmates must guess in 5 attempts or less what the object is. The winner gets to describe a new object.	<p>Ask students to gather in groups and play one of the missions in the app Be(the)1: Challenge. Then, they need to describe as a tourist the type of object they have unlocked after winning (Missions 1 and 3 are encouraged to be used).</p> <p>If devices are not available, bring pictures of Colombian handicrafts from the Internet, assign one to each group and have them present in stations.</p>	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #6. • Challenge students to answer the following questions in English: Are you good with your hands? Are you good at making or repairing things? Could you sell some of your creations or start your own business?



TEACHER'S GUIDE

RADIO EPISODE #7 ECO TEENS 2.0

FAIR PLAY

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welcome!**

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	Two football players share their experiences and most memorable stories in the field.	<ul style="list-style-type: none"> Experiences as a professional football player 	<ul style="list-style-type: none"> Expressing past habits Encouraging someone 	<ul style="list-style-type: none"> I can mediate and cooperate with others. I can develop resilience when confronted with challenges. I can express intentions. I can describe a sport and the roles involved in it. I can identify the importance of persistence when engaging in a project.
Topic of the day (Part 1)	The ECO Teens have a conversation about football and display their knowledge about the game.	<ul style="list-style-type: none"> Strategies in football and experiences associated with it 	<ul style="list-style-type: none"> Expressing intention to do things well Talking about football Describing occupations related to football 	
Did you know?	A quick description of the role of technology and how it has helped referees.	<ul style="list-style-type: none"> Technology in sports 	<ul style="list-style-type: none"> Talking about football Describing occupations related to football 	
Topic of the day (Part 2)	The second part of the conversation around football describes multiple roles in the game as an industry.	<ul style="list-style-type: none"> Roles in the sport industry 	<ul style="list-style-type: none"> Talking about football Describing occupations related to football 	
Influencer	A special guest gives advice to aspiring young players who want to try their best in becoming professional athletes.	<ul style="list-style-type: none"> Persistence and discipline in sports 	<ul style="list-style-type: none"> Encouraging someone 	
Let's Recap	The ECO Teens summarize the key points and expressions 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 #7	SECTION	STORYTELLING																
Learning objective	At the end of this session, students will be able to talk about sports and use language to encourage others.																	
Materials	Audio of episode #7, 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 questions such as:</p> <ul style="list-style-type: none">• What’s your favorite sport?• Have you ever dreamt of becoming a professional athlete?• What team or event would you like to compete in?																	
While listening	<p>Listen to the section of the episode two times and explore the content.</p> <p>Act. 1. Before they listen for the first time, allow students to familiarize themselves with the section by introducing the questions they will listen to after the first story:</p> <ul style="list-style-type: none">• How old was he when he started playing?• What was his physical problem?• Who used to support him when he played? <p>Confirm the answers with the students after they have listened.</p>																	
	<p>Act. 2. The second time they listen, ask students to answer True or False to the following statements:</p> <table><tr><th>Player 1</th><th>Answer</th><th>Player 2</th><th>Answer</th></tr><tr><td>He was a goal scorer.</td><td>True</td><td>He was never kicked out in a match.</td><td>False</td></tr><tr><td>He was the tallest kid.</td><td>False</td><td>He didn’t give up.</td><td>True</td></tr><tr><td>No team in his country wanted to help.</td><td>False</td><td>He scored an important goal.</td><td>True</td></tr></table>			Player 1	Answer	Player 2	Answer	He was a goal scorer.	True	He was never kicked out in a match.	False	He was the tallest kid.	False	He didn’t give up.	True	No team in his country wanted to help.	False	He scored an important goal.
Player 1	Answer	Player 2	Answer															
He was a goal scorer.	True	He was never kicked out in a match.	False															
He was the tallest kid.	False	He didn’t give up.	True															
No team in his country wanted to help.	False	He scored an important goal.	True															
After listening to the episode	<p>Act. 3 Ask your students if they remember the expressions below from the audio:</p> <table><tr><td>- Go for it!</td><td>- What are you</td></tr><tr><td>- I know I can do this!</td><td>waiting for?</td></tr><tr><td>- Don’t give up!</td><td>- It’s your chance!</td></tr><tr><td>- Keep trying hard!</td><td>- I will never give up!</td></tr></table> <p>Then, ask them to classify the expressions as used to encourage others or to motivate oneself. Encourage your students to use them in the following sessions when helping each other.</p> <p>Have students use the language they have learned.</p> <p>Have students work in groups. Then, they will think of a famous athlete or a sports person in a discipline they like such as weightlifting, BMX, diving or long-distance jumping. Remind them about Colombian renowned athletes in different disciplines. Then, ask students to write a list of skills that they think each athlete has.</p>			- Go for it!	- What are you	- I know I can do this!	waiting for?	- Don’t give up!	- It’s your chance!	- Keep trying hard!	- I will never give up!							
- Go for it!	- What are you																	
- I know I can do this!	waiting for?																	
- Don’t give up!	- It’s your chance!																	
- Keep trying hard!	- I will never give up!																	

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Have students talk about their favorite sport, and what they like about it in a 60-second intervention. Allow them some time to prepare beforehand and provide expressions to describe games as the ones used in this episode.	Have students create small challenges such as carrying a piece of paper in a spoon from one corner of the classroom, hula hoops, playing hopscotch, etc. In each station, a team must choose a player to complete the challenge and the others must encourage their partner in English using the expressions in the episode.	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #7. • Challenge students to answer the following question in English: <p>What sport skills do you have? Are you good at running, catching or throwing a ball, swimming, passing or kicking a ball? Something else?</p>



TEACHER'S GUIDE

RADIO EPISODE #8 ECO TEENS 2.0

MAKES YOU WANNA DANCE

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welcome!**

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	Foreigners call and talk about typical celebrations and festivals in different regions of Colombia.	<ul style="list-style-type: none"> Colombian festivals described by visitors 	<ul style="list-style-type: none"> Describing celebrations 	<ul style="list-style-type: none"> I can identify the cultural and touristic potential in the celebrations of my country. I can express my opinions. I can describe traditions, rituals, fairs, and festivals in a region. I can show respect and tolerance towards diversity.
Topic of the day	The panel of ECO Teens have a conversation about Colombian festivals and the importance of English to communicate with tourist who come to these events.	<ul style="list-style-type: none"> Traditions, festivals, and opportunities in Colombian tradition 	<ul style="list-style-type: none"> Describing a traditional character Expressing desire to do something Expressing positive opinions 	
Did you know	We get to learn about the Flower Fair.	<ul style="list-style-type: none"> The Flower Fair 	<ul style="list-style-type: none"> Expressing positive opinions 	
Ana Blogger	The perfect opportunity for Ana to talk about the most popular dish in Pasto during one of their festivals.	<ul style="list-style-type: none"> Traditional food The Black and White Carnival in Pasto 	<ul style="list-style-type: none"> Making invitations 	
Let's Recap	The ECO Teens summarize the key points and expressions 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 #8	SECTION	INTRO OF THE EPISODE & CONNECTED											
Learning objective	At the end of the session, students will be able to describe Colombian celebrations and festivals at a basic level.												
Materials	Audio of episode #8, a device to play the audio, the questions included below and the charts or drawings.												
STAGE	PROCEDURE												
Before listening to the episode	Activate previous knowledge by completing the following two activities: Act 1. Play bits of Colombian typical songs and ask students to identify the genre (Vallenato, Cumbia, Porro, Carranga) and the region where it is most typical (Boyacá, the Pacific Coast or the Atlantic) Act 2. Ask students to brainstorm possible celebrations, festivals, and events in Colombia where they would listen to these songs.												
	Listen to the section of the episode two times and explore the content. Act. 1. Ask students to listen to the introductory section of the episode. The ECO Teens and their teacher talk about what makes them dance. After they listen, ask students to answer the following questions: • What makes you want to dance? • What Colombian celebrations and festivals do you think foreigners in the next section will talk about? Act. 2. Students will listen to the section called “Connected” for the first time. Allow them to become familiar with its content by answering the following questions: • What Colombian celebrations and festivals are described in the audio? • Where are the three speakers from? • Mention one characteristic about each celebration. Act. 3 As students listen for the second time, ask them to connect who (Speaker 1, 2 or 3) talks about the topics in the first column. Share only this column with students, you can find the answers in the second column. <table><tr><th>What</th><th>Who (Answer key)</th></tr><tr><td>musicians</td><td>Speaker 1</td></tr><tr><td>horse riders</td><td>Speaker 1</td></tr><tr><td>crowds</td><td>Speaker 3</td></tr><tr><td>visitors</td><td>Speaker 1</td></tr><tr><td>street dancers</td><td>Speaker 3</td></tr></table> Check the answers and clarify the meaning of the words if necessary as you replay the audio for the last time.		What	Who (Answer key)	musicians	Speaker 1	horse riders	Speaker 1	crowds	Speaker 3	visitors	Speaker 1	street dancers
What	Who (Answer key)												
musicians	Speaker 1												
horse riders	Speaker 1												
crowds	Speaker 3												
visitors	Speaker 1												
street dancers	Speaker 3												
While listening													
After listening to the episode	Have students use the language they have learned. Ask students to talk about their favorite holiday celebration or traditional festival by having them work in groups and use the question prompts below: - What / favorite / celebration or festival? - What / you / do / on that day? - How / your family / celebrate it? Monitor student production if possible and help students to find the best possible expressions to ask and answer according to their proficiency level.												

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Assign the class a specific celebration (Christmas, New Year's Eve, Easter, etc.) and ask students to find out how it is celebrated in other regions or countries. Then, students can share their findings.	Ask students to work in groups and plan questions to interview someone in their community who is part of a fair, carnival, celebration or local event. They can interview the person in Spanish but ask them to report their findings in English.	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #8. • Challenge students to answer the following questions in English: <p>Are you a good dancer or artist of some kind? What are some of your artistic skills?</p>



TEACHER'S GUIDE

RADIO EPISODE #9 ECO TEENS 2.0

I'M A FAN

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welcome!**

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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"> Helping others through technology 	<ul style="list-style-type: none"> Expressing admiration Describing initiatives 	<ul style="list-style-type: none"> I can identify the characteristics of a leader in any area. I recognize and take a critical position towards the influence which others can have on me. I can express admiration. I can describe my aspirations and desires. I can identify the main values in leadership and describe what motivates me.
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"> Characteristics of role models 	<ul style="list-style-type: none"> Expressing wishes and intentions Describing personality 	
Did you know?	The listeners find out about the origins of the word "robot".	<ul style="list-style-type: none"> Robots and their connection with work 	<ul style="list-style-type: none"> Explaining cause and effect 	
Topic of the day (Part 2)	The ECO Teens describe the benefits of admiring someone.	<ul style="list-style-type: none"> Benefits of admiring someone 	<ul style="list-style-type: none"> Expressing wishes and intentions Expressing admiration 	
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"> Landmarks around the world 	<ul style="list-style-type: none"> Expressing admiration 	
Let's Recap	The ECO Teens summarize the key points and expressions 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 #9	SECTION	ENGLISH AROUND THE WORLD
Learning objective	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.	
Materials	Audio of episode #9, a device to play the audio, the questions included below.	
STAGE	PROCEDURE	
Before listening to the episode	<p>Activate previous knowledge by asking questions such as:</p> <ul style="list-style-type: none"> • What city would you like to visit? • What are some of its famous attractions? Which one do you like the best? • Do you admire anybody in that place? Who? Why? 	
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 section. Then, ask the following questions:</p> <ul style="list-style-type: none"> • What does Aleja talk about in this section? • What countries are mentioned? • What are the names of the places she describes? <p>Act. 2. 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"> • Breathtaking (12 gaps) • Captivating (11 gaps) • Unique (6 gaps) <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>Act. 3 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"> • _____ do you _____ the Eiffel Tower? (What, think, about) • It's a _____ building, especially _____. (breathtaking, at night) • It's a _____ building. (captivating) • It's _____ building. (a unique) 	
After listening to the episode	<p>Have students use the language they have learned.</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"> • What are some landmarks in your town/ region/ country? • What is the biggest tourist destination in your town/region/country? • What do you like about some of these landmarks? Describe them. • Do you think landmarks are an important part of a country? Why? 	

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"> • Have students listen to the rest of the episode and complete the Learners' Guide #9. • Challenge students to answer the following questions in English: Who is someone you look up to in life and what have you learned about that person?



TEACHER'S GUIDE

RADIO EPISODE #10 ECO TEENS 2.0

WELCOME TO THE JUNGLE

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welcome!**

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	Lucho tells the story of the time he visited the Amazon rainforest in Colombia.	<ul style="list-style-type: none"> The Games of the Colombian Amazon 	<ul style="list-style-type: none"> Describing natural places 	<ul style="list-style-type: none"> I can recognize the value of my native language to preserve my cultural identity.
Topic of the day	The panel of ECO Teens have a conversation about their favorite characteristic of the Amazon rainforest and express how much they admire its treasures.	<ul style="list-style-type: none"> How to preserve the Amazon rainforest 	<ul style="list-style-type: none"> Using strategies to get a message across Describe ways to protect the environment 	<ul style="list-style-type: none"> I can identify the importance of communication in relating to others around me.
Did you know?	Lucho reveals the number of trees in the Colombian Amazon and highlights the main problems it faces.	<ul style="list-style-type: none"> Threats to ecosystems and how to help 	<ul style="list-style-type: none"> Describe ways to protect the environment 	<ul style="list-style-type: none"> I can use different strategies to get my message across.
Influencer	A member of an indigenous tribe in the Amazon honors the panel and presents the importance of keeping the balance and preserving the rainforest.	<ul style="list-style-type: none"> The importance of ancestral languages and ethno-tourism 	<ul style="list-style-type: none"> Using strategies to get a message across Describe ways to protect the environment 	<ul style="list-style-type: none"> I can talk about the communities and languages in a specific region of my country.
Let's Recap	The ECO Teens summarize the key points and expressions 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 	<ul style="list-style-type: none"> I can understand the role of effective communication.

LESSON PLAN

EPISODE # 10	SECTION	TOPIC OF THE DAY											
Learning objective	At the end of this session, students will be able to identify some common environmental problems and propose small scale solutions in English.												
Materials	Audio of episode #10, 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 questions such as:</p> <ul style="list-style-type: none">• Why are trees important for humans?• How can people help at home to save the planet?• What languages are there in Colombia? Do you know of any other than Spanish?												
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 section. Then, ask the following questions:</p> <ul style="list-style-type: none">• What is the topic of the day?• What do they say about the Colombian Amazon?• How do people communicate there?												
	<p>Act. 2. The second time they listen, ask students to write the words used in the audio to describe the Amazon and the member of ECO Teens who mentioned it (Lucho, Aleja, Rosita, or their teacher). Alternatively, write the words on one side of the board and the names of the characters on the other. Here are the answers:</p> <div>Diversity (Lucho) Rainforest (Lucho) Environment (Rosita) Nature reserves (Lucho)</div>												
	<p>Act. 3 Ask students to match the following quantities or numbers with the correct information. You can leave the “What” column blank and encourage students to take notes or you can shuffle the correct answers to allow for scaffolding</p> <table><tr><th>Quantity</th><th>What (Answers)</th></tr><tr><td>so much</td><td>biodiversity</td></tr><tr><td>twenty-six</td><td>indigenous groups</td></tr><tr><td>14</td><td>linguistic families</td></tr><tr><td>many</td><td>national and foreign tourists – nature reserves – languages – initiatives</td></tr><tr><td>some</td><td>people speak English in Leticia</td></tr></table> <p>After they listen, ask your students if they remember the names of the five most common linguistic families in the Amazon: Tukano, Arawak, Tikuna, Huitoto and Tupí.</p>		Quantity	What (Answers)	so much	biodiversity	twenty-six	indigenous groups	14	linguistic families	many	national and foreign tourists – nature reserves – languages – initiatives	some
Quantity	What (Answers)												
so much	biodiversity												
twenty-six	indigenous groups												
14	linguistic families												
many	national and foreign tourists – nature reserves – languages – initiatives												
some	people speak English in Leticia												
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Ask your students to take the perspective of the indigenous tribes in the Amazon or in your region. Then, they brainstorm in groups some of the problems they face and how to express them in English. Listening to some other sections of this episode can help to implement this exercise (Recommended: Did you know? Or Influencer). Finally, ask students to think of small ways to contribute to lessen those problems using vocabulary within their proficiency level. For example:</p> <table><tr><th>Problem</th><th>Our contribution</th></tr><tr><td>Global warming</td><td>Increase the use of wind and solar power</td></tr><tr><td>Polluted rivers</td><td>Use less plastic at home</td></tr></table>		Problem	Our contribution	Global warming	Increase the use of wind and solar power	Polluted rivers	Use less plastic at home					
Problem	Our contribution												
Global warming	Increase the use of wind and solar power												
Polluted rivers	Use less plastic at home												

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Ask students to create a To-Do-List for school and another one for home to help stop global warming and to prevent future problematic situations in the area where they live.	Assign students an environmental problem relevant to their region (droughts, floods, water pollution) and ask them to think of a small initiative to help towards a solution in the community. Finally, ask them to name the project in English and in Spanish. This idea can be developed eventually into a larger class project.	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #10. • Challenge students to answer the following question in English: Who is someone in your community that likes to protect the environment? What actions does this person take? How can you help him/her?



TEACHER'S GUIDE

RADIO EPISODE #11 ECO TEENS 2.0

FRIENDS

**Dear teachers,
welcome!**

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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"> Hobbies 	<ul style="list-style-type: none"> Describing likes 	
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"> Defining what makes a good friend 	<ul style="list-style-type: none"> Defining friendship 	<ul style="list-style-type: none"> I can recognize the importance of good friends in my life.
Connected	Three different listeners talk about how they look after the relationship with their friends.	<ul style="list-style-type: none"> Looking after friendships 	<ul style="list-style-type: none"> Describing likes Describing routines 	<ul style="list-style-type: none"> I can identify the traits and characteristics that I need to have a positive impact on others.
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"> Leisure activities with friends 	<ul style="list-style-type: none"> Defining friendship Expressing agreement Describing routines 	<ul style="list-style-type: none"> I can describe personalities. I can define friendship and express agreement.
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"> Compatibility among crops 	<ul style="list-style-type: none"> Defining friendship 	<ul style="list-style-type: none"> I can find commonalities and differences with friends.
Let's Recap	The ECO Teens summarize the key points and expressions 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 #11	SECTION	TOPIC OF THE DAY (PART 1)													
Learning objective	At the end of this session, students will be able to use expressions to agree with others and participate in short conversations about friendship.														
Materials	Audio of episode #11, a device to play the audio, the questions included below and the charts or drawings.														
STAGE	PROCEDURE														
Before listening to the episode	Activate previous knowledge by asking questions such as: <ul style="list-style-type: none">• Is your best friend in school? How often do you talk?• Has a friend ever moved away to a different city or country? How do you stay connected?• What is your top 3 of activities which you love doing with your best friend?														
	Listen to the section of the episode two times and explore the content. <p>Act. 1. 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">• What makes a good friend? <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>														
While listening	Act. 2. The second time they listen, ask students to complete the following chart by writing the name of the person who mentioned the following ideas:														
	<table><tr><th>Sentence</th><th>Who said it? (Answers)</th></tr><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></table>		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.
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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														
After listening to the episode	Act. 3 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.														
	Have students use the language they have learned. <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">• A good friend is someone ____ .• A good friend doesn't ____ .• A good friend is ____ . <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>Group 1: 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>Group 2: Ask students to make a list of benefits of having friends.</p>	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #11. • Challenge students to answer the following questions in English: <p>What would you like to do when you finish school? Why is this occupation or profession important in your</p>



TEACHER'S GUIDE

RADIO EPISODE #12 ECO TEENS 2.0

MY BEST ME

**Dear teachers,
welcome!**

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	The ECO Teens talk about their perceptions of success and then listen to other listeners to find out their opinion on this topic.	<ul style="list-style-type: none"> Defining success 	<ul style="list-style-type: none"> Defining a concept 	<ul style="list-style-type: none"> I can relate the importance of healthy habits to my well-being.
Topic of the day	The topic of the day leads the panel to define success as being the best version of oneself.	<ul style="list-style-type: none"> Multiple perceptions on how to succeed 	<ul style="list-style-type: none"> Defining a concept Describing healthy habits 	<ul style="list-style-type: none"> I can define success according to my point of view.
Did you know?	The audience listens to some common advice and vision from successful people.	<ul style="list-style-type: none"> Self-motivation 	<ul style="list-style-type: none"> Giving recommendations 	<ul style="list-style-type: none"> I can identify time management, persistence and planning as elements towards success.
Let's Recap	The ECO Teens summarize the key points and expressions 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 	<ul style="list-style-type: none"> I can give an opinion related to success and successful people. I can describe healthy habits.

LESSON PLAN

EPISODE # 12	SECTION	CONNECTED												
Learning objective	At the end of the session, students will be able to talk about success, its definition and share their vision of success with others.													
Materials	Audio of episode #12, 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 questions such as:</p> <ul style="list-style-type: none">• Do you follow any internet personality, influencer or content creator? If so, who?• Do you think internet personalities are successful? Why?• Do you know the word “success” in English? What is its meaning? (Emphasize on its pronunciation and associated words such as “successful” or “succeed”).													
While listening	<p>Listen to the section of the episode two times and explore the content.</p> <p>Act. 1. Allow students to listen to the introduction of the episode – before the Connected section – and ask them to answer the following questions:</p> <ul style="list-style-type: none">• What is going to be the topic of the day in ECO Teens?• How do Rosita and Lucho imagine being successful?• How does their teacher feel about life? Why? <p>Act. 2. Then, allow students to listen to the section “Connected” for the first time, allow students to familiarize themselves with the section. Then, ask students to complete the following chart with the idea of success of each listener (suggested answers are written in <i>italics</i>):</p> <table><tr><th>Listener</th><th>Idea of success</th></tr><tr><td>Person 1</td><td>making your dreams come true</td></tr><tr><td>Person 2</td><td>to have money</td></tr><tr><td>Person 3</td><td>feel happy about your life and being satisfied with your accomplishments</td></tr><tr><td>Person 4</td><td>hard work and persistence</td></tr><tr><td>Person 5</td><td>a life without comparison brings happiness, and happiness is success</td></tr></table>		Listener	Idea of success	Person 1	making your dreams come true	Person 2	to have money	Person 3	feel happy about your life and being satisfied with your accomplishments	Person 4	hard work and persistence	Person 5	a life without comparison brings happiness, and happiness is success
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Person 4	hard work and persistence													
Person 5	a life without comparison brings happiness, and happiness is success													
	<p>Act. 3 The second time they listen, ask students to answer True or False to the following statements (correct answers in the brackets).</p> <p>a. Dreaming is part of success according to Ana in Pasto. (T)</p> <p>b. When you don’t feel happy about your accomplishments you cannot succeed according to the boy. (F)</p> <p>c. It’s not necessary to work hard to be successful according to the girl in Cartagena (F)</p> <p>d. You need to compare yourself to others to be successful. (F)</p>													
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Ask your students to rank from 1 to 5 (1 the least and 5 the most) how much they agree with the idea of success of each listener. Then, they compare with a partner.</p> <p>Finally, encourage your students to write down a statement about success in life using some of the words used in the audio – dreaming, happiness, persistence, hard work, accomplishments, satisfied, etc. Then, you can invite them to read what they have written if they feel comfortable.</p>													

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>In pairs, ask students to answer the following question:</p> <p>"What's your opinion on the following statement: "You can only enjoy success after you become 30 years old?"</p>	<p>Ask students to listen to the section "Did you know?" in episode 12 and assign each group one of the four pieces of advice to become successful. Then, each group will create a poster or digital content showing an illustration an example of how this advice translates to the real world.</p>	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #12. • Challenge students to do the following activity in English: <p>Do you consider yourself a successful person? Explain. If not, why not? What</p>



TEACHER'S GUIDE

RADIO EPISODE #13 ECO TEENS 2.0

AN EXTREME EPISODE

**Dear teachers,
welcome!**


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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	The ECO Teens ask four listeners what extreme sports are practiced in their hometown.	<ul style="list-style-type: none"> • Extreme sports in different regions 	<ul style="list-style-type: none"> • Describing extreme sports • Recommending a place 	<ul style="list-style-type: none"> • I can identify the potential in the geography of my region for tourism. • I can recognize my fears and I take actions to face them. • I can describe places, landscapes and experiences. • I can identify the importance of responsible resource management.
Topic of the day	The panel will talk about multiple opportunities for tourism, professional development, and ecological and sustainable entrepreneurship through extreme sports in Colombia.	<ul style="list-style-type: none"> • The extreme sports industry and its opportunities 	<ul style="list-style-type: none"> • Explaining jobs and occupations 	
Storytelling	The ECO Teens tell the story of the time they visited San Gil in Santander, a paradise of extreme sports.	<ul style="list-style-type: none"> • Visiting famous tourist attractions 	<ul style="list-style-type: none"> • Describing experiences • Recommending a place 	
Let's Recap	The ECO Teens summarize the key points and expressions 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 # 13	SECTION	STORYTELLING												
Learning objective	At the end of this session, students will be able to identify and describe outdoor activities or extreme sports that people can do in their region.													
Materials	Audio of episode #13, a device to play the audio, the questions included below, and the charts or pictures suggested in the “After Listening” activity.													
STAGE	PROCEDURE													
Before listening to the episode	<p>Activate previous knowledge by asking questions such as:</p> <ul style="list-style-type: none">• What outdoor activities do people like doing where you live?• Do you practice any sports? Which ones?• Would you like to practice any extreme sport? Which one?													
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 section. Then, ask the following questions taken from the presentation of the audio:</p> <ul style="list-style-type: none">• Where are Rosita and her tour guide?• How much is a horse ride?• What is the best time of the year to go kayaking or rafting in Santander? <p>Act. 2. The second time they listen, ask students to complete the following chart with the questions and answers among Rosita, Lucho and their tour guides – paraphrasing or writing down key words is allowed (answers in italics):</p> <table><tr><th>Rosita</th><th>Tour guide</th></tr><tr><td>I wonder what the best time of the year to go kayaking or rafting is?</td><td><i>All year round is good for extreme sports in Santander.</i></td></tr><tr><td>How much is a horse ride?</td><td><i>It is \$ 20.000 Colombian pesos.</i></td></tr></table> <table><tr><th>Tour Guide</th><th>Lucho</th></tr><tr><td>Do you have the equipment ready?</td><td><i>Yes, I do! I have my helmet, my life jacket...</i></td></tr><tr><td>What’s the most exciting sport for you?</td><td><i>The most exciting sport for me is cycling</i></td></tr></table>		Rosita	Tour guide	I wonder what the best time of the year to go kayaking or rafting is?	<i>All year round is good for extreme sports in Santander.</i>	How much is a horse ride?	<i>It is \$ 20.000 Colombian pesos.</i>	Tour Guide	Lucho	Do you have the equipment ready?	<i>Yes, I do! I have my helmet, my life jacket...</i>	What’s the most exciting sport for you?	<i>The most exciting sport for me is cycling</i>
	Rosita	Tour guide												
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Tour Guide	Lucho													
Do you have the equipment ready?	<i>Yes, I do! I have my helmet, my life jacket...</i>													
What’s the most exciting sport for you?	<i>The most exciting sport for me is cycling</i>													
	<p>Act. 3 Finally, ask students to write a list of the emotions that Lucho and Rosita expressed through this experience. Emphasize on the language and introduce some of the expressions they used to show surprise, excitement or fear.</p> <p>E.g. This is the best experience ever. It will be amazing!</p>													
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Prepare a list of eight different extreme sports and if possible, a picture – include rafting and caving in the list. Then, create a simple tournament format like this on the board or show on the screen:</p> <div></div> <p>For each extreme sport, students say three statements to describe it (it’s exciting, it’s scary, it’s amazing, etc.) Then, all the class votes for their favorite in each pairing – Kayaking vs Caving, for instance – and the sport with the most votes advances. Repeat the exercise allowing different students to express their opinions and find out what the favorite sport of the class is. You can also use traditional sports, games or outdoor activities if they better fit the level and interests of your students.</p>													

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
In groups assign students with the task of presenting an extreme sport to the class in 5 minutes or less. In each class, students should mention: the equipment, the recommendations and a place where they can practice it. Allow some preparation time before they begin.	Encourage students to play a game of "ten questions" in small groups. A member of the group thinks of a game or sport and writes it down. The others can ask up to ten yes/no questions before they guess the correct name of the game or sport.	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #13. • Challenge students to answer the following question in English: What kind of extreme sport or outdoor activity do you think would make a good business in your town/city/region?



TEACHER'S GUIDE

RADIO EPISODE #14 ECO TEENS 2.0

THE BEST CHOICES FOR A WORLD FULL OF POSSIBILITIES

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welcome!**

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STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	The ECO Teens talk about the many possibilities in their future and ask their listeners how they see themselves in five years.	<ul style="list-style-type: none"> • Future plans 	<ul style="list-style-type: none"> • Presenting future plans 	<ul style="list-style-type: none"> • I can identify different cultural perspectives to approach a life project. • I can identify my interests, skills and expectations for a life project. • I can talk about my plans and intentions according to my level of certainty. • I can recognize the relevance of planning and organization in a life project.
Topic of the day	The panel discusses how people plan their life project based on multiple perspectives.	<ul style="list-style-type: none"> • Life project 	<ul style="list-style-type: none"> • Describing one's skills • Talking about the future 	
Storytelling	Lucho tells the story of two of	<ul style="list-style-type: none"> • Teenagers making life decisions 	<ul style="list-style-type: none"> • Describing decisions • Talking about the future • Expressing confidence and lack of confidence 	
English around the world	Aleja shows how people from multiple cultures react to questions about their future.	<ul style="list-style-type: none"> • Perceptions of the future in different cultures 	<ul style="list-style-type: none"> • Presenting future plans 	
Let's Recap	The ECO Teens summarize the key points and expressions 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 # 14	SECTION	STORYTELLING													
Learning objective	At the end of the session, students will be able to talk about their expectations of the future in the short, mid and long term.														
Materials	Audio of episode #14, a device to play the audio, the questions included below and the charts or drawings.														
STAGE	PROCEDURE														
Before listening to the episode	Activate previous knowledge by asking students to check questions such as:														
	Which of the following activities would you like to do in the future? I would like to ...														
	<div>Go to college/university Live near your family</div>	<div>Get married Buy a house</div>	<div>Live in a different country Work in your hometown</div> <div>Help in the family business Start my own business Other?</div>												
	Then ask students to compare their answers and talk to a classmate about their expectations of the future.														
While listening	Listen to the section of the episode two times and explore the content.														
	Act. 1. The first time they listen, allow students to familiarize themselves with the section. Then, ask the following questions taken from the presentation of the audio:														
	<div>• Where were Lina and Juan?</div> <div>• What did they have to make a decision about?</div> <div>• What’s the morale of Juan and Lina’s story</div>														
	Act. 2. The second time they listen, ask students to order the following events in Lina’s story:														
	<div><div>_ a. Save money</div><div>_ b. Study administration</div></div>	<div><div>_ c. Love management</div><div>_ d. Find a job</div><div>_ e. Go to an interview</div></div>	Answer key: c, e, d, a, b												
	Now, ask students to make complete sentences out of the story using “She” or Lina as the subject. E.g Lina wants to study administration.														
	Act. 3 Finally, ask students to match some of the following expressions from Lina’s interview with their function:														
	<table><tr><th>Expression</th></tr><tr><td>1. I am here to apply for the position.</td></tr><tr><td>2. Here is my CV.</td></tr><tr><td>3. I am very committed and a fast learner.</td></tr><tr><td>4. I am open to learning new things.</td></tr><tr><td>5. I am sure I can handle it.</td></tr></table>	Expression	1. I am here to apply for the position.	2. Here is my CV.	3. I am very committed and a fast learner.	4. I am open to learning new things.	5. I am sure I can handle it.	<table><tr><th>Function</th></tr><tr><td>a. Presenting your personal information and work experience.</td></tr><tr><td>b. Showing confidence.</td></tr><tr><td>c. Stating the purpose of your visit.</td></tr><tr><td>d. Expressing a positive expectation.</td></tr><tr><td>e. Showing flexibility to adapt.</td></tr></table>	Function	a. Presenting your personal information and work experience.	b. Showing confidence.	c. Stating the purpose of your visit.	d. Expressing a positive expectation.	e. Showing flexibility to adapt.	
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	Answer key: 1-c, 2-a, 3-e, 4-d, 5-b														
After listening to the episode	Have students use the language they have learned.														
	Ask students to write decisions they have made about their future. Have them write one for short term (the week or month), mid-term (the year) and long-term (five years). Encourage students to use the expressions below.														
	<div>I am going to ...next week.</div> <div>I am going to ... next year.</div> <div>I willin 5 years’ time.</div>	<div>I plan to...</div> <div>I have decided to ...</div> <div>I want to ...</div>													

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Students talk about the skills and talents they have.</p> <p>What are you good at? I am good at...</p> <p>I am good with...</p> <p>What can you do well? I can ... very well.</p>	<p>Invite students to individually think of at least two things that they would like to do in the near future. E.g. learn to code.</p> <p>Then, one by one they share those plans in small groups and brainstorm different steps or strategies on how this person can accomplish those goals.</p> <p>E.g. I can register in an online course.</p>	<ul style="list-style-type: none"> Have students listen to the rest of the episode and complete the Learners' Guide #14. Challenge students to answer the following question in English: <p>How did some members of your family decide their life project? What can you learn from it?</p>



TEACHER'S GUIDE

RADIO EPISODE #15 ECO TEENS 2.0

WHAT ABOUT THE CRITICS?

**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	The ECO Teens start a conversation about facing criticism with a story of a model who was able to overcome it.	<ul style="list-style-type: none"> Criticism in the modeling world 	<ul style="list-style-type: none"> Describing strengths and weaknesses 	<ul style="list-style-type: none"> I can show respect for other people's points of view.
Topic of the day	The panel has a conversation about dealing with negative and positive criticism.	<ul style="list-style-type: none"> Negative and positive feedback 	<ul style="list-style-type: none"> Showing interest Describing ways to handle criticism Giving advice 	<ul style="list-style-type: none"> I can identify my strengths and potentialize what makes me different.
Did you know?	Listeners have an opportunity to learn about the importance of our smallest toe in the grand scheme of our body.	<ul style="list-style-type: none"> Importance of every part in the human body 	<ul style="list-style-type: none"> Describing strengths and weaknesses 	<ul style="list-style-type: none"> I can talk about my strengths, weaknesses and opportunities to learn.
Let's Recap	The ECO Teens summarize the key points and expressions 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 	<ul style="list-style-type: none"> I can see the importance of empathy, resilience and persistence. I can use different strategies to handle negative criticism.

LESSON PLAN

EPISODE # 15	SECTION	TOPIC OF THE DAY									
Learning objective	At the end of the session, students will be able to talk about criticism emphasizing in constructive feedback. They will also identify their strengths, weaknesses and opportunities to learn.										
Materials	Audio of episode #15, a device to play the audio, the questions included below and the charts or drawings.										
STAGE	PROCEDURE										
Before listening to the episode	Activate previous knowledge by asking questions such as:										
	<ul style="list-style-type: none">• Have you ever failed a test? Which one?• What did you do to overcome those results? Did you ask for a second chance?• How does your family react when you share good or bad news about you? How do you feel about it?										
While listening	Listen to the section of the episode two times and explore the content.										
	<p>Act. 1. The first time they listen, allow students to familiarize themselves with the section. Then, students answer the following questions:</p> <ul style="list-style-type: none">• What is the topic of the day in ECO Teens?• What are the three suggestions to handle criticism mentioned in the episode?										
	<p>Act. 2. The second time they listen, students complete the following sentences with the expressions used in the episode (answers in italics):</p> <p>She built her _____ and confidence to do that. (<i>self-esteem</i>) Criticism makes you think about _____, but it also helps you identify the areas you need to work on. (<i>quitting</i>) It is necessary to control your _____ when handling destructive criticism. (<i>emotions</i>) Sometimes we need to be _____ with ourselves. (<i>honest</i>) We need to keep _____ hard. (<i>working</i>)</p>										
	<p>Act. 3 Ask students to classify the following expressions used by the ECO Teens in the chart below:</p> <table><tr><td>A. "You are so good at playing those instruments."</td><td>D. "I'll keep on working hard to improve."</td></tr><tr><td>B. "We need to keep working hard!"</td><td>E. "We are not perfect... and you know what? That is fine!"</td></tr><tr><td>C. "Thanks for your feedback."</td><td>F. "Thanks, Luchito for telling me that!"</td></tr></table> <table><tr><th>Words to encourage others</th><th>Answers to positive criticism</th></tr><tr><td></td><td></td></tr></table> <p>Answer key: Encourage: A, B, E Answers to positive criticism: C, D, F</p>		A. "You are so good at playing those instruments."	D. "I'll keep on working hard to improve."	B. "We need to keep working hard!"	E. "We are not perfect... and you know what? That is fine!"	C. "Thanks for your feedback."	F. "Thanks, Luchito for telling me that!"	Words to encourage others	Answers to positive criticism	
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C. "Thanks for your feedback."	F. "Thanks, Luchito for telling me that!"										
Words to encourage others	Answers to positive criticism										
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Act. 4. Highlight the following excerpt from the audio to your students: "I think our family and friends may be helpful too. They know us well, so we can ask them what they think we're good at."</p> <p>Ask them if they understand what it means. After you have checked their comprehension, allow time for students to ask five of their friends to tell them some of their strengths or talents. Then, students create a graphic organizer highlighting their strengths and weaknesses. Remember to keep it positive! Have them identify three strengths and only one weakness. You can assign this as homework so students can talk to more people, reflect upon the answers and organize the information.</p>										

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Ask students to write an example in their lives for the sentence used by the teacher: "if you fell down yesterday, stand up today". Provide a simple example as the following:</p> <p>In 8th grade I failed my PE test a few times, but I trained hard. I was able to pass the test in the end.</p>	<p>Students can play "two truths and a lie" in groups. Each person in a group states two talents they have which are true and one that is false. The others in the group can guess which of the three is false to earn points. After they play, they can talk about how they learned to do them as a follow-up exercise.</p>	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #15. • Challenge students to answer the following question in English: <p>How can you use criticism to your benefit?</p>



TEACHER'S GUIDE

RADIO EPISODE #16 ECO TEENS 2.0

ENGLISH LANGUAGE AND LEADERSHIP IN MY FIELD

**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
Connected	The ECO Teens start the show by asking their listeners the reason why they would plan a life project in their hometown.	<ul style="list-style-type: none"> Life projects Decision making 	<ul style="list-style-type: none"> Presenting problems and solutions Making decisions 	<ul style="list-style-type: none"> I can be a responsible and productive citizen in my hometown or region.
Topic of the day	Aleja, Lucho, Rosita and their teacher talk about the importance of local talent in their regions in multiple occupations.	<ul style="list-style-type: none"> Professions Community needs and solutions 	<ul style="list-style-type: none"> Explaining professions. 	<ul style="list-style-type: none"> I can contribute to find solutions to problems in my community.
Did you know?	In this episode's interesting fact, listeners find out what the three main concerns of young people are.	<ul style="list-style-type: none"> Labor market and global issues Concerns of young people 	<ul style="list-style-type: none"> Presenting problems and solutions 	<ul style="list-style-type: none"> I can describe jobs, occupations and professions.
Influencer	A special guest talks to the ECO Teens about the importance of a local education project in teaching and learning a second language.	<ul style="list-style-type: none"> Stories of success and initiative 	<ul style="list-style-type: none"> Describing projects and processes Expressing decision making processes. 	<ul style="list-style-type: none"> I can identify the relevance of responsibility, initiative and information management.
Let's Recap	The ECO Teens summarize the key points and expressions 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 	<ul style="list-style-type: none"> I can recognize the importance of a profession or occupation for the development of my region.

LESSON PLAN

EPISODE # 16	SECTION	CONNECTED															
Learning objective	At the end of this session, students will be able to talk about plans for their future and express what they want to do.																
Materials	Audio of episode #16, 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 questions such as:</p> <ul style="list-style-type: none"> • Which of the following occupations do you know about? <ul style="list-style-type: none"> o Environmental engineer o Oceanographer o Veterinarian <p>Then, ask students to write a sentence describing one of the three occupations (E.g., an oceanographer studies the condition of the sea).</p>																
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 section. Then, ask the following questions taken from the presentation of the audio:</p> <ul style="list-style-type: none"> • How many people do the ECO Teens listen to in this section? • What are their names? Where are they from? • What are they talking about? <p>Act. 2. The second time they listen, ask students to complete the following chart by taking notes of the decision and the plan of each caller. The first one is an example:</p> <table border="1"> <thead> <tr> <th>Expression</th><th>Decision</th><th>Plan</th></tr> </thead> <tbody> <tr> <td>Tatiana Bechara</td><td>Study environmental engineering and stay in her region.</td><td>Help the people in her hometown. (I have great ideas for my people)</td></tr> <tr> <td>Dario Pomar</td><td></td><td></td></tr> <tr> <td>Carlos Andrés</td><td></td><td></td></tr> <tr> <td>Rafael Gasca</td><td></td><td></td></tr> </tbody> </table> <p>Act. 3 Ask students to complete the following excerpts of the audio and play the audio one more time, if necessary:</p> <p>I _____ stay in my region. I _____ stay here because I want to protect our wonderful oceans. This is where I ____ and where I ____ stay. I _____ continue working here because I want to create an eco-friendly and sustainable farm.</p> <p>Use the opportunity to reinforce the structures “want to, decide to, going to and will” to express desires and plans and highlight the difference in their structure, especially, the lack of infinitive in the use of will.</p>		Expression	Decision	Plan	Tatiana Bechara	Study environmental engineering and stay in her region.	Help the people in her hometown. (I have great ideas for my people)	Dario Pomar			Carlos Andrés			Rafael Gasca		
Expression	Decision	Plan															
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Rafael Gasca																	
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Ask each of the learners to write a short plan for their lives and to mention in what field or area they would like to work in in the future. They should do this on a piece of paper. Tell them not to write their names as they will swap around papers multiple times and try to guess whose plan is on the paper. Encourage them to use the expressions learned in the previous exercise.</p>																

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Have students ask everyone in the class one YES/NO question about their plans and report their findings.</p> <p>Question: Do you want to work in your hometown?</p> <p>Result: 15 people want to stay in their city.</p>	<p>Group 1: Students interview different people in their community or schools to find out the reasons why they decided to do the job they do. Have students take different roles: 1 writer, 1 interviewer, 1 reporter.</p> <p>Group 2: Assign different professions or occupations that are popular in the countryside or in small towns. Ask SS to define what these people do and the importance of their jobs.</p>	<ul style="list-style-type: none"> • Have students listen to the rest of the episode and complete the Learners' Guide #16. • Challenge students to answer the following question in English: <p>What are three things that you can do to help people in your community and people you love?</p>