



TEACHER'S GUIDE

RADIO EPISODE #14 ECO TEENS 2.0

THE BEST CHOICES FOR A WORLD FULL OF POSSIBILITIES

**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 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	<p>Activate previous knowledge by asking students to check questions such as:</p> <p>Which of the following activities would you like to do in the future? I would like to ...</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">Go to college/university Live near your family</td> <td style="width: 25%;">Get married Buy a house</td> <td style="width: 25%;">Live in a different country Work in your hometown</td> <td style="width: 25%;">Help in the family business Start my own business Other?</td> </tr> </table> <p>Then ask students to compare their answers and talk to a classmate about their expectations of the future.</p>			Go to college/university Live near your family	Get married Buy a house	Live in a different country Work in your hometown	Help in the family business Start my own business Other?							
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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 were Lina and Juan? What did they have to make a decision about? What's the morale of Juan and Lina's story? 													
	<p>Act. 2. The second time they listen, ask students to order the following events in Lina's story:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">_ a. Save money</td> <td style="width: 50%; border: none;">_ c. Love management</td> <td rowspan="3" style="width: 50%; border: none; vertical-align: middle;">Answer key: c, e, d, a, b</td> </tr> <tr> <td style="border: none;">_ b. Study administration</td> <td style="border: none;">_ d. Find a job</td> </tr> <tr> <td colspan="2" style="border: none;">_ e. Go to an interview</td> </tr> </table> <p>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.</p>			_ a. Save money	_ c. Love management	Answer key: c, e, d, a, b	_ b. Study administration	_ d. Find a job	_ e. Go to an interview					
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<p>Act. 3 Finally, ask students to match some of the following expressions from Lina's interview with their function:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Expression</th> <th style="width: 50%;">Function</th> </tr> </thead> <tbody> <tr> <td>1. I am here to apply for the position.</td> <td>a. Presenting your personal information and work experience.</td> </tr> <tr> <td>2. Here is my CV.</td> <td>b. Showing confidence.</td> </tr> <tr> <td>3. I am very committed and a fast learner.</td> <td>c. Stating the purpose of your visit.</td> </tr> <tr> <td>4. I am open to learning new things.</td> <td>d. Expressing a positive expectation.</td> </tr> <tr> <td>5. I am sure I can handle it.</td> <td>e. Showing flexibility to adapt.</td> </tr> </tbody> </table> <p>Answer key: 1-c, 2-a, 3-e, 4-d, 5-b</p>			Expression	Function	1. I am here to apply for the position.	a. Presenting your personal information and work experience.	2. Here is my CV.	b. Showing confidence.	3. I am very committed and a fast learner.	c. Stating the purpose of your visit.	4. I am open to learning new things.	d. Expressing a positive expectation.	5. I am sure I can handle it.	e. Showing flexibility to adapt.
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After listening to the episode	<p>Have students use the language they have learned.</p> <p>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.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I am going to ...next week.</td> <td style="width: 50%;">I plan to...</td> </tr> <tr> <td>I am going to ... next year.</td> <td>I have decided to ...</td> </tr> <tr> <td>I will ...in 5 years' time.</td> <td>I want to ...</td> </tr> </table>			I am going to ...next week.	I plan to...	I am going to ... next year.	I have decided to ...	I will ...in 5 years' time.	I want to ...					
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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... I am good with... 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>