



# 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](http://eco.colombiaaprende.edu.co) Rosita, Aleja, Ana and Lucho along with Julián, their English teacher, share their life projects, and help other young people become aware of how English can increase their opportunities in different disciplines such as technology, arts, tourism and sports.

This guide has been created as a tool to expand and use the contents of the Radio Program ECO Teens in a practical way. The first part of the guide presents the general structure of each episode. While the second presents an example of a lesson plan that can be used as suggested or adapted according to the needs of the learners.

#### STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	The ECO Teens 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"> <li>Life projects</li> <li>Decision making</li> </ul>	<ul style="list-style-type: none"> <li>Presenting problems and solutions</li> <li>Making decisions</li> </ul>	<ul style="list-style-type: none"> <li>I can be a responsible and productive citizen in my hometown or region.</li> </ul>
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"> <li>Professions</li> <li>Community needs and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Explaining professions.</li> </ul>	<ul style="list-style-type: none"> <li>I can contribute to find solutions to problems in my community.</li> </ul>
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"> <li>Labor market and global issues</li> <li>Concerns of young people</li> </ul>	<ul style="list-style-type: none"> <li>Presenting problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>I can describe jobs, occupations and professions.</li> </ul>
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"> <li>Stories of success and initiative</li> </ul>	<ul style="list-style-type: none"> <li>Describing projects and processes</li> <li>Expressing decision making processes.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the relevance of responsibility, initiative and information management.</li> </ul>
Let's Recap	The ECO Teens summarize the key points and expressions learned in the episode.	<ul style="list-style-type: none"> <li>Summary of key concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Listing key points</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the importance of a profession or occupation for the development of my region.</li> </ul>

## LESSON PLAN

EPISODE # 16	SECTION	CONNECTED															
<b>Learning objective</b>	At the end of this session, students will be able to talk about plans for their future and express what they want to do.																
<b>Materials</b>	Audio of episode #16, a device to play the audio, the questions included below and the charts or drawings.																
STAGE	PROCEDURE																
<b>Before listening to the episode</b>	<p><b>Activate previous knowledge by asking questions such as:</b></p> <ul style="list-style-type: none"> <li>• Which of the following occupations do you know about?                             <ul style="list-style-type: none"> <li>○ Environmental engineer</li> <li>○ Oceanographer</li> <li>○ Veterinarian</li> </ul> </li> </ul> <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>																
<b>While listening</b>	<p><b>Listen to the section of the episode two times and explore the content.</b></p> <p><b>Act. 1.</b> The first time they listen, allow students to familiarize themselves with the section. Then, ask the following questions taken from the presentation of the audio:</p> <ul style="list-style-type: none"> <li>• How many people do the ECO Teens listen to in this section?</li> <li>• What are their names? Where are they from?</li> <li>• What are they talking about?</li> </ul> <p><b>Act. 2.</b> 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" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 25%;">Expression</th> <th style="width: 40%;">Decision</th> <th style="width: 35%;">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><b>Act. 3</b> 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		
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<b>After listening to the episode</b>	<p><b>Have students use the language they have learned.</b></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><b>Question:</b> Do you want to work in your hometown?  <b>Result:</b> 15 people want to stay in their city.</p>	<p><b>Group 1:</b> 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><b>Group 2:</b> 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"> <li>• Have students listen to the rest of the episode and complete the Learners’ Guide #16.</li> <li>• Challenge students to answer the following question in English:  <b>What are three things that you can do to help people in your community and people you love?</b></li> </ul>