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LIVE •



July 14

4:00 - 6:00 P.M.

## How to use ECO Teens to promote face-to-face and autonomous English language learning

Expertos:

Marcela Forero Jiménez - British Council

Tatiana Gómez Ramírez - Programa Nacional de Bilingüismo MEN.



[https://youtu.be/gUvBt\\_f5mZ4](https://youtu.be/gUvBt_f5mZ4)



Participa de las interacciones usando #ELTMasterclass #InspiringTeachers @mineducacion @cobritish

Exploring the content



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PROGRAMA  
NACIONAL DE  
BILINGÜISMO

## What is ECO 2.0?



**ECO 2.0**, stands for *English For Colombia* and is an educational ecosystem to support English language learning in Colombia.



### ECO Radio

Two **radio programs** for kids (6-11 years old) and teens (12 -18 years old) promoting English language learning



### ECO WEB

Plataform: **ECO Web on Colombia Aprende** with over 3.000 resources to learn and teach English.



### Continuous PD

Support and offer **professional development** to teachers. Provide strategies to use ECO 2.0 resources.



### Bethe1: Challenge

**Gamifies English language learning** for students to reinforce their skills, while offering:

- **formative assessment** tools for teachers
- **learning analytics** for local education authorities and schools



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How to listen to ECO 2.0?



150 RADIO STATIONS NATIONWIDE

72 radio stations from  
the Army



TDT Channel



Check the schedules at your  
local radio station at

[eco.colombiaaprende.edu.co/emisoras](http://eco.colombiaaprende.edu.co/emisoras)

78 local radio stations  
in alliance with  
45 Local Education  
Authorities



Antioquia	Florencia	Nariño
Apartadó	Fusagasugá	Nte Santander
Armenia	Girardot	Pasto
Atlántico	Guainia	Quibdó
Barranquilla	Guaviare	Riohacha
Boyacá	Huila	Rionegro
Caldas	Jamundí	Sahagún
Cali	Lorica	San Andrés
Caquetá	Magangué	Soacha
Casanare	Manizales	Sucre
Cesar	Marinilla	Tumaco
Chocó	Medellin	Tunja
Cúcuta	Meta	Valle
Cundinamarca	Montería	Valledupar
Facatativá	Mosquera	Villavicencio



# ROSITA

**Rosita, Aleja, Ana and Lucho together with Julián, their English teacher,**

Rosita, Aleja, Ana y Lucho junto con Julián, su profesor de inglés.





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**Profe:** Bueno, bueno, les presento el *ECO Mailbox*... por aquí tenemos una urna transparente que tiene una palanca... yo le voy a dar la vuelta a esa palanca para rotar la urna con los mails de los oyentes que imprimí, y que ahora son cartas que ustedes van a leer...

**Aleja:** ¡Buenísimo! **Let's see who needs our help today...**

**Profe:** ***You get one letter out and then you read it...*** así nosotros podemos saber la preocupación del oyente... ***What's the matter, dear listener?***



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***Dear Rosita, Ana, Aleja,  
Lucho, and Profe***

*Su programa es muy  
entretenido, he  
aprendido inglés.*

***Thank you so much!*** *Estoy pensando en hacer  
un club de fans de ustedes ¿Qué opinan?*

***I'm in my last year at school. In a few  
months, we will finish school.*** *Estoy  
preocupada pues no sé qué hacer después del  
colegio.*

***It is a big issue not knowing what to do...*** *Mi  
mejor amiga siempre ha sabido que quiere ser  
profesora de niños pequeños, ella quiere que  
estudiemos lo mismo, pero yo no tengo claro  
mi propósito.*

***What would you do if you were me?  
Could you give me some advice?***  
***Paloma***





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estudiemos lo mismo, pero yo no tengo claro  
mi propósito.*

**What would you do if you were me?**

**Could you give me some advice?**

**Paloma**

How would you  
support this  
student?

Do you think your  
students relate to  
this situation?

How are they  
using English and  
Spanish?

Are there any other  
elements helping  
the audience's  
comprehension?



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# Teaching Toolbox





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## Technique 1

Prepare for the class!

**TEACHER'S GUIDE**  
**RADIO EPISODE #3 ECO TEENS 2.0**  
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A. Activate previous  
knowledge before having  
students listen to  
an episode



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## Technique 1

Prepare for the class!

TEACHER'S GUIDE  
RADIO EPISODE #3 ECO TEENS 2.0  
MY BAND



# Music preferences

What is a traditional type of music from your hometown? And is this your favorite?

If not, what do you like to listen to?



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## Technique 1

### Prepare for the class!

Radio, ECO Web,  
WhatsApp



Storytelling

Connected

Topic of the  
day

Ana  
Blogger

Let's Recap

B. Have students listen to the  
episode before class



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## Technique 1

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### C. Have students complete a *while- listening* exercise



Radio Episode 3:  
My band  
Segment:  
Topic of the day

Occupations  
in the music  
industry

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Lucho's new  
talent

- \_\_\_\_\_

Who likes  
Llanera  
music?

- \_\_\_\_\_

Before listening  
While listening  
After listening



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# Technique 1

Prepare for the class!

**¡Hola! Bienvenidos  
a las guías de  
aprendizaje de  
ECO Teens 2.0**



## READY, STEADY, GO!

**D. Have students do the READY and STEADY sections in the Learning Guide**



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# READY, STEADY, GO!

## D. Have students READY and Steady in the Learning

**Student's name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_

**¡Hola! Bienvenidos a las guías de aprendizaje de ECO Teens 2.0**

Antes de realizar esta guía de aprendizaje le invitamos a escuchar la cápsula radial #3 en el enlace [eco.colombiasaprende.edu.co](http://eco.colombiasaprende.edu.co)

Esta guía ha sido diseñada para ayudarlo a consolidar algunos conocimientos y habilidades propuestas en las cápsulas del programa radial.

Lee las instrucciones cuidadosamente antes de desarrollar las actividades y diviértete mientras practicas Inglés.

Recuerda que si no tienes la guía impresa, la puedes desarrollar en un cuaderno también.

La guía ofrece ejercicios que le retan a tomar acción frente a diferentes áreas de tu vida, así que le invitamos a desarrollar los pasos **Ready, Steady and Go**.

**ECO TEENS 2.0**  
ENGLISH FOR COLOMBIA

ECO Teens 2.0 es un programa transmitido para adolescentes de 12 a 18 años que pueden disfrutar en formato de Colombia Aprende o también a través de su canal de YouTube. Rosita, Aleja, Ana y Lucho junto con Julián, sus amigos, cuentan sus proyectos de vida y ayudan a otros reconocen cómo el inglés impulsa las oportunidades en tecnología, artes, turismo y deportes en ECO Teens.

Para mayor información visita: [eco.colombiasaprende.edu.co](http://eco.colombiasaprende.edu.co)

**GUÍA DE APRENDIZAJE DE INGLÉS PARA LA CÁPSULA RADIAL #3 ECO TEENS Mi Banda**

**Al finalizar esta guía podrás:**

- Describir tus talentos y habilidades.
- Diseñar una lista de pros y contras para la toma de decisiones.

**Instrucciones Ready, Steady and Go**

- En Ready, lee la caricatura y clasifica expresiones del recuadro de acuerdo a categorías: decisiones o talentos.
- En Steady, lee la información que Ana da a su amigo sobre las listas de pros y contras y clasifica las ideas del recuadro según consideres que son pros o contras.
- En Go, utiliza el gráfico para escribir una decisión que debes tomar, incluye talentos y los pros y contras de las opciones que tienes.

**READY, STEADY, GO!**

**ACTIVITY 1** Look at the cartoon strip.



**ACTIVITY 2** Now, classify these expressions according to the topic.

EXPRESSIONS ABOUT TALENTS	EXPRESSIONS ABOUT DECISIONS
He's really talented. He needs to consider all the options.	He needs to make a big decision. It's such a big decision.
He's good with numbers. He's good at math.	

Las siguientes expresiones se refieren a talentos y habilidades.

- I'm intelligent.
- I can ...
- I'm ready.
- I'm interested.
- I'm going to ...
- I'm good at ...

**READY, STEADY, GO!**

**ACTIVITY 3** Read the dialogue and all the aspects to consider in the box. Classify the aspects as pros or cons for each career (musician and engineer) to help Andrés make a decision.

To be a musician

PROS	CONS

To be an engineer

PROS	CONS

**Aspects to consider**

- More office work.
- More contacts to travel.
- I can use my talents.
- More options to meet people.
- Less money free time.
- Less money.



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## Technique 2

Communicate and collaborate using functional language

**Use learning stations to further improve  
your students' skills in the classroom.**



**Station #1:  
Functional Language**



**Station #2:  
Collaboration**



**Station #3:  
Communication**



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## Technique 2

Communicate and collaborate using Functional language

**Use station rotations to further improve your students' skills in the classroom.**



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stations in your  
classroom?

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## Station #1: Functional Language

### TEACHER'S GUIDE RADIO EPISODE #3 ECO TEENS 2.0 MY BAND



#### 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"><li>Musical instruments</li><li>Life experiences</li></ul>	<ul style="list-style-type: none"><li>Talking about memories</li></ul>	<ul style="list-style-type: none"><li>I can identify the importance of the arts as a cultural manifestation.</li></ul>
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"><li>Time management</li></ul>	<ul style="list-style-type: none"><li>Explaining decisions</li></ul>	<ul style="list-style-type: none"><li>I can recognize my passions and talents.</li></ul>
Topic of the day	The ECO Teens talk about their music and multiple opportunities in show business.	<ul style="list-style-type: none"><li>Music: identifying roles in the industry and favorite genres</li></ul>	<ul style="list-style-type: none"><li>Expressing admiration for someone's talents</li><li>Describing music and music preferences</li></ul>	<ul style="list-style-type: none"><li>I can express admiration for someone's talent.</li><li>I can identify roles and skills in the music industry.</li></ul>
Ana Blogger	Ana brings up the connection between Pacific music and food in Tumaco.	<ul style="list-style-type: none"><li>"Arrullos" in Tumaco</li></ul>	<ul style="list-style-type: none"><li>Using figures of speech to generate connections: metaphors and similes</li></ul>	<ul style="list-style-type: none"><li>I can understand the importance of time management in personal and professional projects.</li></ul>
Let's Recap	The teacher makes a summary of the key points 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>	

What could we use in class from ECO Teens 2.0?

A. Have students USE the functional language from the episode's segment in class.



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## Station #2: Collaboration

What could we use in class  
from ECO 2.0?

B. Review the functional  
language in class and have  
students use it in class.

- Expressing admiration for someone's talents
- Describing music and music preferences

**READY, STEADY, GO!**

**ACTIVITY 1** Look at the cartoon strip.

**ACTIVITY 2** Now, classify these expressions according to the topic.

EXPRESSIONS ABOUT TALENTS	EXPRESSIONS ABOUT DECISIONS
He's really talented.	He needs to make a big decision.
He needs to consider all the options.	It's such a big decision.
	He's good at math.

**TIP**  
Las siguientes expresiones te ayudarán a describir talentos y habilidades.

- It's important to...
- I can ... well.
- I'm really...
- I'm into ...
- I'm good at ...
- I'm good with...

¡Hola! Bienvenidos  
a las guías de  
aprendizaje de  
ECO Teens 2.0

**TIP**  
Las siguientes expresiones  
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- It's important to...
- I can ... well.
- I'm really...
- I'm into ...
- I'm good at ...
- I'm good with...



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## Station #2: Collaboration

In this station, students  
work together to find and  
share information about  
Colombian traditional  
music.

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### STATION OR GROUP ACTIVITIES

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.

### Step 1:

Assign a genre of Colombian traditional music to each group.

### Step 2:

Students prepare a presentation: talk about the genre and popular artists and bring musical samples.

### Step 3:

Students move around stations to see the presentations

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## Station #3: Communication



### Step 1:

Students write the title of their favorite song and its genre on piece of paper.

### Step 2:

Students pick a paper and write who they think wrote that song.

### Step 3:

Students share their answers and their favorite part of the song.

In this station, students use the language they've learned to talk about their favorite kind of music while using some of the functional language.

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### SPEAKING ACTIVITIES

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.)



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## Technique 2

Communicate and collaborate using Functional language

What kinds of  
stations do  
you use?



## Some more ideas:

- Quick assessments
- Question generation
- Fishbowl practice
- Role Plays



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## Technique 2

Communicate and collaborate using Functional language

### Golden rules:

- Student-centered
- Keep students active
- Variety of purposes and outcomes
  - communication
  - collaboration
  - language review
  - specific skills
- Offer continuous feedback



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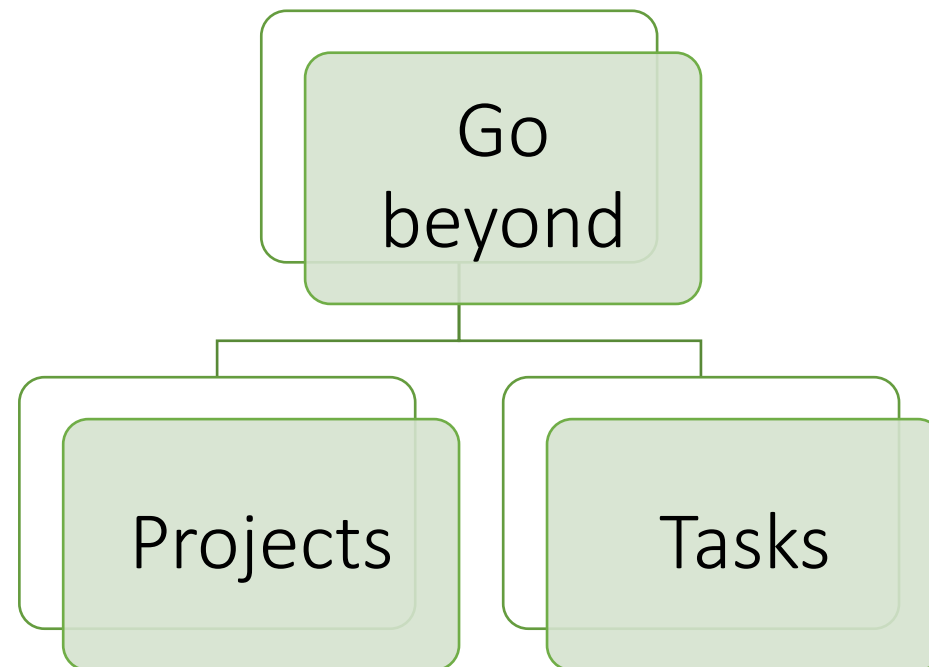
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## Technique 3

Go beyond the classroom and guide students to use the language



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Scope and sequence: emphasis on different skills

EPISODIO	MICRO SINÓPSIS	HABILIDADES INTERCULTURALES Y SOCIO EMOCIONALES	HABILIDADES COMUNICATIVAS	HABILIDADES PARA LA EMPLEABILIDAD	FUNCIONES DEL LENGUAJE
My band	La música es el idioma mundial por excelencia, entre sonidos, culturas, y escenarios veamos la versatilidad de este oficio.	<ul style="list-style-type: none"> <li>Entiendo la importancia de la música como manifestación cultural.</li> <li>Reconozco e identifico mis pasiones y talentos.</li> <li>Comprendo la importancia de la gestión del tiempo en proyectos personales y profesionales.</li> </ul>	<ul style="list-style-type: none"> <li>Describo mis gustos, talentos y pasiones.</li> <li>Hablo sobre mis opciones y decisiones de vida.</li> <li>Reconozco y uso vocabulario relacionado con la música.</li> </ul>	<ul style="list-style-type: none"> <li>Manejo del tiempo</li> <li>Liderazgo y emprendimiento</li> <li>Iniciativa y autonomía</li> <li>Planificación y organización</li> <li>Toma de decisiones</li> </ul>	<ul style="list-style-type: none"> <li>Hablar sobre recuerdos.</li> <li>Explicar decisiones.</li> <li>Expresar admiración por el talento de alguien.</li> <li>Describir música y preferencias musicales.</li> </ul>





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## Technique 3

Go beyond the classroom and guide students to use the language

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What are my  
talents/  
skills?

### TALENTS-SKILLS

I love playing the harp.

I am a good singer.

I can read music.

I like creating new  
things.

What shall I  
do when I  
finish school?

### PROS

I can do what I love  
Long vacation periods  
Job stability

### CONS

Large groups  
Lack of musical  
instruments in schools

Should I  
become a  
music  
teacher?



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## Technique 3

Go beyond the classroom and guide students to use the language

**What musical traditions are there in your family? Which ones would you like to continue with?**



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## A music project



## Example of a project

Organize a music project in your school or community. It could be a school event to raise funds for a good cause or to promote traditional rhythms.

- **Step 1:** Ss exchange ideas and design an event plan
- **Step 2:** SS assign roles and tasks and create a schedule
- **Step 3:** SS prepare for event through collaborative act.
- **Step 4:** Event takes place
- **Step 5:** The experience is assessed



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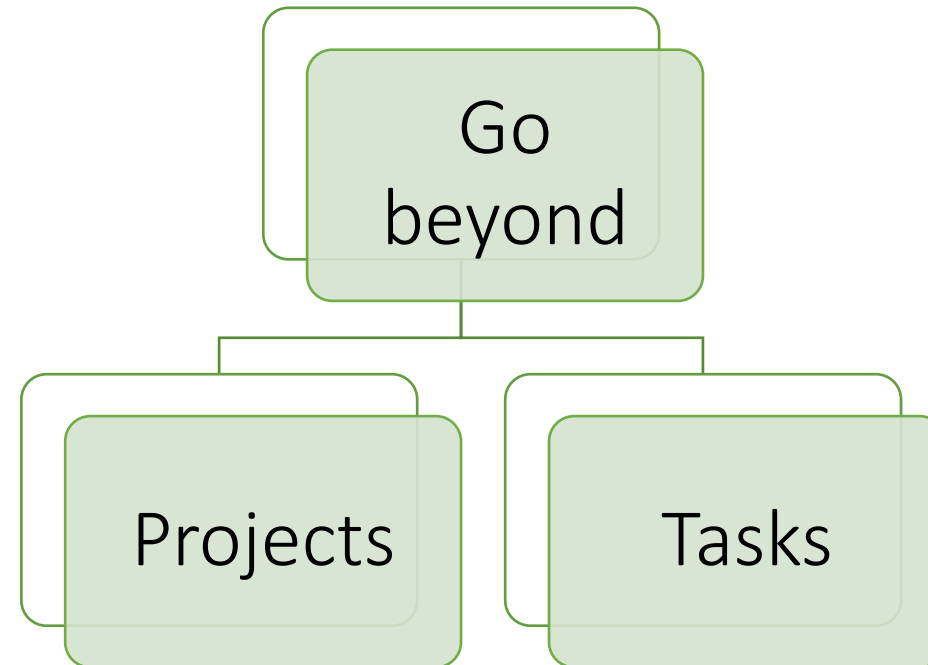
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Taking Action



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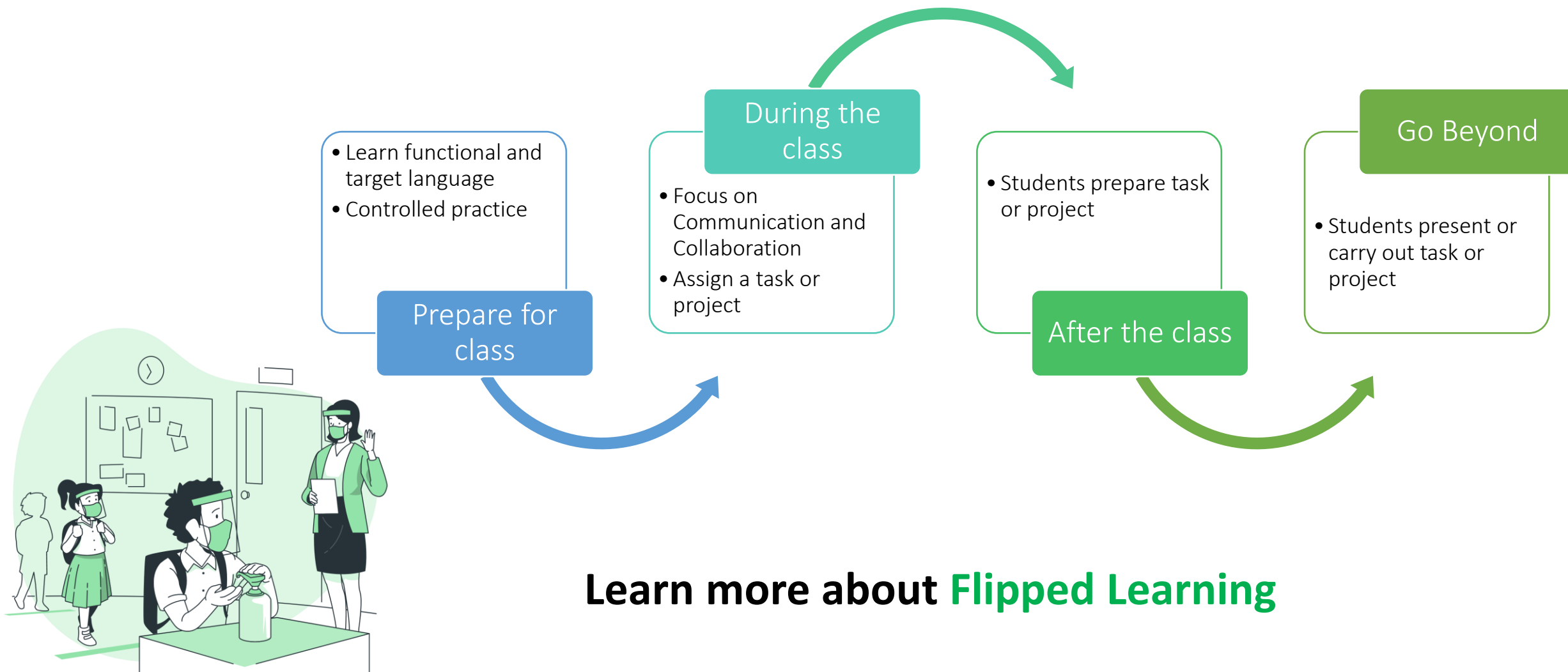
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# Action Step 1:

Share ECO Teens  
resources and make  
students accountable

## CHECKLIST FOR STUDENTS AUTONOMOUS WORK

YES/NO

Listen to the episode



- Tune in to the radio

- Your teacher sends the episode via  
WA

- Find the episode on ECO Web

Complete the READY section of the  
Student's Learning Guide



Complete the STEADY section of the  
Student's Learning Guide



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# Action Step 2:

## Adapt your lesson plans with episode segments

Storytelling

Connected

Topic of the  
day

Ana blogger

Influencer

Did you know?

English around  
the world

Common  
errors

Let's Recap



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# Action Step 2:

## Adapt your lesson plans with episode segments

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MY BAND



### 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"><li>Musical instruments</li><li>Life experiences</li></ul>	<ul style="list-style-type: none"><li>Talking about memories</li></ul>	<ul style="list-style-type: none"><li>I can identify the importance of the arts as a cultural manifestation.</li></ul>
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"><li>Time management</li></ul>	<ul style="list-style-type: none"><li>Explaining decisions</li></ul>	<ul style="list-style-type: none"><li>I can recognize my passions and talents.</li></ul>
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"><li>Music: composing, roles in the industry and favorite genres</li></ul>	<ul style="list-style-type: none"><li>Expressing admiration for someone's talents</li><li>Describing music and music preferences</li></ul>	<ul style="list-style-type: none"><li>I can express admiration for someone's talent.</li><li>I can identify roles and skills in the music industry.</li></ul>
Ana Blogger	Ana brings up the connection between Pacific music and food in Tumaco.	<ul style="list-style-type: none"><li>"Arrullos" in Tumaco</li></ul>	<ul style="list-style-type: none"><li>Using figures of speech to generate connections: metaphors and similes</li></ul>	<ul style="list-style-type: none"><li>I can understand the importance of time management in personal and professional projects.</li></ul>
Let's Recap	The teacher makes a summary of the key points 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>	



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# Action Step 3:

Determine the best ways for students to present work and make it meaningful

## CHECKLIST FOR TEACHERS TO MAKE PROJECTS AND TASKS MEANINGFUL

YES/NO

Choose or adapt a task or project and assign to students



Create and share your rubric for the task and project



Determine how students will present their tasks or projects



-Online

-In-class

-Share via WhatsApp



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Q&A



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# Q&A



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## What is ECO 2.0?



**ECO 2.0**, stands for *English For Colombia* and is an educational ecosystem to support English language learning in Colombia.



### ECO Radio

Two **radio programs** for kids (6-11 years old) and teens (12 -18 years old) promoting English language learning



### ECO WEB

Plataform: **ECO Web on Colombia Aprende** with over 3.000 resources to learn and teach English.



### Continuous PD

Support and offer **professional development** to teachers. Provide strategies to use ECO 2.0 resources.



### Bethe1: Challenge

**Gamifies English language learning** for students to reinforce their skills, while offering:

- **formative assessment** tools for teachers
- **learning analytics** for local education authorities and schools



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How to listen to ECO 2.0?



150 RADIO STATIONS NATIONWIDE

72 radio stations from  
the Army



TDT Channel



Check the schedules at your  
local radio station at

[eco.colombiaaprende.edu.co/emisoras](http://eco.colombiaaprende.edu.co/emisoras)

78 local radio stations  
in alliance with  
45 Local Education  
Authorities



Antioquia	Florencia	Nariño
Apartadó	Fusagasugá	Nte Santander
Armenia	Girardot	Pasto
Atlántico	Guainia	Quibdó
Barranquilla	Guaviare	Riohacha
Boyacá	Huila	Rionegro
Caldas	Jamundí	Sahagún
Cali	Lorica	San Andrés
Caquetá	Magangué	Soacha
Casanare	Manizales	Sucre
Cesar	Marinilla	Tumaco
Chocó	Medellin	Tunja
Cúcuta	Meta	Valle
Cundinamarca	Montería	Valledupar
Facatativá	Mosquera	Villavicencio



Recap



# Recap

## TEACHING TECHNIQUES

- TT1: Prepare for \_\_\_\_\_!
- TT2: Communicate and collaborate using \_\_\_\_\_.
- TT3: Go beyond the classroom and \_\_\_\_\_.

Finish the sentence.

- a. functional language
- b. the class
- c. use the language





# Recap

## ACTION STEPS

1: Share ECO Teens resources and  
\_\_\_\_\_.

2: Adapt your lesson plans with  
\_\_\_\_\_.

3: Think about the best ways for  
students to present work and  
\_\_\_\_\_.

Finish the sentence.

- a. make it meaningful
- b. episode segments
- c. make students accountable





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LIVE



Julio 21  
4:00 - 6:00 P.M.

## ¿Cómo usar ECO Kids para facilitar el aprendizaje del inglés de forma presencial y autónoma?

Expertas:

Marcela Forero Jiménez - British Council

Tatiana Gómez Ramírez - Programa Nacional de Bilingüismo MEN



<https://youtu.be/xW-HntynRsc>



Participa de las interacciones usando #ELTMasterclass #InspiringTeachers @mineducacion @cobritish