



TEACHER'S GUIDE

RADIO EPISODE #13 ECO TEENS 2.0

AN EXTREME EPISODE

**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 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 border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #D9D9D9;"> <th style="width: 50%;">Rosita</th> <th style="width: 50%;">Tour guide</th> </tr> </thead> <tbody> <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> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #D9D9D9;"> <th style="width: 50%;">Tour Guide</th> <th style="width: 50%;">Lucho</th> </tr> </thead> <tbody> <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> </tbody> </table> <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. E.g. This is the best experience ever. It will be amazing!</p>		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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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>													
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 style="text-align: center; margin: 10px 0;">  </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?