

LESSONGIN AUTHORIZING PEDAGOGICAL GUIDE

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Why Use the LessonGin Authoring Tool?

There are many reasons to use the LessonGin Authoring tool:

- *To create customized, real-life/real-time, content-based lessons using extracts from authentic texts such as dialogues, blog entries, poems, newspaper articles, etc., in contrast to our typical vocabulary list-based lessons.*
- *To implement lessons based on the latest news, including up-to date stories and current events.*
- *To improve students' communicative skills by requiring them to converse about real-time events using various discussion activities.*
- *To improve students' writing skills by requiring them to write about these events and topics using various writing tasks.*
- *To increase students' vocabulary knowledge by exposing them to words and phrases used in meaningful, relevant, authentic texts and requiring them to practice these terms through various activities.*
- *To introduce and reinforce the grammar forms embedded in the chosen text.*
- *To help students better understand a specific culture as reflected through a selected text.*

This document lays out guidelines and recommendations to help you create pedagogically sound lessons for a variety of levels that meet these goals. It focuses on how to choose appropriate material and activities for an effective lesson, rather than on how to use the LessonGin Authoring tool itself. (If you need help with the technical aspects of the tool, see its online Help file for detailed instructions on using each screen.)

Choosing Appropriate Text for a Lesson

Text: * Paste copied text here. - Aa +

Erdoğan: Twitter mıvıtır hepsinin kökünü kazıyacağız

Bursa'da halka seslenen Başbakan Erdoğan, "paralel devlet"le ilgili olarak "Twitter mıvıtır hepsinin kökünü kazıyacağız" dedi. Uluslararası camia şunu der, hiç beni ilgilendirmiyor. Uluslararası komplolar bu işin içinde. Bu Twitterlar var ya mahkeme kararı çıktı, Twitter falan hepsinin kökünü kazıyacağız. Süratle bu adımı atıyoruz, ülkenin güvenliği söz konusu. Ülkeme fitne sokmak isteyen karşısında bizi bulacak.

Source URL:
http://www.radikal.com.tr/politika/erdogan_twitter_m

Source/Origin: *
radikal.com.tr

Date of Source Publication:
03/20/2014

Objectives: i

- Learn about current political events in Turkey.
- Learn about freedom of speech in Turkey.
- Learn new vocabulary.
- Learn reduplication.

Tags: All tags should be delimited or separated by com...
Twitter,Turkey,politics

Word Count: 60 We recommend 500 words or less.

Play Print Help Upload Microphone Video Image Save Save and Next

The Text Details screen in the LessonGin Authoring tool

The first step in creating a lesson is to select an appropriate text. Because this text will serve as the basis for all the learning activities, it should be carefully proofread and spell-checked. The type, content, and length of the text you choose will depend on the level of your students and the goals of your lesson. Below are descriptions of the various levels and examples of appropriate texts for each of them.

Novice Lessons

Novice is the lowest level of proficiency. The level may be further divided into sub-levels.

Novice-Low/Mid (ILR 0/0+ - CEFR A1)

These learners are true beginners of the language.

Novice-low/mid learners can recognize a few letters or characters. They can recognize a few memorized words and phrases when they hear them spoken and when they read. They can communicate on some very familiar topics using single words and phrases that they have practiced and memorized.

Keep the following points in mind when choosing text for novice-low/mid lessons:

- *Use simple, factual, straightforward texts related to everyday life and common situations.*
- *Choose or create text with commonly used words, phrases, and sentences.*
- *Use sentences that demonstrate simple, concrete structures.*
- *Use mostly words that demonstrate regular conjugations, declensions, etc. However, there may be a few exceptions for very useful, everyday words that happen to be irregular, such as the verb "to be" in many languages.*
- *Keep it short. The recommended text length for novice lessons is:*
 - *Novice-low: 30-50 words*
 - *Novice-mid: 50-75*

See the examples below for some ideas.

Novice-Low Example

Dialogue/Role-play

Text (in French):

Samir: Bonjour.

Lama: Bonjour

Samir: Comment allez-vous?

Lama: Bien, merci.

Samir: Comment vous vous appelez?

Lama: Je m'appelle Lama, et vous?

Samir: Je m'appelle Samir.

Lama: Enchantée. Vous venez d'où?

Samir: Je viens d'Egypte, vous venez d'où?

Lama: Je viens de Jordanie.

Samir: Votre pays est très beau.

Text (English Translation)

Samir: Good morning.

Lama: Good morning

Samir: How are you?

Lama: I am fine, thank you.

Samir: What is your name?

Lama: My name is Lama, and you?

Samir: My name is Samir.

Lama: I am pleased to meet you. Where are you from?

Samir: I am from Egypt, where are you from?

Lama: I am from Jordan.

Samir: Your country is beautiful.

Novice-Mid Example

Simple Paragraphs (Cultural, Everyday Topics)

Text (in Spanish)

Las Fiestas

6/1: El seis de enero es el Día de los Reyes, el día tradicional para dar regalos de Navidad.

1/11: El dos de noviembre es el Día de los Muertos. Todos celebran las personas de la familia. En México, las familias decoran las tumbas de sus familiares muertos con flores y comida.

24/12 y 25/12: La Nochebuena y la Navidad. La familia va a la iglesia y después, come una cena muy grande.

Text (English Translation)

Celebrations

1/6: The sixth of January is Three Kings' Day, the traditional day to give Christmas gifts.

11/1: The second of November is Day of the Dead. Everyone celebrates people in the family. In México, families decorate the tombs of dead family members with flowers and food.

12/24 and 12/25: Christmas Eve and Christmas Day. The family goes to church and afterwards, they eat a very large meal.

**** Notice that the calendar topic provides the novice-level student with a familiar subject and many cognates.***

Novice-High (ILR 1 - CEFR A1)

Novice-high learners are no longer beginners in the language, but instead are starting their transition to the intermediate level.

Novice-high learners can often understand words, phrases, and simple sentences related to everyday life. They can recognize pieces of information and sometimes understand the main topic of what is being said. They can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions. They can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what I have read. They can write short messages and notes on familiar topics related to everyday life.

Keep the following points in mind when choosing text for novice-high lessons:

- *Continue to use texts related to everyday life, but add more details and increase the text to 75-100 words.*
- *Choose or create text with commonly used words, phrases, and sentences.*
- *Use sentences that begin to demonstrate common irregularities.*

Novice-High Example

Text (in French):

Aujourd'hui, c'est le vingt décembre. Voici les prévisions météo pour Québec.

Il va faire froid à Québec aujourd'hui. La température maximale sera de 4 degrés Celsius et la minimale sera de moins 10 degrés Celsius. Il va neiger pendant la nuit.

Demain, il va faire du soleil mais il y aura aussi une chance de pluie. La température maximale sera de 8 degrés et la minimale sera de 4 degrés Celsius.

Le vendredi et le samedi, il va faire nuageux et il va y avoir du vent. Attention à la glace!

Text (English Translation)

Today is the twentieth of December. Here is the forecast for Québec.

It is going to be cold in Québec today. The maximum temperature will be four degrees Celsius and the minimum will be negative ten degrees Celsius. It is going to snow during the night.

Tomorrow, it is going to be sunny but there will also be a chance of rain. The maximum temperature will be eight degrees and the minimum will be four degrees Celsius.

Friday and Saturday, it's going to be cloudy and windy. Be careful of the ice!

Intermediate Lessons

Intermediate level students can understand most daily conversations and interact in the target language.

Intermediate-Low/Mid (ILR 1+ - CEFR A2)

Intermediate-low/mid learners can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday life. They can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations that they overhear. They can understand the main idea of texts related to everyday life and personal interests or studies. They can write on a wide variety of familiar topics using connected sentences.

Keep the following points in mind when choosing text for intermediate-low/mid lessons:

- *You can write or choose entire paragraphs in addition to dialogues and role-play texts.*
- *Choose authentic texts, such as articles from online newspapers or other resources.*
- *The sentence structure may become more complex and longer.*
- *The text may include some common irregular patterns and idiomatic expressions.*
- *The recommended number of words for an intermediate text is between 100 (for intermediate-low) to ~350 (for intermediate-high).*

Intermediate-Low/Mid Example (ILR1+-CEFR A2)

Text (in Russian)

Социальные сети

В наши дни каждый человек пользуется Интернетом – кто-то просто читает электронные письма, кто-то смотрит фильмы онлайн, а кто-то любит общаться с друзьями или знакомиться с новыми людьми. Поэтому практически у каждого человека есть своя страничка в социальной сети, где есть все, что нужно: чат для переписки с друзьями, возможность слушать свои любимые песни и смотреть новые фильмы. Часто люди проводят слишком много времени в социальных сетях, особенно подростки, которым проще подружиться через Интернет. Но посещение таких сайтов не всегда пустая трата времени, как многие считают. Это способ узнавать новости и обмениваться мнениями о разных событиях; узнавать людей из других стран и изучать их культуру; научиться чему-то новому не выходя из дома или даже получить совет в сложной ситуации. Именно поэтому интерес к социальным сетям постоянно растет.

Text (in English)

Social networks

Nowadays everyone uses the Internet –some read e-mails, some watch movies online, and some like to chat with friends or meet new people. That's why practically everybody has their own page on social networks where they have everything they need: chat for communicating with friends, the ability to listen to their favorite songs and watch new movies. Often, people spend too much time on social networks, especially teenagers who find it easier to make friends on the Internet. But checking out such sites is not always a waste of time as many people think. It's a way to learn news and exchange opinions about different events, to get to know people from other countries and learn about their cultures, to learn something new without leaving home, and even to get advice when in a difficult situation. That is why the interest in social networks is constantly growing.

Intermediate-High (ILR 1+ - CEFR A2)

Intermediate-high students are beginning to make the transition to advanced levels and are therefore starting to learn a wider variety of topics and functions.

Intermediate-high learners can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can usually describe people, places, and things. They can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. They can participate with ease and confidence in conversations on familiar topics. They can usually talk about events and experiences in various time frames. They can easily understand the main idea of texts related to everyday life, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames. They can write on topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames.

Intermediate-High Example (ILR1+-CEFR A2)

Text (in Spanish)

Source: http://elpais.com/diario/1998/03/01/ultima/888706802_850215.html

Un ama de casa está batiendo una tortilla de dos huevos en el plato frente al televisor y a su lado el marido, un español medio, lee un periódico deportivo. Es la hora del telediario. Las noticias más terribles constituyen un paisaje sonoro en el fondo del salón. En la pantalla se suceden cadáveres, escándalos, declaraciones detonantes de algún político y otras calamidades. Hasta ese momento ninguna noticia ha sido lo suficientemente dura como para que el ama de casa haya dejado de batir los huevos cinco segundos. Ninguna tragedia planetaria ha forzado al marido a apartar la vista del periódico. Esta pareja de españoles ya está desactivada. De madrugada oye por la radio a un killer informativo formular juicios sumarísimos que destrozan la fama de cualquier ciudadano decente sin que pase nada. Esta pareja de españoles sabe que hoy las sentencias inapelables se producen antes de que se inicien los procesos. Basta que un juez te llame a declarar obligándote a pasar por un túnel de cámaras y micrófonos en las escaleras de la Audiencia. Ya estás condenado. La dosis de basura informativa que de forma pasiva este par de seres inocentes se traga diariamente le ha inmunizado para cualquier reacción, entre otras cosas porque se da cuenta de que esos periodistas que se comportan como ángeles vengadores confunden su gastritis con los males de la patria y después de ponerte el corazón en la garganta se van a un buen restaurante y se zampan un codillo a tu salud. Por eso en este momento en el telediario acaban de dar la gran noticia y esta pareja no se ha conmovido. "¿Has oído esto, Pepe? Están diciendo que ha comenzado la III Guerra Mundial", exclama la mujer sin dejar de batir los huevos. El marido tampoco levanta la vista del periódico deportivo. ¿Qué deberá producirse en el mundo para que esa ama de casa deje de batir los huevos cinco segundos? Sin duda, algo que sea más importante que una tortilla. Pero, en medio de este desmadre informativo, ¿qué es más importante que una tortilla de dos huevos? Esa es la pregunta.

Text in English (translation)

A housewife is beating a two-egg omelet on a plate in front of the TV and next to her, her husband, a middle-aged Spaniard, reads a sports paper. It is time for the daily news. The most terrible news forms a soundtrack in the background of the room. On the screen appear bodies, scandals, explosive declarations from some politician, and other calamities. Until this moment, not a single news topic has been hard enough to stop the housewife beating the eggs for even 5 seconds. No global tragedy has forced the husband to raise his eyes from the newspaper. This Spanish couple is already jaded. From the early hours in the morning, they hear an informative killer on the radio making summary judgments that destroy the fame of some decent citizen without anything happening. This Spanish couple knows that today, sentences that cannot be appealed are passed before the judicial processes begin. It's enough that a judge calls you to testify, obligating you to pass through a tunnel of cameras and microphones on the steps of the High Court. You are already convicted. The daily dose of informative garbage that this pair of innocent beings has passively swallowed has immunized them against any reaction, because among other things they realize that these journalists who behave like avenging angels confuse their own upset stomachs with the evils of the country, and after putting your heart in your throat will go to a good restaurant and polish off a ham hock to your health. For that reason, at this moment the daily news show has just given great news and this pair has not been moved. "Did you hear that, Pepe? They're saying that World War III has started," exclaimed the woman, without ceasing to beat the eggs. The husband didn't even lift his gaze from the sports paper. What has to happen in the world for this housewife to stop beating the eggs for 5 seconds? Without a doubt, something that is more important than an omelet. But, in the middle of this informative chaos, what is more important than a two-egg omelet? That is the question.

**This piece was chosen for an intermediate-high lesson because the story includes information about current events and the daily routine in a Spanish-speaking country. It also contains some colloquialisms and street language. The text also raises thought-provoking concepts related to issues that people face and how they choose to deal with them, which can lead to engaging classroom discussions.*

Advanced Lessons

Advanced level learners have expanded their proficiency skills to be able to communicate about topics other than daily life. Topics could include current events, professional life, and abstract ideas.

Keep the following points in mind when choosing text for advanced lessons:

- *Text can be taken from academic, professional, and literary sources on a wide range of both familiar and unfamiliar subjects.*
- *The text can include subtleties, nuances, colloquialisms, jokes, and slang.*
- *The text can include complex meanings that require analysis to infer.*
- *The text may include various moods and tenses.*
- *The text should include anywhere between 300 and 500 words.*

Advanced-Low/Mid (ILR 2 – CEFR B1)

Advanced-low/mid learners can participate in conversations about familiar topics that go beyond their everyday life. They can talk in an organized way and with some detail about events and experiences in various time frames. They can describe people, places, and things in an organized way and with some detail. They can handle a familiar situation with an unexpected complication. They can deliver organized presentations appropriate to their audience on a variety of topics. They can present information about events and experiences in various time frames.

They can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed."

They can understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames and genres. They can write on general interest, academic, and professional topics. They can write organized paragraphs about events and experiences in various time frames.

Advanced-low/mid Example (ILR2+-CEFR B2)

Text (in German): Notfall im Ausland

Source: <http://www.autobild.de/artikel/notfall-im-ausland-4223356.html>

Ob Panne, Crash oder Krankheit – um gegen die Notfälle im Urlaub richtig zu reagieren, müssen Sie vor allem Ruhe bewahren! AUTO BILD erklärt, was Sie tun sollten. Das Ziel schon vor Augen, den Duft des Meeres schon in der Nase, da passiert es: ein Unfall! Für rund 150.000 Deutsche passiert das jedes Jahr auf der Fahrt in den Urlaub! Zum Glück bleibt es meist bei Blechschäden, doch es müssen einige Regeln beachtet werden. Die oberste Regel lautet: Ruhe bewahren! Richtig handeln ist besser als schnell handeln.

Vorbereitung ist alles! Autotechnik geprüft und alle Unterlagen beisammen? Es ist nicht zu empfehlen ohne wichtige Versicherungspolicen in den Urlaub zu fahren! Was können Sie alles tun, um die Sicherheit im Ausland zu garantieren? Auffahrunfall in Berlin, Beinbruch in Paris, Panne in London: Notrufe von deutschen Autotouristen gehen in der Reisezeit im Minutentakt ein. Wenn doch mal was passiert, hilft die richtige Vorbereitung. Dazu gehören vor allem ausreichende Versicherungen. Um die geht es hier:

In der Kaskoversicherung können Länder ausgeschlossen sein. Deshalb vorher klären, ob für das Reiseland auch Schutz besteht oder eine extra Police nötig wird. Schwere Erkrankungen können für unkalkulierbare Kosten sorgen. Deshalb ist eine Versicherung wichtig. Sie deckt die Kosten, die für einen medizinisch notwendigen Rücktransport von zum Beispiel 20.000 Euro nötig sind!

Reisegepäck ist im Auto nicht automatisch versichert. Über Nacht im Auto gelassenes Reisegepäck ist meist nicht gegen Diebstahl geschützt.

Text (English translation): Emergency Abroad

Whether a car breakdown, a crash or illness - to properly respond to emergencies on vacation, the most important thing is to remain calm! AUTO BILD explains what you should do. The destination already in mind, the scent of the sea already in the nose, and then it happens: an accident! For approximately 150,000 Germans this happens every year on the way to their vacation! Fortunately, it is usually just fender benders, but you still have to pay attention to the rules. The top rule is: stay calm! To act correctly is better than to act quickly.

Preparation is everything! Have you done a car check and gathered your documents? It is not recommended to go on vacation without important insurance policies! What all can you do to possibly ensure your safety abroad? A collision in Berlin, a broken leg in Paris, a breakdown in London: Emergency calls from German car tourists come in every few minutes during travel season. If something does happen, proper preparation sure helps. This would mainly be adequate insurance. The main points are these:

Many insurance policies do not extend full collision coverage when you are in foreign countries. Therefore, clarify in advance whether or not there is adequate protection in the travel destination, or if an extra policy is necessary. Serious illnesses can mean incalculable costs. Therefore, insurance coverage is important, covering events such as transportation home in a medical emergency, which could run up to 20,000 Euros! Luggage in the car is also not automatically insured, and luggage left in the car overnight is usually not protected against theft.

** This text is good for advanced-low students because it contains longer, more complex sentences. It also reflects irregular verbs patterns and different idiomatic expressions. The topic further introduces interesting cultural facts as it educates the learner about what to do in an emergency abroad.*

Advanced-High (ILR 3 – CEFR C1)

Text (in French) “J'accuse...!”

Source: <http://www.bonjourdefrance.com/n2/qcm/a42t.htm>

Arrivant au Palais Bourbon, ce samedi du début janvier 1998, des collégiens de province en déplacement pédagogique à Paris ont été intrigués par le déploiement d'une énorme toile, installée par des alpinistes, sur toute la façade de la Chambre des députés français. Sur 150 m2, elle reproduisait la une du journal " l'Aurore ", en date du 13 janvier 1898, avec un article en forme de lettre ouverte au Président de la République, signé Émile Zola. S'ils connaissaient l'auteur, les élèves n'étaient pas forcément au courant des circonstances de la parution de cet article, ni de ses conséquences. Le président de l'Assemblée nationale en fonction, le socialiste Laurent Fabius, les a reçus et leur a expliqué les raisons de cette commémoration.

L'article de Zola occupe toute la première page du journal et le début de la deuxième. L'auteur y présente méthodiquement, et de façon très complète, des informations jusque-là partiellement connues du public, et retrace toutes les étapes d'une affaire politico-judiciaire qui a déchiré la France de cette époque, sur fond d'antisémitisme. Un officier de l'armée française, le capitaine Alfred Dreyfus, accusé d'espionnage, avait été condamné à la déportation à vie en 1894; la veille de la publication de l'article, le commandant Charles Esterhazy, véritable coupable de la trahison, avait été acquitté. par le conseil de guerre de Paris, et l'Affaire semblait enterrée. L'article de Zola a fait l'effet d'une bombe et permis de réveiller les consciences. Son but était d'obtenir la réouverture du procès de Dreyfus, mais, cette fois, hors des tribunaux militaires aux séances à huis clos , afin que la vérité éclate au grand jour dans les tribunaux de droit commun.

L'objectif a été atteint : des intellectuels, des politiques se sont mobilisés et ont rallié l'opinion publique, et la situation a radicalement changé. Non sans mal, et après bien des péripéties pour les défenseurs du malheureux capitaine : Zola, condamné lui-même à la prison, a connu près d'un an d'exil. Dreyfus, qui a vu sa peine transformée en dix années de réclusion en 1899, a été réhabilité en 1906, nommé commandant et décoré de la Légion d'honneur. "

"J'Accuse ... ! " : le titre lapidaire de l'article, dû à Clemenceau, responsable politique de " l'Aurore ", a frappé les esprits et reste un symbole de l'engagement révolutionnaire d'un écrivain. Cet acte courageux, " ce grand moment de la conscience humaine ", selon la formule d'Anatole France, a désormais valeur d'exemple et alimente, au cours d'éducation civique, la méditation des jeunes Français sur les injustices dont sont victimes leurs semblables.

La page la plus célèbre de la presse française a un prix inestimable pour les humanistes et les démocrates. Elle en a un aussi pour les collectionneurs : gageons que, à l'occasion du centenaire de sa parution, les enchères vont grimper pour les exemplaires encore en circulation chez les antiquaires – mais cela, c'est de la petite histoire...

Text (English translation): I accuse...!

Upon arriving at the Palace Bourbon, a Saturday at the beginning of January of 1898, some provincial college students on an educational trip to Paris were intrigued by the deployment of a huge canvas. This canvas was installed by some climbers on the facade of the French chamber of deputies building. It measured 150 m2 and was part of the headlines of the paper "L'aurore" on January 13, 1898. This article was an opened letter to the president of the republic sign by Émile Zola. Even though the students knew the author, they were not necessarily aware of the circumstances of the publication of this article or its consequences. The President of the National Assembly office, the Socialist Laurent Fabius, received them and explained the reasons for this commemoration.

Zola's article occupies the entire first page of the newspaper and the beginning of the second. The author presents in a methodical and comprehensive way, information that was partially known from the public and shows all the parts of a politico-legal case that tore France during this period against a background of anti-Semitism. An officer of the French army, Captain Albert Dreyfus, was accused of espionage and sentence to life deportation in 1894. The day before the publication of the article, the Commander Charles Esterhazy, who is the real culprit of treason, was acquitted by the council of war of Paris. This case seems buried. Zola's article seems to have had the effect of a bomb and allowed to awaken consciences. His goal was to obtain the reopening of the case of Dreyfus, but this time outside of the military courthouse, so that the truth comes to light in the general courts.

The objective was achieved; intellectuals and politicians have mobilized and rallied public opinion, and the situation has changed dramatically. Not without any problems and after many adventures for the defenders of the unfortunate captain; Zola was condemned to prison and was exiled for nearly a year. Captain Dreyfus who saw his sentence transformed in 10 years of imprisonment, was rehabilitated in 1906. He was then named Commander and decorated with the Legion of Honor.

"J'accuse...!" The laconic title by Clemenceau, political leader of "L'aurore", hit the spirits and remains a symbol of a revolutionary commitment of a writer. This courageous act, "this great moment of human conscious", according to Anatole France; now serve as an example and nourishes, in civic education, the meditation of French youths on injustices that their peers are facing.

The most famous page of the French press has an invaluable price for the humanists and democrats. The collectors also have the same opinion about the value of this page. We expect that, on the occasion of the centenary of its publication, the auction will go up for the copies still in circulation in the antique shops - but this is another story...

Creating an Effective Vocabulary List for a Lesson

Highlight your own vocabulary:

Bonjour ! Mon nom est Sophie. J'aime jouer aux sports. J'aime le football mais je ne joue pas bien. Je pratique beaucoup. Je regarde le football à la télé après le dîner. Est-ce que tu aimes jouer aux sports ?

Word Count: 40 53% Low Frequency Words

Selected Vocabulary: 10 (Recommended Range 10 – 15 items)

Stop Words: Hide Show

Back Save Save and Next

The Vocabulary Selection screen in the LessonGin Authoring tool

After you have chosen your text, you will need to use the Vocabulary Selection screen to choose a selection of words and/or phrases from that text to add to a vocabulary list for use in certain activities.

Choosing Vocabulary Items

When choosing your vocabulary items, remember that your primary goal should be comprehension of the text. Instead of choosing cognates or high frequency words, select terms that are critical to the comprehension of the text. Those selections may be individual words, groups of words, phrases, or even grammatical structures. We generally recommend between 10 - 15 items for a list, although the number can vary depending on what makes sense for your lesson.

Depending on the objectives of your lesson, you may either take a general vocabulary approach, picking words of any part of speech that are helpful for understanding the text, or focus your list on a particular type of word or grammar concept. For example, you might demonstrate a pattern by selecting several different conjugated forms of the same verb (such as "hablo", "hablas", "habla" in Spanish) or examples of different verbs in the same tense (such as "falará", "comerá", "viverá" in Portuguese). Remember that it is possible to make multiple lessons based on the same text, so you don't have to cover everything in one lesson.

Below are some recommendations for vocabulary lists for different levels:

Novice Vocabulary Lists

For a vocabulary list in a novice lesson, you may want to choose very easy items: pronouns, numbers, everyday nouns, common verbs, and so on. You might also include some simple, common grammatical constructions, or pick a basic grammar concept to focus on, such as singular and plural nouns. Remember that short lists may be easier for beginners to learn.

Intermediate Vocabulary Lists

At the intermediate level, you can assume that students probably know the most common words in your text, so your list can focus on the higher-level vocabulary that is critical to understanding the lesson. Alternatively, an intermediate vocabulary list might center on a grammar topic such as a particular verb tense or nouns that are declined in a certain way. Irregular patterns and exceptions to the general rules can also be introduced, with appropriate comments. (See page 24 for more information on comments.)

Advanced Vocabulary Lists

Advanced vocabulary lists can include a variety of specialized, domain-specific terms, with the goal of enabling learners to not only understand but also discuss the lesson text. You could also include terms that illustrate more complex grammar structures.

Editing Vocabulary Items

After you have selected your vocabulary items, you will have the opportunity to edit them if necessary using the Flash Card Editing screen. In addition to double-checking all the spellings and translations, you can add hints, item comments, transliterations, alternative answers, sound, and more.

The screenshot shows the 'Flash Card Editing' interface within the LessonGin Authoring tool. The top navigation bar includes 'Edit Lesson', 'My Lessons', and 'New Lesson', with the current lesson title 'A Polite Conversation'. Below this, a breadcrumb trail shows 'Text Details > Vocabulary Selection > Flash Card Editing > Activity Selection > Review & Publish > Files & Links'. The main editing area is divided into two columns: 'RUSSIAN' and 'ENGLISH'. It lists three items: 1. 'извините' (excuse me), 2. 'здравствуйте' (hello), and 3. 'привет' (hello). Item 3 is expanded to show additional fields: 'Hint:' (informal), 'Transliteration:' (privet), 'Image:' (a photo of a woman waving), and 'Item Comment:' (This greeting is more casual than "здравствуйте"). The interface also includes an 'Auto-Expand Items' toggle set to 'OFF' and a bottom bar with buttons for 'Back', 'Add Another Item', 'Save', and 'Save and Next'.


The Flash Card Editing screen in the LessonGin Authoring tool

Target Language Terms and Translations

The first things you should check when you are editing a vocabulary list are the target language terms and their translations. Make sure that all the target language words are spelled correctly and in an appropriate form for your lesson. In some lessons, you may want to put words in their dictionary forms, while in others, you may want to leave them in the form from the main text, depending on what you are trying to teach. You may also want to make capitalization and punctuation consistent across all the items.

Also check all the automatic translations carefully, if they are available in your language. These translations come from Google Translate, and while they can be a useful starting point, they are not always completely accurate, especially for terms that may be out of context. You can change any of the translations if needed. You can also add translations if there are any untranslated items or if the auto-translate feature is not available in your language. As with the target language terms, you should also consider making the capitalization and punctuation consistent.

Hints

When you click  beside an item, a variety of new fields appear, so that you can add additional information to the item. For example, it is often useful to add hints.

A hint is a brief clue used to clarify confusing aspects of certain vocabulary items for the learner. When writing hints, you need to put yourself in the position of the students who must translate the items from their native language to a target language and vice versa. Use the hints to give them any extra information they need to produce the correct translation. You can also use hints to add grammar to your lessons.

Hints are written in the "Hint" field under each of the languages on the Flash Card Editing screen of the LessonGin Authoring tool. In the learning program, they will appear along with the text from the appropriate side of the item in various activities.

Technical Guidelines for Hints

- **Language:** Hints should be written in the native language of the learners using the lesson. For example, in lessons meant for native English speakers learning other languages, hints will usually be written in English regardless of the language of the item being learned. However, hints can contain foreign characters if necessary. As with all text that learners will see, the hints should be proofread and spell-checked.
- **Length:** Hints can be up to 255 characters, including spaces. However, shorter hints will display better, so it is important to create hints that are clear and concise.

Usage of Hints

Hints can be used for many purposes:

To indicate gender:

- A hint is needed when a sentence **refers to** a person whose gender makes a difference in the translation. Hints in this case generally read "referring to a male" or "referring to a female".
- A hint is needed when a sentence is spoken **by** a person whose gender affects the translation. Hints in this case generally read "spoken by a male" or "spoken by a female".

Examples:

Ils sont venus.
They came.
referring to males

Elles sont venues.
They came.
referring to females

***Note:** In this example, the hints go with the English translation, because English items are identical; in the LessonGin Authoring tool, these hints would be entered in the "Hint" field under English. When two vocabulary items in the target language are identical, the hints should be entered in the "Hint" field under that language, so that they will appear with that side of the item.

To indicate register and plurality:

- Hints can be used to indicate whether a noun, pronoun, or other word is singular or plural.
- Hints can be used to indicate whether a word or phrase is informal or formal.

Examples:

Comment allez-vous?
How are you?
plural or formal singular form

Comment vas-tu?
How are you?
informal singular form

To differentiate identical items:

- If a word has more than one meaning, a hint is needed to differentiate the items.

Examples:

le temps
atmospheric conditions
weather

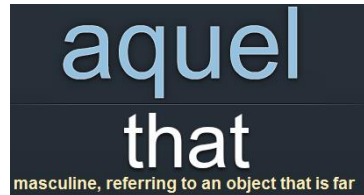
le temps
a system of measurement
time

***Note:** In this case, the hint has to go with the target language terms, because they are identical; in the LessonGin Authoring tool, these hints will be entered in the "Hint" field under the target language. Be careful not to give away the actual answer in the hint, because it will be shown in activities where learners must produce the meanings.

To indicate grammatical nuances:

- *If items are differentiated by a grammatical nuance that is not obvious to learners, a hint is needed to explain the grammar concept.*

Examples:



Item Comments

Item comments are short annotations that clarify or elaborate on a concept introduced by a vocabulary item. These comments can include grammatical concepts or important cultural information. They are written in the "Item Comment" field in the LessonGin Authoring tool, and appear in a popup window when both sides of an item are shown in various activities in the learning program.

Note: Do not confuse item comments with hints. Item comments may expand upon information given in a hint, but they are also used to introduce concepts that are too complicated to explain in a short hint. Unlike hints, item comments are not restricted to a single side of the item, so feel free to put in any information that relates to the item as a whole. You do not have to worry about giving away answers, because item comments will only appear after the answer has been shown.

Technical Guidelines for Item Comments

- **Language:** Item comments are usually written in the native language of the learners, which in most cases is English. However, the target text is often used for examples in the item comments. When adding in text in the target language, be sure to include a transliteration [in brackets], if applicable. All text in the item comment should be proofread and spell-checked.
- **Length:** Item comments cannot exceed 255 characters (including spaces). Though item comments can be more thorough than hints, it is still important to be concise and clear. There can be only one item comment per item.

Usage of Item Comments

Like hints, item comments can be used to do many things:

To introduce basic grammatical concepts or patterns:

- Item comments can be used to further explain gender, root form, formality, and so on, especially if a hint has already been used to introduce this concept.
- Item comments can indicate rules for pronunciation, spelling, punctuation, etc.
- Item comments can also be used to explain patterns, including applying regular verb conjugation patterns, formulating questions, negating sentences, etc.

Examples:

Comment allez-vous?
How are you?
plural or formal singular form

Use formal speech as a sign of respect in professional settings, with figures of authority, and with elders.

chinois
Chinese

Adjectives change according to the gender of the noun they describe. Usually, an 'e' is added to make the feminine form: "chinoise"

To explain practical language usage

- *Item comments can be used to explain how an expression is used in everyday speech, or to provide a literal translation that could help learners understand an expression.*

Example:

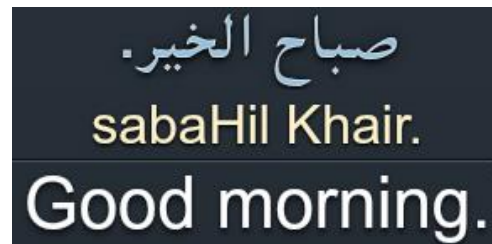
visiter
to visit

"Visiter" is used for places, while "rendre visite à" is used for people.

Transliterations

If you are creating lessons in a language that uses a writing system that may be unfamiliar to the learner, you may want to add transliterations to your items. Transliterations show the word or phrase written in English characters and generally give learners an idea how to pronounce it. They are particularly useful for novice and intermediate lessons, and may still be helpful at the advanced level in certain languages. Use a consistent transliteration scheme in all your lessons.

Examples:




***Note:** *Transliterations aren't needed for languages that use the Latin alphabet, like English.*

Alternative Answers

An alternative answer is a response which does not exactly match the text of an item, but which should also be considered correct. When you are editing your items, you should put some thought into whether any of them can use alternative answers. The alternatives can be used to add flexibility in terms of contractions, variable translations, different formats for dates, regional variations in spelling (such as "color" vs. "colour", etc.), or other factors.

For example, if you had a Spanish lesson that included the item "hablo / I speak", you might want to include "yo hablo" as an alternative answer for the Spanish side, since the answer would be equally valid with or without the pronoun. Similarly, if your list included "correo electrónico / email", you might add "e-mail" as an alternative answer for the English side, because both spellings are commonly used.



Alternative answers can be added by clicking  for the appropriate side of the item. Each side of the item can have as many alternative answers as necessary.

Sound and Images

The more often that learners hear target language terms, the better, so it is generally recommended that you upload or record sound for each target language word or phrase in the vocabulary list. This sound will be played in many of the activities when the target language



item is shown. The sound controls, can be found under the text and information fields for each side of the item. Make sure you use the ones for the correct side. The LessonGin Authoring tool allows you to record sound for both languages, but only the target language sound is currently used in activities.

Depending on the subject of the lesson, it may also be helpful to add images to individual items



using the image controls, . Images serve as visual reinforcement of the meaning, and can help make lessons more memorable. They are shown along with the native language text in various activities, not when learners are trying to produce the target language, so they will not give away the answer.

Choosing the Right Activities for a Lesson



The Activity Selection screen in the LessonGin Authoring tool

After you have finalized your content, you can use the Activity Selection screen to pick the activities that will be part of your lesson. You can choose as many of the activities as needed to effectively teach your material, but keep in mind that the more activities you add, the longer it will take learners to complete the lessons. Depending on your text and the goals of your lesson, some activities may work better than others, so take the time to figure out the best set for your content and objectives. The activities will appear in the order they are listed on this screen.

The following activities are available:

Topic Prediction

Topic Prediction asks students to guess the subject of the lesson based on seeing the words in a word cloud. It's a basic activity that doesn't require any configuration. It may be useful as a starting point for classroom discussions, or as a quick way to introduce students to a subject. For higher-level students, the word cloud could also serve as a conversation prompt.

Title Prediction

Title Prediction is very much like Topic Prediction, except that it asks students to predict the title of the article rather than the subject. It does not require configuration. You will probably not need Topic Prediction and Title Prediction enabled in the same lesson.

Text

The Text activity is required for all lessons because it lets students read the main lesson article. Configuration is not required for this activity, but it is allowed. If you prefer, you can customize the appearance of the text to change the font size or formatting. For example, you can add bold text, italics, underlines, and so on. Any modifications that you make for this activity will also appear in the text for the SVO and Understanding the Text (Bloom's) activities. However, they will not appear in any other activities.

SVO

SVO lets you manipulate the text in real time. It is meant as a presentation activity, not as an activity for individual learners to work with on their own. Therefore, you should only choose it for lessons that you intend to present to students as part of an instructor-led session. In that situation, it is particularly useful for grammar lessons, since you can use it to highlight particular types of words for demonstration and discussion. SVO does not require configuration.

Understanding the Text (Bloom's)

Understanding the Text (Bloom's) asks students to read the text and a series of talking points about it. It is an extremely useful activity to help upper-level learners analyze the text, discuss the subject, and write about the topic in various ways.

If you choose this activity, you must customize it to add appropriate talking points or questions. There are two sections that can be edited, although their titles vary based on the lesson level: "Knowledge" and "Comprehension" for novice lessons, "Application" and "Analysis" for intermediate lessons, and "Synthesis" and "Evaluation" for advanced lessons. Both sections provide sample questions/prompts suitable for the level (hence the different section names), which you can customize in English and/or in the target language. All you need to do is click the boxes of the questions you want to keep and if needed, edit them. You can also add your own questions and customize them to be simpler or more complex depending on the level of the intended learners. Because the questions/prompts will be visible to students, they should be spell-checked and proofread.

You can also turn the questions in this activity into grammar analysis and grammar usage tasks. In the first section, you can have the students detect and analyze the target grammar features to help with the acquisition or practice of these concepts. In the second section, you can have the learners use their knowledge to produce examples of their own and use them in various written and conversational forms, thus promoting student production and interaction.

Because of the open-ended nature of the questions, this activity works best during or as preparation for instructor-led sessions. It wouldn't be as useful for learners working entirely on their own.

Text Reconstruction

Text Reconstruction asks students to reconstruct the main text of the lesson by dragging tiles into order. If you choose this activity, you must customize it to indicate what part of the text should be reconstructed and the number of tiles it should be divided into, which can be between 6 and 16. In general, the more tiles you choose, the more challenging the activity will be.

Text Reconstruction can be a good activity for learners to do on their own, but can also be useful during instructor-led sessions. This activity works best for texts that have a logical order - a story with an obvious beginning, middle, and end; a dialogue that follows a predictable pattern; and so on. It does not work as well for articles that cover various topics in an arbitrary order, or for lessons that consist of collections of smaller texts, like a series of Twitter tweets.

Sentence Reconstruction

Sentence Reconstruction asks students to reconstruct scrambled sentences by dragging words into order. If you choose this activity, you must configure it to indicate which sentences from the lesson text should be used. It is usually best to highlight full sentences, including their final punctuation. Sentences that have only one logical or common word order work best. Sentences that include lists of items or multiple clauses that could be placed in any order and still be grammatically correct usually do not work as well. Like Text Reconstruction, Sentence Reconstruction can be used for independent practice or with an instructor.

Paragraph Fill in the Blank

Paragraph Fill in the Blank asks students to fill in missing words from the main lesson text. If you choose this activity, you must configure it to indicate which words should be taken out of the text. You can select up to 15 terms. Try to choose terms that can only fit in one place in the text, logically and grammatically. To test your choices, imagine placing each term in each blank. If a term could logically fit in more than one, consider choosing a different term instead. Paragraph Fill in the Blank is good for both independent learners and instructor-led sessions.

Recognize & Say It

Recognize & Say It asks students to look at the target language terms from your vocabulary list and think or say their meanings. Along with Produce & Say It and Produce & Write It, it is one of the core vocabulary learning exercises, and is recommended for most lessons. Like all the flash card style activities, it is particularly good for students to use on their own before an instructor-led session, so that they can familiarize themselves with the material and come to the session prepared. It is also an excellent exercise for independent learners who are not working with an instructor to use on their own. Recognize & Say It does not require configuration.

Produce & Say It

Produce & Say It asks students to look at the native language terms from your list and think or say the target language equivalents. This flash card based exercise focuses on quickly and

efficiently building vocabulary, and is highly recommended for most lessons. Like Recognize & Say It, it is good for independent learners or for students preparing or reviewing material for an instructor-led session. It does not require configuration.

Produce & Write It

Produce & Write It asks students to look at the native language terms in your list and type the target language equivalents. It is an excellent way to reinforce vocabulary, spelling, and many other language skills.

The only time this activity might not be recommended is when you don't want the learners to have to type the target language, perhaps because they are not yet sufficiently familiar with the writing system, or because the items on your list have particularly long target language answers. This activity does not require configuration.

Multiple Choice

Multiple Choice asks students to select the correct answer for each challenge, based on the material in your lesson's vocabulary list. Multiple Choice does not require configuration, and is good for independent use or instructor-led sessions.

Matching

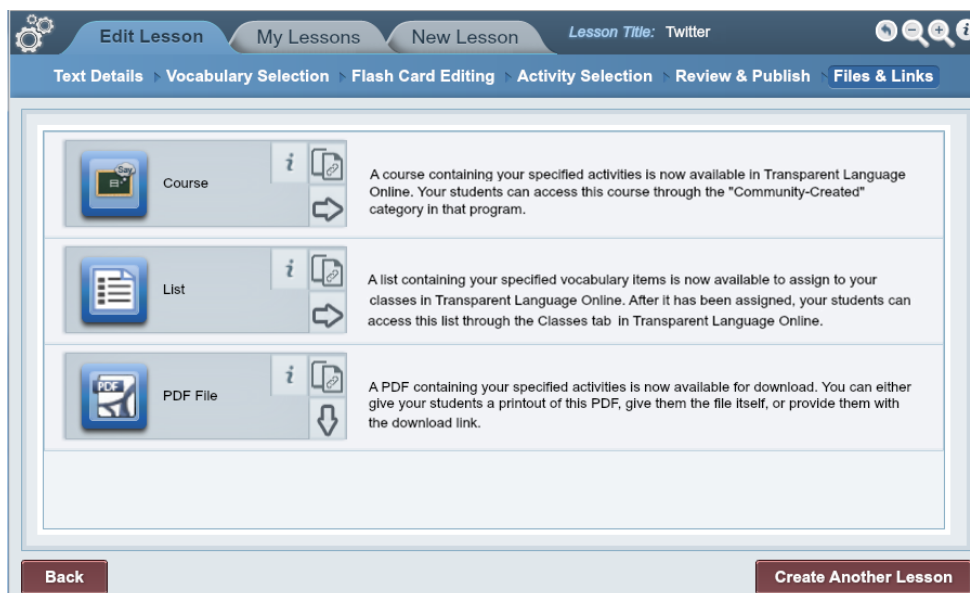
Matching asks students to connect the target language terms from your vocabulary list with their meanings. It is yet another way to help learners master the material, and can be used independently or with an instructor. This activity does not require configuration.

References

The References activity simply displays the source information for the lesson text. It is only necessary if you need or want to credit your source for the material. It does not require configuration, but allows it if you want edit the formatting, font size, or information.

Classroom Uses for Lesson Files

After you have chosen your activities and configured them if necessary, you can go on to review all the information and publish the lesson. From that point on, the lesson will be available in the "User-Created Lessons" category in the Courses section of the CL-150, so you and your students can use it. You can also use the "Files & Links" screen in the LessonGin Authoring tool to access the lesson and other files that were created along with it.



The Files & Links screen in the LessonGin Authoring tool

Lesson / Course

The "Files & Links" screen in the LessonGin Authoring tool provides a link to the lesson itself in the Course section.

List

In addition to the lesson itself, the LessonGin Authoring tool also produces several other files, including a separate vocabulary list with the items you selected. This list can be assigned before and/or after the actual lesson in order to provide additional learning material to your students. Assigning it beforehand can be useful if you want your students to learn the vocabulary before they read the text.

PDF

The PDF file contains your lesson text, as well as printable versions of certain activities from your lesson (such as Paragraph Fill in the Blank, Matching, and Multiple Choice). Activities that do not work as well on paper, such as SVO, are not included in the PDF. You can use these printed activities for written classroom exercises, lesson openers or closers, quizzes, or homework as needed.