

# Triggering a Good Conversation

News in the Language Classroom

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# Overview

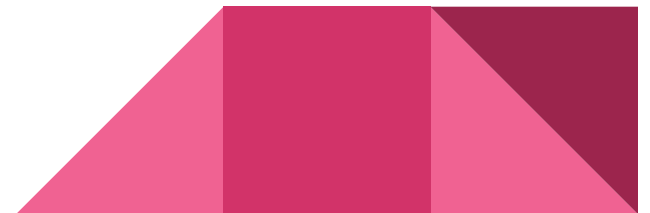
From ILR 2 to 2+

- ❑ Five thematic weeks
  - ❑ Articles to spark a conversation
  - ❑ Videos and audios
  - ❑ Inductive grammar in context
  - ❑ Scaffolding activities
-

W 1	Immigration and Narcotraffic	<ul style="list-style-type: none"> <li>• Discourse organization: use of <u>graphic organizers</u></li> <li>• Descriptions in the past</li> </ul>
W 2	Globalization and Environment	<ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• <u>Formulate questions, manage conversation</u></li> </ul>
W 3	U.S Society and U.S Role in the World	<ul style="list-style-type: none"> <li>• Relate different topics</li> <li>• Acquire language flexibility</li> </ul>
W 4	WgmirgiXiglrspk } \$ erh\$rgsrq }	<ul style="list-style-type: none"> <li>• Analyze causes and consequences</li> <li>• <u>Manage interactive conversation</u></li> </ul>
W 5	Lyq er\$nk l x \$erh\$ Mxi vrexsrer\$En	<ul style="list-style-type: none"> <li>• <u>Express and defend points of view</u></li> <li>• Generate possible solutions to a problem</li> </ul>

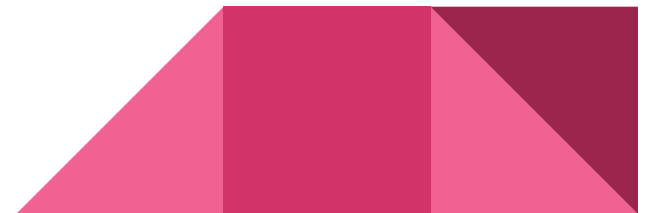
## What are the key points of this curriculum?

- Repetition
- Recycling
- Trigger linguistic elements: professional vocabulary, connectors, grammatical structures



# What do we use?

- ❑ Authentic materials from native speakers: videos, audios, articles, and **passages**.
- ❑ Graphics, tables, pictures



# Articles to trigger spontaneous conversation:

- ❑ It's the first activity of the day.
- ❑ Always aligned with :
  - ❑ weekly topic
  - ❑ weekly grammar point in context
  - ❑ weekly communicative goal
- ❑ Spontaneous conversation triggered by the article



# Articles for Conversation

## *De los revólveres a los teléfonos*

...Una de las 'alarmas' más recientes se produjo cuando el Programa Nacional de Toxicología de EE.UU. publicó un estudio **llevado a cabo por** varios años que encontró ...

Aún más **inquietante** es la falta de autocontrol, la desatención...

**Igualmente**, hay nuevos estudios que relacionan el uso de teléfonos con estrés e insomnio. **Pero nada de eso parece preocupar** al público...

**Esa tendencia no va a cambiar. Igualmente** Imaginar un mundo sin móviles es ciencia ficción. Sin embargo, vale sugerir un poco de autocontrol: si no en razón a los estudios científicos, **por lo menos a los buenos modales.**

- ❑ **Repeated use of connectors applicable in a variety of topics.**
- ❑ **Transitional sentences that can be used in different topics.**
- ❑ **Professional and versatile vocabulary that is intentionally repeated several times.**

## What have they learned and build up?

- ❑ How to describe a topic naturally.
- ❑ How to relate topics and ideas
- ❑ How to defend their point :
  - ❑ agree/disagree
  - ❑ causes/consequences
  - ❑ advantages/drawbacks
  - ❑ comparisons and contrasts
  - ❑ **paraphrasing**

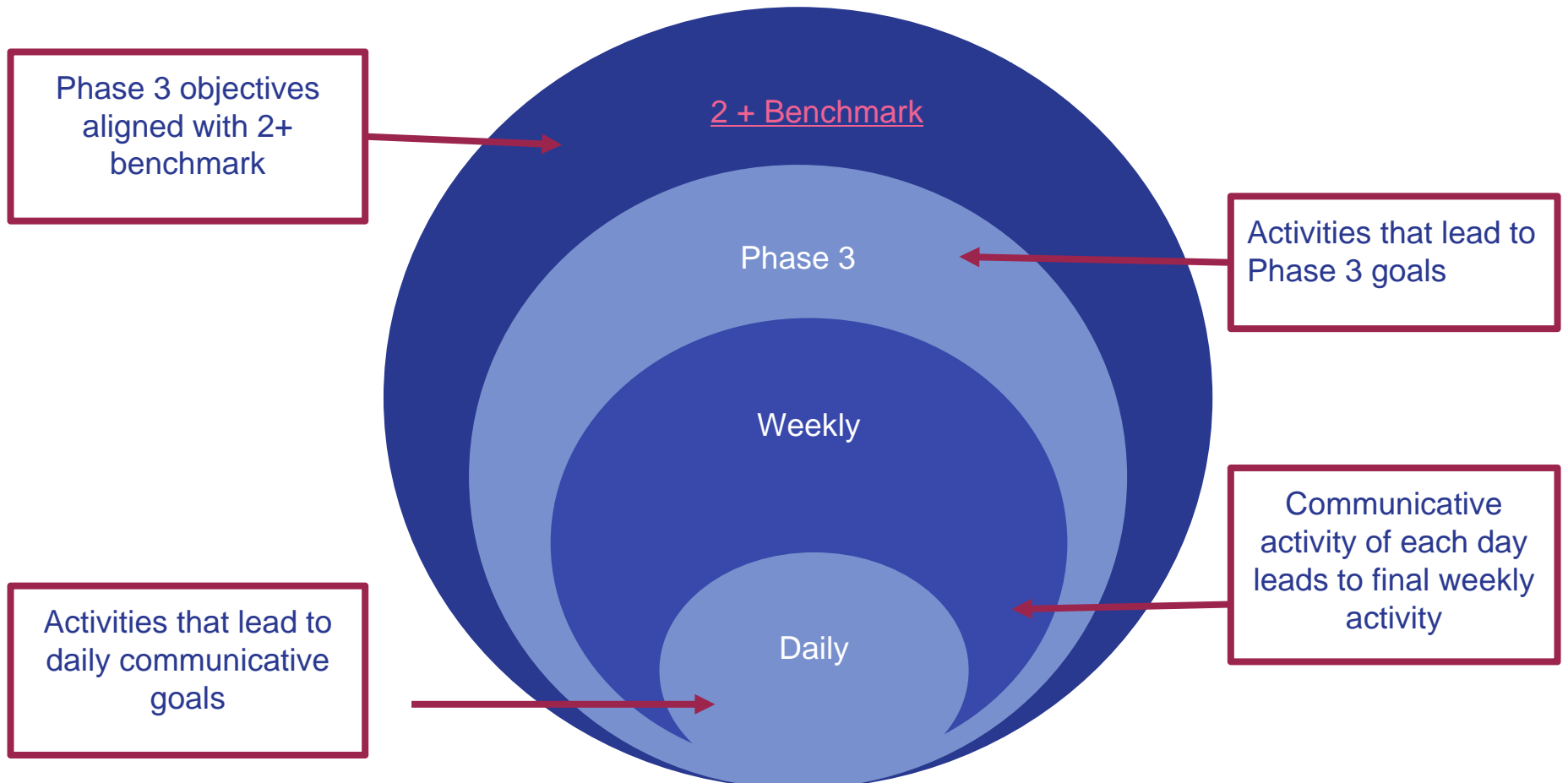
## What do they use?


- ❑ Precise and accurate professional vocabulary
- ❑ Flexible vocabulary
- ❑ Connectors and transitional sentences
- ❑ Grammar structures

**ALL ACQUIRED through the daily trigger articles, videos and audios in context**



# Scaffolding Activities





Our students need to get an idea of how native speakers use the language. The best way of doing this is to present language in its natural context.

GRACIAS

# Sample Activities

**1- Grammar in context:** Linking topics using prepositional phrases

**Discourse:** Expressing opinions

**Language flexibility:** Explaining unique American concepts

**2- Grammar in context:** Use of past tenses

**Discourse:** Explain diplomatic mission

**Interview strategies:** Formulate questions, CMDs, interruptions, report.

Cultural shock



# Weekly lesson plan

**Grammar in context:** Time expressions

**Discourse:** Detailed descriptions

**Listening comprehension:** Comparison and contrast

**Grammar in context:** Use of complex grammar structures “How do I say it?”

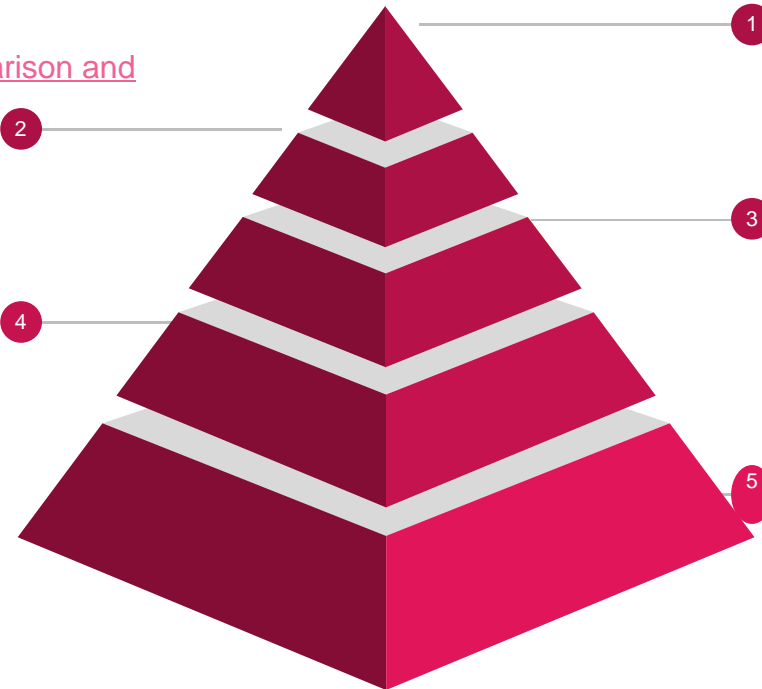
**Discourse:** Express ideas cohesively

**Listening comprehension:** Follow up discussion

**Every day:**

Articles to trigger conversation

Intensive reading



**Grammar in context:** Linking topics using prepositional phrases

**Discourse:** Expressing opinions

**Language flexibility:** Explaining unique American concepts

**Grammar in context:** Use of past tenses

**Discourse:** Explain diplomatic mission

**Interview strategies:** Formulate questions, CMDs, interruptions, report. Cultural shock

**Field trip:** Explaining America: Incorporating language components

# Benchmark for ILR 2+

## *Language Functions*

- Talks about his/her personal background and interests.
- **Makes accurate narrations and detailed descriptions** about concrete topics, like the workplace, society and current events, as well as some abstract topics.
- Speaks about his/her work and profession, and special fields of competence. **Provides opinions and points of view (but not always supports them).**
- **Asks detailed questions about concrete and abstract topics** regarding the interlocutor's country and society.
- **Most common grammar structures are typically controlled**, but there are areas of weaknesses in grammar, vocabulary and/or pronunciation.
- **Comprehension of factual and abstract information is nearly complete.**

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