

Concept maps

MATERIALS

One copy of the map for every student

Electronic dictionary

Copybook

10 steps for using concept maps in the classroom

1.	Present the students with the topic of the map, either during the introduction or revision of the theme. Activate their prior knowledge of the topic.
2.	Distribute the copies and divide the students into pairs or groups.
3.	The students are not given time to read the map. Instead they are asked to choose two sections of the map and ask questions only about these parts (the first thing that comes to mind). The aim is simply to acquaint the students with the map.
4.	If the students don't remember the vocabulary, they (1) ask a friend, (2) look up the words in dictionaries in various formats, or (3) ask the teacher. The teacher should be a last resort.
5.	The students choose questions from the map in any order, they get up and look for the students with whom they haven't talked yet and ask them the questions.
6.	The students choose in which order they will speak about some sections of the map (before the rest of the class).
7.	The students make a list with the information they want to present. In their presentations they will have to develop two different points using at least two arguments or examples. The students can use modifiers and idiomatic expressions which will facilitate oral expression and which have been prepared by the teacher and annexed to the concept map beforehand.
8.	The next step is to make the students complete the map with new information: words, categories or relations among them. The maps are just starting points, they are not exhaustive.
9.	The students take the map home to practice the vocabulary. The teacher provides the students with the EMECOE link where the electronic version of the map is to be found.
10.	Homework – working on the written composition. Choose one of the ten questions and write the answer at home.